

**Morgan State University
Department of Architecture**

Architecture Program Report for 2011 NAAB Visit for Continuing Accreditation

Degree Title: Master of Architecture:

**Non-pre-professional degree + 90 graduate credits
Pre-professional degree + 60 graduate credits
Pre-professional degree + 36 graduate credits
(168 total credits: "3 + 2 Master of Architecture Degree Program")**

Year of the Previous Visit: 2005

Current Term of Accreditation:

"a six-year term of accreditation with the stipulation that a focused evaluation be scheduled in three years to look only at Public Information, Human Resources, Physical Resources, and Information Resources and the progress that has been made in those areas"

Submitted to: The National Architectural Accrediting Board
Date: 7 September 2010

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Part One (I). Institutional Support and Commitment to Continuous Improvement

I.1. Identity & Self Assessment

I.1.1. History Mission

Institution History

Founded in 1867 as the Centenary Biblical Institute by the Baltimore Conference of the Methodist Episcopal Church, the institution's original mission was to train young men in ministry. It subsequently broadened its mission to educate both men and women as teachers. The school was renamed Morgan College in 1890 in honor of the Reverend Lyttleton Morgan, the first chairman of its Board of Trustees, who donated land to the college. Morgan awarded its first baccalaureate degree to George F. McMechen in 1895. McMechen later obtained a law degree from Yale and eventually returned to Baltimore, where he became a civic leader and one of Morgan's strongest financial supporters.

In 1915 the late Andrew Carnegie gave the school a conditional grant of \$50,000 for the central academic building. The terms of the grant included the purchase of a new site for the College, payment of all outstanding obligations, and the construction of a building to be named after him. The College met the conditions and moved to its present site in northeast Baltimore in 1917. Carnegie Hall, the oldest original building on the present MSU campus, was erected two years later.

Morgan remained a private institution until 1939. That year, the state of Maryland purchased the school in response to a state study that determined that Maryland needed to provide more opportunities for its black citizens.

From its beginnings as a public campus, Morgan was open to students of all races. By the time it became a public campus, the College had become a relatively comprehensive institution. Until the mid-1960s, when the state's teachers colleges began their transition to liberal arts campuses, Morgan and the University of Maryland College Park were the only two public campuses in the state with comprehensive missions.

As Maryland's teachers colleges began to broaden their objective, Morgan and other like institutions, were placed into a state college system governed by a Board of Trustees. However, in 1975 the State Legislature designated Morgan as a university, gave it the authority to offer doctorates, and provided for it to once again have its own governing board.

In 1988 Maryland reorganized its higher education structure and strengthened its coordinating board, the Higher Education Commission. The campuses in the state college system became part of the University of Maryland System. Morgan and St. Mary's College of Maryland were the only public baccalaureate-granting institutions authorized to have their own governing boards. The legislation also strengthened Morgan's authority to offer advanced programs and designated the campus as Maryland's Public Urban University.

Morgan State University is now a Carnegie-classified Doctoral Research Professional institution, offering more than 90 academic programs from the baccalaureate to the master's and doctoral levels. As Maryland's public urban university, Morgan serves a multi-ethnic and multi-racial student body and seeks to ensure that the doors of higher education are opened as wide as possible to as many as possible.

In July 2010, Dr. David Wilson began his role as Morgan State University's 12th president. With over 31 years of higher education experience under his belt, Dr. Wilson comes to Morgan having been the first chancellor in Wisconsin's history to lead two University of Wisconsin campuses simultaneously. Dr. Wilson served in numerous capacities, from vice president to faculty and administrative roles, at Rutgers University, Kentucky State University, Radcliffe College, Auburn University and Tuskegee University. He holds degrees from Tuskegee Institute (now Tuskegee University), and an Ed.M. and Ed. D. from Harvard University. Dr. Wilson takes over from Dr. Earl S. Richardson, who announced in fall 2009 his intention to resign after 25 years as president.

Morgan State University Mission

Morgan State University is by designation of the Maryland General Assembly the State's public urban university. Its mission is to provide a comprehensive array of programs and services to the citizens and organizations of the Baltimore metropolitan area. Its three major mission components are:

1. to educate citizens from diverse academic and socioeconomic backgrounds
2. to carry out research, giving priority to that applicable to the problems of the region and its residents
3. provide cultural opportunities for the region and offer programs of service to the community and the general public

The University has a long tradition of educating the very best prepared students as well as many others from disadvantaged backgrounds. It is strongly committed to continuing this tradition. At the same time the University is making a transition to a campus that will: award more advanced degrees, particularly in programs of importance to the region; carry out more research on topics important to the local community; and, share its resources with the general public and become a center of social and cultural life for the residents of metropolitan Baltimore. This document provides a blueprint by which the University intends to develop over the next several years.

Morgan State University Vision for the Future

The University will continue to emphasize and strengthen its historic mission; that of providing an excellent undergraduate education to a broad segment of the population, including many of the best prepared as well as some who might not otherwise have the opportunity to enroll in college but who have the potential to complete a degree. At the same time, Morgan plans to place additional emphasis on graduate study in selected disciplines as well as on research in these fields. These programs will be in fields of importance to the economy and will provide the foundation for an increased emphasis by the University on service to the City of Baltimore and the Baltimore region.

Program History

The Department of Architecture began as a graduate program of architecture within a Department of Built Environment Studies in 1979. Undergraduate studies in architecture would not be authorized by the Maryland Higher Education Commission (MHEC) for another two decades. Under the leadership of Harry Robinson, FAIA, who later departed for Howard University, the Department of Built Environment Studies incorporated the allied fields of architecture, landscape architecture and planning.

In 1992, under the leadership of Anthony N. Johns, Jr., Architect, FAIA, the program name was changed to the Institute of Architecture & Planning, comprised of architecture, landscape architecture and city and regional planning. Anthony N. Johns, Jr., FAIA served as the first Director of the Institute of Architecture & Planning until his retirement in 1997.

The Graduate Program in Architecture achieved its initial National Architectural Accreditation Board (NAAB) accreditation in 1991, and a five-year accreditation was granted in 1993, under the leadership of Professor Johns. The program was structured as a day program, with afternoon studios modeled after national prototypes for graduate study following a non-professional degree, similar to the curriculum and scheduling of the Master of Architecture degree program at the University of Pennsylvania. The curriculum was centered on the core design studio experience, as a learning laboratory with the integrated self-assessment processes of design review juries.

In 1997, under the Institute's new Director Melvin Mitchell, Architect, FAIA, in an effort to reinvent itself and attract new students, the program declared its intention to adopt the practicum-based approach to architectural education pioneered by the Boston Architecture Center. Beginning in the fall of 1998, the program began offering all of its studios in the late afternoon or evening in an effort to encourage working people to become students and students to work. This change to essentially an evening program has been fundamental to the identity of Architecture at Morgan now for more than a decade, as the only architecture program in the state – or region - that offers an evening curriculum, creating a distinctive identity for the program and enhancing its accessibility. Students frequently work in architectural firms during the day, and graduates are well prepared for the transition into the internship phase of the architectural profession.

Another significant change during Professor Mitchell's term as Director was the planning and State of Maryland approval for the addition of an undergraduate program. The undergraduate program was designed to be interdisciplinary, pulling resources from the three sister disciplines – architecture, landscape architecture, and city and regional planning – for its direction and content. The program, which awards the Bachelor of Architecture & Environmental Design (BSAED), prepares students for any one of the three graduate programs, although the majority of undergraduate students state a preferred interest in architecture as their projected career path. As an interdisciplinary and independent undergraduate program, graduation from the BSAED program does not automatically provide admissions or advanced standing in any portions of the graduate program in architecture. However, following a formal admissions process with the School of Graduate Studies, with individual portfolio review by the Department of Architecture, many BSAED graduates have received advanced placement in the 90/60 credit graduate program. Melvin Mitchell FAIA retired from Morgan in 2002, and the first graduating class of BSAED students was in May 2004.

Richard Lloyd, Ph.D. began service as the new Director of the Institute of Architecture & Planning in July 2002. Dr. Lloyd, with an interdisciplinary background in both planning and architecture, and his extensive experience as an educator, worked diligently to develop the BSAED program. Dr. Lloyd was a strong advocate that the new interdisciplinary Center for Built Environment and Infrastructure Studies (CBEIS) that will house architecture in the future would be designed and built as a green building. Richard Lloyd returned to full time teaching in 2007. Mahendra Parekh AIA served as interim IAP Director, 2007 to 2008.

Authorized by the NAAB to begin the new track of study under the existing Master of Architecture accreditation, this accelerated track of the Master of Architecture degree program began in 2008 with the enrollment of the first cohort of students. Students are admitted to this optional track, named the "3+2 Master of Architecture Degree Program", through a competitive admissions process during their sophomore or junior year, and receive the BSAED degree prior to receiving the M. Arch.

Nationally recruited, Dr. Mary Anne Alabanza Akers assumed the role of Director in January 2008. Dr. Akers, with a Ph.D. in Social Science – Urban Planning and Community Organization, came to Morgan with significant research and teaching experience in planning and landscape architecture at the University of Georgia, among other institutions.

Gabriel Kroiz, an experienced architect, with degrees from the Rhode Island School of Design and the University of Maryland, was retained in fall 2008 as coordinator of the BSAED program, and currently serves as the BSAED Program Director.

The Institute was awarded status as the new School of Architecture + Planning on July 1, 2009. With this change, Dr. Mary Anne Akers became the first Dean of the School. Under Dr Akers, a new undergraduate program in Construction Administration was initiated in fall 2010.

Senior faculty member Ruth Connell AIA, now in her twentieth year of service to Morgan State University, was appointed the architecture coordinator in 2007 and became the first Chairperson of the Department of Architecture as the Institute transitioned to a School of Architecture & Planning.

Program Mission

The mission of the Department of Architecture is supportive of the vision and mission for both the university and the School of Architecture + Planning.

The SA+P Vision follows:

Morgan State's SA+P's vision is to be among the preeminent institutions of its kind and to be a role model for HBCU's in preparing fully qualified architectural, design, and planning practitioners and construction managers in the exploration and documentation, design, planning and management of the built and natural environment through an interdisciplinary applied research, theory building, and community based outreach. SA+P will promote the inclusion of students traditionally excluded from the study of the built and natural environments. It will also embrace the epistemologies, cultures and contributions of all peoples and times in this study. Though embedded in Baltimore, Maryland, SA+P will adopt a global outlook in its activities.

The SA+P Mission follows:

The Mission of SA+P is to develop diverse, socially and environmentally responsible, and enlightened professionals through a process of skill acquisition, critical thinking, and value definition. In so doing, SA+P pursues this mission within a creative environment of inquiry and collegiality in the fulfillment and advancement of spatial justice, urban revitalization and sustainability, and design for the everyday experience.

The Department of Architecture Mission Statement follows:

The mission of the Department of Architecture has three components: the education of students for the profession of architecture, research and design in critical issues of urban architecture, and support to the metropolitan region of Baltimore and to the State of Maryland.

I. The Education Mission: Preparation for the Profession of Architecture:

The primary objective of the education mission is preparation for the profession of architecture, with a special emphasis on mentorship of student populations that are underrepresented in the profession of architecture. The mission focus is preparation for an increasingly complex profession, engaged with rapidly changing technologies in the materials, production, and representation of the built environment, in a world of diminished natural resources, degraded urban and suburban environments, and in a progressively more complicated social, cultural, economic and legal environment. A key objective is to mentor, to encourage, and to nurture students from disenfranchised populations; specifically, African American, women, and other minority students who are

underrepresented in the profession of architecture with a curriculum and teaching pedagogy that is responsive to the needs of these students.

II. *The Research Mission: Design and Research in the Urban Environment:*

The objective of the research mission is to research and design for critical issues in the urban environment, including the redesign of the urban core and the exploration of design for sustainability in the urban context. The design and research activities of the program are integral to the education component.

III. *The Service Mission: Engagement with the City of Baltimore:*

The objective of the service mission is to engage in architectural, research, and educational projects that support and nurture the urban neighborhoods of Baltimore, and other areas within the region and the State of Maryland. Through active engagement with our region, respect for cultural diversity and for the environment is enhanced, and the goal of education for socially responsible design is reinforced.

The Department of Architecture mission statement above reflects the founding principles of the program while being relevant to 21st century architectural education. The fundamental principle of increasing access to the profession of architecture is actuated by several features of the program.

This increased access is supported in four primary ways:

First, the provision of a choice of paths, or curriculum tracks, to the Master of Architecture degree improves access to the profession. The initial curriculum track, the non-professional degree + 90 graduate credit track, opens the door to individuals who did not consider architecture as a career choice in high school. During the past two decades, this path has accommodated a great diversity of students. For example: students who were employed as drafters or other tech jobs within architectural firms but did not have a professional education; students who were not aware of architecture as a career choice early in life; foreign students who did not have the credentials for architectural registration in the U.S.; those pursuing teaching as a career, as the M. Arch. remains in place as the terminal degree for the profession of architecture, etc.

The preprofessional degree + 60 graduate credit path has accommodated students from pre-professional programs locally, nationally and internationally.

The accelerated “3+2 Master of Architecture”, which awards the preprofessional degree during a continuous course of study towards the professional degree, over a curriculum of ten academic semesters plus summer study, has facilitated a more efficient and less costly access to the professional degree for many students. This program draws students from an undergraduate preprofessional curriculum at Morgan State University, the Bachelor of Architecture and Environmental Design (BSAED), as well as from community colleges with two year pre-professional degrees.

Second, access to professional education is improved by the scheduling of graduate course work as a late afternoon-evening which allows students to work during business hours. Often, following completion of initial studies, students find employment in architectural firms and related businesses and industry. However, when students are working more than 20 hours a week, students are advised to take less than a full time credit load (see Department of Architecture Student Guidelines Vol 3.3) This ability to work both enhances exposure to practice and the ability to finance higher education through work. Within the pre-professional program, the consolidation of studio-based courses into a two-day-a-week schedule facilitates the availability of students to employers.

Third, being part of a historically black institution (HBI) is socially and psychologically supportive to the mission of increasing access to African American students, women, and other minority students who are not equitably present in the profession of architecture and enhances their access to professional education. The culture of our historically black university is supportive in tangible and intangible ways to this mission. For example, in a new program initiated by the President, in academic year 2010-11 the university community is reading two key texts on African American experience, and participating in university wide symposiums. Within the SA+P, there is an active chapter of NOMAS (National Organization of Minority Architects Students) in addition to an AIAS chapter.

Fourth, admissions to the 90/60 credit programs values access and openness, combined with retention and providing multiple opportunities for success within the program. In other words, a relatively open admissions bar to the 90/60 credit program allows students to matriculate in the program and have the opportunity to develop and prove themselves after admissions. This philosophy is similar to undergraduate admissions policy which assumes that individuals may have not benefited from the best educational circumstances prior to arriving at Morgan State University, and that relatively open access provides more opportunity to the disenfranchised. At the same time, the accelerated 3 + 2 path provides a direct route for the competitively qualified student.

Architecture at Morgan is interactive with its institutional context. All three paths of study place value on relating to the larger university, and a high value on relating to Baltimore as the architecture component of “the urban university of Maryland.” Architecture at Morgan is present throughout the city of Baltimore, with visible exhibitions at AIA Baltimore, and taking on key Baltimore projects within the studios. In recent years Architecture at Morgan is increasingly reaching out to make global connections, in India, for example, and exploring alternatives for relating to the Middle East and/or Spain. For the graduate program, the primary university relationship is with the sister disciplines of the School of Architecture + Planning, which are Landscape Architecture and City and Regional Planning. Architecture has reached out to the university community with student design charettes or studios for campus projects, including a university testing center (the “I-Mind Center”) and recycling an historic mill structure. Architecture provides interdisciplinary graduate course work in historic preservation, which supports the program in Museum Studies and Historic Preservation.

Architecture at Morgan values holistic thinking. Graduate students are required to take five elective courses, and a minimum of one elective with non-architectural content. Many students take elective courses in city and regional planning, landscape architecture, transportation, and are more recently encouraged to take classes from the graduate business curriculum, which offers a degree in Project Management.

Undergraduate students are enrolled in liberal arts courses while meeting their requirements for general education in the humanities. Practicum-learning is also valued, and both undergraduate and graduate students have the option of taking internship classes which expose them to professional aspects of architecture, and many enrichment activities are in place under the leadership of the IDP Coordinator.

As Morgan State has achieved standing as a Carnegie-classified Doctoral Research Professional, the growing emphasis on research has enhanced research activities within the SA+P. Architecture faculty and students are more visible on campus and nationally for publications and conference participation, and are supported in these endeavors by the role model of the new Dean.

I.1.2. Learning Culture and Social Equity

The Department of Architecture, to use the words of NAAB itself, provides “a supportive learning community and promotes social equity for faculty, students, and staff - irrespective of race, ethnicity, creed, national origin, gender, age, physical disability, or sexual orientation – with a culturally rich educational environment in which each person is equitably able to learn, teach, and work.”

Students and faculty have developed a Studio Culture Policy, which has been adopted by both the BSAED and the graduate program in architecture. The development process was a sequence of workshops with both faculty and student participation. This Studio Culture Policy (SCP) helps to cultivate a desirable environment for social equity, and the values are extended to all educational settings – classrooms, field trips – and to the office environment involving the staff. Access to the SCP basically happens in four ways: student distribution at matriculation, posting on walls within the SA+P; reference in syllabi; and posting on the SA+P web site. The SCP, which is relatively new, is scheduled to be evaluated and updated on a two-year review cycle. Measurable assessment rubrics for the SCP are being developed in academic year 2010-11.

No required classes are scheduled on Friday evening, Saturday or Sunday to accommodate a diversity of religious observations. Elective courses are sometimes offered during these time periods, particularly Friday evening and Saturday, but flexible accommodations are made for students to the extent possible.

The university has services for students with learning disabilities, and faculty and students are encouraged to use these services.

Physical and financial resources, including salaries, within the SA+P are distributed equitably, at the decision of the Dean; the Provost + Vice President for Academic Affairs; the President; and other funding sources, depending on the specific category of need and origination of the funding sources. For graduate students, grants and assistantships are distributed by the School of Graduate Studies.

Morgan State University has established policies and procedures for grievances related to harassment and discrimination.

Morgan State University has established policies for academic integrity. Cheating and plagiarism are addressed in the Catalog of the School of Graduate Studies. At the Department of Architecture, plagiarism is also addressed in the Department of Architecture Student Guidelines. These guidelines are updated every year; current edition is Vol 3.3 August 17, 2010.

The program has benefited from a rich diversity of faculty, students and staff that reflects the diversity of faculty, students and staff of the larger institution of Morgan State. The Department of Architecture seeks to expand its full-time teaching component as the student population grows, and when expanding or replacing the faculty component, it is always an objective to further diversify faculty in gender and ethnicity while hiring faculty of the highest caliber.

The Studio Culture Policy contains many of the core values of the Department of Architecture, and was developed collaboratively with undergraduate and graduate student representatives, and faculty in a series of workshops. The Studio Culture Policy is included within the body of this narrative, beginning on the following page.

Department of Architecture
School of Architecture + Planning
Morgan State University

STUDIO CULTURE POLICY

Introduction

The Studio Culture Policy has been developed through collaborative workshops involving students and faculty. The policy includes both philosophical and procedural content. This document is not a stand-alone document, but is to be understood in the context of the mission statements of the Department of Architecture, the School of Architecture + Planning, and Morgan State University. The core values of the studio culture embrace the core values of these mission statements.

The studio is a core learning environment. The ideal studio environment will be healthy as a physical, psychological and social environment, with engagement with the professional community, outreach, and social responsibility.

I. PHYSICAL LEARNING ENVIRONMENT

I.A. Studio Space. Students will have physical space for studio course work, including furniture to support the activities of studio. Lighting, environmentally controlled clean air and support spaces will be provided, meeting modern standards for health, welfare and safety.

I.B. Cleanliness and Hygiene. Students and faculty are expected to clean up after themselves, in addition to any custodial support provided by the institution. The department will have periodic “clean up days” in which everyone will participate.

I.C. Illness and the Well-being of the Individual and the Community. Students and faculty are actively encouraged to stay at home when sick, to get proper rest, and to be respectful of the health of the community by minimizing the spread of illness.

I.D. Physical Access to Studio + Safety. Our campus and surrounding neighborhoods are subject to criminal activity, which is common to most North American urban communities. It is imperative for the health, welfare and safety of students, faculty and staff that everyone will comply with the official operational hours of our building. The **hours** are established each academic year by a committee of the Dean which includes student and faculty representation. The hours are coordinated with the staffing abilities of the university police department. The hours are to be posted in the studio space, and made known to everyone. Students are to respect the posted hours as important for the physical safety of themselves and others.

At the beginning of each academic semester, the Dean requests a list of students enrolled in design studio from the Department Chair and the Undergraduate Director. These students will be permitted to enter the building (and studio spaces) after normal business week hours, on Saturdays, Sundays and late evenings. The Dean gives this list to the police department.

I.E. Noise Management. Students and faculty are to be respectful of other educational activities within the core learning environment. The architecture studios are designed as open classroom spaces, both in the existing building and the new building currently under construction. The open classroom concept requires everyone to be aware of other activities within the studio, and requires noise management.

I.F. Scheduling Use of Group Space. The studio has exhibition walls, review space and instructional spaces that are collectively shared among many instructors. The Department Chair and the Undergraduate Director are to coordinate and schedule the use of these collective spaces at the beginning of the semester, and during the semester as needs arise and change.

II. SOCIAL LEARNING ENVIRONMENT

II.A. Respect, Kindness, and Humility. These core values of respect, kindness, and humility are to be exemplified by faculty and students equally.

II.B. Human Diversity. Respect for, and conscious development of human diversity in the staff, faculty, and student body of the Department of Architecture is a core value.

II.C. Collaboration and Team Building. It is a core value that the studio culture will support the development of the student's collaborative skills, and will offer opportunities to experience and develop team participation skills.

II.D. Leadership. It is a core value that the studio culture will support the development of the student's leadership abilities, as well as the student's ability to participate effectively as a community member, or peer member of a working team. The studio culture at Morgan State University values "bottom up" leadership, and leadership through service, which is the basis of leadership. "Gandhi never wanted to be a leader." – M. Parekh.

II.E. Design in Context of All Architectural Skills + Subjects. It is a core value that design is not valued above all other architectural skills and subjects, but it taught and learned with balance in the context of the full spectrum of architecture.

II.F. Interdisciplinary Communication. It is a core value to create opportunities for students to learn about sister disciplines in the environmental design professions, and to connect to other fields of academic study and culture throughout the university, from the sciences to the fine arts to engineering, etc. For example, between Landscape Architecture and Architecture, this may mean shared efforts on the same project. Examples of fields of study for overlapping or joint projects include drama, graphic design, sociology, sustainability, etc.

II.G. Master Scheduling and Coordination. The administrative leadership of the SA-P, and the faculty, will strive to mitigate scheduling conflicts to facilitate interdisciplinary communication.

III. WORK ETHIC, TIME MANAGEMENT, ATTENDANCE AND GRADING

III.A. Work Ethic and Time Management. Students are expected to work in studio outside of scheduled classroom instructional hours. The minimum expectations for student time spent working on studio projects outside of scheduled classroom time expressed as ratios are:

	Ratio of classroom hours to independent student work	
Undergraduate studios	1 hour requires 1 hour	Average 12 additional hrs per week
Graduate studios	1 hour requires 2 hours	Average 16 additional hrs per week

This is considered an absolute minimum time commitment required to achieve a fundamental level of academic success.

Students are expected to manage their time to avoid excessive end-of-project charrette activity. Project development should move at a regular pace, with regular evaluation intervals by faculty, with active discouragement of unhealthy behaviors including “all-nighters.” Students are encouraged to live balanced lives, with appropriate rest, and to complete studio assignments at an even pace of work.

III.B. Pencils Down Policy. All faculty are asked to implement and adopt a “pencils down” policy to manage the conclusion phase of design studio projects. For example, there shall be a time period between the cessation of design and drafting and the final review, from a minimum of 48 hours to one week, at the discretion of the faculty section leader.

III.C. Student Participation at Design Reviews. Students are expected to attend design reviews for their studios for the complete time period. In other words, students are required to attend the presentations and reviews of their classmates work, and students are to manage their time to allow for their participation.

III.D. Progressive Development of Studio Projects. It is a core value that student work on studio projects will progress between scheduled studio meetings. Process critiques are valued, and are always part of the final semester student evaluations. (See statement on discouraging charrette behavior above)

III.E. Attendance and Grading. Students are required to arrive on time, and to be settled and ready to focus on the studio course at the scheduled start time. Each instructor will include a policy governing attendance, tardiness, and grading in the syllabi for the class, and the policy will be consistent to a practical extent for each program, undergraduate and graduate, but rests with the individual faculty member or section leader. Students are required to attend all scheduled studio meeting times, and to stay for the duration of the studio meeting time. On studio days that focus on individual student-faculty desk critiques, students are not allowed to leave after receiving their individual critique, but are expected to remain in the studio learning environment and continuing to work on studio assignments. Equally, faculty are to be available to students for the duration of the scheduled studio meeting time. Excused absences are documented medical reasons, and personal or family emergencies. The determination of a qualified absence rests with the individual faculty member or section leader.

IV. PROFESSIONAL COMMUNITY/SOCIAL RESPONSIBILITY/COMMUNITY OUTREACH

IV. A. Active Engagement. The Department of Architecture seeks an active engagement with the professional community of architects in Baltimore, the greater region, the State of Maryland, nationally and internationally. Faculty are encouraged to initiate and develop working relationships with architects in the professional community and others.

IV. B. Coordination + Management of Relationships with Professional Community. Faculty are encouraged to communicate with, and work with, each other and their Department Chair or Program Director when engaging with the professional community to avoid the over-use of individual architects, and to grow the community. Faculty are encouraged to be respectful of the volunteer time of the architectural community.

IV. C. Multiple Levels. The active engagement of architects in the design studio seeks a variety of roles and methods for architects’ participation. Traditional studio design reviews are deemed only one method of engagement. Participation in studio project development, architectural office visits, reviews at office and other off-campus locations, mentoring relationships, informal lectures, desk critiques are alternative roles, among others.

IV.D. Social Responsibility. Social responsibility is a core value of studio culture. The majority of projects are reflective of social responsibility, with an emphasis on the urban environment. Project types range from local urban critical building types to addressing global disaster relief.

IV.E. Community Engagement. If appropriate to the student learning objectives of the specific studio course and with thoughtful planning by the faculty, engagement with community-based projects are undertaken to connect the school to the core values of social responsibility in the urban context.

IV.F. Adopted Neighborhood. The Department of Architecture will consider adopting one neighborhood for a concentration or focus of studio design projects for a period of two or three years, before rotating to another neighborhood. When possible, institutional partners will be explored.

IV.G. Mentoring Environment. Developing a student mentoring program specific to coursework required for the accredited architecture curriculum sequence is a goal of the Department, and will be supportive and integral to the Studio Culture.

End, Studio Culture Policy Document

I.1.3. Responses to the Five Perspectives

A. Architecture Education and the Academic Community

That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching. In addition, the program must describe its commitment to the holistic, practical and liberal-arts based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

The Department of Architecture, and its accredited professional degree tracks in architecture, are well meshed with the mission and goals of our larger institutional setting, that of Morgan State University. Our specific architectural mission is an extension of the fundamental university mission: furthering the education of African American students and others in preparation for the professions, and addressing the urban community, through research, education and out-reach programs. Therefore, at the most fundamental philosophical level, Architecture at Morgan both benefits and contributes to our institutional context in a thoroughly compatible manner. The university is the home of our program, and we could not be who we are without our university context. Our faculty and students relate very strongly to the special mission of a historically black university in facilitating the education of African American individuals in all disciplines and for all professions. Our efforts enhance those of the university, by creating access to the profession of architecture and by supporting the urban mission.

On a practical level, the Master of Architecture graduate program is designed as an evening program for the working student. By virtue of being an evening program, our program is financially more accessible than a day program, as students can work for financial support while gaining valuable professional experience. Our program has a strong professional orientation and a highly diverse student population. Students are actively encouraged to work with architectural firms in the city of Baltimore, following their first one or two semesters in our program.

On campus, the most active student interaction outside of Architecture is with the other two graduate environmental design professional programs of the SA+P: the Master of Landscape Architecture and the Master in City & Regional Planning (CREP).

With our pending physical relocation to an interdisciplinary building, housing the Center for Built Environment & Infrastructure Studies (CBEIS), we anticipate more partnership with elements of the engineering school and both the academic and research programs in transportation. Our new location in a dedicated academic building will bring us out of our relative physical isolation in Montebello Building, where we are the only academic program in residence.

Most of our students take at least one elective course in Landscape Architecture or in CREP during their matriculation at Morgan State University. All graduate students in architecture are required to take at least one elective course with non-architectural content, and are increasingly encouraged to take these electives in other programs outside of SA+P, such as in business, museum studies, or transportation. Our students have participated in campus-wide research symposiums, such as the 5th National Minority Serving Institutions Research Partnership Consortium Conference, April 2010, hosted by Morgan State. Students are extending their presence beyond the campus, networking with other HBCU architecture students at the First Annual HBCU Architecture Conference hosted by Howard University, March 2010, and Morgan AIAS student leadership attended the 2009 annual AIAS Forum in Minnesota, hosted by the AIAS University of Minnesota Chapter.

The undergraduate students matriculated in the Bachelor of Science in Environmental Design (BSAED) enhance connections between the School and the larger university community, and all students use the university's central library, Richardson Library.

The School of Architecture & Planning has provided leadership to the university by taking on certain campus design projects as vehicles for student learning. As one example, a summer vertical design studio investigated adaptive use and green renovation of an historic mill building on campus, involving community presentations. This project demonstrated conservation of existing historic resources on campus married with sustainable design and Building Information Modeling. As another example, a second year graduate design studio developed alternative designs for a university testing center, conceived as the "I-Mind Center". In academic year 2010-11, students, faculty and practitioner architects will explore alternative uses for a major structure on campus, the former library facility. In this way, the architecture department is increasingly participatory with the larger academic community.

The faculty is connected with the university community through volunteering in faculty governance (University Council and Graduate Council), campus-wide committees. (Faculty Institute Committee, Faculty Professional Development Committee, etc.), and by participating in the many university faculty symposiums and convocations held throughout the year. At the beginning of every academic semester, thus twice a year, the Office of the Provost & Vice-President for Academic Affairs sponsors a university-wide symposium for all faculty, held twice a year. At these two-day events, our faculty participate and give presentations and workshops dedicated to a variety of academic issues. Sometimes the topics have a special relationship to the mission of a historically black university, and at other times the topics are more universal. Recent topics have included web-based learning, technology and education, assessment measures in education, and student retention.

Faculty convocations are held throughout the year, and these convocations are occasions for the faculty to experience a typically stellar range of national speakers and to celebrate unity in appreciating the wonderful Morgan State University Choir. At these university-wide faculty convocations, guest speakers address the unique demands facing African American individuals in gaining access to higher education and in achieving career success.

The Department of Architecture is developing a graduate concentration in Historic Preservation, which will further our current interdisciplinary relationships to programs in Museum Studies and History.

B. Architectural Education and Students

That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices; and to develop the habit of lifelong learning.

Architectural education at Morgan values diversity and multicultural, global perspectives. Students are exposed to the manifold aspects of architectural practice in a global society with an increasingly stressed environment, closely connected to the program values of urbanism and social responsibility.

There are many avenues for personal student growth and leadership at Morgan State University, through an interactive studio culture, an unusually diverse and international student body, interaction with the architectural community of Baltimore, engagement with active alumni, and active (undergraduate) chapters of the American Institute of Architects Students (AIAS) and the National Organization of Minority Architects (NOMAS).

Throughout the design studios, and during the programming and design of their individual terminal projects, students have many and variable opportunities to shape the focus of their education. In the design studios, students are frequently involved in the development of projects and project goals, with direction and coordination from the instructor to meet the educational objectives of the studio. In both the programming and design phases of their terminal project, ARCH.772 Architectural Design Studio VI, students have ample opportunity to determine and follow a personalized learning agenda. A prerequisite course to the final design studio – the terminal design project – requires students to identify and develop a design problem of personal interest that is reflective of urban social and environmental issues. Other courses within the curriculum also offer opportunity for student-lead learning agendas. For example, within the history of architecture course sequence, students have freedom and opportunity of topic selection and development. The small faculty to student ratio is conducive to students' direct and personal involvement in establishing their individual and collective learning agendas throughout the curriculum, with an emphasis on critical thinking.

The student population throughout the SA+P, and the Department of Architecture is tremendously diverse. During recent years, students have represented the following: India, Turkey, Nigeria, Kenya, South Africa, The Philippines, Nepal, China, etc. The combination of a relatively small total number of students with a great diversity and range of students has been very conducive to encouraging students to cooperate with, assist, share decision making with, and respect students who may be different from themselves. The recent inaugural student-faculty studio in Varanasi, India, in concert with Indian students of architecture from New Delhi's School of Planning & Architecture, reflects how our program values team-building and global awareness.

The design studio environment (studio culture) is the most important area of curriculum where students work together on program research, site selection and inventories. These activities are common to many other courses in the curriculum. At Morgan State University's Department of Architecture, it would not be unusual to find a student from Nigeria working one-to-one with a student from North Carolina or from Nepal or India.

This cooperation and respect among students is informally cultivated within the School of Architecture & Planning by the overall ambience or internal culture of the School which is supported by the culture of the University. Faculty and students participated in the development of our Studio Culture Policy, and it is referenced by all parties. The small, but also diverse, faculty group contributes to the culture of diversity as role models.

The architecture program has a great advantage by being located in the City of Baltimore to work with the Baltimore AIA for many student enrichment opportunities. Guest architects are frequently involved in the studios, and students are expected to participate in the annual Baltimore AIA Spring Guest Lecture series, and activities of the annual Architecture Week held in October. Graduate and undergraduate students also attend lectures sponsored by the Baltimore Architectural Foundation annually (see I.2.1 for a list of visiting architects and professionals to campus).

In addition, students are encouraged to attend events at the National Building Museum in nearby Washington D.C. and guest lectures at the University of Maryland's School of Architecture, Planning and Historic Preservation. Faculty-led field trip destinations have included Princeton (an annual fall event for first year students), Philadelphia, New Haven, New York City, etc.

Students have exposure to national and international context of practice and the work of allied design disciplines: through our own modest sequence of guest lecturers, lecture series of other department. The close proximity and presence of the parallel design disciplines of City & Regional Planning and Landscape Architecture enhances our students understanding of these professions.

In summation, a student's education at the School of Architecture & Planning includes a full spectrum of exposure to formal and informal studio and classroom education, to the work of Landscape Architecture and City & Regional Planning students and faculty, to SA+P guest speakers, to architectural alumni, to field trips, participation in leadership roles in AIAS, NOMAS, and interaction with a large number of Baltimore architectural firms.

C. Architectural Education and the Regulatory Environment

That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located; and prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

Architecture at Morgan has close ties with AIA Baltimore, the third oldest AIA component in the nation, having established a collaborative relationship of many years duration. This relationship enhances the ability of the program to bring in practicing architects in different capacities to the program, helping students to understand the realities of professional practice.

In the past five years, two faculty members have served on the Board of Directors for both AIA Baltimore and AIA Maryland (Maryland Society of Architects), and have served, or currently are serving, as President of AIA Baltimore (Mahendra Parekh, President 2006; Ruth Connell AIA, President-Elect 2010). Each year, an architecture student representing Morgan State AIAS is appointed to the Board of Directors. AIA Baltimore has instituted an annual travel scholarship which is awarded competitively to a Morgan student each year, and has contributed to the development of the MSU library's architectural collection. The liaison between AIA Baltimore and Morgan AIAS mutually benefits both organizations by increasing awareness of each other's needs and by promoting national AIA's goal: the accountability of schools offering professional degree programs in architecture for better preparing their students to become architects upon graduation.

Students are formally introduced to the concept of licensure during their first courses of freshmen year (ORIE 107), and are educated about the role of the registration board in Maryland, and that of NCARB, during formal coursework about the profession (ARCH 412, ARCH 561).

Sanjit Roy is serving a three-year term as the IDP Education Coordinator for the M. Arch. program at School of Architecture & Planning, Morgan State University. The Morgan State

University IDP Education Coordinator works closely with AIA Maryland to coordinate funded IDP events in Baltimore, Washington D.C., and College Park, Maryland.

The IDP Education Coordinator provides IDP information and direction on a regular basis to all architectural students and faculty, and assists students enroll in IDP. The MSU IDP coordinator represents the School at monthly meetings with the state-level IDP Education Coordinator, and the coordinators for each Maryland AIA component (Potomac Valley, Chesapeake, and Baltimore). In the 3rd week of September the graduate program hosts its Fall IDP information presentation during studio hours. Attendance at this event is required of all graduate architecture students. The IDP Education Coordinator actively engages the students in the Professional Practice class through separate presentations about the IDP program and develops the students' understanding of their responsibility for professional conduct and the importance of licensure. The IDP Education Coordinator also makes two presentations in the fall semester to the undergraduate students in the four year BSAED program to educate them about IDP and internship.

The school is also involved in off campus events to involve students and the profession in IDP events. For example, in the second weekend of October 2010, the students will participate in a tour of the Capitol Visitors Center tour and the Capitol, led by a representative from the Architect of the Capitol. Organized by the IDP Committee for the State of Maryland, this event brings together students from Morgan State University, University of Maryland- College Park and intern architects. On 20 October 2010, graduate students are required to attend the IDP Exchange event at the offices of Hord Coplan Macht, a local architecture firm. The IDP exchange event is an interactive forum for exchange about IDP and the profession bringing together graduate students, interns and architect mentors and is organized in collaboration with AIA Baltimore. In addition the IDP Education Coordinator conducts film screenings at the AIA Baltimore Gallery twice a month to bring together SAP students and intern architects in an informal setting. A walking tour of Annapolis is planned for spring 2011. The IDP Education Coordinator attended the NCARB IDP Coordinators Conference at Chicago on 6-7 August 2010 to update and train on issues of IDP and forthcoming changes in IDP rules. Through IDP information programs, students are encouraged to enroll in IDP while still in school, at the earliest threshold.

Having changed to an afternoon-evening schedule over ten years ago, in 1998, the Department of Architecture is one of a handful of programs in the country offering a fully accredited first professional degree programs on an afternoon-evening schedule. This is consistent with our objective to extend the availability of our programs to those who may not otherwise be able to afford such training, and to provide all of our students the opportunity to combine professional experience with their academic training. Among the many advantages for the student of working while in school are:

- Earning money while in school makes education available to more people
- Developing understanding of work and academic environments to make better choices in both
- Graduating with significant credit toward IDP internship requirements qualifying for licensure
- Building a network of people leading to future opportunities
- Gaining professional work experience on resume when entering the job market

Because of the world-wide economic downturn which began in fall 2008, and from a strategic desire to strengthen electives, the program has expanded elective course offerings and reduced the number of internship courses permitted for academic credit to six credits, enriching academic elective offerings and the academic depth of education.

D. Architectural Education and the Profession

That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the positive impact of design on the environment; to

understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities; and to contribute to the growth and development of the profession.

The architecture program enjoys strong relationships with professional offices, city and regional county government offices, non-profit organizations and architectural related organizations to afford meaningful internship opportunity and future employment. Despite the current economy, the Department of Architecture has a strong relationship with the architectural community, with many architects coming to campus every semester. Dozens of area professionals are invited each year to serve as jurors, lecturers, and mentors.

Relationships with AIA Baltimore support these exchanges, which include young intern architecture graduates and registered architects not affiliated with AIA. Additionally, studio instructors have actively taken students out into the community for project reviews as well as site and project research. Design studio reviews have been held at the Neighborhood Design Center, and within many architectural firms and civic locations on a regular basis, and students have worked with surrogate clients. These, and many other activities, broaden the student's understanding of the collaborative nature of architectural practice.

Under the auspices of a new required course, first offered in spring 2009, and developed with support from NCARB ("ARCH.541 The Integrated Intelligent Detail"), a significant number of architects are engaged with students in one to one teaching and mentoring throughout the research and design of architectural details, and students are keenly exposed to the impact of clients, building technology, sustainability criteria, and economics in building design in this required course.

Close to 100% of our graduate teaching faculty members, full-time and part-time, are licensed architects. Registration is a core value for faculty members in the graduate program. Faculty are registered in Florida, Maryland, Missouri, New York, North Carolina, Ohio, Wisconsin (pending), and the District of Columbia, internationally in India and Israel, and hold NCARB certifications.

An established minimum qualification for graduate teaching is registration as a professional architect, or, alternatively, having an earned Ph.D., (or are close to and demonstratively in pursuit of registration.) As mentioned above, Ruth Connell, the Department of Architecture Chairperson, will serve as AIA Baltimore President in 2011, having already served as Secretary, Mid Atlantic Regional Council AIA (National/Regional); Board Member, AIA Maryland, and is a Past president for Chesapeake Bay Chapter AIA.

Annually, the terminal projects of graduating students are exhibited in the gallery space of AIA Baltimore, and the various reviews held off campus enhance community visibility. The Department of Architecture has benefited from a sizable number of foreign-born students from various countries with first degree in architecture as major. Because these numbers of foreign-born students have declined in recent years due to more restrictive U.S. visas and changes in the world economy, the program is rededicating itself to an active recruitment to continue this commitment to a global student population. This mix of students with the diversified American-born student body of an HBI environment truly renders a multicultural environment. To cater to this unique student body, architecture at its best affords the chance to study the entire world, and understand variety of contexts, from local to global in which it can affect the world. The role of design and architecture in both western and non-western cultures is thoroughly integrated into the history sequence.

An Advisory Board to the Department of Architecture, consisting of architects, developers-builders, outside academics, etc. reinforces the educational mission of preparing graduates for

the profession of architecture. Many alumni remain actively interested in the program, and return for design reviews and other events.

During graduate studies, students may take up to two internship courses for academic credit. To qualify, students must have supervision by a registered architect, and are to be financially compensated.

The Architectural Practice, Law and Management course (ARCH 561) is taught as a series of seminars conducted by area professionals on practice related issues such as establishing and running a small practice, risk management, legal liabilities and insurance, ethics in architectural practice, technology and practice.

Annually, architects on the TIP (Technology in Practice) Committee of AIABaltimore have organized a symposium; open to students and to professionals, on the latest aspect of BIM (Building Information Modeling). As BIM was still emerging in 2007-2008, Morgan State hosted a three-part symposium, regionally leading in public discussion of BIM impacts on the design and construction industries.

Graduate faculty are expected to present their most recent creative endeavors or research to the student body in a group lecture format.

E. Architectural Education and the Public Good

That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

Social responsibility is a core value of Architecture at Morgan. The design studios use projects and program types with an orientation to civic and cultural needs (libraries, courthouses, housing, sustainability education centers, museums, senior centers, etc.). A required course, URBD.511 Urban Design, studies healthy urbanism as an essential component for ameliorating the global environmental crisis, and as a key element for sustainable human habitation in a densely populated world. The themes of social responsibility, especially in the urban context, exist in the majority of the required design studios. In the final academic year of the NAAB-accredited curriculum, each student researches, programs and designs an individual project. While social responsibility is not mandated as a theme, the majority of students seek projects replete with such responsibility, including health care facilities, senior centers, African American museums or centers, and Hispanic or Asian cultural centers, etc.

Sustainability is integrated throughout the curriculum, and has been recently enhanced with the contributions of new faculty in re-designing the required course on environmental controls. In the design studios, students are expected to include sustainable planning integrated with every project.

The participation of several graduate students in a collaborative study of the ancient city of Varanasi, India, with on-site research and travel, dramatically widened the global focus of the school. Inaugurated in January 2010, students went abroad and completed this interdisciplinary study in collaboration with peer students from the School of Planning and Architecture (SPA) in New Delhi. During the following spring semester, by holding multiple presentations to the student body and to the public via the AIABaltimore gallery space, in conjunction with an exhibition of their research, these students and their faculty leaders greatly enhanced understanding of global issues in sustainable urbanism. The strategic plan for the program forecasts the continuation of

the program, with faculty and student exchanges over a five year period, with a positive effect for all students, regardless of whether they participate directly or not.

Significant civic engagement is occurring in coursework in historic preservation. Students and faculty are deeply engaged with church communities of Maryland's Eastern Shore, in an on-going multi-semester project to document many of the more than one hundred historic African American churches on the peninsula.

The core instruction of the student understanding of the ethical implications of their future practice as architects, and understanding the balance of client demands and the public good is formally delivered with ARCH.561 Architectural Practice, Law and Management, however these values are extended into many other courses, and are integral to the studio culture.

I.1.4. Long Range Planning

The decision-making process for the Department of Architecture for both short-term goals and long-range planning normally engages the complete complement of the full-time graduate faculty reporting to the Chair of the Department; the BSAED faculty meet with the BSAED program director for undergraduate planning.

The Department of Architecture full-time graduate faculty meet twice a month during the academic year. The faculty group is relatively small, with five full time faculty and the chairperson. The chairperson normally has 50% release time from teaching. At this size, the Department rarely uses committee structures, with faculty preference for involving the complete graduate faculty group for the decision making process. If the Department needs additional time for long-range planning or special needs, half-day or full-day workshops are held. The Department follows a strategic plan which is evaluated and updated every two or three years. The current Strategic Plan for the Department of Architecture was completed in 2008, and will be evaluated and updated during fall 2010.

The planning process for many long range objectives is organically a part of the larger community goals and objectives of the SA+P as the larger unit. In other words, a majority of the goals and objectives of the SA+P are the same as the goals and objectives of the Department of Architecture. The SA+P faculty meet as a collective group once a month. During academic year 2009-2010, the SA+P developed a five-year strategic plan, with faculty input during monthly meetings.

Additionally, the Dean, with guidance from a faculty retreat planning committee, sponsors a full day SA+P faculty retreat twice a year, once in August and once in January. The retreats are generally reserved for the evaluation of long-range objectives, with self-assessment through discussion and presentations. The SA+P retreat for August 2010 focused on external and community engagement.

The Dean meets monthly with the Department Chairs and the BSAED Program Director for practical management matters, short-term goals, and long-range planning.

The Department utilizes a number of self-assessment processes, which generate input for shaping the Department's strategic plan. Data sources include the graduating student survey and the annual results of the Comprehensive Design Review (CDR). The CDR is a major self assessment tool for curricular adjustments, and influences long-range planning. A new addition to data will be a compilation of the percentages of students who receive full acceptance compared to "conditional" admissions, to be tracked moving forward. (see Self Assessment).

The values expressed in the Five Perspectives are brought into the long range planning process. Faculty and students have initiated many of the programs and projects that keep the department engaged with the mission of the department, the school, and the university.

The 2008 Strategic Plans for both the BSAED and Graduate Architecture programs follow; these documents will be updated during academic year 2010-2011.

Up-to-date student and faculty growth projections for Graduate Architecture are included.

STRATEGIC PLAN

Graduate Programs in Architecture

16 March 2008 (formatted for September 2010 APR)

INTRODUCTION

The Graduate Programs in Architecture offer a choice of pathways to student attainment of the professional degree of Master of Architecture, all of which are currently accredited by the National Architectural Accreditation Board (NAAB).

I. 60/90 Credit Master of Architecture

The Department of Architecture offers a 60/90 credit program that is open to students with an undergraduate college or university degree in any subject. Placement in either the 60 or 90 credit program is dependent on the student's preparation for the field of architecture. Prerequisite requirements in mathematics and physics must be fulfilled prior to enrollment in the structural technology course sequence.

II. 4 + 2 Master of Architecture

Graduates of the BSAED program (four years) can be admitted to the 60/90 Credit Master of Architecture with placement into the 60 credit curriculum sequence (two years), earning the professional degree in four plus two years of full-time university study.

III. 2 + 3 Master of Architecture

The competitive accelerated 2 + 3 Master of Architecture program admits students at the end of their sophomore year of college in Morgan State University's BSAED (Bachelor of Science in Architecture & Environmental Design), and students graduating from two-year colleges with articulation agreements with Morgan State University, into a Master of Architecture curriculum. Students in this accelerated program can earn the professional degree with five years of full-time study.

OBJECTIVES

PART I: The Education Mission: Preparation for the Profession of Architecture

Objective: preparation of students for the profession of architecture, which is an increasingly complex profession, engaged with rapidly changing technologies in the materials, production and representation of the built environment, in a world of diminished natural resources, degraded urban and suburban environments, and in a progressively more complicated social, cultural, economic and legal environment; and the mentorship of student populations that are underrepresented in the profession of architecture

Goal 1: strengthen the curriculum and maintain national professional accreditation

Actions:

- prepare for a limited NAAB site visit in late summer/early fall of 2008
- be prepared to respond to the 2008 NAAB Revalidation Conference changes to accredited architectural curriculums. Note: The NAAB criteria for accreditation of architecture programs are revised every ten years, and it is anticipated that the 2008 revision will emphasize sustainability, integrated practice, building information modeling (BIM). Our programs will be reviewed in academic year 2010-11, and will be among the

first to be reviewed under the new 2008 Conditions, which at the date of this document are not yet established.

- review the location of NAAB educational criteria within the curriculum on an annual basis; update the NAAB course matrix
- successfully launch and integrate the 2 + 3 M. Architecture curriculum
- seek new faculty positions to support:
 - 1 – structural technology
 - 2 – sustainability and environmental systems
 - 3 – building materiality, integrated practice, building information modeling

Note: not having a full-time faculty member who is qualified to teach structures in both the undergraduate and graduate architectural structures courses needs immediate attention, in addition to the other teaching needs cited.
- continue using faculty peer reviews to strengthen individual courses,
- coordinate textbook requirements throughout the curriculum, renew annually
- review of met and well-met NAAB educational criteria annually for maintenance, and seek ways of strengthening
- develop an action plan for meeting NAAB deficiencies, and review progress annually
- require more programming study within studio projects and use field trips and studio projects to understand complex social, economic and legal environments
- teach awareness and understanding of social responsibility in design by adding socially responsible dimensions to studio projects, and use examples of social responsibility in lectures and seminars
- include discussion of ethics in Professional Practice course
- strengthen the newly developed building information course (BIM) offering; continue to forge relationships with AIA Technology in Practice committee architects, cultivate relationships for potential BIM mentors and instructors

Goal 2: improve the quality of comprehensive design education, to meet or exceed NAAB minimum standards

Action:

- institute a Comprehensive Design Review for each student at the conclusion of four semesters of graduate study in the 90-credit M. Arch. For students in the 60-credit program, the Comprehensive Design Review (CDR) occurs at the end of two semesters of graduate study; for 2 + 3 M. Architecture students, the CDR occurs during the fourth year of study.
- develop and launch a course in enhanced comprehensive design skills for students who do not pass the Comprehensive Design Review

Goal 3: teach concepts of design for sustainability in an integrated way throughout the curriculum

Action:

- *coordinate the location of teaching, texts and reading about sustainability throughout the curriculum*
- *appoint a faculty member to coordinate the sustainability effort*

Goal 4: integrate use of computer representation with manual graphics in appropriate locations in the curriculum, and strengthen the quality of both manual graphics and computer representation, and strengthen the learning of Building Information Modeling within the curriculum

Action:

- articulate standards for computer competency in the Student Policies and Handbook for the Department

- require foundation level competency in computer-based representation as a prerequisite to enrollment in “ARCH 550: Architectural Design Five”
- integrate a Building Information Modeling course into the 2 + 3 M. Architecture curriculum, which currently does not include it

Goal 5: strengthen liaison with Baltimore AIA and regional AIA chapters

Actions:

- encourage faculty involvement with AIA chapters and committees
- expand the active pool of AIA architects involved in the program

Goal 6: strengthen the preparation for the profession of architecture

Actions:

- seek faculty members who are licensed architects in the professional core of the program, and encourage non-licensed faculty members to become licensed
- strengthen the guidance and evaluation system for internship courses
- use the Advisory Board to create innovative support for the educational objectives of the program
- invite the alumni to renew their liaisons with the program, and to take active roles

Goal 7: mentor, encourage, and nurture students from populations that are underrepresented in the profession of architecture, specifically, African American, women and other minority students with a curriculum and pedagogy that is responsive to the needs of these students, and strengthen the tradition of international student involvement in the programs

Actions:

- increase the size of the student population served to increase access to the program
- develop greater understanding and respect for cultural diversity by showing appreciation for the diversity of our own students and faculty
- create ways to be supportive of the diversity of our students through teaching, workshops and social events; explore ways to use our diversity as a resource
- actively recruit students from underrepresented populations to expand our critical mass
- actively recruit international students
- develop a career mentorship program for our students with professionals and alumni; use the resources of the Advisory Board and the Baltimore AIA for student mentorship
- increase student awareness of all student support services on campus, including activities of the retention programs
- increase scholarship funding through fund-raising to create flexible funds to support student travel, research and other enrichment activities

Goal 8: develop leadership skills and civic engagement within our graduates

- develop teaching and learning communities that develop the leadership skills of our students
- develop awareness of civic action and political responsibility
- teach skills for responsible political engagement and leadership in a democratic society
- establish an effective student government process within the School of Architecture, Planning, and Landscape Architecture

Goal 9: renew the department's commitment to urbanism and urban design values

Actions:

- continue the ongoing enrichment of URBD.511 Urban Design for instruction for architecture in the urban context
- establish and grow relationships with specific urban communities as sites for studio projects and for terminal design projects to build a collective “body of work” of urban-based architectural design solutions

PART II. The Research Mission:
Design and Research in the Urban Environment

Objective: to research and design for critical issues in the urban environment, including the redesign of the urban core and the exploration of design for sustainability in the urban context; design and research conducted integrally with the education component

Goal 1: support faculty and student research and design in the urban environment

Actions:

- seek funding sources for research and “research through design”
- actively communicate with colleagues in the sister disciplines within the School, and form stronger research and teaching relationships

Goal 2: develop and nurture a community focus for “design as research”

Actions:

- strengthen our relationship with the Neighborhood Design Center
- develop urban community relationships within Baltimore and within the State of Maryland (Annapolis, etc.)

Goal 3: enrich our ability to conduct interdisciplinary research

Actions:

- enhance our relationships with other Morgan State University academic units for interdisciplinary research
- seek external interdisciplinary partners

PART III. The Service Mission:

Service engagement with the City of Baltimore, the region, the State of Maryland, and internationally

Objective to engage in architectural, research, and education projects that support and nurture the urban neighborhoods of Baltimore, and other areas within the region and the State of Maryland, and internationally

Goal 1: facilitate the Center for Built & Natural Environment Research (CEBNER)’s ability to provide research and design services to urban neighborhoods

Action:

- build stronger alliances with regional organizations of mutual interest such as the Neighborhood Design Center, Baltimore AIA, Greater Baltimore Committee, Baltimore Development Corporation
- seek funding for CEBNER
- seek designated staff support for CEBNER

Goal 2: encourage and provide support to faculty research in Baltimore and the State of Maryland

Action:

- seek funding for faculty research and “research through design”

Goal 3: incorporate diverse urban Baltimore projects into the design studios, when feasible

Action:

- improve the selection and coordination of studio projects
- identify specific communities and to develop a collective “body of work” for those communities
- encourage and facilitate student research in urban Baltimore in course work, in terminal design projects, and in independent study

Goal 4: increase the international relevance and connectivity of the architecture programs

Action:

- seek and develop new international relationships for service as well as for research

PART IV: Physical Resources

Objective: to provide a quality environment that is supportive of the educational, research and service mission of the Graduate Program in Architecture

Goal 1: contribute to the design and planning process for our new green building

PART V: Technology Resource and Support

Objective: to provide improved quality of support for computer maintenance, supporting both software and hardware

Goal 1: seek funding for information technology resources

PART VI: Information Resources

Objective: to improve the quality of information resources

Goal 1: improve the content quality of Soper Library

Action:

- continue to raise external funds for architecture and environmental design books

Goal 2: improve the content quality of the IAP reading room

Action:

- raise funds

Goal 3: improve access to visual information resources

Action:

- raise funds

PART VII: Faculty and Staff Support

Objective: to provide quality faculty and staff support

Goal 1: increase the number of faculty positions dedicated to the Graduate Program in Architecture

Actions:

- establish class size limitations before the anticipated influx of students, to avoid future problems with faculty staffing criterion with the Graduate School
- clarify the number of faculty positions needed to meet current requirements and as part of a five-year plan

Goal 2: increase faculty resource support

Actions:

- raise funds to support faculty for conference travel
- provide seed money for launching research proposals
- improve administrative "front office" support for faculty

Goal 3: improve orientation of new faculty and adjunct faculty

Actions:

- help new faculty and adjunct faculty understand the objectives of the program and learn practical advice about how the University functions through orientation meetings and an informal guidebook

Anticipated Student + Faculty Growth

Graduate Programs in Architecture
Department of Architecture
Morgan State University

Five Year Growth, 2010-11 to 2014-15

	2010-11	2011-12	2012-13	2013-14	2014-15
Faculty					
Grad Arch Faculty (Full time)	6	6	7	8	9
Grad Arch Faculty (Part time)	4	4	5	5	6
Total Grad Arch Faculty	10	10	12	13	15
Students					
60/90 Students	64	70	76	82	88
3 + 2 March Students in Final Year	6	5	6	12	18
3 + 2 March Students in Fourth Year	5	6	12	18	24
Total Graduate Students 60/90 + Final Year 3 + 2	70	75	82	94	106

30 August 2010

FIVE YEAR STRATEGIC PLAN

Bachelor in Architecture & Environmental Design BSAED

21 December 2008 (formatted for September 2010 APR)
Prepared by Gabriel Kroiz

I. INTRODUCTION

The University Mission

The Bachelor of Science in Architecture and Environmental Design (BSAED) program addresses two mandates that define Morgan State University's overall mission.

"Morgan State is to provide for mechanisms by which the State of Maryland seeks to address the educational attainment of African Americans and their under representation in critical fields. Additionally

"Morgan's Mission is to assume a leadership role in addressing ... the myriad of other problems that need to be addressed in order to improve Baltimore's quality of life."

BSAED and the Architectural Profession

The BSAED program is positioned to increase the participation of African Americans in the Architectural professions and contribute to the Design Culture and Redevelopment Baltimore City and Metropolitan Region

The US Bureau of Labor Statistics [2005] estimates that there are about 100,000 Architects licensed in the United States, and licensed African American Architects - both male and female - represent about 1.5% of all US licensed architects - 1,571 in all (from The Directory of African American Architects)

This low level of African American representation constitutes not only loss of jobs and economic opportunities but also exclusion from important decision making processes concerning the future development of Baltimore City and the surrounding region. The absence of indigenous architectural talent and participation is a collective loss.

The rise of Morgan's BSAED Program is occurring at an important time for the inclusion of African Americans in the Profession. Today's student will enter a profession that is remarkably different that it was even ten years ago including academic opportunities, role models, job opportunities and incentive programs. It is essential that Morgan continue to develop the BSAED and build on advances in the department and in the profession.

II. SWOT Analysis

Strengths

School

- The SAP is the only school offering professional degrees in Architecture in the Baltimore area.
- The school's in-state tuition is an affordable option for students
- The newly introduced 5-year masters program enables qualified BSAED students to earn a Masters of Architecture in five years. Morgan is the third school nationally to offer this degree.
- The BSAED program is situated to benefit from the graduate programs in Planning, Architecture and Landscape Architecture
- The school is located in close proximity to Baltimore city and major cultural institutions

Students

- The BSAED Program has strong enrollment including incoming freshman drawn largely from the Baltimore City Public Schools and transfer Students from Community Colleges in the surrounding region.
- In eight years the program has grown to 200 students has produced distinguished graduates
- The program has a diverse student mix including 85% African Americans and 15% White and other

Faculty and Administration

- The program has a committed faculty that bring a diverse set of skills and experiences to the classroom
- There are seven full time professors including 4 African Americans and 2 woman
- The BSAED administration includes a director and full time retention coordinator

Physical Resources

- The existing Montebello facility provides studios, classrooms, a computer lab and faculty offices.
- Morgan has an attractive campus including a brand new Library building.

Weaknesses

School

- The BSAED program is new and little known within Baltimore and the professional community
- Teaching load requirements and limitations on undergraduate enrollment in graduate courses make it difficult to share educational resources between undergraduate and graduate programs
- Though close to Downtown Baltimore and cultural attractions the campus has few amenities in walking distance and poor public transportation
- High number of General University Requirements (GUR) keeps the number of major credits low relative to similar programs.

Students

- Morgan students face financial and academic challenges not common to their counterparts at traditional white institutions which affects BSAED retention from Freshman to Sophomore Year
- Architecture is behind law, businesses and other disciplines in competing for the top African American students
- Morgan sophomores have trouble competing with non-African American transfer students from surrounding community colleges for seats in the 5-year Master of Architecture Program.
- Students perform low on a broad range of areas including attendance, verbal and graphic communication skills, and critical thinking skills

Faculty and Administration

- The student faculty ratio of 30:1 is exceptionally high (compared w/ Howard 15:1, UMCP Architecture 7:1) and the program has been unable to provide their full course offering with these limited resources
- The faculty are under-supported with administrative and teaching resources including teaching assistants, department administrative assistant
- The current teaching load, distribution of credits and lack of resources to fund faculty release time make it difficult for tenure track candidates to effectively pursue research goals.
- Existing administrators are serving in multiple capacities to make up for the lack of other support staff such Assistant to the Dean, IT, Shop Technician, Development Officer, Event/Special Program Coordinator, Department Custodial Staff and Administrative Assistant.

Physical Resources

- There are no studios or desk for the entire sophomore class. Instructional classrooms are being used for studio creating a shortage of instructional space and failing to generate a 'studio culture' for the sophomore class
- The department lacks resources for the use of digital media in classrooms.
- The computer facilities have adequate workstations but lack software and plotting capacity
- The school does not have a model shop or equipment for laser cutting and CNC milling which are increasingly relevant to architectural education

Opportunities

School

- Promote architectural careers and the 5-year Master Degree in local feeder schools to attract top local students to the BSAED program.
- Develop stronger ties to the local community and AIA through community based projects, participation in AIA lectures and events, and mentoring and internship programs
- Develop an advisory panel to guide the schools development and strengthen ties to the Architectural community
- Develop new curriculum and schedule that coordinates with graduate departments for improved sharing of ideas and resources.
- Develop field trips, travel programs, site visits and other activities to get off -campus and in direct contact with the best examples of the built environment.
- Offer courses that meet GUR's requirements and departmental requirements in order to raise total in-major coursework to +/-90 credits

Students

- Develop a whole student retention program that addresses financial and academic challenges to student advancement at distinct phases including pre-college, freshman, sophomore, internship, graduate school, employment/IDP and professional examinations.
- Develop recruitment tools that cultivate local secondary school system as feeder schools through introduction of architectural subject matter, summer programs and competitions
- Develop funded scholarship programs that strengthen ability to attract quality students and foster stronger connection to the profession
- Promote Studio Culture through activities including lecture series, film series, and field trips

- Develop course schedule that concentrate course work in 2-2 ½ days a week allowing students to maintain jobs and internships
- Develop policies and incentives to promote student performance in key areas including attendance and graphic communication

Faculty and Administration

- Develop existing faculty to meet new teaching requirements including the loss of adjunct faculty and expansion of technical course offerings.
- Add new faculty to teach full range of course offerings with the goal of meeting expanding enrollment, improving retention within the program and reducing the faculty teacher ratios to a high normal of 18-20:1
- Address teaching loads with increase of studio classes to 6 credits and provision of teaching assistants in lecture classes that exceed 30 students and studio classes in excess of 12 students and a shared administrative assistant serving the BSAED Program.
- Develop the administrative staff to support good teaching, research and program development including a development officer or grant specialist, retention coordinator, Special program coordinator and facility support including IT, shop technician and department custodian
- Develop alternate/practice based models for architectural faculty to achieve tenure

Physical Resources

- Provide studio space and desk for sophomores
- Provide missing IT infrastructure including wireless network, working software, plotter dedicated to undergraduate use and fixed and mobile LCD projection capacity
- Provide Digital Laser Cutting equipment
- Provide wood shop with adequate space for instructional use.

Threats

School

- Competition from other school such as UMCP and established departments such as engineering for quality students and resources
- Current economic downturn threatens ability of student to meet tuition and expenses
- Poor interactions with the professional community including bad displays of work at juries, and poor internship/job performance reflect poorly on the program.

Students

- Perception that Architectural Education has low value relative to other professions as indicated by salary comparisons
- African American students that enter as freshman will not compete with incoming community college students for seats in the 5 year Master of Architecture program
- African American Students will leave the program due to economic and other concerns beyond the reach of the program

Faculty and Administration

- Failure of faculty to achieve tenure due to research requirements undermining the educational strength and stability of the program.
- Lack of additional faculty and administrative staff to support the growth and development of the program

Physical Resources

- Immediate technology shortcomings threaten to undermine the credibility of the program.
- The new building will be too small to house the SAP. The SAP has already exceeded original growth expectations and likely grows by additional 50-100 students by 2011.

III. OBJECTIVES AND GOALS:

1. Enrollment

- Continue the growth of the enrollment of the BSAED Program to 260 students by the year 2012. This growth corresponds with exiting Title III commitments.
- Identify existing and new scholarship opportunities to attract quality students to the program

2. Retention –

- Expand the current retention efforts aimed incoming African American freshmen to provide support for the whole student over an academic career beginning in junior high school and continuing beyond graduation to licensure.
- Re-staffing the retention coordinator position
- Add support staff for recruitment, internships and alumni tracking
- 3. Curriculum
 - Revise and strengthen the curriculum to be in alignment with the masters in architecture program in support of the newly accredited 5-year masters program.
 - Provide options for students interested in Planning, Landscape Architecture, Interior Design, Construction Management and other related fields with an environmental design track with more flexible course requirements and supplemental offerings at the graduate level.
 - Expand the faculty and physical resources to effectively deliver the new curriculum
- 4. Program Development
 - Develop Advisory Board to guide direction and growth of the program
 - Increasing outside funding to the program in the form of gifts, scholarships sponsored programs and planned giving.
 - Provide more robust extracurricular program offerings
- 5. Faculty development –provide teaching opportunities, conference travel, professional dues, release time, alternative forms of research including reflective practice and other items that will support the growth and retention of excellent faculty.
- 6.

IV. Enrollment, Curriculum and 5- Year Projection Faculty and Space Needs

BSAED Enrollment Projections

Year	1	2	3	4	5
	2008-9	2009-10	2010-11	2011-12	2012-13
Freshmen	87 (75)	90	95	95	95
Sophomore	40(40)	45	45	60	60
Junior	40(30)	40	45	45	60
Senior	44(30)	30	40	45	45
Total	211(175)	205	225	245	260

() Spring 09 enrolment 12/22/2008

Current Retention rates are below 50% from freshman to sophomore year. Projections are based on are based on increasing retention rates rather than increasing size of incoming class.

BSAED Proposed Curriculum Outline

		Design	Technology	Hist/Theory	Comm Skills	Total
I	F				Drafting - 3	3
	S				Computer - 3	3
II	F	Basic Design - 6	Tech I (Site) - 3	Arch Hist I - 3		12
	S	Design I - 6	Tech II (Struct) - 3	Arch Hist II - 3		12
III	F	Design II - 6	Tech III (Skin) - 3	Arch Theory - 3		12
	S	Design III - 6	Tech IV (ECS) - 3	Afr Am Archs - 3		12
IV	F	Design IV - 6	Tech Elect - 3	Hist/Th Elect -3		12
	S	Design V - 6	Tech Elect - 3	Hist/Th Elect -3		12
Credits		36	18	18	6	78

Proposed Teaching/Space Requirements

Year	1	2	3	4	5
Faculty	7(6.5)	7.5	8.5	9.0	9.5
Teach. Asst	6(0)	9	10	16	19
Studio	100(60)Desk	115 Desk	130 Desk	150 Desk	165 Desk
Lecture Hall	1/45 seats	1/45 seats	1/45 seats	1/60 seats	1/60 seats
Classroom	1/20 seats	1/20 seats	2/20 seats	2/20 seats	2/20 seats
Comp Class	1/16 seats	1/16 seats	1/16 seats	1/16 seats	1/16 seats
Drafting Lab	1/16desk	1/16desk	1/16desk	1/16desk	1/16desk
Comp Lab	44(30)	1/8 wrkstn	1/8 wrkstn	1/8 wrkstn	1/8 wrkstn
Crit Space	1	1	2	2	2
Model Shop		1/16 seats	1/16 seats	1/16 seats	1/16 seats
Lighting Lab			1/16 seats	1/16 seats	1/16 seats

() indicates actual number spring 2008

Per Semester Teaching/Space Requirements – breakdown by year, curriculum component and plan year

Based on the following assumptions

Class Type	Class Size	Space Requirements
- Comm Skills	16	drafting lab - DL/ computer lab CL
- Studio/Lab 14	16 w/TA	assigned desk - desk
- Lecture	90 w/1 TA per 30 students	lecture hall - LH
- Elective	16-20	seminar room – SR
- Model Shop16		model shop - MS

	Design	Technology	Hist/Theory	Comm Skills
	credit load + ta/space	credit load/space	credit load/space	credit load/space
I			6/LH	18/DL + CL
II	12 /40 desk	3 /LH	3/LH	9/DL + MS+CL
III	8 /30 desk	6 /C	3/LH	
IV	8 /30 desk	3 /SR	3/SR	
Y-1	28 /100 desk	12 cr /LH +SR	15/LH +SR	27/DL+CC+MS
I				18/DL + CL
II	18+3/45 desk+MS	3+1/LH	3+1/LH	
III	18/40 desk	3+1/LH	3+1/LH	
IV	12+2/30 desk	6/SR	6/SR	
Y-2	48+5/115 desk	12+2/LH + SR	12+2/LH +SR	18/DL + CL
I				18/DL + CL
II	18+3/45 desk+MS	3+1/LH	3+1/LH	
III	18+3/45 desk	3+1/LH	3+1/LH	
IV	18/40 desk	9/2SR	9/2SR	
Y-3	54+6/130 desk	15 +2/LH + SR	15 +2/LH + SR	18/DL + CL
I				18/DL + CL
II	24+4/60 desk+MS	3+2/LH	3+2/LH	
III	18+3/45 desk	3+1/LH	3+1/LH	
IV	18+3/45 desk	9/2SR	9/2SR	
Y-4	60+10/150 desk	15 +3/LH + SR	15 +3/LH + SR	18/DL + CL
I				18/DL + CL
II	24+4/60 desk+MS	3+2/LH	3+2/LH	
III	24+4/60 desk	3+2/LH	3+1/LH	
IV	18+3/45 desk	9/2SR	9/2SR	
Y-5	66+11/165 desk	15 +4/LH + 2SR	15 +4/LH + 2SR	18/DL + CL

V. Five Year Plan

		2008-09	2009-10	2010-11	2011-12	2012-13	Total
Actions	Coordinate BSAED Sched w/ Grad Programs	X					
	Approval for GUR Alternates	X	X				
	Revise BSAED Curriculum for 2009-2012 Catalogue	X					
	Create Advisory Board	X	X	X	X	X	
	Initiate feeder school program		X	X	X	X	
	Develop scholarship opportunities		X	X	X	X	
	Develop Extracurricular Activities – Lectures, Trips	X	X	X	X	X	
	Support Alt. Tenure Track, Reflective Practice		X				
	Sophomore Portfolio Prep	X	X	X	X	X	
Hire	Faculty		??x1	??x2	??x3	??x4	
	Fill vacant position of Retention Coordinator	??	??	??	??	??	
	IT Coordinator	??	??	??	??	??	
	Model Shop Technician	??/2	??	??	??	??	
	Development Officer		??/2	??	??	??	
	Special Programs Coordinator		??/2	??	??	??	
	Teaching Assistants	??x6	??x9	??x10	??x16	??x19	
Support	Faculty Conference Travel	4500	6000	7500	9000	10500	
	Faculty Professional Dues						
	Faculty Release time	3000	3000	6000	6000	9000	
Purchase	Model Shop – phase 1& 2 (hand tools/shop tools)	5000	10000	1000	1000	1000	
	Additional desk 40,, 15, 15, 20, 15	8000	3000	3000	4000	3000	
	Laser cutter w/ exhaust	15000					
	AV equipped lecture room	3000					
Space	Additional Classroom	750 sf		750 sf			
	Lecture Room	50 seat	50seat	100seat	100seat	100seay	
	Shop Space	1200 sf					

I.1.5. Program Self Assessment

The Department of Architecture uses several program-specific assessment rubrics, which are explained below. Department self-assessment results are reported as part of a university-wide self-assessment program. Dr. Kathryn Doherty, the Assistant V.P. Assessment & Operations (Kathryn.doherty@morgan.edu, 443 885 3359), holds regular meetings with department chairs to assist in the further improvement of the self-assessment process, and leads self-assessment development seminars.

Self-assessment rubrics developed by the Department of Architecture specific to its needs include:

BSAED:	Freshman Survey Portfolio Assessment for each year of study; Deployed at end of freshman, sophomore, junior and senior years; Graduating Student Survey
Graduate Program:	Comprehensive Design Review (CDR) Terminal Project Faculty Evaluation Graduating Student Survey Monitor IDP Participation

The BSAED Assessment Strategy includes the following tools:

1. Freshman survey - provides information on student demographics, geographic and educational background and goals for BSAED degree.
2. Graduate survey - provides assessment of completed program and plans for advanced study/employment.
3. Portfolio Review - annual review of 'course portfolios' completed by students as part of all communications skills and design studio courses. The entire faculty participates in assessing a representative sampling of portfolios using a rubric based on course objectives and addressing the categories of Communications Skills, Design Skills, Writing/Research and content specific to the course. This assessment exercise includes an all faculty discussion of results and is intended to be comprehensive and responsive in terms of addressing specific needs.
4. (NEW) Minimum Pass Review - faculty teaching sections of the same studio and the program director will collectively review marginal work to determine level of minimum pass.

The Master of Architecture Assessment Strategy includes the following tools, listed here, that are specific to the Department of Architecture, and other tools that are standard to the university:

1. Comprehensive Design Review.

The Comprehensive Design Review (CDR) is a significant tool of self-assessment.

The first function of the CDR is to evaluate student achievement of fundamental and advanced NAAB Student Performance Criteria. The CDR serves as a gateway to the final semesters of design studio and preparation for the terminal project (ARCH.771 Terminal Project Seminar).

The second function of the CDR is student retention. As explained under the mission statement, and in responding to the five perspectives, the department values open access married with student retention. The structure of the graduate curriculum offers a unique flexibility in placing students at their existing skill levels within graduate studies, and the CDR guarantees that all students moving forward have achieved a baseline achievement on specified Student Performance Criteria (additional SPC are met in the final semesters). As a retention mechanism, students not passing the CDR are able to take a studio that gives further in-depth preparation for the CDR, ARCH.545 Comprehensive Design Studio.

A third function of the CDR is to warrantee that the Student Performance Criteria associated with pre-requisite studies in pre-professional programs have been met. Locally, it serves as a secondary review mechanism of the BSAED program; but also checks the work of all student achievement of pre-requisite SPCs regardless of undergraduate program of origin. (see the CDR Evaluation Form), and that these have been met and are integrated into the student skill set.

A fourth function of the CDR is program self-assessment. Collectively evaluating student progress is a critical evaluation of the program's effectiveness, and the faculty meet and hold workshops to develop pedagogic and curriculum changes in response to the CDR results.

2. Terminal Project Exhibition Faculty Evaluation is a recent addition to the program assessment process. An evaluation form has been developed, and implementation will be in spring 2011. Informally faculty assess student achievement during the annual exhibition of student terminal projects in downtown Baltimore, at the AIABaltimore gallery.
3. Graduating Student Survey: See Tabulated Survey following this narrative. The next iteration of the survey will be coordinated with attainment of the department's vision for the five perspectives.
4. Monitor IDP Participation: The Department, with the IDP Education Coordinator, has begun tracking student enrollment in IDP, with follow-up on progress.

A survey of employer satisfaction with Morgan State students and graduates as employees is the planning stages, for implementation during 2010-2011.

Modifications to the graduating student survey, and a new mid-point student survey will align both surveys more directly to aspects of the five perspectives, and the mission statement.

Non-specific to the Department of Architecture rubrics include student course evaluations; faculty peer observation; and faculty evaluation processes.

Department of Architecture
School of Architecture & Planning
Morgan State University
Baltimore, Maryland

No.	Assessment Tool	Status	Outcomes	Process	Frequency
1.	Comprehensive Design Review: Student Portfolios	Existing (established in 07-08)	NAAB Student Performance Criteria: A.2, A.3, A.6, A.7, A.8,B.2, B.3, B.4, B.5, B.8, B.9. B.10,B.11, B.12 ⁱ	<p>Students enrolled in all Master of Architecture tracks display portfolios which are assessed by the graduate architecture faculty for meeting the outcomes. Students in the 60/90 credit M. Arch. programs not meeting the Assessment are required to take an additional studio before moving ahead to Design V.</p> <p>Students in the accelerated five year M. Architecture program not meeting the Assessment are discontinued from the accelerated track, and are encouraged to apply for the 60 credit program.</p> <p>REPORTING: CDR process held successfully. 100 % participation by graduate architecture faculty. (Chan, Clarke, Connell, Kargon, Parkeh, Roy)</p> <p>See attached Results: April 29, Comprehensive Design Review table. 4 students: high pass 7 students: pass 4 students: marginal 6 students: no pass</p>	<p>Once a year: May</p> <p>REPORTING: 2010 Held Thursday 4.29.10</p>
2.	Terminal Project Exhibition	Existing (first held in	NAAB Student	Representative work from each terminal project (thesis) is exhibited in a public venue in the city (to	Once a year: May

		2007, formalized in 2008, revisions in 09-10)	Performance Criteria: A.1,A.2,A.3, A.4 , A.5, A.6,A.7,A.8, A.11 , B.1 , B.2,B.3, B.4 , B.5, B.6,B.7 , B.8,B.9,B.10,B.11,B.12 ⁱⁱ	date, the venue has been the AIABaltimore gallery). All graduate faculty are required to observe the exhibition, and the faculty use the exhibition to evaluate the curriculum areas of strengths and weakness. REPORTING: Exhibition was held successfully. The evaluation instrument was developed for this year and the blank form is attached. Large attendance from community + families. The venue was found to be inappropriate for faculty to complete evaluation forms. ADJUSTMENT: Next year faculty will hold an independently scheduled event for completing the evaluation instrument.	
3.	Graduating student survey	New	Preparation for a career in architecture, using NAAB standards.	Design the survey. Schedule administering the survey with completion of terminal project. REPORTING: Survey was held. Out of 19 students, 16 responded to date. Dept. Chair is following up on remaining 3 to achieve 100% participation. Grad ARCH Exit survey tabulation attached.	Once a year: May
4.	Employer's interviews and survey.	New	Evaluate employer satisfaction with our graduates.	Design and administer the survey. Include telephone or in-person interviews with employers. REPORTING: The instrument will be developed and launched October 2010, as planned.	Once a year: October
5.	Monitor IDP	New	Initiation of NCARB	Encourage student participation in Internship	Once a year:

	participation		Internship Development Program (IDP) files.	Development Program (IDP) with extracurricular guest lectures on practice & registration issues; via Shop Talk; via curricular activities (within course content). REPORTING: An IDP Coordinator has been identified (S.Roy). The Dept. IDP Coordinator will attend a national training session in Chicago, August, 2010.	October (for annual reporting to NAAB in November)
6.	Monitor graduates' success with architectural registration	New	Architectural registration.	Ask graduates to report achievement of architectural registration. REPORTING: Reporting mechanism will be developed with the new Associate Dean for the SA+P. To be launched in academic year 2010-2011.	Ongoing throughout the year.

ⁱ Reference to this list:

NAAB Realm A: Critical Thinking and Representation:

A.1 Communication Skills

A.2 Design Thinking Skills

A.3 Visual Communication Skills

A.4 Technical Documentation

A.5 Investigative Skills

A.6 Fundamental Design Skills

A.7 Use of Precedents

A.8 Ordering Systems Skills

A.9 Historical Traditions and Global Culture

A.10 Cultural Diversity

A.11 Applied Research

NAAB Realm B: Integrated Building Practices, Technical Skills and Knowledge

B.1 Pre-Design

B.2 Accessibility

B.3 Sustainability

B.4 Site Design

B.5 Life Safety

B.6 Comprehensive Design

B.7 Financial Considerations

B.8 Environmental Systems

B.9 Structural Systems

B.10 Building Envelope Systems

B.11 Building Service Systems

B.12 Building Materials and Assemblies

NAAB Realm C: Leadership and Practice

C.1 Collaboration

C.2 Human Behavior

C. 3 Client Role in Architecture

C.4 Project Management

C.5 Practice Management

C.6 Leadership

C.7 Legal Responsibilities

C.8 Ethics and Professional Judgment

C.9 Community and Social Responsibility

SURVEY FOR GRADUATING STUDENTS

(May and December, 2010)

Tabulation Reporting

18 out of 19

Submitted by R. Connell 6.23.10/update 8 31 2010

Department of Architecture

Master of Architecture degree program

CONTACT INFORMATION

1. your name
2. current personal email
3. a contact name and mailing address (parent or other) (though which we could contact you in five years)

START TABULATION RECORD:

BACKGROUND

4. Was your undergraduate degree not related to architecture?

YES	NO
8	9

5. Was your undergraduate degree in architecture, pre-architecture, or environmental design?

YES	NO
5	11

6. Did you move to Baltimore to study Architecture at Morgan State University?

YES	NO
8	10

7. If yes, where did you move from?

New York, NY
Severn, MD
Minnesota

Virginia

Bethesda, MD

Nigeria

Annapolis, MD

North Carolina

8. Why did you select Morgan:

Proximity

Closest school/sister and father are alum

Morgan is an evening school

Cost/acceptance/closeness to home

Convenience

HBCU/Close/Affordable

Night school program

Close/evening program

Evening classes so a career could be pursued during the day

Night classes/Recommended by a friend

Had program

Small classes/Program

In state/Work Study opportunity

Close to home

Already in the program

Night school

Closest school

MSU offered a schedule which worked well with my professional schedule

It was suggested by one of my undergrad professors
--

LENGTH OF STUDY

9. How many semesters did you take to complete your Master of Architecture degree?
(do not count summer semesters unless you had at least six credits of course work in one summer):

circle one:

FOUR	3
FIVE	2
SIX	5
SEVEN	4
EIGHT	1
NINE	1
TEN	1
MORE THAN TEN	0

10. Would you describe yourself as primarily a part-time student (nine or less credits per semester on average) or as full time, 12 or more credits per semester on average?

PART-TIME	5
FULL-TIME	13

INTERNSHIP

11. Did you work for a registered architect in an internship while enrolled in the M. Arch program?

YES	NO
-----	----

10	8
----	---

12. If you did have an internship with an architect, please rate the value of the experience:

Extremely valuable	8
Valuable	2
Somewhat valuable	0
Not at all valuable	0

CURRICULUM

13. Please rate your satisfaction with different aspects of the curriculum?

a. the design studio sequence

1(lowest)	0
2	0
3 (average)	6
4	7
5(high)	3

b. the history of architecture sequence

1(lowest)	0
2	0
3 (average)	9
4	4

5(high)	4
---------	---

c. the structures sequence

1(lowest)	2
2	3
3 (average)	8
4	4
5(high)	

d. environmental controls

1(lowest)	1
2	0
3 (average)	7
4	6
5(high)	3

e. methods and materials of construction

1(lowest)	0
2	1
3 (average)	6
4	5
5(high)	5

f. professional practice + ethics

1(lowest)	2
2	1

3 (average)	6
4	4
5(high)	4

g. urban design

1(lowest)	0
2	2
3 (average)	2
4	5
5(high)	8

h. the integrated intelligent detail (or “BIM” class)

1(lowest)	3
2	6
3 (average)	4
4	2
5(high)	1

14. Please rate your satisfaction with opportunities for elective course work, both within the architecture department, within the larger School, and elsewhere in the University

1(lowest)	2
2	2
3 (average)	5
4	4
5(high)	3

15. Most rewarding: please indicate which specific course or subject area was the most rewarding during your studies:

Studio
Studio
Terminal Project Studio
30s Max/ Urban Design/ Advanced Graphics
Studio III
Studio IV with [REDACTED]
Thesis/History Classes/CREP Classes with [REDACTED]/Materials with [REDACTED]
Studio
Studio
Thesis
BIM Class –Tech IV
Studio Design
Design Studio
Studio
Studio 5 and 6/ Law and Practice

FACULTY AND STUDENT COMMUNITY

16. How would you rank the faculty based on your past personal experiences of college instructors in your undergraduate study or other higher education study?

Extremely valuable	4
Valuable	9

Somewhat valuable	4
Not at all valuable	0

17. Please rank the quality of the student community in terms of learning and emotional support, collegiality, and architectural discourse:

Extremely valuable	9
Valuable	7
Somewhat valuable	1
Not at all valuable	0

BECOMING A REGISTERED ARCHITECT

18. Will you seek registration as an architect?

YES	NO
16	1 + 1 (Not sure)

19. Are you currently enrolled in IDP with NCARB?

YES	NO
7	11

20. If you are not enrolled with IDP, will you enroll within six months of graduation?

YES	NO
10	2

Comments:

Maybe, depending on when I get an internship.

If in the country.

ALTERNATIVE CAREER PLANS

21. Are you planning an alternative career?

YES	NO
6	11

a. if yes, please write a brief description:

Space planner/Cost Estimator

Not sure yet

Already in an alternative career but seeking to transition into architecture

Business Administration

FAKMFR

22. Will you pursue another degree? If yes, which degree and in what field?

YES	NO
6	7

MBA

To be determined

Doctorate of Architecture

Not sure

Masters in Planning/Landscape Architecture

Urban Design (maybe)

Accepted in a doctoral program in Reliability Engineering at UMD College Park starting this fall.

LOCATION PLANS

23. Do you plan to stay in the Baltimore area?

YES	NO
12	6

24. If you are planning to move, please give the city or location:

Stockholm/San Francisco
Atlanta, GA
Washington, DC
Alexandria, VA/ Denver Colorado
Atlanta, GA
Paris/Portland

OVERALL RATING

25. Would you recommend Architecture at Morgan for graduate study to a friend, colleague or relative?

YES	NO
14	3

26. What single thing would you most want to change and improve about the Graduate Program in Architecture?

Resources and access to better networking

Facilities

More technical/graphics courses and introduction classes for non-architects

The structure of the program

██████████, fire him, he is prejudiced! Intelligent but cannot impart knowledge professionally

Studio setup and equipment

Make sure all plotters and printers are working 100%

Resources

Facilities, IT support, networking opportunities, more electives

I would change the staff

Sequence of classes, resources, education focused on tools

Facilities and access

The entry level courses for individuals with a non architecture background should be more intense "educating" informative

More pride in the program; more graphics courses

The Infrastructure

Facility and Equipment

27. What single thing would you want to stay the same and maintain in the Graduate Program in Architecture?

Great faculty and students to learn from

Student relationships

Teacher

Student number

Engage knowledge and positive faculty

Maintain the enthusiasm, interest and high energy of the professors. They all were awesome and I gleaned a lot from each one.

Studio culture, times and friends

Urban design focus

Night school program

Evening only program

The friendly atmosphere of interactions between peers and professors and the “open” planning



The degree of intensity of the curriculum. I have talked with graduates from the other three programs in the Baltimore-DC area and my impression is that the MSU program is miles ahead in terms of preparing students to face professional life.

The relaxed environment

28. Based on your knowledge of other graduate programs of architecture, how would you rank the overall quality of your education in architecture at Morgan State University?

1(lowest)	1
2	0
3 (average)	11
4	4
5(high)	2

Thank you and best wishes for your future endeavors!

Notes: Direct reference to faculty members blanked out by Dept. Chair. 6.23.10

Department of Architecture
MORGAN STATE UNIVERSITY

School of Architecture & Planning
2201 Argonne Drive, Montebello D103
Baltimore, Maryland 21251

MASTER OF ARCHITECTURE COMPREHENSIVE DESIGN REVIEW

The Comprehensive Design Review for graduate students enrolled in the 60/90 credit and the 3 + 2 Master of Architecture degree programs is held during the final portion of the students' enrollment in ARCH.540 Architectural Design IV.

Students will exhibit work from design studio courses including ARCH.530, ARCH.540, ARCH.510, ARCH.520, (or ARCH.301 and ARCH.302 for 3 + 2 students), and ARCH.541, to demonstrate the student's competency in the following NAAB Student Performance Criteria.

Students may include diagrams, visual analysis, drawings, design projects, small models or model images, organized design process work, smaller format portfolios, and short written statements.

NAAB Realm A: Critical Thinking and Representation:

- A.02 Design Thinking Skills
- A.03 Visual Communication Skills
- A.04 Technical Documentation
- A.05 Investigative Skills
- A.06 Fundamental Design Skills
- A.07 Use of Precedents
- A.08 Ordering Systems Skills

NAAB Realm B: Integrated Building Practices, Technical Skills and Knowledge

- B.02 Accessibility
- B.03 Sustainability
- B.04 Site Design
- B.05 Life Safety
- B.08 Environmental Systems

NAAB Realm C: Leadership and Practice

- C.02 Human Behavior

The graduate design faculty, Department Chair, and BASED Director will review the exhibited projects, and each student will receive a written evaluation to guide the student in the development of their architectural design skill set in preparation for advancement to ARCH.550 Architectural Design V.

Successfully passing the Comprehensive Design Review is mandatory to progressing to the next design studio (ARCH.550 Architectural Design V) and to ARCH.771 Architectural Thesis Seminar. Consequences of not passing the CDR are explained in your Graduate Programs Department of Architecture Student Guidelines, which are posted on the Department's website.

Students are encouraged to prepare for the Comprehensive Design Review throughout their educational career at Morgan State University in the completion of their studio work.

The importance of diagramming, graphic communication of analytical and conceptual thinking, integration of formal architectural systems (formal ordering systems), and systems integration (structure/mechanical/envelope/solar response/building materials/etc.) can not be over emphasized.

Students are advised to document examples from their studio process work as well as their final presentations that support their achievement the NAAB Student Performance Criteria.

Students are encouraged to visit the NAAB web site to review the full list of student performance criteria with descriptions. This are explained in the 2009 NAAB Conditions for Accreditation:

http://www.naab.org/accreditation/2009_Conditions.aspx

Students will be advised of any updates and modifications to the CDR.

.....:

At the conclusion of ARCH.550 Architectural Design Five and ARCH.560 Architectural Design Six, each student will have demonstrated ability in their design projects in the following criteria, in addition to the abilities listed above:

NAAB Realm A:

- A.01 Communication Skills
- A.11 Applied Research

NAAB Realm B

- B.01 Pre-design
- B.06 Comprehensive Design

NAAB Realm C

- C.09 Community and Social Responsibility

All of the NAAB Student Performance Criteria are met in various ways throughout the curriculum, including the few not listed here, and student's application of the many concepts and skills introduced throughout the design sequence is expected to be integrative and cumulative.

Ruth Connell, Architect AIA
Chair, Department of Architecture

443 885 1862
ruth.connell@morgan.edu

Update: 30 August 2010

MASTER OF ARCHITECTURE COMPREHENSIVE DESIGN REVIEW

[please be aware that this form has two sides to be filled out]

Student #:

Evaluator: COMPOSITE

Date: April 29, 2010

Criteria	0	1	2	3	4	5	Comments
A.2 Design Thinking Skills							
A.3 Visual Communication Skills							
A.6 Fundamental Design Skills							
A.7 Use of Precedents							
A.8 Ordering Systems Skills							
B.2 Accessibility							
B.3 Sustainability							
B.4 Site Design							
B.5 Life Safety							
B.8 Environmental Systems							
B.9 Structural Systems							
B.10 Building Envelope Systems							
B.11 Building Service Systems							
B.12 Building Materials & Assemblies							

MASTER OF ARCHITECTURE COMPREHENSIVE DESIGN REVIEW

[please be aware that this form has two sides to be filled out]

Student #:

Evaluator: COMPOSITE

Date: April 29, 2010

Summary Comments:

Is this student prepared for Architectural Design V?

Strengths of this student:

Underdeveloped skills of this student:

What areas of improvement are key to the academic success of this student?

Department of Architecture
MORGAN STATE UNIVERSITY

School of Architecture & Planning
2201 Argonne Drive, Montebello D103
Baltimore, Maryland 21251

RESULTS: APRIL 29, COMPREHENSIVE DESIGN REVIEW

Student Name	Standing	Notes
Anonymous	High Pass	
Julia Morgan	High Pass	
Anonymous	Pass	
Anonymous	Pass	
Anonymous	Pass	
Anonymous	Pass	
Anonymous	High Pass	
Anonymous	Pass	
Anonymous	High Pass	
Anonymous	Pass	
Anonymous	Pass	
Anonymous	Marginal (student choice)	
Anonymous	Marginal (student choice)	Letter F in studio
Anonymous	Marginal (student choice)	2 + 3 student
Anonymous	Marginal (student choice)	2 + 3 student
Anonymous	No pass	
Anonymous	No pass	
Anonymous	No pass	Letter F in studio
Anonymous	No pass	2 + 3 student
Anonymous	No pass	
Anonymous	No pass	Pre-2007 matriculation

Submitted by

Ruth Connell AIA

Chair & Associate Professor

- student names removed for 2010 APR

Evaluation of Terminal Project Student Work
Department of Architecture

Morgan State University

Student Name:		Date:
Observer Name:		
Student Performance Criteria		Evaluation
A.1	Communication Skills	
A.2	Design Thinking Skills	
A.3	Visual Communication Skills	
A.4	Technical Documentation	
A.5	Investigative Skills	
A.6	Fundamental Design Skills	
A.7	Use of Precedents	
A.8	Ordering Systems Skills	
A.11	Applied Research	
B.1	Pre-Design	
B.2	Accessibility	
B.3	Sustainability	
B.4	Site Design	
B.5	Life Safety	
B.6	Comprehensive Design	
B.7	Financial Considerations	
B.8	Environmental Systems	
B.9	Structural Systems	
B.10	Building Envelope Systems	
B.11	Building Service Systems	
B.12	Building Materials and Assemblies	
Additional comments:		Total:
		Average: (divide by 21)

2 well met
1 adequate
0 not met

MORGAN STATE UNIVERSITY
DEPARTMENT ASSESSMENT PLAN

PROGRAM/DEPARTMENT: BSAED PROGRAM

PLAN SEMESTER/YEAR: SPRING 2010

COLLEGE: SCHOOL OF ARCHITECTURE AND PLANNING

ASSESSMENT COORDINATOR: GABRIEL KROIZ

SPECIALIZED ACCREDITATION: ☐ NO ☒ YES PLEASE SPECIFY AGENCY/ORGANIZATION AND DATE:
NAAB (SPRING 2011)

DEPARTMENT MISSION:

The BSAED program supports the mission of the Morgan State University and the School of Architecture and Planning.

1. The goal of providing greater access for minorities to architecture and design professions is addressed through training in the skills and concepts required for these professions. The focus is on communication skills, technical ability and cultural understanding required to pursue advanced professional degrees and/or seek entry level professional employment.
2. The goal of contributing to the research on urban design and architectural issues associated the sustainable redevelopment of Baltimore City and the Region is addressed through curricular focus and specific design projects. Students will become familiar with the issues and concerns affecting design within our region and within the urban context.

DEPARTMENT STUDENT LEARNING OUTCOMES:

1. Communication Skills - Demonstrate the ability to use written, verbal, graphic and 3 dimensional forms of communication conventionally used by the design professions.
2. Technical Skills - Demonstrate understanding of technical requirements ranging from site requirements to details of building construction and apply this understanding to the design process.
3. Cultural Understanding - Demonstrate understanding of design traditions, theory and cultural factors affecting design and apply this understanding to the design process.
4. Urban Research - Demonstrate understanding of urban design and sustainability as related to projects within the metropolitan context and apply this understanding to the design process.
5. Leadership and Practice - Develop an understanding of design practice including teamwork and community engagement and the ethical implication of design with regards to the built and natural environment.

ARE DEPARTMENT AND/OR COURSE STUDENT LEARNING OUTCOMES LISTED ON COURSE SYLLABI?

DEPARTMENT OUTCOMES ☐ NO ☐ YES COURSE OUTCOMES ☐ NO ☒ YES

WHAT OPPORTUNITIES DO STUDENTS HAVE TO ACHIEVE THESE OUTCOMES (COURSE, INTERNSHIP, EXAM, THESIS, PROJECT, ETC.)

COURSE, INTERNSHIP, COMP, THESIS, PROJECT, SURVEY, ETC.	OUTCOME 1	OUTCOME 2	OUTCOME 3	OUTCOME 4	OUTCOME 5
Communication Skills – ARCH 103, 104	X				
Design Studio –201 & 202	X	X	X		
Design Studio – 301 & 302	X	X	X	X	
Design Studio – 401 & 402	X	X	X	X	X

WHICH ASSESSMENT TOOLS WILL YOU USE TO MEASURE THESE OUTCOMES (RUBRIC, EMBEDDED QUESTIONS, EXTERNAL READERS, EXAM, SURVEY/QUESTIONNAIRE, PORTFOLIO ANALYSIS, ETC) ?

ASSESSMENT TOOL	OUTCOME 1	OUTCOME 2	OUTCOME 3	OUTCOME 4	OUTCOME 5
ENTRY SURVEY – 1 ST YEAR STUDENTS – TO BE DEVELOPED					
FRESHMAN PORTFOLIO	X				
SOPHOMORE PORTFOLIO	X	X	X		
JUNIOR PORTFOLIO	X	X	X	X	
SENIOR PORTFOLIO	X	X	X	X	X
EXIT SURVEY – GRADUATING SENIORS					X

WHEN DO YOU PLAN TO CONDUCT THESE ASSESSMENTS? (PLEASE CHECK ALL THAT APPLY)

☐ DURING THE SEMESTER
 ☐ AT THE BEGINNING AND END OF THE COURSE
 ☒ AT THE END OF EACH ACADEMIC YEAR
☒ AT THE BEGINNING AND END OF THE MAJOR PROGRAM
☐ IN THE CAPSTONE COURSE
☐ DURING SENIOR YEAR
☐ POST-GRADUATION
☐ OTHER (PLEASE SPECIFY) _____

WITH WHOM WILL YOU SHARE YOUR ASSESSMENT INFORMATION? (PLEASE CHECK ALL THAT APPLY)

☒ FACULTY IN THE DEPARTMENT
☒ STUDENTS IN THE PROGRAM
☐ CAMPUS ADMINISTRATORS
☐ DEPARTMENT ALUMNI
☐ EMPLOYERS
☒ EXTERNAL COMMUNITY MEMBERS
☐ OTHER (PLEASE SPECIFY) __NAAB_____

HOW DO YOU PLAN TO USE THE ASSESSMENT RESULTS FOR IMPROVEMENT WITHIN YOUR DEPARTMENT?

THE COLLECTED PORTFOLIOS FROM ALL STUDIOS ARE THE NEWEST ADDITION TO BSAED ASSESSMENT TOOLKIT, AND MOST COMPREHENSIVE METHOD FOR ASSESSING THE STRENGTHS AND WEAKNESS WITHIN OUR CURRICULUM. IT IS INTENDED THAT THIS ASSESSMENT DOCUMENT BE REVIEWED BY FACULTY AND DISPLAYED FOR STUDENT REVIEW

REQUIRED SIGNATURES

DATE : FEB 24, 2010

ASSESSMENT COORDINATOR:



DEPARTMENT CHAIR:



DEAN:

AVP ACADEMIC AFFAIRS:

CHAIRPERSON, SLA COMMITTEE:

OFFICE OF ASSESSMENT USE ONLY

Received Office of Assessment:

Feedback Returned to Dept:

Reviewed by SLA Committee:

Plan Implemented:

ARCH 103		Zebrowski, Frasier, Bridges, Green, Mahmoud				
Grade	Dafting	Freehand Drawing	Model Building	Digital Skills	Writing / Research	Average
A	0.8	0.0	1.7	1.2	1.3	1.0
B	0.1	0.0	1.5	1.3	1.3	0.8
C	0.7	0.0	1.6	1.5	0.7	0.9
Average Pass	0.5	0.0	1.6	1.3	1.1	0.9

ARCH 104		Zebrowski, Ilieva, Green, Leshinski				
Grade		Drawing	Model Building	Digital Skills	Writing / Research	Average
A		1.5	1.7	1.8	0.4	1.3
B		0.7	0.7	1.0	0.5	0.7
C		0.1	0.4	0.7	0.3	0.4
Average Pass		0.7	1.0	1.1	0.4	0.8

ARCH 201		Zebrowski, Frasier, Mahmoud				
Grade		Comm Skills	Ordering Systems	Program / Circulation	Writing / Research	Average
A		1.9	2.0	1.9		1.9
B		1.4	1.6	1.4		1.5
C		0.1	1.0	0.9		0.7
D		0.0	0.0	0.0		0.0
F		0.0	0.0	1.0		0.3
Average Pass		1.1	1.5	1.4		1.4

ARCH 202		Zebrowski, Kroiz, Mahmoud				
Grade		Comm Skills	Ordering Systems	Site and Structure	Writing / Research	Average
A		2.0	1.8	2.0	1.8	1.9
B		1.5	1.5	1.0	1.8	1.4
C		1.0	0.5	0.8	1.3	0.9
D		0.0	0.0	0.0	0.0	0.0
Average Pass		1.5	1.3	1.3	1.6	1.4

ARCH 301		Kroiz, Grieb, Lloyd				
Grade		Comm Skills	Ordering Systems	Urban Design	Writing / Research	Average
A		1.5	1.7	1.5	1.0	1.4
B		0.5	0.8	0.5	0.5	0.6
C		0.5	0.5	0.0	0.0	0.3
Average Pass		0.8	1.0	0.7	0.5	0.7

ARCH 302		Green, Frasier, Ilieva				
Grade		Comm Skills	Housing Design	Site/Urban Design	Writing / Research	Average
A		1.6	1.5	1.6	1.3	1.5
B		1.0	0.9	0.4	0.5	0.7
C		0.7	0.7	0.3	0.0	0.4
D		0.3	0.0	0.5	0.0	0.2
Average Pass		1.1	1.0	0.8	0.6	0.9

ARCH 401		Bridges				
Grade		Comm Skills	Ordering Systems	Building Design	Writing / Research	Average
A						
B		NO DATA AVAILABLE				
C						
Average Pass						

ARCH 402		Bridges				
Grade		Comm Skills	Ordering Systems	Design Devlpmt	Writing / Research	Average
A						
B						
C						
Average Pass		1.8	1.7	1.8	1.5	1.7

ARCH 403		Green				
Grade		Comm Skills	Ordering Systems	Community Design	Writing / Research	Average
A		1.5	1.25	1	0.5	1.1
B		0.5	0.5	0	0	0.3
C		0	0	0.5	0	0.1
Average Pass		0.7	0.6	0.5	0.2	0.5

ARCH 404		Lloyd				
Grade		Comm Skills	Ordering Systems	Urban Re-developmnt	Writing / Research	Average
A		0.5	0.5	0.5	0.5	0.5
B		0.5	1	1	1	0.9
Average Pass		0.5	0.8	0.8	0.8	0.7

SUMMARY - SURVEY FOR GRADUATING STUDENTS

SPRING 2010

Department of Architecture

Bachelor of Science in Architecture and Environmental Design – BSAED Program

Survey Group

24 graduating seniors completed the survey and provided mail and email contact information.

BACKGROUND

1. Did you move to Baltimore to study at Morgan State University?
yes or no

6 Yes / 18 No

2. If yes, where did you move from?

6 responses including Maryland, Northeast, USA, and Other Country

3. Why did you select Morgan:

6 Location

5 Architecture as a major

5 cost/scholarship/financial aid

5 Legacy Morganite

3 wanted to attend a HBCU

2 AACC Articulation Agreement/connection

1 Planning

1 Band program

1 Small classes

1 Real Life Experience Possibilities

1 the architecture program was good

1 3+2 Program

4. When did you begin the BSAED Program

11 Freshman

6 Sophomore

7 Junior

5. If you transferred into the program did you transfer from?

0 MSU other degree

7 Community College Architecture

6 Other College

LENGTH OF STUDY

6. How many semesters did you take to complete your BSAED degree?

4semester - 8

5 semesters – 3

6 semesters – 2

7 semesters - 1

8 semesters – 8

9 semesters – 1

10 semesters – 1

More than 10 - 0

7. Would you describe yourself as primarily a part-time student (9 or less credits per semester on average) or as full time, 12 or more credits per semester on average?

part-time - 0 full-time - 24

8. If you attended part-time or took semesters off, please state reason.

*working to support myself; took off fall 2006 because program was unstable and I felt I was not learning
I took semesters off to work or due to illness
It was really hard for me to juggle the new life and architecture requirements so I took other classes
other than architecture*

WORK

9. Were you employed while enrolled in the BSAED program?

21 Yes 3 no

10. If yes, how many hours per week?

0-10 / 3 10-20 / 4 20-30 / 7 30-40 / 4 more than 40 / 3

11. Was your employment an internship related to your career goals?

5 Yes 17 no 1 Sometimes

12. If not what type of employment?

*Warehouse
receptionist/cashier
2 -Home Depot
Art store
Janitorial
Service Industry
JHH Hospital
commercial retail
Concierge
Hospitality + Service
tour guide and Shop assistant
retail
waitress, retail rep
photography
peer tutor
healthcare*

13. If you did have an internship with an architect, please rate the value of the experience:

2 Extremely valuable 4 Valuable 4 Somewhat valuable Not at all valuable

CURRICULUM

14. Please rate your satisfaction with different aspects of the curriculum?

- a. communications skills

1(lowest) 2 3(average) 4 5(high)

3.6 average

- b. the design studio sequence
1(lowest) 2 3(average) 4 5(high)
4.0 average
- c. the history of architecture sequence
1(lowest) 2 3(average) 4 5(high)
3.1 average
- d. technology courses
1 lowest) 2 3(average) 4 5(high)
3.2 average
- e. history and theory courses
1 lowest) 2 3(average) 4 5(high)
3.6 average
- f. professional practice + ethics
1(lowest) 2 3(average) 4 5(high)
3.9 average

15. Please rate your satisfaction with opportunities for elective course work, both within the architecture department, within the larger School, and elsewhere in the University
1(lowest) 2 3(average) 4 5(high)
3.4 average

16. Most rewarding: please indicate which specific course or subject area was the most rewarding during your studies:

11 studios
4 Sustainability
2 concepts and theory/
2 design and human behavior
2 Urban Development of Baltimore
1 Historic Preservation
1 Advanced Wall Systems
1 PHIL 109
1BIOL 101
1 English

FACULTY AND STUDENT COMMUNITY

17. How would you rank the faculty based on your past personal experiences of college instructors in your undergraduate study or other higher education study?
6 Extremely valuable 16 Valuable 2 Somewhat valuable 0 Not at all valuable
18. Please rank the quality of the student community in terms of learning and emotional support, collegiality, and architectural discourse:
8 Extremely valuable 15 Valuable 1 Somewhat valuable 0 Not at all valuable

GRADUATE EDUCATION AND REGISTRATION

19. Will you pursue a Graduate Degree?

22 Yes 2 no

20. If yes have you applied to or enrolled in

Circle one:

7 MSU-Architecture

1 MSU-Landscape

1 MSU-Planning

5 Other(List)

21. Will you seek registration as an architect?

13 yes

7 no

3 not sure

22. Are you currently enrolled in IDP with NCARB?

1 yes

23 no

23. If you are not enrolled with IDP, will you enroll within six months of graduation?

10 yes

4 no

4 maybe

1 doesn't know what IDP is

ALTERNATIVE CAREER PLANS

24. Are you planning an alternative career?

10 yes 10 no

a. if yes, please write a brief description:

self-employment, working on children's book, graduate studies, interior design, sustainability, engineering

25. Will you pursue another degree? If yes, which degree and in what field?

7 yes 4 no 5 maybe

Sustainability, real estate development, finance, education, Architecture, Interior Design, Law, Planning, Construction Management, Engineering x 2, graphic design

LOCATION PLANS

26. Do you plan to stay in the Baltimore area?

12 yes

7 no

4 maybe

27. If you are planning to move, please give the city or location:

Hartford, CN, Los Angeles, Istanbul, Atlanta

OVERALL RATING

28. Would you recommend Architecture at Morgan for graduate study to a friend, colleague or relative?

18 yes 1 no

29. What single thing would you most want to change and improve about the BSAED Program in Architecture?

FACILITIES

The facilities and get back to 24 hour studio

Facilities, The current SA+P Building, better labs, computer skillset/ functioning computers, The building we are in and working printers and plotters, The technology (none of the printers work),

CURRICULAR SUGGESTIONS

The course arrangement example history before design studio

history courses

Encouragement + intentional recruitment of African-American Students; African-American Professors

Team projects (more), integrated multi-disciplinary studio, more 3-D graphic communication skills

More basic Technical Content

incorporation of other classes (make classes interdependent) (i.e. a marketing class) presentation strategy

ADMINISTRATIVE

more open communication between faculty/administration

TEACHING

studio/teachers approach to aiding students to learn, more supportive/less arrogance

variety young professors whose passions are teaching

PROFFESIONAL

more intern opportunities

30. What single thing would you want to stay the same and maintain in the BSAED Program in Architecture?

small classes

Faculty relationship with students, The relationships between teachers and students, The unity of the department b/w students and some facult

The students,

Friendly people, Family Culture; The family and supportive environment

The professors, Teachers/Professor various experiences, teacher office practice

working technology, Quick I.T Service

Access to Administration

hard work ethic, open 24/hour studio

students given opportunities to participate research projects, social activities etc

laser cutter and woodshop

31. Based on your knowledge of other programs of architecture, how would you rank the overall quality of your education in architecture at Morgan State University?

1(lowest) 2 3(average) 4 5(high)

3.9 average

I.2. Resources

I.2.1. Human Resources & Human Resource Development

Faculty Credential Matrices on following pages in this order:

1. Graduate: Faculty Credential Matix Fall 2008
2. Graduate: Faculty Credential Matix Spring 2009
3. Graduate: Faculty Credential Matix Fall 2009
4. Graduate: Faculty Credential Matix Spring 2010
5. BSAED: Faculty Credential Matrix Fall 2008
6. BSAED: Faculty Credential Matrix Spring 2009
7. BSAED: Faculty Credential Matrix Fall 2009
8. BSAED: Faculty Credential Matrix Spring 2010

Faculty Credential Matrix | FALL 2008

Faculty Member	Summary of Expertise, Recent Research, and Experience	ARCH 510 Environmental Design I	ENST 512 Graphics Workshop	ARCH 511 Built Environment History I	ARCH 513 Tech I (Statics + Strengths of Materials)	ARCH 530 Architectural Design Studio III	ARCH 531 Built Environment History III	ARCH 533 Arch Tech V (Building Materials)	ARCH 532 Arch Tech IV (Bldg Systems-Structures)	ARCH 550 Architectural Design Studio V	ARCH 771 Terminal Project Design Seminar	ENST 714 Built Environmental Studies Internship I	ENST 715 Built Environmental Studies Internship II	ENST 716 Built Environmental Studies Internship II	ENST 717 Built Environmental Studies Internship I	ENST 738 Seminars Built Envir (Advanced Graphics)	ENST 542 Adv Communications (3-D Modeling)	ENST 788 Supervised Research
William W.P. Chan	Registered architect, 30 + years of practice experience; 6 + years of teaching experience, history of arch time line research.																	
Ruth Connell	Registered architect with more than 28 years experience in education; 10 + years experience in practice; published in theory, history, preservation. Senior Fulbright Scholar.																	
Paul Walker Clarke	Registered architect, more than 27 years in education, 15+ years practice experience; urban design, housing, community + participatory design.																	
Jeremy Kargon	Registered architect; LEED AP, 22 years experience in practice, 3 years experience in education, published in theory + history.																	
Mahendra Parekh	Registered architect; 29 years in education, 15 years of parallel experience in practice, hand graphics expert.																	
Sanjit Roy	Registered architect; 7 years of practice experience; two years in architectural education, computer graphics expert, structures, design competition winner.																	

Faculty Credential Matrix | FALL 2008 | ADJUNCT Lecturers

Faculty Member	Summary of Expertise, Recent Research, and Experience	ARCH 510 Environmental Design I	ENST 512 Graphics Workshop	ARCH 511 Built Environment History I	ARCH 513 Tech I (Statics + Strengths of Materials)	ARCH 530 Architectural Design Studio III	ARCH 531 Built Environment History III	ARCH 523 Arch Tech III (Environmental Controls)	ARCH 532 Arch Tech IV (Bldg Systems-Structures)	ARCH 550 Architectural Design Studio V	ARCH 771 Terminal Project Design Seminar	ENST 714 Built Environmental Studies Internship I	ENST 715 Built Environmental Studies Internship II	ENST 716 Built Environmental Studies Internship III	ENST 717 Built Environmental Studies Internship IV	ENST 738 Seminars Built Envir (Advanced Graphics)	ENST 542 Adv Communications (3-D Modelling)	ENST 788 Supervised Research
Reginald Amory	Registered engineer, Chair of Civil Engineering.																	
Lance Decker	Registered architect.																	
H. Joseph Fleischman	Registered engineer for more than 20 years, three years teaching experience.																	

Faculty Credential Matrix | SPRING 2009

Faculty Member	Summary of Expertise, Recent Research, and Experience	ARCH 520 Architectural Design Studio II	ARCH 521 Built Environment History II	ARCH 522 Arch Tech II (Building Systems - Structures)	ARCH 532 Arch Tech IV (Environmental Controls)	ARCH 540 Architectural Design Studio IV	ARCH 541 Arch Tech VI (Integrated Intelligent Detail)	ARCH 561 Architectural Practice, Law & Management	URBD 511 Urban Design	ARCH 772 Architectural Design Studio VI	ENST 714 Built Environmental Studies Internship I	ENST 715 Built Environmental Studies Internship II	ENST 716 Built Environmental Studies Internship III	ENST 717 Built Environmental Studies Internship IV	ENST 738 Seminars Built Envir (Advanced Graphics)	ENST 789 Supervised Research	ENST 601 Historic and Cultural Preservation
William W.P. Chan	Registered architect, 30 + years of experience; 6 + years of teaching experience, history of arch time line research																
Ruth Connell	Registered architect with more than 28 years experience in education; 10+ years of experience in practice; published in theory, history, preservation. Senior Fulbright Scholar.																
Paul Walker Clarke	Registered architect, more than 27 years in education, 15+ years of practice experience; urban design, housing, community + participatory design.																
Jeremy Kargon	Registered architect; LEED AP, more than 22 years experience in practice, 3 years experience in education, published in theory + history.																
Mahendra Parekh	Registered architect; 29 years in education, 15 years of parallel experience in practice, hand graphics expert																
Sanjit Roy	Registered architect; 7 years of practice experience; two years in architectural education, computer graphics expert, structures, design competition																

Faculty Credential Matrix | SPRING 2009 (continued)

Faculty Member	Summary of Expertise, Recent Research, and Experience	ARCH 520 Architectural Design Studio II	ARCH 521 Built Environment History II	ARCH 522 Arch Tech II (Building Systems - Structures)	ARCH 532 Arch Tech IV (Environmental Controls)	ARCH 540 Architectural Design Studio IV	ARCH 541 Arch Tech VI (Integrated Intelligent Detail)	ARCH 561 Architectural Practice, Law & Management	URBD 511 Urban Design	ARCH 772 Architectural Design Studio VI	ENST 714 Built Environmental Studies Internship I	ENST 715 Built Environmental Studies Internship II	ENST 716 Built Environmental Studies Internship III	ENST 717 Built Environmental Studies Internship IV	ENST 738 Seminars Built Envir (Advanced Graphics)	ENST 789 Supervised Research	ENST 601 Historic and Cultural Preservation
Leon Bridges	Pioneer African American architect + firm principal for 40 yrs. AIA Fellow + Vice Pres., 1984; NOMA Pres., Vic Pres., Sec., Board, 1978-1996.																
Barbara Mobarek	Educator w/30 years experience; focus on Built Environment History. Current research on African American material culture.																

Faculty Credential Matrix | SPRING 2009 ADJUNCT LECTURER

H. Joseph Fleischman	Registered engineer for more than 20 years, three years teaching experience.																
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Faculty Credential Matrix | FALL 2009

Faculty Member	Summary of Expertise, Recent Research, and Experience	ARCH 510 Environmental Design I	ENST 512 Graphics Workshop	ARCH 511 Built Environment History I	ARCH 513 Tech I (Statics + Strengths of Materials)	ARCH 530 Architectural Design Studio III	ARCH 531 Built Environment History III	ARCH 523 Arch Tech III (Environmental Controls)	ARCH 532 Arch Tech IV (Bldg Systems-Structures)	ARCH 550 Architectural Design Studio V	ARCH 771 Terminal Project Design Seminar	ENST 714 Built Environmental Studies Internship I	ENST 715 Built Environmental Studies Internship II	ENST 716 Built Environmental Studies Internship III	ENST 717 Built Environmental Studies Internship IV	ENST 738 Seminars Built Envir (Advanced Graphics)	ENST 542 Adv Communications (3-D Modeling)	ENST 788 Supervised Research
William W.P. Chan	Registered architect, 30 + years of experience; 6 + years of teaching experience, history of arch time line research.																	
Ruth Connell	Registered architect with more than 28 years experience in education; 10 + years of experience in practice; published in theory, history, preservation. Senior Fulbright Scholar.																	
Paul Walker Clarke	Registered architect, more than 27 years in education, 15+ years of practice experience; urban design, housing, community + participatory design.																	
Jeremy Kargon	Registered architect; LEED AP, more than 22 years experience in practice, 3 years experience in education, published in theory + history.																	
Mahendra Parekh	Registered architect; 29 years in education, 15 years of parallel experience in practice, hand graphics expert																	
Sanjit Roy	Registered architect; 7 years of practice experience; two years in architectural education, computer graphics expert, structures, design competition winner.																	

Faculty Credential Matrix | FALL 2009 | ADJUNCT Lecturers

Faculty Member	Summary of Expertise, Recent Research, and Experience	ARCH 510 Environmental Design I	ENST 512 Graphics Workshop	ARCH 511 Built Environment History I	ARCH 513 Tech I (Statics + Strengths of Materials)	ARCH 530 Architectural Design Studio III	ARCH 531 Built Environment History III	ARCH 523 Arch Tech III (Environmental Controls)	ARCH 532 Arch Tech IV (Bldg Systems-Structures)	ARCH 550 Architectural Design Studio V	ARCH 771 Terminal Project Design Seminar	ENST 714 Built Environmental Studies Internship I	ENST 715 Built Environmental Studies Internship II	ENST 716 Built Environmental Studies Internship III	ENST 717 Built Environmental Studies Internship IV	ENST 738 Seminars Built Envir (Advanced Graphics)	ENST 542 Adv Communications (3-D Modelling)	ENST 788 Supervised Research
Reginald Amory	Registered engineer, Chair of Civil Engineering.																	
Lance Decker	Registered architect																	
H. Joseph Fleischman	Registered engineer for more than 20 years, three years teaching experience.																	

Faculty Credential Matrix | SPRING 2010

Faculty Member	Summary of Expertise, Recent Research, and Experience	ARCH 520 Architectural Design Studio II	ARCH 521 Built Environment History II	ARCH 522 Arch Tech II (Building Systems - Structures)	ARCH 532 Arch Tech IV (Environmental Controls)	ARCH 540 Architectural Design Studio IV	ARCH 541 Arch Tech VI (Integrated Intelligent Detail)	ARCH 561 Architectural Practice, Law & Management	URBD 511 Urban Design	ARCH 772 Architectural Design Studio VI	ENST 714 Built Environmental Studies Internship I	ENST 715 Built Environmental Studies Internship II	ENST 716 Built Environmental Studies Internship III	ENST 717 Built Environmental Studies Internship IV	ENST 738 Seminars Built Envir (Advanced Graphics)	ENST 789 Supervised Research	ENST 601 Historic and Cultural Preservation	ENST 738/788 Seminars in Built Environ.(Varanasi)
William W.P. Chan	Registered architect, 30 + years of experience; 6 + years of teaching experience, history of arch time line research																	
Ruth Connell	Registered architect with more than 28 years experience in education; 10+ years of experience in practice; published in theory, history, preservation. Senior Fulbright Scholar.																	
Paul Walker Clarke	Registered architect, more than 27 years in education, 15+ years of practice experience; urban design, housing, community + participatory design.																	
Jeremy Kargon	Registered architect; LEED AP, more than 15 years experience in practice, 3 years experience in education, published in theory + history																	
Mahendra Parekh	Registered architect; 29 years in education, 15 years of parallel experience in practice, hand graphics expert																	
Sanjit Roy	Registered architect; 7 years of practice experience; two years in architectural education, computer graphics expert, structures, design competition																	

Faculty Credential Matrix | SPRING 2010 (continued)

Faculty Member	Summary of Expertise, Recent Research, and Experience	ARCH 520 Architectural Design Studio II	ARCH 521 Built Environment History II	ARCH 522 Arch Tech II (Building Systems - Structures)	ARCH 532 Arch Tech IV (Environmental Controls)	ARCH 540 Architectural Design Studio IV	ARCH 541 Arch Tech VI (Integrated Intelligent Detail)	ARCH 561 Architectural Practice, Law & Management	URBD 511 Urban Design	ARCH 772 Architectural Design Studio VI	ENST 714 Built Environmental Studies Internship I	ENST 715 Built Environmental Studies Internship II	ENST 716 Built Environmental Studies Internship III	ENST 717 Built Environmental Studies Internship IV	ENST 738 Seminars Built Envir (Advanced Graphics)	ENST 789 Supervised Research	ENST 601 Historic and Cultural Preservation	ENST 738/788 Seminars in the Built Environ. (Varanasi)
Leon Bridges	Pioneer African American architect + firm principal for 40 yrs. AIA Fellow + Vice Pres., 1984; NOMA Pres., Vic Pres., Sec., Board, 1978-1996.																	
Barbara Mobarek	Educator w/30 years experience; focus on Built Environment History. Current research on African American material culture.																	
Suzanne Frasier	Architect + educator w/expertise in Comm. Skills, Beginning Design + Sustainability; Research in Beg. Design, Sustainability + Non Western Urbanism.																	

Faculty Credential Matrix | SPRING 2010 ADJUNCT LECTURER

H. Joseph Fleischman	Registered engineer for more than 20 years, three years teaching experience.																	
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BSAED Faculty Credential Matrix | Fall 2008

1 | 2

Faculty Member	Summary of Expertise, Recent Research, and Experience	Orien 107 Orientation	ARCH 101 Conc & Theory of Built Env I	ARCH 103 Communication Skills I	ARCH 201 Design I (Form, Space & Order)	ARCH 203 Communications Skills III	ARCH 205 Hist of the Built Environ I	ARCH 301 Design III (Intro to Urban Design)	ARCH 303 Sustainability	ARCH 305 Design & Human Behavior	ARCH 311 Statics & Strength of Materials	ARCH 313 Interior Materials and Finishes	ARCH 341 Intro to Construction Management	ARCH 401 Design V	ARCH 419 Latin American Housing	ARCH 430 Senoir Internship	ARCH 441 Production Techniques	ARCH 445 Seminar in Built Environment
BSAED Full-Time Faculty																		
David Bowles	Practicing Architect and educator with 20 years experience																	
Leon Bridges	Pioneering African American Architect and firm principal for 47 years. AIA Fellow and national vice president 1984. NOMA President, Vice-President, Secretary, Board, 1978 – 1996																	
Suzanne Frasier	Architect, educator, and scholar recognized for Communication Skills and Beginning Design Pedagogy. Recent research includes Non-Western Urbanism and Sustainable Consumption for the Construction Industry																	
Azza Kamal, PhD	Experience in Architecture and Planning with reasearch focus on Informal Settlement and Housing typologies																	
Gabriel Kroiz	Practicing Architect with nine AIA Design Awards 2004-2008 for project ranging from residential to urban mixed use. Recognized regionally for innovative sustainable design.																	
Richard Lloyd. PhD	Architect, Planner and Educator w/ 30 + years experience. Current research focused on Black Culture and the Built Environment																	
Barbara Mobarak	Educator w/ 30 years experience and focus on History of the Built Environment. Current research on African American material culture																	

BSAED Faculty Credential Matrix | Fall 2008

2 | 2

Faculty Member	Summary of Expertise, Recent Research, and Experience	Orien 107 Orientation	ARCH 101 Conc & Theory of Built Env I	ARCH 103 Communication Skills I	ARCH 201 Design I (Form, Space & Order)	ARCH 203 Communications Skills III	ARCH 205 Hist of the Built Environ I	ARCH 301 Design III (Intro to Urban Design)	ARCH 303 Sustainability	ARCH 305 Design & Human Behavior	ARCH 311 Statics & Strength of Materials	ARCH 313 Interior Materials and Finishes	ARCH 341 Intro to Construction Management	ARCH 401 Design V	ARCH 419 Latin American Housing	ARCH 430 Senoir Internship	ARCH 441 Production Techniques	ARCH 445 Seminar in Built Environment
SA+P Faculty																		
Jeremy Kargon	Insert Description																	
Evan Richardson	Graduate of MSU Landscape Architecture Proram w/ 7 years as BSAED retention coordinator and currently Assistant to the Dean																	
Adjunct Faculty																		
Shannon Saunders-McDonald	Liscenced architect and educator withextensive publication and research on parking garages																	
Dale Green	Expertice in Historic Preservation with research projects that focus on African Americans Americans and the Built Environment																	
Hassan Babatunde Adisa	Doctorate of Architecture with teaching experience in US and Abroad. Research interest in Housing and State Architecture																	
Rob Lowe	Student in MSU Master of Landscape Architecture Student program w/prior teaching experinece and software expertise																	
Reginald Amory	Chair of MSU Civil Engineering Department																	

BSAED Faculty Credential Matrix | Spring 2009

1 | 2

Faculty Member	Summary of Expertise, Recent Research, and Experience	ARCH 101 Conc & Theory of Built Env I	ARCH 102 Conc & Theory of Built Env II	ARCH 103 Comm Skills I	ARCH 104 Comm Skills II	ARCH 202 Design II	ARCH 204 Comm Skills IV	ARCH 206 Hist of Built Environ II	ARCH 207 Site Design	ARCH 208 (417) Building Materials	ARCH 302 Design IV	ARCH 304 Urban Development of Baltimore	ARCH 308 Office Practice & Management	ARCH 402 Design VI	ARCH 411 Building Structural Systems	ARCH 412 Advanced Wall Systems	ARCH 415 Historic Preservation	ARCH 433 Senior Internship
BSAED Full-Time Faculty																		
Bavid Bowles	Practicing Architect and educator with 20 years experience																	
Leon Bridges	Pioneering African American Architect and firm principal for 47 years. AIA Fellow and national vice president 1984. NOMA President, Vice-President, Secretary, Board, 1978 – 1996																	
Suzanne Frasier	Architect, educator, and scholar recognized for Communication Skills and Beginning Design Pedagogy. Recent research includes Non-Western Urbanism and Sustainable Consumption for the Construction Industry																	
Azza Kamal, PhD	Experience in Architecture and Planning with reasearch focus on Informal Settlement and Housing typologies																	
Gabriel Kroiz	Practicing Architect with nine AIA Design Awards 2004-2008 for project ranging from residential to urban mixed use. Recognized regionally for innovative sustainable design.																	
Richard Lloyd. PhD	Arcitect, Planner and Educator w/ 30 + years experience. Current research focused on Black Culture and the Built Environment																	
Barbara Mobarak	Educator w/ 30 years experience and focus on History of the Built Environment. Current research on African American material culture																	

BSAED Faculty Credential Matrix | Spring 2009

2 | 2

Faculty Member	Summary of Expertise, Recent Research, and Experience	ARCH 101 Conc & Theory of Built Env I	ARCH 102 Conc & Theory of Built Env II	ARCH 103 Comm Skills I	ARCH 104 Comm Skills II	ARCH 202 Design II	ARCH 412 Advanced Wall Systems	ARCH 206 Hist of Built Environ II	ARCH 207 Site Design	ARCH 208 (417) Building Materials	ARCH 302 Design IV	ARCH 304 Urban Development of Baltimore	ARCH 308 Office Practice & Management	ARCH 402 Design VI	ARCH 411 Building Structural Systems	ARCH 412 Advanced Wall Systems	ARCH 415 Historic Preservation	ARCH 433 Senior Internship
SA+P Faculty																		
Melanie Moser	Practicing Landscape Architect w/30 year experince																	
Sanjit Roy	Insert Description																	

BSAED Faculty Credential Matrix | Fall 2009

1 | 2

Faculty Member	Summary of Expertise, Recent Research, and Experience	Orien 107 Orientation	ARCH 101 Conc & Theory of Built Env I	ARCH 103 Communication Skills I	ARCH 201 Design I (Form, Space & Order)	ARCH 205 Hist of the Built Environ I	ARCH 207 Site Design	ARCH 301 Design III (Intro to Urban Design)	ARCH 303 Sustainability	ARCH 304 Urban Development of Baltimore	ARCH 308 Office Practice & Management	ARCH 311 Statics & Strength of Materials	ARCH 313 Interior Materials and Finishes	ARCH 401 Design V	ARCH 415 Historic Preservation	ARCH 417 Building Materials	ARCH 430 Senoir Internship	ARCH 431 Public Facilities Planning	ARCH 445 Seminar in Built Environment
BSAED Full-Time Faculty																			
Leon Bridges	Pioneering African American Architect and firm principal for 47 years. AIA Fellow and national vice president 1984. NOMA President, Vice-President, Secretary, Board, 1978 – 1996																		
Suzanne Frasier	Architect, educator, and scholar recognized for Communication Skills and Beginning Design Pedagogy. Recent research includes Non-Western Urbanism and Sustainable Consumption for the Construction Industry																		
Dale Green	Expertise in Historic Preservation with research projects that focus on African Americans and the Built Environment																		
Gabriel Kroiz	Practicing Architect with nine AIA Design Awards 2004-2008 for project ranging from residential to urban mixed use. Recognized regionally for innovative sustainable design.																		
Richard Lloyd. PhD	Arcitect, Planner and Educator w/ 30 + years experience. Current research focused on Black Culture and the Built Environment																		
Barbara Mobarak	Educator w/ 30 years experience and focus on History of the Built Environment. Current research on African American material culture																		
Michael Zebrowski	Expertise and research in Beginning Design and Material Fabrication. Current focus on studio participation in Haiti disaster relief efforts																		

BSAED Faculty Credential Matrix | Fall 2009

2 | 2

Faculty Member	Summary of Expertise, Recent Research, and Experience	Orien 107 Orientation	ARCH 101 Conc & Theory of Built Env I	ARCH 103 Communication Skills I	ARCH 201 Design I (Form, Space & Order)	ARCH 205 Hist of the Built Environ I	ARCH 207 Site Design	ARCH 301 Design III (Intro to Urban Design)	ARCH 303 Sustainability	ARCH 304 Urban Development of Baltimore	ARCH 308 Office Practice & Management	ARCH 311 Statics & Strength of Materials	ARCH 313 Interior Materials and Finishes	ARCH 401 Design V	ARCH 415 Historic Preservation	ARCH 417 Building Materials	ARCH 430 Senoir Internship	ARCH 431 Public Facilities Planning	ARCH 445 Seminar in Built Environment
SA+P Faculty																			
Melanie Moser	Practicing Landscape Architect w/30 year experince																		
Sanjit Roy	Insert Description																		
Jeremy Kargon	Insert Description																		
Evan Richardson	Graduate of MSU Landscape Architecture Proram w/ 7 years as BSAED retention coordinator and currently Assistant to the Dean																		
Adjunct Faculty																			
Brian Grieb	Practicing Architect with expertise in design, building materials and urban design																		
Neelab Mahmoud	Expertice in graphic communication and Design																		
Eric Leshinsky	Expertice/Research Interest in Community Outreach, Public Space Design, and Installation																		

BSAED Faculty Credential Matrix | SPRING 2010

1 | 2

Faculty Member	Summary of Expertise, Recent Research, and Experience	ARCH 104 Comm Skills II	ARCH 202 Design II	ARCH 206 Hist of Built Environ II	ARCH 208 (417) Building Materials	ARCH 249 Construction Observation	ARCH 302 Design IV	ARCH 305 Design and Human Behavior	ARCH 308 Office Practice & Management	ARCH 331 Environmental Justice	ARCH 402 Design VI	ARCH 404 Urban Design II	ARCH 411 Building Structural Systems	ARCH 415 Historic Preservation	ARCH 418 History & Theory Seminar	ARCH 428 Technology Seminar	ARCH 441 Production Techniques	ARCH 445 Seminar in Built Environment
BSAED Full-Time Faculty																		
Leon Bridges	Pioneering African American Architect and firm principal for 40 years. AIA Fellow and vice president 1984. NOMA President, Vice-President, Secretary, Board, 1978 – 1996																	
Suzanne Frasier	Architect, educator, and scholar recognized for Communication Skills and Beginning Design Pedagogy. Recent research includes Non-Western Urbanism and Sustainable Consumption for the Construction Industry																	
Dale Green	Expertise in Historic Preservation with research projects that focus on African Americans and the Built Environment																	
Gabriel Kroiz	Practicing Architect with nine AIA Design Awards 2004-2008 for project ranging from residential to urban mixed use. Recognized regionally for innovative sustainable design.																	
Richard Lloyd	Architect, Planner and Educator w/ 30 + years experience. Current research focused on Black Culture and the Built Environment																	
Barbara Mobarak	Educator w/ 30 years experience and focus on History of the Built Environment. Current research on African American material culture																	
Michael Zebrowski	Expertise and research in Beginning Design and Material Fabrication. Current focus on studio participation in Haiti disaster relief efforts																	

BSAED Faculty Credential Matrix | SPRING 2010

2 | 2

Faculty Member	Summary of Expertise, Recent Research, and Experience	ARCH 104 Comm Skills II	ARCH 202 Design II	ARCH 206 Hist of Built Environ II	ARCH 208 (417) Building Materials	ARCH 249 Construction Observation	ARCH 302 Design IV	ARCH 305 Design and Human Behavior	ARCH 308 Office Practice & Management	ARCH 331 Environmental Justice	ARCH 402 Design VI	ARCH 404 Urban Design II	ARCH 411 Building Structural Systems	ARCH 415 Historic Preservation	ARCH 418 History & Theory Seminar	ARCH 428 Technology Seminar	ARCH 441 Production Techniques	ARCH 445 Seminar in Built Environment
SA+P Faculty																		
Melanie Moser	Practicing Landscape Architect w/30 year experience																	
Adjunct Faculty																		
Reginald Amory	Chair of MSU Civil Engineering Department																	
Brian Grieb	Practicing Architect with expertise in design, building materials and urban design																	
Pavlina Ileiva	Expertise in Design, BIM and digital communication. AIA Design awards in 2006 and 2008. Research on sustainable urbanism, design build and material fabrication																	
Johnnie Lee	Practicing Architect with 30+ years experience																	
Eric Leshinsky	Expertise/Research Interest in Community Outreach, Public Space Design, and Installation																	
Neelab Mahmoud	Expertise in graphic communication and Design																	
Kim McCallah	Architect and Head of Construction for MSU currently representing the school in the construction of new CBEIS Building																	

Policies and procedures relative to EEO/AA for faculty, staff, and students:

The MSU Office of Diversity & Equal Employment Opportunity, which is an office in the Division of Academic Affairs, is responsible for the day-to-day implementation of the nondiscrimination policies of Morgan State University. The University's EEO/AA policies and procedures comply with relevant regulations and guidelines, including those of the Office of Federal Contract Compliance Programs (OFCCP), Equal Employment Opportunity Commission (EEOC), Office of Civil Rights (OCR) and the Maryland Human Relations Commission (MHRC). The Office also coordinates with the institution's compliance with the Americans with Disabilities Act of 1990 (ADA).

The University's policies and procedures are posted on the website for the Office of Diversity & Equal Employment Opportunity. Listed below are the URL links to these policies:

General website for the Office of Diversity & Equal Employment Opportunity:

http://www.morgan.edu/Administration/Academic_Affairs/Office_of_Diversity_and_Equal_Employment_Opportunity.html

MSU Nondiscrimination Policy:

http://www.morgan.edu/Administration/Academic_Affairs/Office_of_Diversity_and_Equal_Employment_Opportunity/Nondiscrimination_Policy.html

Sexual Harrassment Policy and Complaint Procedures

http://www.morgan.edu/Administration/Academic_Affairs/Office_of_Diversity_and_Equal_Employment_Opportunity/Sexual_Harassment_Policy_and_Complaint_Procedures.html

Other initiatives for diversity:

One of Morgan State University's major goals is to increase its student diversity in terms of race, ethnicity, culture, gender, and age. At the same time it is attentive to its historic role of meeting the needs of African Americans. Clearly, "diversity" in both its historic and broader senses is an integral part of Morgan's mission.

One of the stragies employed by the program to increase its African-American student body is an active recruitment from the BSAED program. An event with the BSAED students is held every year to introduce and discuss opportunities in the three disciplines offered in the School (i.e., Architecture, Landscape Architecture, and City and Regional Planning). In addition, targeted sessions are offered to these students interested in pursuing the Master of Architecture at Morgan.

Human resources development opportunities:

Program faculty are supported by the School to attend professional meetings, such as the AIA National and AIA Maryland meetings. In addition, they are provided travel support to present papers at the American Collegiate Schools of Architecture and other academic conferences. These were made available through a federal grant (US Department of Education Title 3), which the Dean obtained in 2008, and continues until 2015.

In 2009-2010, faculty travel expenditures totaled \$15,316. The graduate architecture program used approximately 20% of this amount.

The Office of the Provost and Vice-President for Academic Affairs also offers opportunities for faculty development, including travel support, summer research assistance, and special workshops for teaching enhancement and research development. Two program faculty obtained additional funding from this office to present papers at academic conferences.

Faculty are encouraged to remain current in the areas of practice and licensure, but direct funding of continuing professional education, registration or membership in the American Institute of Architects is not available. However AIA Baltimore, and the Washington Chapter of the AIA, offer a rich array of locally available continuing education opportunities for architects.

Since the last site visit, two faculty members were granted one-semester of sabbatical leave each: Ruth Connell and Mahendra Parekh. This type of leave is funded by the university and granted by the Provost and Vice-President for Academic Affairs.

Policies, procedures, and criteria for faculty appointment, promotion, and tenure:

The policies, procedures, and criteria for faculty appointment, and promotion and tenure are contained in the MSU Faculty Handbook. A hard copy was distributed to each faculty member at the 2009 annual Faculty Institute, a two-day bi-annual gathering of faculty across the university. The document is currently on its final revision stage and is not yet available online.

SA+P developed and approved a supplemental Promotion and Tenure Criteria document in 2009 that lists faculty activities and accomplishments to be used as a guide in promotion and tenure decisions.

The university process for attaining tenure and promotion is summarized in the next table:

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Appointment for three-year term	Continuation of first three-year appointment with review and notice of renewal for second three-year term or notice of termination	Continuation of first three-year term; possible termination at the end of the third year	Beginning of second three-year appointment	Continuation of second three-year term	Tenure granted, deferred, or last year of appointment or first year of Extension period
Optional application for promotion and/or tenure	Optional application for promotion and/or tenure	Optional application for promotion and/or tenure	Optional application for promotion and/or tenure	MANDATORY application for tenure or *DEFAULT not applying; Notice of decision on tenure or Extension Period granted	
				*Automatic Dismissal	

INVITED SPEAKERS AND CRITICS, Academic Years 2008-09, 2009-10:

FALL 2008

Graduate Guest Studio Critics:

Ed Love, Charles George Architects
Christopher Adebajo, Senior Associate, DDG
Rolf Harstaad, HCM Architects
Michael Monti, ACSA
Craig Purcell, Brown Craig Turner Architects
Lee Driscoll, HCM Architects
Karin Onn, CSD Architects
Jason Winters, CR Goodman Associates, Architects
Henry Musangi, CSD Architects

BSAED Guest Studio Critics:

Richard Adams, Providence Baptist Church
Dr. Herschelle Reed-Morris, Dennison and Associates
Domnic Sanchez, Development Design Group
Hykiem Wise Davis, DC Public Works
Erik Alexander, Social Security
Julie Tice, Green & Tice Architects
Timothy Scovic, Harboe Architects
Alexandra Hoffman
Michael Shecter, Guppy Management
Michael Maze Pink
Benjamin Amatese, RA
Lauren Bostic, Assoc, AIA
Gary Bowden, FAIA
Paul Clarke, RA
Mathew Compton, AIA
Diane Jones, RLA
Faith Nevins, Marks Thomas and Associates, AIA
Cynthia Shonaiya, AIA
Ravi Waldron, AIA

SA+P Open Guest Speakers:

- Speaker: Mina Cheon, Maryland Institute College of Art
Title: "On Installations"
- Speaker: Jonathan Foote, VPI
Title: "The Rhetorical Hands of Filarete"
Michelangelo Sabatino, University of Houston
Title: "The Politics of Ordinary Things"
- Speaker: Philip Esocoff, FAIA, Esocoff & Associates
Title: *Local Cuisine - An Architect's Recipe for Creating Flavorful Architecture*

SA+P Open Lectures Faculty Speakers

- Speaker: Jeremy Kargon, Architect
Title: "'Content Seeking Students' Digital Video in Ubiquitous Social Computing"

BSAED Faculty Speakers:

- Speaker: Jeremy Kargon
Title: 'Videos'

SPRING 2009

Graduate Guest Studio Critics:

Lee Driscoll, HCM Architects
Craig Purcell, CBT Architects
Karin Onn, CSD Architects
Jason Winters, CR Goodman Associates, Architects
Lisa Ferretto, HCM Architects
Stryker Sessions, Marks Thomas Architects
Mark Cameron, Neighborhood Design Center
Kristen Humphrey, Neighborhood Design Center
Michael Monti, ACSA
Elizabeth Evitts (Journalist)
Rolf Harstadt, HCM Architects
Duncan Walker, CSD Architect

BSAED Guest Studio Critics:

Gary Bowden, FAIA
David Gleason, AIA
Faith Nevins, AIA
Mahendra Parekh, AIA, AICP
Marshall Purnell, FAIA
Harry Robinson, FAIA, AICP

SA+P Open Guest Speakers:

- Speaker: Margaret Grubiak, Villanova University
Title: "The God Box and the Gas Tank: Modern Religious Architecture at IIT and MIT"
- Speaker: Dr. Stuart Leslie, Johns Hopkins University
Title: "A Different Kind of Beauty"

SA+P Open Lectures Faculty Speakers

- Speaker: Ruth Connell AIA
Title: "Material: Architecture as Material : Material in Architecture"

Faculty Speakers: in Baltimore

- Speaker: Jeremy Kargon
 - Title: "In Retrospect: The UB Law School Competition"
Venue: Baltimore Architecture Forum/ University of Baltimore, Baltimore
 - Title: "Site-and-Sound Bites (Video Representations of Buildings)"
Venue: CSD Architects, Baltimore, MD
 - Title: "Homewood and the City: Geography Ecology and Infrastructure"
Venue: Green Homewood: Environmental and Cultural Sustainability
Baltimore's Great Architecture Lectures 2009, Homewood Museum,
Johns Hopkins University, Baltimore, MD
Venue: Baltimore Office of Promotion & The Arts + The Baltimore
Design Conversation
- Speaker: Suzanne Frasier
Title: "Cool Comfortable And Convenient: The Carroll Family's Homewood House and Its Lessons for Sustainable Architecture"
Venue: Green Homewood: Environmental and Cultural Sustainability
Baltimore's Great Architecture Lectures 2009, Homewood Museum,
Johns Hopkins University, Baltimore, MD

FALL 2009

Graduate Guest Studio Critics:

Pavlina Ilieva, PiKL Studio
Henry Musangi, CSD Architects,
Karin Onn, Marshall Craft Associates
Craig Purcell, BCT Architects
Mark Herbkersman, BCT Architects
Joe Celluci (Ziger-Snead Architects)
Ed Love, George Robert Architect
Pavlina Ilieva, PIKL Studio
Elizabeth Evitts Dickenson
Richard Barton, Marshall Craft Associates
Elizabeth Evitts Dickenson
Craig Purcell, BCT Architects
Mark Herbkersman, BCT Architects
Ed Love

BSAED Guest Studio Critics:

Ilya Alter
Kathy Robertson, Baltimore Development Corporation
Paul Dombrowski, Baltimore Development Corporation
Dr. Herschelle Reed-Morris, Dennison and Associates
Kate Edwards, Baltimore City Planning Department
Timothy Scovic, Harboe Architects
Julie Tice, Green & Tice Architects
Tom Liebel, Marks Thomas Architects
George Hill, Maryland Transit Administration
Jeff Evans, Sage Architects, University Park, MD
Katherine Melliush, Design Collective. Baltimore, MD
Aaron Prager, Parameter Architects
Pavlina Ilieva, PI:KL Architects
Gary Bowden, FAIA
David Gleason, AIA
George Hill, RLA
Jeremy Kargon, RA
Adeniyi Paul, AIA
Klaus Philipsen, AIA
Dr. Joyce Ann Pressley, AICP
Harry Robinson, FAIA, AICP

SA+P Open Guest Speakers:

- Speaker: David Page, Artist
Title: "Art, Creation, and Working Methods"
- Speaker: Peter Schneider, University of Colorado
Title: "Douglas Darden's Museum of Imposters (a Digital Novella)"
- Speaker: Ernest Bland, Architect
Title: "Engage the Profession"

SA+P President Richardson Symposium:

Karen Phillips, FASLA, NYC Planning Commission
Harry Robinson, FAIA, Howard University
Marshall Purnell, FAIA, Devroux + Purnell
Jay Brodie, Baltimore Development Corporation

BSAED WORKSHOPS|F09

Suzanne Frasier, Assistant Professor, MSU
Leon Bridges, FAIA, Lecturer, MSU
Neelab Mahmoud, Adjunct Faculty, MSU
Dale Green, Lecturer, MSU
Anne Tice, Green & Tice
Pavlina Ilieva, PI.KL Studio Architects
Lance Decker, Adjunct Faculty, MSU
Charles Roberts, Graduate Student, MSU
Joey Stevens, Graduate Student, MSU
Michael Zebrowski, Lecturer, MSU
Jesse Turner, Model City Models
Brian Grieb, Adjunct Faculty, MSU
Jerry Hazelwood, Chesapeake Habitat for Humanity
Larry Grubb, Chesapeake Habitat for Humanity

BSAED Fall Faculty Lecture Series

Michael Zebrowski, MSU
Leon Bridges, MSU
Gabriel Kroiz, MSU

ARCH 301 Lecture Series

Klaus Philipsen, Archplan
Sarah Zaleski, Mayors Office of Sustainability
Mike Murphy, Murphy and Dittenhafer
George Hill, Maryland Transit Administration
Jermaine Johnson, Greater Homewood Community Corporation
Peter Duval, Greater Homewood Community Corporation

ARCH 431 Public Space Planning

Kristen Humphrey, Neighborhood Design Center
Regina Lansing, Hamilton-Lauraville Main Street

Faculty Speakers in Baltimore:

- Speaker: Jeremy Kargon
 - Title: "Maximilian Godefroy's First Unitarian Church"
Venue: Boston Bibliophile's Club, on-location in Baltimore, MD
 - Title: "From Building towards Landscape: Erich Mendelsohn and Reconstitution of Geographical Forms, 1919-1929"
Venue: Baltimore Design Soiree (Winter), Baltimore, MD

SPRING 2010

Graduate Guest Studio Critics:

Tom Spies, Principal, HCM
Chris Harvey, Senior Associate, HCM
Jeff Kreshtool, Associate, HCM.
James Dilts, Historian, unaffiliated
John Slater, ASLA (Slater Associates)
Dan Bailey of Penza Bailey
Ash Belgi of Cho Benn Holback
Jim Carroll, Design Collective
Nick Mansperger, Design Collective
Mark Hasslinger of C.R. Goodman
Ken Kupfer of Harris-Kupfer Architects Inc.
Peter Murr of RTKL

Tarek Saleh, Hord Coplan Macht
Keval Thakkar, Hord Coplan Macht
Scott Walters, Hord Coplan Macht
Andrew Watkins of Ayers/Saint Gross
Sukanya Walsh of Ziger Snead
Paul Voos, ASLA (Landscape Arch at Morgan)
Eric Leshinsky (Morgan)
Walter Curran, Architect, Grant Architects
Mark Wright, Principal, Wright & Robinson
James Dilts, Historian
John Slater, ASLA, Slater Associates
MaryAnne Akers, Morgan

BSAED Guest Studio Critics:

Kathy Robertson, Baltimore Development Corporation
Kathleen Kotarba, Commission for Historical and Architectural Preservation
Eric Holcomb, Commission for Historical and Architectural Preservation
Dr. Herschelle Reed-Morris, Dennison and Associates
Julie Tice, Green & Tice Architects
Timothy Scovic, Harboe Architects
Stanford Britt, FAIA, FNOMA, Sultan Campbell and Britt
Leon Bridges, The Obsidian Group
Rolf Haarstad, AIA - Hord Coplan Macht, Principal & Vice President
Kathleen Lechleiter, AIA - K. Lechleiter Architect, Principal
Timmy Aziz - MICA Environmental Design, Program Director
Dave Holmes – Blueprint Concepts, Developer
Jeremy Kargon, AIA - Morgan State University, Assistant Professor
KuoPao Lian - PI.KL Studio, Designer; MICA, Adjunct Faculty
David Lopez – Hord Coplan Macht, Designer
Eric Leshinsky - Morgan State University BSAED, Adjunct Faculty
Fred Scharmen - Ziger/Snead, Designer
Cari Varner, University of Maryland Planning Graduate Student
Neil Murray, DMJM
David Bowles, AIA, RIBA
Melanie Moser, RLA
Klaus Philipsen, AIA
Sanjit Roy, RA
Kathleen Sherrill, AIA
Cynthia Shonaiya, AIA

SA+P Open Lectures: Faculty Speakers

- Speaker: Ruth Connell
Title: “The Special Effects Machine: The Temporary Architecture of Music Festivals”
- Speaker: Mahendra Parekh
Title: “Virtue of Drawing for a Freedom of Thought”

Faculty Speakers in Baltimore:

- Speaker: Jeremy Kargon
 - Title: “Changing Monuments and Monumentality”
Venue/s: Baltimore AIA; Baltimore Architecture Foundation (Spring Series); class at Maryland Institute & College of Art; and class at Johns Hopkins University (with Case Western Reserve students)
 - Title: “Boundaries, Edges and Thoroughfares: Baltimore’s Development | North Avenue’s Changes”

- Venue: class at Maryland Institute & College of Art
- Title: "Harmonizing These Two Arts: Edmund Lind's *The Music of Color*"
Venue: Baltimore Design Soiree (Spring), Baltimore, MD
- Title: "Homewood and the City: Geography Ecology and Infrastructure"
Venue: "Green Futures Series," Marks Thomas Architects, Baltimore, MD
- Title: "Vignettes of a City's Self Image: A Closer Look at Poppleton's Map of Baltimore"
Venue: ASG Architects, Baltimore, MD

BSAED WORKSHOP|S10

Magda Westerhout, Mark Thomas Architects
Tom Liebel, Marks Thomas Architects
Cass Gottlieb, Kann Partners
Mimi Gigure, Kann Partners
Bynum Walter, Ayers Saint Gross
Lee Hyden, Ayers Saint Gross
Michelle Moseley, Ayers Saint Gross
Pat Lundberg, Ayers Saint Gross
Kristen Wisniewski, Ayers Saint Gross
Jerry Hazelwood, Chesapeake Habitat for Humanity
Larry Grubb, Chesapeake Habitat for Humanity
Johnnie Lee, Adjunct Faculty, MSU
Daniel Janak, IT Assistant, MSU
Neelab Mahmoud, Adjunct Faculty, MSU
Eric Leshinski, Adjunct Faculty, MSU
Dale Green, Lecturer, MSU
Pavlina Ilieva, Adjunct Faculty, MSU
Dan Meyers, Photographer
Michael Zebrowski, Lecturer, MSU
Brian Stansbury, Shop Supervisor, MSU
Brian Grieb, Adjunct Faculty, MSU

BSAED Spring Faculty Lecture Series

Glenn Smith, MSU
Siddhartha Sen, MSU
Samir Hattar, PhD, JHU – Lighting and Neuroscience
Jerry van Eyck, West 8 (AIA Spring Lecture Series @ MICA)

ARCH 202 Design II

Matt Battin
James Hunter, MSU Engineering

ARCH 208 Building Materials

Katie Joost, The Loading Dock
Dave Richardson, Potomac Valley Brick

ARCH 249 Construction Observation

Jeff Hall –talked about Safety
Allen Turnbaugh- Structural Steel
Corinne Ambler – BIM and Structural Steel
Brian Goodykoontz – LEED
Jeff Kreshtool, AIA – Role of the Architect
Kevin Reddy – Chillers and Site Tours
Tom Angelozzi – ANGELOZZI, Blasters
Mel Fletcher – DYNO NOBEL, Blasters
Everett Smith – General Construction terms

SUMMER 2010

BSAED Guest Studio Critic:
Matt Battin

Students

College Freshman Admissions

Morgan State University is committed to the policy that all persons shall have equal access to programs without regard to race, sex, religion, national origin, handicap, age, or status as a disabled or Vietnam- era veteran. However, there are basic requirements for admissions.

Admission requirements for college freshmen are 2.0 Grade Point Average (GPA), and 850 SAT (Combined critical reading and math), or 17 ACT (Composite Score). G.E.D. recipients must earn a score of 410 on each section of the high school equivalency examination and at least a total score of 2250. Students are assigned an admissions officer to assist them in the process.

The URL for undergraduate admissions is:

http://www.morgan.edu/Admissions/Undergraduate_Admissions.html

Transfer Student Admissions

Upon receipt of an admitted transfer student's transcript(s) from the University's Transfer Center, the SA+P transfer coordinator reviews the courses descriptions from the student's sending institution(s) to see if and how the credits will transfer to Morgan State University. If transferable, credits are included to the student's Morgan transcript as earned credits.

For Maryland Public Institutions, general education courses transfer to Morgan without further review and without the need for a course-by-course match. For non-Maryland Public Institutions, there must be a course-by-course match in order for the credits to transfer towards the fulfillment of the degree requirement.

From institutions in which the BSAED program has an articulation agreement, the courses that are stipulated in the agreement transfer to the program without further review.

The URL for transfer student admissions is:

http://www.morgan.edu/Admissions/Undergraduate_Admissions/Transfer_Applicants.html

Evaluation of Applicants to the Accredited Master of Architecture Program

Applications are initially processed by the School of Graduate Studies (SGS), which primarily checks for completeness of the application and the G.P.A. The second step of review is by the Department Chair, who individually reviews transcripts, letters of recommendation, portfolios, and all other materials (an example of an application package to be exhibited in Team Room). Because the program is continuing to grow, an additional step for the review of portfolios is planned for the future, with a faculty committee.

Admission criteria to the 90 credit M. Arch. program are a non-professional college degree from a four-year institution, a G.P.A. of 3.0 or higher, and a portfolio. Admission criteria to the 60-credit M.Arch. program are a pre-professional college degree, a G.P.A. of 3.0 or higher, and a portfolio.

A full explanation of admissions criteria and process for the accelerated “3+2 M. Arch. program are explained in the Admissions Requirements and Policies of the 3 + 2 Program” (document in Part Four: Supplemental Information).

The review process for the 3 + 2 M. Arch is by committee. Committee composition includes:

- Graduate Faculty Member
- Chair of Department of Architecture, or representative
- Undergraduate Faculty Member
- Director, Undergraduate BSAED Program, or representative
- Undergraduate BSAED Faculty Member
- External member, defined as an architect from the Baltimore professional community.

Financial Aid for Graduate Students

Depending upon available resources and criteria for eligibility, graduate students may receive financial aid in the form of scholarships (tuition awards), graduate assistantships including teaching assistantships (TAs), research assistantships (RAs), fellowships, work study and loans to assist students who have received unconditional admission to the School of Graduate Studies.

To be eligible for financial aid from the School of Graduate Studies, a student must, as a minimum, be admitted to and enrolled in a graduate program and pursuing a degree on a part-time (i.e., a minimum of 6 credits) basis. Graduate students who are pursuing less than 6 credits are not eligible for financial aid unless enrolled in Thesis Guidance, Thesis Seminar, Dissertation Guidance, or Dissertation Seminar. The School of Graduate Studies does not fund a second master's or second doctoral degree.

The policies and procedures for graduate financial aid can be found here:

http://www.morgan.edu/Graduate_Financial_Aid.html

Graduate Student Academic Support

The primary academic support service to graduate students in architecture is academic advisement within the department. Following an initial academic advisement meeting at matriculation with the department chair, each new graduate student is assigned to a full-time faculty member as his or her Academic Advisor. The department chair also serves as an assigned academic advisor, primarily to students following the 3 + 2 program, in the final four semesters of study. (Prior to receiving their BSAED degrees, these students are primarily advised by the BSAED Retention Coordinator). The primary academic support service to undergraduate students is the Retention Coordinator.

Graduate students are encouraged to develop a career-mentor relationship with their Academic Advisory.

International students have access to a university international student advisor, who assists with work-study matters, and other issues.

The campus has a writing center as an academic resource. The university also offers personal advising services, which includes counseling for learning disabilities and mental health counseling.

Within the Department of Architecture, internship placement is not formally offered in a systematic way, which is beyond the scope of staffing resources. However the academic advisors are able to provide informal networking to professional offices for students. The many architects and professionals that visit the school, and student engagement in off-campus architectural events in the city of Baltimore, offer many opportunities for students to have direct access to the Baltimore architectural community.

Student Fieldtrips and Off-campus Activities

Students have many opportunities to participate in field trips and off-campus lectures and activities.

Field trips may be class-specific, such as a building materials class visiting a construction site. For example, ARCH 541 The Integrated Intelligent Detail class visited a hot glass production facility of PPG in Carlisle, Pennsylvania, the offices of Kiernan Timberlake in Philadelphia, and the Anne Arundel Medical Center under construction. Other field trips have included multiple trips to New York City and Washington D.C.

ARCH.510 Environmental Design One visits Princeton University annually in October (William Chan/Sanjit Roy).

Other trips may be program-wide. The Department of Architecture has planned that the last weekend in September is dedicated to a program-wide set of field trips; New Haven is the destination for September 2010.

The Baltimore Architectural Foundation (BAF) offers regular walking tours with different themes, and students are encouraged to participate.

AIABaltimore holds *Architecture Week* in the month of October, which delivers two full weeks of extracurricular architecture events every year.

Faculty-led undergraduate trips have been to Europe and to Africa (Ms. Barbara Mobarak). In summer 2010, two students visited and studied in Korea (Gabriel Kroiz). Several students, both graduate and undergraduate, participated in the inaugural SA+P student-faculty trip to India in January 2010, and a new group will travel and study in India in January 2011 (Sanjit Roy + Suzanne Frasier).

Often faculty will lead student trips to the National Building Museum for special lectures, or to other architecture schools (University of Maryland, Catholic University, etc.) to take advantage of their enrichment lectures. New IDP events will take students to Washington D.C.

The annual spring lecture series sponsored by AIABaltimore provides a rich offering of architects and other professionals external to Baltimore. Recent Baltimore AIA speakers have included Tim McDonald, Onion Flats, Philadelphia, Julie Eizenberg, AIA, Koning Eizenberg Architecture, Santa Monica, Jerry van Eyck, West 8 Urban Design & Landscape Architecture BV, Rodolfo Machado, 2010; Stefan Behnisch, Hon. FAIA, Ann Beha, FAIA, Bing Thom, AIA, and Joshua Prince Ramus, 2009; Geoff Manaugh, Gregg Pasquarelli, AIA; Teddy Cruz, AIA, and Daniel Libeskind, AIA, 2008; and many other AIA speakers and symposiums.

The Baltimore Architectural Foundation sponsors architectural speakers, and students may be required to attend as part of a class, for example, in Fall 2009: Witold Rybczynski, University of Pennsylvania, spoke at Baltimore Museum of Art.

Student Professional Societies & Organizations

AIAS has an active chapter at Morgan State University, and the chapter leadership attended the AIASForum in January 2010. The chapter holds a wide array of activities for its membership, which is primarily undergraduate.

NOMAS has an active chapter, with multiple events planned by the student membership.

This year there is discussion of supporting an alternative social-professional club for graduate students in architecture. Because the undergraduate program is oriented to the day time, and the graduate program to the evening, it has been a challenge for both undergraduate and graduate students to be able to meet at mutually convenient times. As simple as it may seem, this scheduling difference combined with the fact that most students are also working has been a very difficult challenge to the student organizations.

The Dean has set aside a percentage of the school budget for student participation in off-campus activities. Support for travel, hotel, and registration for the National Organization of Minority Architects, AIA National and Maryland, and Environmental Design Research Association annual conferences were given to students. In addition, students who were involved in off campus activities, such as Artscape and Parking Day, were given funds for materials and registration. Field trips, however, are financed by the students themselves.

Student Research, Scholarships and Creative Activities

Graduate students have opportunities to work with faculty on research and creative activities, although these opportunities are primarily through Supervised Research for academic credit.

For example, a faculty research team, Ruth Connell and Dale Glenwood Green, have involved significant numbers of students in an on-going research and documentation project of historic African American churches on Maryland's Eastern Shore. Students have contributed to the project during enrollment in supervised research and historic preservation coursework, and students received funded travel and overnight accommodations on the Eastern Shore.

During summer 2009, many students assisted in the construction of *Art Serpent*, a large installation piece for the Baltimore Artscape, designed by a faculty member. In this case, some students received a stipend, and one (non-paid) student received community service IDP credit.

Several students have been employed on funded research projects under Dean Mary Anne Akers. As Dr. Akers continues to increase access to funded research, the department anticipates more funded student participation in research activities.

The School of Graduate Studies administers graduate financial aid, and undergraduate financial aid is also managed centrally.

I.2.2. Administrative Structure & Governance

The administrative structure for the program consists of a department chair with a 12-month appointment. Ms. Ruth Connell has been the department chair since fall 2008.

Faculty involvement in governance: The Department of Architecture, graduate faculty, meets twice a month with a focus on consensus for the majority of decisions affecting the program (see I.1.4 Long Range Planning).

Administratively, within the graduate component, each full-time member is a Curriculum Area Leader, having academic responsibility for a subject area, or "stream", of the curriculum. The department chair

works closely with these faculty members to review subject matter content; however the faculty body collectively discusses any major changes to curriculum; final curriculum decisions are made by the department's Curriculum Committee (see II.2.3 Curriculum Review and Development).

Student involvement in governance: graduate students in architecture participate in an architecture graduate student council. Two student representatives from each "year" of the program meet on a monthly, or more frequent basis as needed, with the department chair to propose and review changes in policies; to plan improvements; plan student activities; and to communicate and address student concerns. Undergraduate students in AIAS and NOMAS give voice to student proposals for improvements and concerns. All students in the SA+P send student representatives to the Dean's SA+P Student Committee.

The undergraduate program director has a 12-month appointment, and primarily reports directly to the Dean. Mr. Gabriel Kroiz has been the undergraduate program director since fall 2008.

The undergraduate program faculty meet once a month (see II.2.3 Curriculum Review and Development); all SA+P faculty meet in full once a month.

At the university level, graduate chairs participate in the Graduate Council within the realm of the School of Graduate Studies. Chairs have the opportunity to serve on various policy-making committees; the Graduate Council votes as a body on major changes. The SA+P sends an faculty-elected faculty representative to the University Council.

The administrative structure for the academic unit in which the Master of Architecture program is located consists of the following personnel:

Dean

The Dean of the School of Architecture and Planning, Dr. Mary Anne Alabanza Akers, is the chief administrative officer for the unit. The Dean is charged with the management and administration of six educational programs:

- the Graduate Program in Architecture
- the Graduate Program in Landscape Architecture
- the Graduate Program in City & Regional Planning
- the Bachelor of Science in Architecture & Environmental Design
- the Bachelor of Science in Construction Management
- the Post-Baccalaureate Certificate in Urban Planning and Health

Assistant to the Dean

Mr. Evan Richardson is the Assistant to the Dean. The position was created in 2009 to assist the Dean in the operations of the SA+P, particularly in matters related to Instructional technology, facility management, communications, and other faculty support services.

Retention Coordinator

Mr. Johnnie Macon is the Retention Coordinator. The position is primarily dedicated to serving undergraduate students in their academic needs and coordinating enhancement activities to improve student retention. Other academic units on campus have a retention coordinator as well.

Manager of Information Systems and Services

Mr. Raul Valdez is the Manager of Information Systems and Services and is responsible for the daily management of SA+P computer labs, faculty and staff computers, and the print shop. He assists the

Assistant to the Dean and the faculty Technology Committee in the planning and development of the school's technological infrastructure and access. Mr. Valdez has two part-time student assistants working with him.

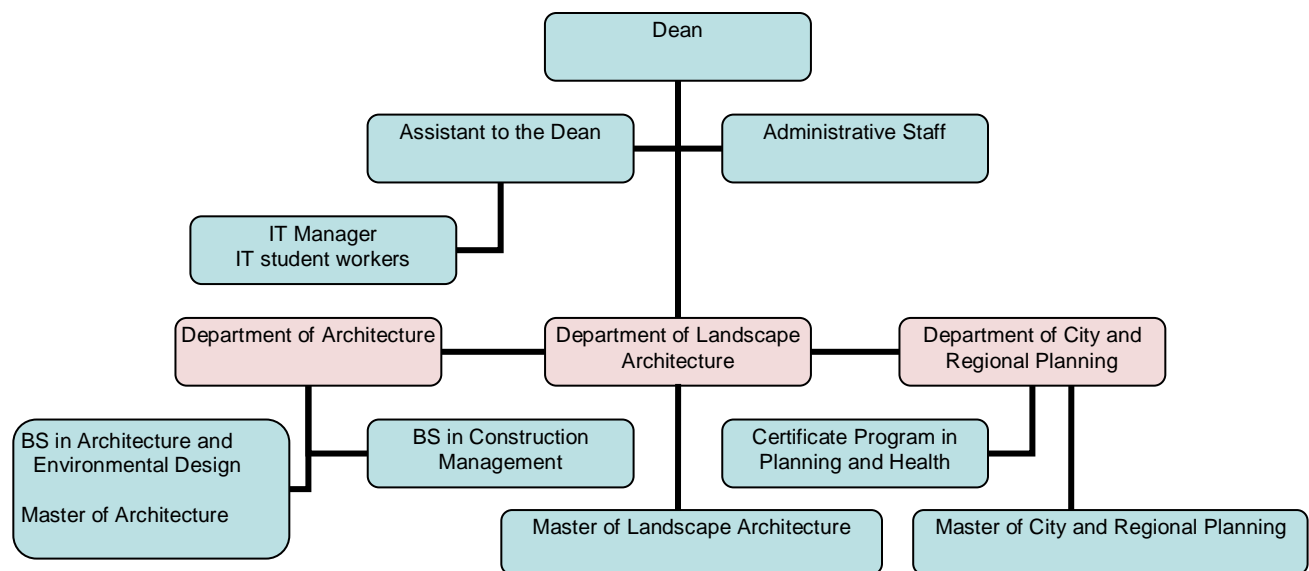
Administrative Assistant

Ms. Salimah Hashim is the primary administrative assistant in SA+P. Her major responsibility is to assist the Dean in budget and fiscal activities, preparing contracts for adjunct faculty and student research assistants, faculty travel, and purchasing card management.

Office Clerks

Ms. Filomena Johnson and Ms. Nakira Williams are office clerks who are in-charge of the front desk. They provide clerical assistance to the faculty, chairpersons, and the Dean's Office staff. The hiring of these two individuals enables the main office to be opened from 8:30 a.m. to 7:30 p.m.

Organizational Structure for the MSU School of Architecture and Planning



I.2.3. Physical Resources

Facility

The School of Architecture and Planning is currently housed in the Montebello Complex on the south portion of Morgan State's campus. SA+P is the only academic unit in the complex, which is shared by various student service offices (i.e., Registrar, Bursar, Bear Card, Financial Aid, Parking and Auxiliary, etc.).

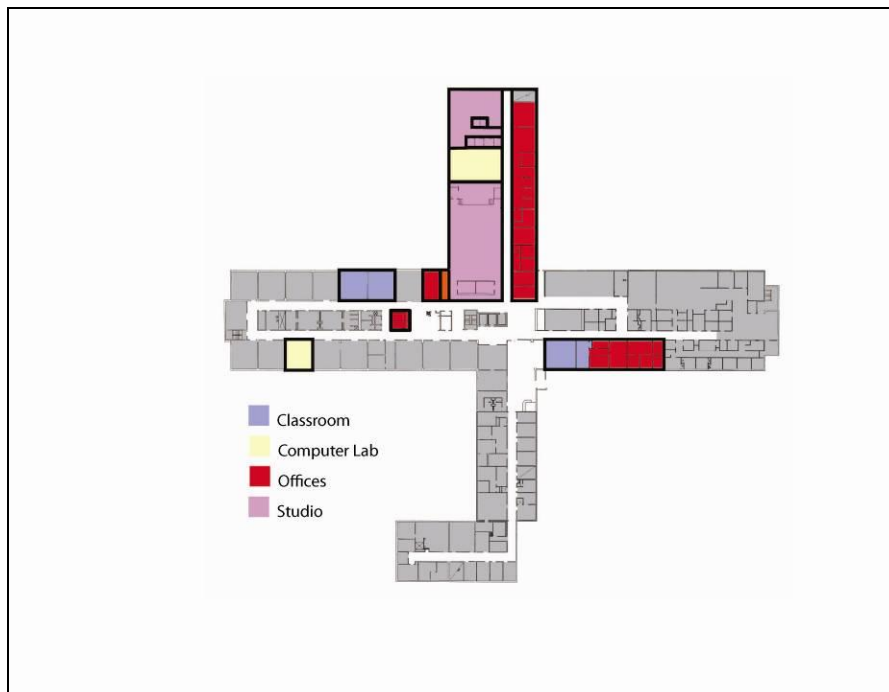
SA+P occupies close to 30,000 gross square feet in the Montebello Complex, distributed in three wings and three floors. The breakdown of spaces is as follows:

	SA+P (square feet)	ARCH program (square feet)
Classroom	2951*	110
Studio	15846	4592
Offices	3,939	871
Computer Lab/Print shop	1379*	
Fabrication Lab	2767*	
Storage Room	1065	225
Adm	1,320	
Total SA+P	29267	5798

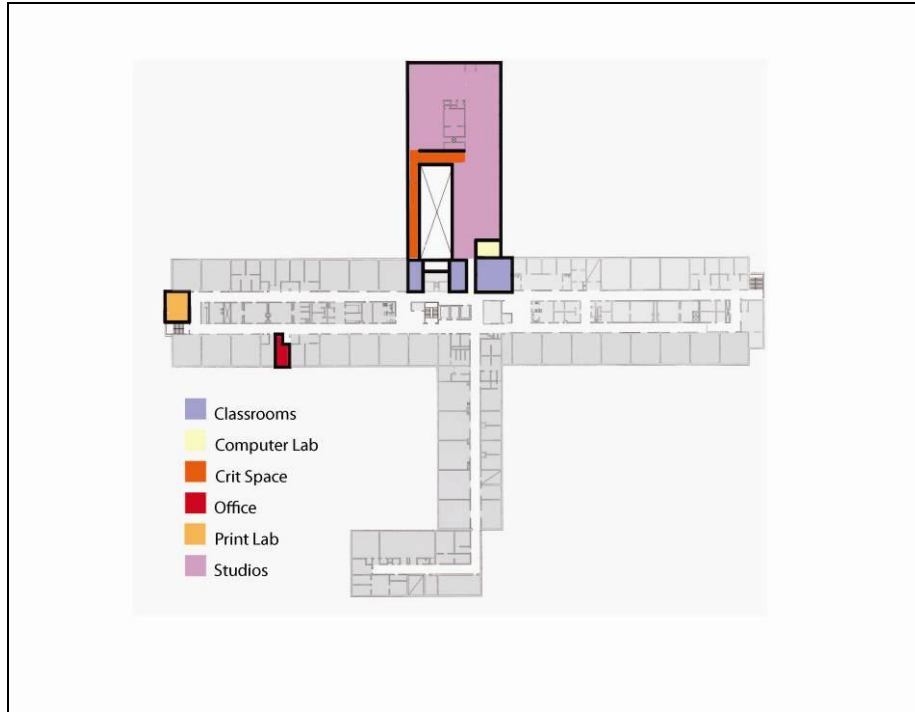
*Shared spaces

The program has 5,798 square feet of dedicated spaces. Students share classrooms, computer labs, print shop, and the fabrication lab. Since the last site visit, Dean Akers has obtained approximately 4,844 square feet of additional space in Montebello for the School's purposes.

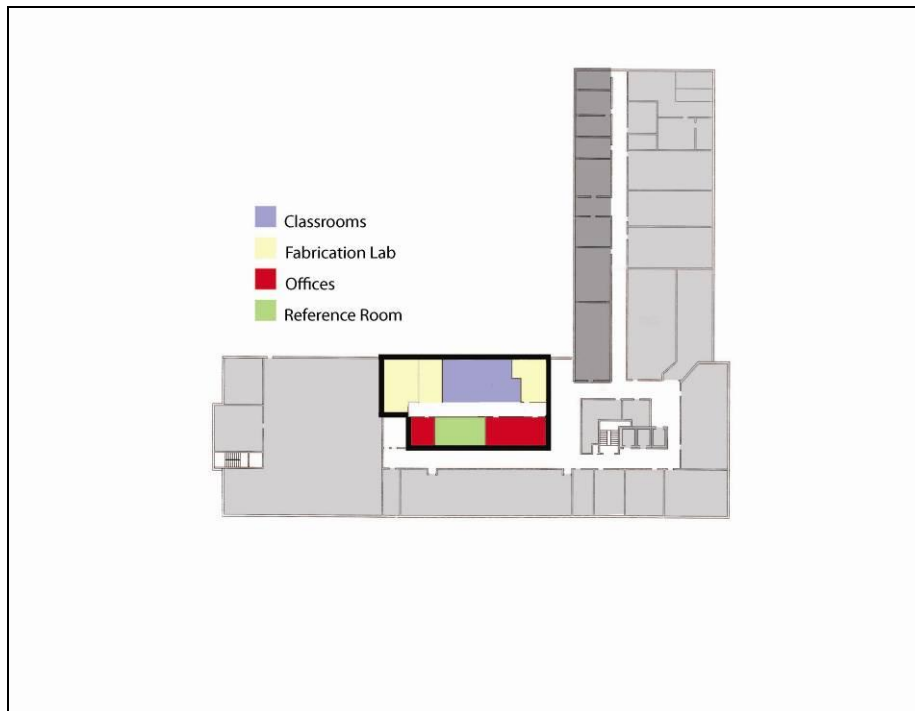
Below are the SA+P space plans:



First floor of the Montebello Complex



Second Floor of the Montebello Complex



Basement of the Montebello

The Center for Built Environment and Infrastructure Studies (CBEIS), a new shared LEED facility for the School of Architecture and Planning, Department of Civil Engineering, and the Institute of Transportation, is currently under construction. A ground breaking ceremony was held on April 2, 2010, with Maryland Governor O'Malley and key legislators in attendance. CBEIS is located at a site north of the Mitchell/Schaefer Engineering building. The goal for the building was to have an attractive, functional, and sustainable academic building, which will serve as a gateway to the campus from the north. The Center was designed to encourage highly collaborative activities among the various Departments in the building. Construction for the building will be completed in 2012 and we hope to occupy it in Fall 2013.

The building will be a 126,000 gross square feet building. The School of Architecture and Planning has been allocated 28,690 square feet for its purposes. The facilities and proposed facilities include:

- Three graduate studios, one for each of the three disciplines, with CAD support areas and shared storage space.
- One undergraduate Architecture studio and shared storage space.
- One model shop suite, including the shop equipment area, a model construction area, model storage room, shop and model materials storage, hand tools storage, and an office for a shop supervisor.
- One materials and contracts storage space.
- Four jury rooms and storage space.
- Two School research laboratories and one service-learning clinic.
- An administrative suite, including offices for the Dean, Assistant to the Dean, Administrative Assistants, secretarial reception office, an administrative workroom, and a secure file/storage room.
- Community outreach facilities, including an office for the Director, work spaces for students, and a large conference room.
- Faculty offices.
- Graduate student offices for those supported on research or other special projects.
- A School student organization office.
- A Department administrative suite, including a secretarial/reception office, an administrative workroom, a secure file/ storage room, and a small departmental conference room.
- Student storage.

In addition, the building will have the following shared facilities:

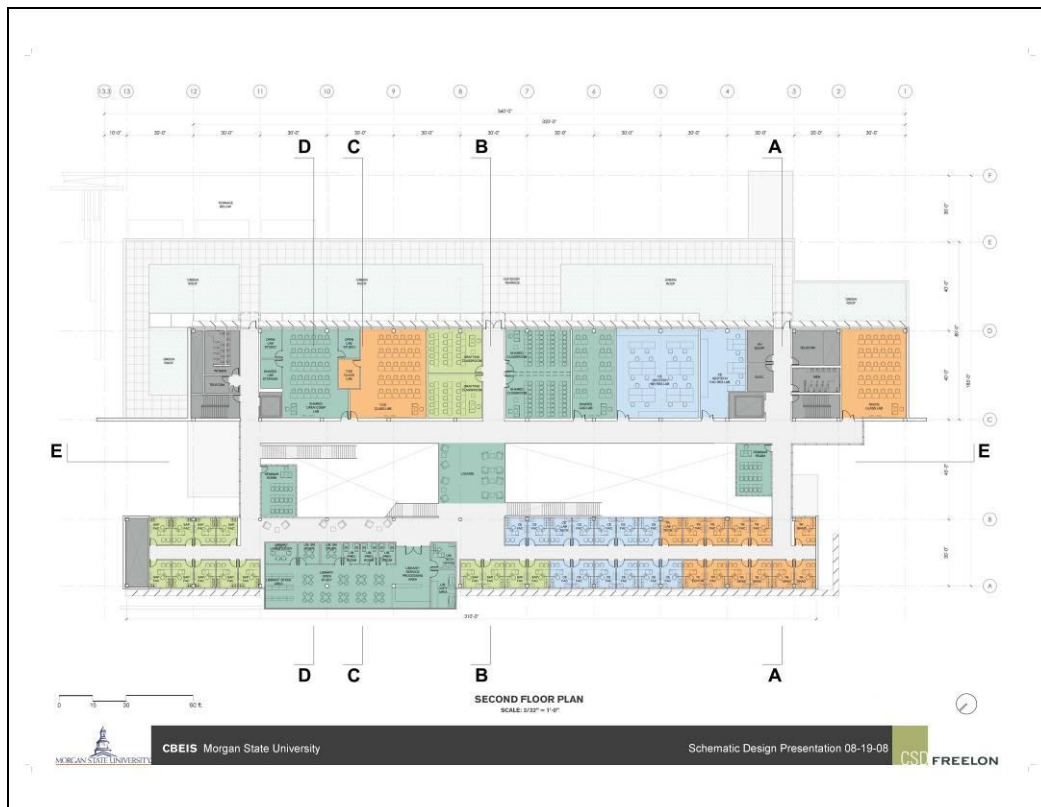
- General classrooms, four with 15 stations and two with 30 stations.
- CBEIS CAD laboratory with 20 stations.
- Two open computer laboratories, each with 30 stations and supported by two open lab studios, each with 6 stations.
- CBEIS library suite, including a large study room with 40 individual stations
- two small group studies accommodating unto four individuals, one large group study for up to six individuals, two preview rooms, stack space to accommodate materials associated with disciplines in CBEIS, a copier room, a service processing area, and a library technician office.
- Vending and quiet lounges, each for 30 individuals, supported by a storage facility for refrigerated and dry food tables and chairs.
- Computer operations space.
- Building storage and central services.



First Floor Plan



Ground Floor Plan



Second Floor Plan



Third Floor Plan

Computer Capabilities

Computer and information technology--including hardware and software, presentation technology, access to the internet, and access to electronic data--are adequate to support the goals and objectives of the graduate architecture program. The following list provides a brief description of equipment owned by the School of Architecture & Planning. Currently we have one domain server that contains shared software and permanent storage for faculty and administration.

Server

The SA+P uses a local server with the following specifications:

HP ProLiant DL360 G5 server

System→Microsoft Windows Server 2003 (Enterprise Edition) Service Pack 2.

Processor→Dual-Core Intel Xeon 5140 Processor (2.33 GHz, 1333 FSB)

RAM (Memory)→3.25GB

Memory Type→PC2-5300 Fully Buffered DIMMs (DDR2-667)

Hard Drive Capacity→ 232GB

Server Software

The following software programs are loaded on the SA+P server and are shared over the SA+P network:

- Windows 2009 Advance Server with SP4 and security packs
- AutoDesk Suite 2009 35 seat network license (includes AutoCAD, Revit Arch, 3DMax, etc)
- Adobe Design Suite 20 seat network license (includes Illustrator, Photoshop, InDesign, etc...)
- ArchiCad 2009 unlimited seat licenses
- ArcGis 9.3 network license
 - Statistical Package for the Social Sciences (SPSS) 20 licenses
 - Google Sketchup 7 20 seats
- In addition to above mentioned licenses we load software on faculty laptops upon their request.

Printers and plotters

Printing Equipment	Quantity	Location	Description
C212-HP-T610-Plotter-1	2	C-212	Printing lab*
B200-HP-3005-BW-Laser	2	B-200	Graduate computer labs
C107-HP-3005-BW-Laser	1	C-107	SA+P computer lab
C212-1055CM-Plotter	1	C-212	Printing lab*
C212-HP-5550-1	3	C-212	Printing lab*

*Note: All computers are networked to the plotters and printers in the printing lab.

The SA+P will be purchasing a HP Designjet 4520 Scanner in the next few weeks.

Students are given free printing and plotting services up to \$30 a semester. When they exceed this amount, they will have to pay out-of-pocket for the services. The printing fee scale below is below market rates (i.e., Kinko's):

10 cents for 8 1/2 by 11 Black and White
15 cents for 8 1/2 by 11 Color
75 cents per linear foot for plotter print

Computer Labs and Instructional Technology

The SA+P computer lab (C-107) has 15 HP DC7900 and 5 IMAC 21.5"/500 GB/9400M workstations. The graduate planning computer lab has 13 HP DC7900 workstations and the graduate computer pod has 7 HP DC7900 workstations. As indicated, these computers are networked to the printers and plotters in the printing lab. In addition, these computer work stations provide students with un-restricted access to to all business application and graphic application software, internet and email.

The School has installed wireless routers throughout the facility for students who use their personal laptop computers. However, students are required to have the SA+P IT staff install a security program (CleanAccess) before they can access the wireless network.

For instructional purposes, the School has thirteen (13) LCD projectors, thirteen (13) laptops, one TV and one DVD/VCR, which are centralized in the Dean's administrative suite. Faculty members check this equipment out when needed for their classes. A new and updated TV and DVD will be purchased by December 2010.

Dean Akers has procured a portable SMART board from one of her research grants for faculty to use. She has also obtained resources to establish another computer lab with 13 MAC computers. This technology resource will enable students to produce audio-visual presentations and more advanced graphic work.

Model Shop

A model shop was established in Spring 2009 to offer students the opportunity to create models and learn spatial relationships. The model shop is staffed with a full-time coordinator and three part-time student assistants. In summer 2010, five students worked in the shop. During the semester, the shop is open from 8:30 to 6:00. However, special arrangements with the staff are welcomed if students have to use the shop beyond its hours. The tools and equipment that were purchased include the following:

Model Shop
Item Description
Universal Laser Systems
Onyx 90.com Board Cutter
Rigid Circular Saw
Rigid Jigsaw
Porter Cable Pneumatic Stapler
Porter Cable Pneumatic Nail Gun
Porter Cable Pneumatic Nail Gun
Dewalt Impact Driver
Makita Power Screwdriver
Dewalt Power Drill
Dewalt Power Drill
Ryobi 12" Drill Press
Ryobi
Dremel 18" Variable Speed Scroll
Rigid
Rockwell Band Saw
Rockwell Band Saw
Ryobi 6" Bench Grinder
Porter Cable Air Compressor
SawStop 10" Contractor Saw
Porter Cable
Delta Air
Festool Sander
Porter Cable Router
Makita Power Screwdriver

I.2.4. Financial Resources

SA+P Fiscal Year Report 2010-2011

Funding Source	Personnel	Operating	Total
State	1,670,268	96,079	\$1,766,347
Federal grant (Title 3)	309,000	69,374	\$378,374
Dean's grant SBA	23,980	26,269	\$50,249
Dean's grant CHIPP	13,500	1,500	\$15,000
Dean's grant CRS	0	2,500	\$2,500
Dean's grant DOE	26,675	27,369	\$54,044
Dean's contract Baltimore City	17,000	16,840	\$33,840
GRAND TOTAL			\$2,300,354
Anticipated funding			
Dean's contract Carroll County			\$50,000
Dean's grant Legislative earmark			\$725,000
			\$775,000

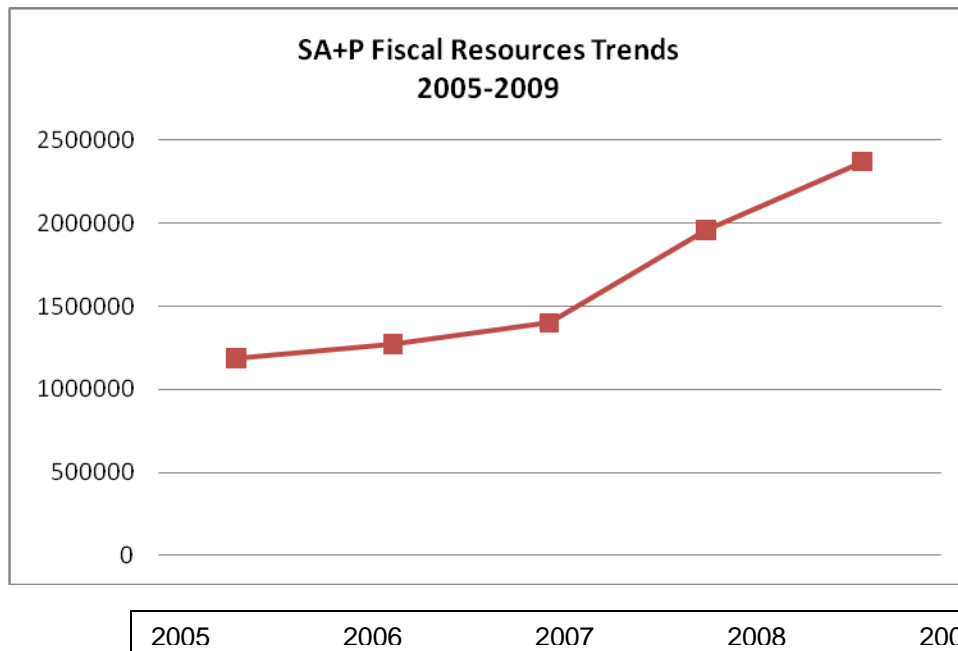
The SA+P budget for the academic year 2010-2011 is \$2,300,354. If the Dean is successful in obtaining the anticipated funding, the SA+P budget will increase by \$725,000. A large percentage of Dr. Akers' grants are spent on student hires, faculty release time, and equipment for SA+P.

SA+P Budget Forecast 2011-2013

Funding Source	2011-2012	2012-2013	Remarks
State	\$1,766,347	\$1,766,347	
Federal grant (Title 3)	378,374	378,374	5 yrs starting 2010
Dean's grant SBA	50,249	50,249	3 yrs starting 2009
Dean's grant CHIPP	15,000	15,000	3 yrs starting 2010
Dean's grant DOE	111,490	111,490	5 yrs starting 2010
Anticipated grants/contracts	150,000	150,000	
GRAND TOTAL	2,471,460	2,471,460	

In the next two years, government appropriations, both state and federal, are expected to remain stable. Due to the economic downturn, faculty have not had salary merit increases in the past two years, and we anticipate the same trend for the next year or so. However, as faculty strengthen their grant writing skills and are successful in procuring grants and contracts, we hope the additional revenue will assist the School in reaching its strategic goals.

The chart below shows an upward trend of revenue for the SA+P from 2005 to 2009, coming from diverse revenue stream such as the Title 3 federal grant, research contracts and grants, and private donors.



Below is a more detailed table of the fiscal resources for SA+P from 2005-2009.

Funding Source	2005	2006	2007	2008	2009
State	\$1,189,021	\$1,270,761	\$1,333,236	\$1,503,545	\$1,766,972
Title III	no data	no data	\$67,400	\$371,872	\$371,872
Additional Title III					\$31,300
Dean's contract with Baltimore City				\$45,000	
Dean's contract with MNCRPPC				\$37,834	\$39,036
Dean's grant SBA					\$75,000
Connell's grant NCARB					\$5,000

Voos/Jones' grant NEA					\$15,000
Campo's grant NEH					\$50,000
Dean's private fundraising					\$11,500
Connell's private fundraising					\$1,000
Grand Total	\$1,189,021	\$1,270,761	\$1,400,636	\$1,958,251	\$2,366,680

The 2008-2009 annual expenditures per student compared to the university's expenditures are the following:

MSU expenditure	177,300,300	\$24,543
Number of students	7224	
SA+P expenditure	2170144	\$6,218
Number of students	349	

President David Wilson, who joined Morgan State University in July 2010, has publicly defined his vision to increase student enrollment to 12,000 by 2015. His strategy is to built distance education and online learning infrastructure in order to accomplish this goal. He also plans to work with the Maryland legislature in order to obtain additional funding to achieve comparativeness and competitiveness among other public institutions of higher learning in the state. Furthermore, he would like to tap private sector funding to diversify the university's revenue stream.

I.2.5. Information Resources

University Library

The following information on the university library has been provided by Richard P. Bradberry, Director of Library Services, (richard.bradberry, 443 885 3488).

A collection of architecture and architecture-related resources is maintained within the Earl S. Richardson Library. The School of Architecture has developed a departmental reading room and is currently advertising for a part-time architecture librarian to provide information resources and services to the members of the School of Architecture and Planning.

Library Collections

There are approximately 5,009 volumes in the field of architecture housed in the Richardson Library. The subject coverage is comprehensive and contains titles in the NA sub-class, including most of the subject sub-fields as: History, Study and teaching, General Works, Architectural Criticism, Architectural Drawing and Design, Details and Decoration, Special Classes of Buildings, and Aesthetics of Cities.

Additionally, the Library has approximately 9,887 in various Architecture Library of Congress classes: HD—5,072; HD ebooks—1,846, and HT—2,969. The Richardson Library subscribes to 137 journals (Architecture—101; City & Regional Planning—36) that are indexed in **Avery Index to Architectural Periodicals**. Many of these journals are indexed in **Art Abstracts** also. Access to both of these services is available on-line. Some of the journals included in these indexing services are available in full-text format in certain databases. The library staff endeavors to expand the number of electronic journals on-line.

Services and Library Hours

The Richardson Library provides all of the services and facilities customarily expected of academic libraries for students, faculty, and staff of the University. The Library is fully accessible to persons with disabilities. Reference/Information librarians provide research assistance for members of the University community as well as information literacy instruction sessions relative to resources and search strategies. During the Fall and Spring semesters, the Library is open 96 hours per week, even with staff reductions and budget constraints.

Hours of Service:

Sunday: 1:00 P. M. – 12 Midnight
Monday – Thursday: 8:00 A. M. – 12:00 Midnight
Friday: 8:00 A. M. – 9:00 P. M.
Saturday: 10:00 A. M. – 6:00 P. M.

A direct borrowing program exists among the libraries of Maryland's public colleges and universities. The USMAI (University System of Maryland and Affiliated Institutions), which includes the Morgan State University's Earl S. Richardson Library, maintains an on-line catalog. Using *catalogusmai*, library users are able to search resources, place holds on items, and have circulating materials delivered to their home library. Also, with proper identification, Morgan State University community members may borrow directly from any participating institution's library.

In addition to in-state borrowing, interlibrary loans (ILL) may be secured through the On-line Computer Library Center (OCLC) system for access to national and international resources. The Richardson Library also participates in the reciprocal borrowing agreement of the Baltimore Academic Library Consortium (BALC). Participants in BALC not only include public institutions within the Baltimore metropolitan area, but private colleges and universities, such as the Maryland Institute College of Art.

On August 16, 2010, the Library began participation, as one of eight (8) libraries, in a pilot MDL (Maryland Digital Library) project that will have a courier service deliver materials to each library on a daily basis, Monday through Friday. The other participating institutions' libraries are: Johns Hopkins University, Loyola, College of Notre Dame, University of Baltimore, Goucher College, Stevenson University, UMBC (University of Maryland, Baltimore County), and University of Maryland, College Park.

Staff

The Earl S. Richardson Library is currently staffed by 6 full-time librarians, 2 part-time librarians, 2 full-time information technology professionals, 11 full-time support staff, 4 part-time support staff, and 10 student assistants. As mentioned in the **Services and Library Hours** section above, staff reductions in the Library over the past few years continues to plague the remaining staff as it endeavors to provide resources and services to the University community with more than 7,000 students.

Facilities

The Earl S. Richardson Library opened its doors for service to the Morgan State University community in February 2008. Within the current 221,997 square feet, five-level structure, there is seating for more than 1,800. The total cost of the new library is \$56,327,000. The Richardson replaced the Soper Library. It is located in a highly prominent site, fronting Hillen Road. The state-of-the-art building includes a multi-story lobby, lounges, 18 group study rooms, meeting rooms, an electronic classroom, and a computer lab. The computer lab provides 65 individual computer workstations with access to worldwide databases for research. There are also reading and study spaces located through the facility. The design anticipates planned space for future growth, projected at 5,000 volumes per year, for the next 20 years. The Richardson Library has several notable features:

- Multi-media rooms and audio-visual capabilities in each meeting and classroom
- Showcases for unique African-American manuscripts and memorabilia
- Display cases for items from the collection of the James E. Lewis Museum of Art (located on campus)
- Special Collections Room (located on the third floor) for rare and specialty books, manuscripts, photographs and art
- The Benjamin A. Quarles Room for classes and meetings (first floor, north side)
- The Clarence W. Blount Room (for meetings, first floor, north side)
- The Parren J. Mitchell Room (for meetings, snacks, and after-hours study)
- Office space for visiting and emeriti faculty
- Interior seating with distinctive skylights
- Exterior vertical glass panels that minimize sun glare into the East Reading Rooms on the first, second and third floors
- The Boardroom and terrace (located on the fourth floor)
- Four-story, glass enclosed staircase which faces Morgan Commons
- Environmentally friendly green roof

Budget/Administration/Operations

Funds for operating the University Library are allocated from the institutional budget. Given the state of fiscal affairs within the State of Maryland for the last few years, the University and the Library have shared in the reduction of funding as well. However, the Library has endeavored to continue as many of the necessary serial subscriptions as possible; these are our top priority, along with electronic resources in terms of library resources for the University community.

Policies and procedures for library operations are reviewed periodically, and revised as appropriate. The Library's website provides information about the Richardson Library's resources and services, along with services available in other libraries. Links to an array of resources are included among the Library's various web pages.

SA+P Resource Library

The SA+P resource library was re-established in summer 2010 (C-09A). A person was hired to re-organize the slide collection, purchase a total of \$4940 worth of books, and create links to online visual library collections. The purpose of the library, which is opened from 8:30 a.m. to 5:00 p.m., is to serve as an on-site repository of magazines, journals, and reference materials. Purchased books are not placed here but are sent to the Richardson Library for processing and circulation.

I.3. Institutional Characteristics

I.3.1. Statistical Reports

■ Program Student Characteristics.

- Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s) 2009/2010. [Table I.3.1.0]

BSAED

Race/Ethnicity	2009/2010		Total	Total %
	Male	Female		
Black	101	63	164	81.6%
Native American	0	1	1	0.5%
Asian	3	0	3	1.5%
Hispanic	1	2	3	1.5%
White	14	12	26	12.9%
Foreign	2	2	4	2.0%
Unknown	0	0	0	0.0%
Total	121	80	201	
Total %	60%	40%		100%

Masters of Architecture

Race/Ethnicity	2009/2010		Total	Total %
	Male	Female		
Black	21	11	32	58.2%
Native American	0	0	0	0.0%
Asian	2	1	3	5.5%
Hispanic	2	0	2	3.6%
White	9	6	15	27.3%
Foreign	1	2	3	5.5%
Unknown	0	0	0	0.0%
Total	35	20	55	
Total %	64%	36%		100%

Full-time/Part-time included

- Demographics compared to those recorded at the time of the previous visit, 2004/2005. [Table I.3.1.1]

BSAED

Race/Ethnicity	2004/2005		2009/2010		2004/2005		2009/2010		2004 → 2009	
	Male	Female	Male	Female	Total	Total %	Total	Total %	Total Δ	Total Δ%
Black	61	42	101	63	103	78.6%	164	81.6%	61	46.6%
Native American	1	1	0	1	2	1.5%	1	0.5%	-1	-0.8%
Asian	2	1	3	0	3	2.3%	3	1.5%	0	0.0%
Hispanic	2	1	1	2	3	2.3%	3	1.5%	0	0.0%
White	5	3	14	12	8	6.1%	26	12.9%	18	13.7%
Foreign	1	3	2	2	4	50.0%	4	2.0%	0	0.0%
Unknown	6	2	0	0	8	6.1%	0	0.0%	-8	-6.1%
Total	78	53	121	80	131		201		+70	
Total %	60%	40%	60%	40%		100%		100%		+53.4%

Masters of Architecture

Race/Ethnicity	2004/2005		2009/2010		2004/2005		2009/2010		2004 → 2009	
	Male	Female	Male	Female	Total	Total %	Total	Total %	Total Δ	Total Δ%
Black	6	7	21	11	13	34.2%	32	58.2%	19	50.0%
Native American	0	0	0	0	0	0.0%	0	0.0%	0	0.0%
Asian	4	3	2	1	7	18.4%	3	5.5%	-4	-10.5%
Hispanic	0	1	2	0	1	2.6%	2	3.6%	1	2.6%
White	5	6	9	6	11	28.9%	15	27.3%	4	10.5%
Foreign	3	1	1	2	4	10.5%	3	5.5%	-1	-2.6%
Unknown	2	0	0	0	2	5.3%	0	0.0%	-2	-5.3%
Total	20	18	35	20	38		55		+17	
Total %	53%	47%	64%	36%		100%		100%		+44.7%

Full-time/Part-time included

- Demographics compared to those of the student population for the institution overall.
[Table I.3.1.2]

	BSAED		Morgan Undergrad.		BSAED		Morgan Undergrad.	
Race/Ethnicity	2009/2010		2009/2010		2009/2010		2009/2010	
	Male	Female	Male	Female	Total	Total %	Total	Total %
Black	101	63	2504	3235	164	81.6%	5739	93.0%
Native American	0	1	4	8	1	0.5%	12	0.2%
Asian	3	0	24	21	3	1.5%	45	0.7%
Hispanic	1	2	20	39	3	1.5%	59	1.0%
White	14	12	48	50	26	12.9%	98	1.6%
Foreign	2	2	122	96	4	2.0%	218	3.5%
Unknown	0	0	0	0	0	0.0%	0	0.0%
Total	121	80	2722	3449	201		6171	
Total %	60%	40%	44%	56%		100%		100%

	Masters of Arch.		Morgan Masters		Masters of Arch.		Morgan Masters	
Race/Ethnicity	2009/2010		2009/2010		2009/2010		2009/2010	
	Male	Female	Male	Female	Total	Total %	Total	Total %
Black	21	11	165	288	32	58.2%	453	74.9%
Native American	0	0	1	0	0	0.0%	1	0.2%
Asian	2	1	8	8	3	5.5%	16	2.6%
Hispanic	2	0	5	1	2	3.6%	6	1.0%
White	9	6	26	28	15	27.3%	54	8.9%
Foreign	1	2	39	35	3	5.5%	74	12.2%
Unknown	0	0	0	1	0	0.0%	1	0.2%
Total	35	20	244	361	55		605	
Total %	64%	36%	40%	60%		100%		100%

Full-time/Part-time included

- Qualifications of students admitted in the fiscal year prior to the visit and in comparison to those admitted in the fiscal year prior to the last visit.

Morgan's Department of Architecture's acceptance criteria for new Graduate students are congruent with those standards established by Morgan's School of Graduate Studies:

Have earned a bachelor's degree from a regionally accredited college or university and a grade-point average of 3.0. (Students with an undergraduate cumulative GPA of between 2.5 and 2.99 may be considered for conditional admission.) Students must submit a one-page personal statement of academic and professional plans and the reasons for selecting Morgan State University; and students must submit three letters of recommendation.

In addition to the above, applicants to the Department of Architecture are required to submit a portfolio of previous graphic work; this portfolio is used primarily for placement within the Masters sequence. In a few instances, applicants have been denied admission based on the portfolio. Morgan's Department of Architecture has not maintained records of other qualifications to distinguish among students for acceptance.

- Time to graduation.
 - Percentage of matriculating students who complete the accredited degree program within the “normal time to completion” – 4 Years – for each academic year since the previous visit. [Table I.3.1.5]

Masters of Architecture

Race/Ethnicity	Cohort Entering 2004		Cohort Entering 2005		Cohort Entering 2006		Cohort Entering 2007	
	Male	Female	Male	Female	Male	Female	Male	Female
Black	1	1	1	1	5	0	ND	ND
Native American	0	0	0	0	0	0	ND	ND
Asian	0	1	1	0	0	0	ND	ND
Hispanic	0	1	0	0	0	0	ND	ND
White	1	1	2	1	1	1	ND	ND
Foreign/Unknown	0	0	1	1	1	0	ND	ND
Total	2	4	5	3	7	1		
Cohort Original #	11		12		13		ND	
Total %	18.2%	36.4%	42%	25%	54%	8%		
Aggregate Total %	54.5%		67%		62%		ND	

- Percentage that complete the accredited degree program within “150% of the normal time to completion” – 6 Years – for each academic year since the previous visit. [Table I.3.1.6]

Masters of Architecture

Race/Ethnicity	Cohort Entering 2004		Cohort Entering 2005		Cohort Entering 2006		Cohort Entering 2007	
	Male	Female	Male	Female	Male	Female	Male	Female
Black	1	1	ND	ND	ND	ND	ND	ND
Native American	0	0	ND	ND	ND	ND	ND	ND
Asian	0	1	ND	ND	ND	ND	ND	ND
Hispanic	0	1	ND	ND	ND	ND	ND	ND
White	2	2	ND	ND	ND	ND	ND	ND
Foreign or Unknown	0	0	ND	ND	ND	ND	ND	ND
Total	3	5						
Cohort Original #	11		12		13		ND	
Total %	27.3%	45.5%						
Aggregate Total %	72.7%		ND		ND		ND	

- Additional information concerning time-to-completion among M. Arch. students will be provided by Department of Architecture exit surveys, administered for the first time in Spring 2010. 2010 Graduates were asked, “How many semesters did you take to complete your Master of Architecture degree?” Responses are tabulated below:

Time to Completion (Semesters)	4	5	6	7	8	9	10	>10	Total
Number of Students	3	2	5	4	1	1	1	0	17
Time to Completion (Years)	Two Years		Three Years		Four Years		Five or More		
Number of Students	5		9		2		1		17

Program Faculty Characteristics

- Demographics (race/ethnicity & gender) for all full-time instructional faculty.
 - Demographics compared to those recorded at the time of the previous visit.
[Table I.3.1.7]

Department of Architecture

Race/Ethnicity	2004/2005		F 2010		2004/2005		2009/2010		2004 → 2009	
	Male	Female	Male	Female	Total	Total %	Total	Total %	Total Δ	Total Δ%
Black	1	1	3	1	2	40.0%	4	28.6%	2	-11.4%
Native American	0	0	0	0	0	0.0%	0	0.0%	0	0.0%
Asian	1	0	1	0	1	20.0%	1	7.1%	0	-12.9%
Hispanic	0	0	0	0	0	0.0%	0	0.0%	0	0.0%
White	1	1	5	2	2	40.0%	7	50.0%	5	10.0%
Foreign	0	0	1	1	0	0.0%	2	14.3%	2	14.3%
Total	3	2	10	4	5	100%	14	100%	+9	+180.0%
Total %	60%	40%	71%	29%						

- Demographics compared to those of the full-time instructional faculty at the institution overall. [Table I.3.1.8]

Faculty Race/Ethnicity	Architecture F 2010		University 2009/2010		Architecture 2009/2010		University 2009/2010	
	Male	Female	Male	Female	Total	Total %	Total	Total %
Black	3	1	88	70	4	28.6%	158	58.3%
Native American	0	0	0	0	0	0.0%	0	0.0%
Asian	1	0	20	6	1	7.1%	26	9.6%
Hispanic	0	0	18	3	0	0.0%	21	7.7%
White	5	2	40	26	7	50.0%	66	24.4%
Foreign	1	1	0	0	2	14.3%	0	0.0%
Total	10	4	166	105	14	100%	271	100%
Total %	71%	29%	61%	39%				

(Percentages rounded up to nearest tenth.)

- Number of faculty promoted each year since the last visit. [Table I.3.1.9]
 - Compare to number of faculty promoted each year across the institution during the same period.

Number of faculty promoted each year since the last visit.

	F2004	F2005	F2006	F2007	F2008	F2009	F2010
Promotions occurred in advance of the Fall semester for the years specified.							
Department of Architecture (# of Full-Time Faculty)	0	1	0	0	0	1	1
	7	8	9	11	13	13	14
Morgan State University (# of Tenured/Tenure-Track Faculty)	11	8	7	10	7	9	9
	197	275	263	275	260	271	257
(# of Total Faculty*)	326	507	539	553	557	546	529

* Includes Full-Time and Part-Time adjuncts

Program Faculty Characteristics (continued)

- Number of faculty receiving tenure each year since last visit. [Table I.3.1.10]
 - Compare to number of faculty receiving tenure at the institution during the same period.

Number of faculty receiving tenure each year since the last visit.

F2004	F2005	F2006	F2007	F2008	F2009	F2010
<i>Award of tenure occurred in advance of the Fall semester for the years specified.</i>						
0	0	0	0	0	0	0
7	8	9	11	13	13	14
13	11	8	10	7	13	9
197	275	263	275	260	271	257
326	507	539	553	557	546	529

Department of Architecture
(# of Full-Time Faculty)

Morgan State University
(# of Tenured/Tenure-Track Faculty)
(# of Total Faculty*)

* Includes Full-Time and Part-Time adjuncts

- Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed. [Table I.3.1.11]

	Number	Minimum	Average	Maximum	University Average
Professor	0	NA	NA	NA	\$94,133
Asso Prof. (MArch only)	2	\$ 82,317	\$87,119	\$91,921	\$72,824
Asso Prof (with BSAED)	3	\$80, 022	\$84,754	\$91,921	
Asst Prof (MArch only)	3	\$65,000	\$69,090	\$76,193	\$62,539
Asst Prof (with BSAED)	5	\$54,546	\$69, 163	\$84,000	
Instructor (MArch only)	1	\$55,000	\$55,000	\$55,000	\$51,327
Instructor (with BSAED)	4	\$52,015	\$55,254	\$57,000	

(November 2009)



Office of Institutional Research
Planning & Information Technology

August 31, 2010

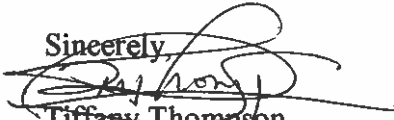
National Architectural Accrediting Board, Inc.
1735 New York Avenue, NW
Washington, DC 20006

To whom it may concern:

This is to verify that I, Ms. Tiffany Thompson, prepared the student data for the Morgan State University's NAAB-APR. To my knowledge, the data is accurate and true.

Thank you.

Sincerely,



Tiffany Thompson
Senior Researcher

I.3.2. Annual Reports

Morgan State University Annual Reports: Narrative and Statistical

Available Archived Documents:

Year	Annual Report Narrative	Annual Report Statistics	Response from NAAB	Visiting Team Report	NAAB Accreditation Report	Focused Evaluation Team Report	NAAB Focused Evaluation Report
2005 Site Visit Year	Not required year of site visit	✓	✓	✓	✓		
2006	✓	✓	✓				
2007	✓	✓	n/a				
2008	e-filed	e-filed				✓	✓
2009	e-filed	e-filed					
2010							

The narrative from Annual Report 2009 follows. Documents from 2005, 2006 and 2007 indicated as available with a checkmark above are included in Part Four, Supplemental Materials.

30 November 2009

Department of Architecture
School of Architecture & Planning
Morgan State University

Ruth Connell AIA
Chair, Department of Architecture

Last Accreditation Visit: March, 2005.
Focused Visit: October, 2008.

Introduction

Note: Because of a focused visit in October 2008, an annual report narrative was not filed in November 2008, which was the first year of electronic reporting at NAAB. The Focused Evaluation Team Report was made by Douglas L. Steidl, FAIA, and Marleen K. Davis, FAIA, based on a site visit on October 30-31, 2008.

Advancement to School Status

In July 2008, the Institute of Architecture & Planning was awarded by the university a titular change to School. With the change from Institute to School, the Director became the Dean, programs became Departments, and Program Coordinators became Chairpersons. Of the several advantages, Chairpersons are given more release time for administrative duties than in their former positions as program coordinators. Chairs receive 50% release time from teaching, and are now on 12-month contracts.

Human Resources: New Faculty: Graduate Program

The faculty in the School of Architecture & Planning report to either a Chairperson, or to the Undergraduate Program Director. Architecture faculty who teach in the NAAB-accredited Master of Architecture program are supervised by Ruth Connell, Chair of Architecture. Architecture faculty teaching primarily in the undergraduate pre-professional program, report to the Undergraduate Program Director, Gabriel Kroiz.

R. Connell was successful in securing an additional tenure-track position for the graduate program; however the tenure-track position was at the expense of losing a tenure-track position in the undergraduate program; therefore there was no net gain in the Department of Architecture of tenure-track positions.

Note: Two new tenure track positions had been promised by the Provost during the October 2008 focused visit from NAAB, however the final result, in the face of the world financial crisis and State of Maryland budget restrictions, was one full-time Lecturer position and a tenure-track position shifted from the undergraduate program.

The Lecturer position was created and filled in January 2009 by Sanjit Roy, an exceptionally talented design instructor with secondary teaching capabilities in computer representation technologies and structures. Mr. Roy has an undergraduate degree in architecture from the School of Planning and Architecture, New Delhi, India, and a graduate Master of Science in Architecture from the University of Cincinnati.

The tenure-track position was filled in August 2009 by Jeremy Kargon, a registered architect with an excellent education from Yale University and Columbia University. In addition, Jeremy Kargon has a strong relationship to the Baltimore architectural community, and offers Morgan the many advantages of his deep roots to the City of Baltimore, as a graduate of the Baltimore Polytechnic Institute.

Human Resources: New Leadership & Faculty: Undergraduate Program

In fall of 2008 the School of Architecture and Planning welcomed Gabriel Kroiz, AIA, LEED as its first BSAED Program Director (formerly a coordinator position). Gabriel Kroiz, a Baltimore native, is a licensed architect with an award winning practice working in the US and Asia. Kroiz received BFA and BArch from Rhode Island School of Design and MArch from University of Maryland. He has taught locally and abroad for over 15 years.

Dale Glenwood Green was hired in Fall 2009 to replace a BSAED Lecturer position. Dale Green received his received his Master of Architecture and Historic Preservation from the University of Illinois at Urbana-Champaign, following undergraduate studies at Morgan State University. Mr. Green is currently working on a Ph.D. in Architectural Studies from the University of Missouri-Columbia through its Continuing and Distance Education program. Mr. Green is pursuing his Historic Preservation research interest both in teaching and as partner/founder of the firm Green & Tice, LLC. He has already proven to be an exceptional mentor and role model to students in the undergraduate program.

Michael Zebrowski was hired as a Lecturer in Fall 2009 to replace the BSAED tenure track position shifted to the graduate program. Mr. Zebrowski received his undergraduate degree from University of Buffalo and M.Arch from Cranbrook Academy of Art. His teaching includes Rochester Institute of Technology, University of Buffalo and most recently Mississippi State University where he developed curriculum and taught first and second year design studios. His academic recognition includes ACSA and NCARB awards which reflect a pedagogical focus on hands-on instruction in building materials and fabrication techniques.

Human Resources: Adjunct Faculty

A continued strong undergraduate enrollment and connection to the local design community allowed the program engage high caliber adjunct faculty including:

Eric Leshinsky: Mr. Leshinsky received his BFA from Columbia and M.Arch from Rice University. His professional experience on some of Baltimore's most exciting urban redevelopment projects informs the content of ARCH 431 Public Facilities Planning.

Neelab Mahmoud : Mrs. Mahmoud received her M.Arch from University of Oregon where she taught undergraduate studios in design and communications.

Brian Grieb: Mr. Grieb received his B.S. and M.Arch from University of Maryland where he taught design studio classes. His professional work includes being project architect on Morgan's New Library.

Human Resources: Information Technology Support

Beginning in May 2009, Dr. Hassan Rasheed was hired as a full-time in-house information technology specialist. The creation of this full time position represents an adjustment in institutional support for the School of Architecture & Planning. In this short time, Dr. Rasheed has turned around many earlier student and staff problems with information technology.

Human Resources: Administrative Support

An existing clerical position was replaced with Ms. Justina Fuller, a highly skilled administrative assistant, with some time allocated to support for the Department Chairpersons. Additionally, with her retention, office hours for the administrative support office were extended to 7 pm, which is an essential benefit for an evening program. Note: the Master of Architecture degree program continues to be in the evening format, with vast majority of classes held at 4 pm or later.

Faculty Resources

Faculty resources for academic travel and research remain stable. Title III Funds are available from the Office for Academic Affairs, on a "first come, first serve" for qualified academic paper presentations and conference attendance. However faculty may only attend one funded event per year. Faculty have funded their own travel to present academic papers at national and international conferences (during the current economic conditions, international travel will not be funded by the State of Maryland).

Physical Resources: Progress with the New Building

Despite the severe economic downturn of 2008-2009, the new building which will be the home of Architecture is moving forward, with commitment and support from the State of Maryland. Construction documents have been completed, and a ground breaking is anticipated in 2010. The facility will be shared with the Department of Civil Engineering, and the Institute for Transportation, and some additional programming. The building will be known as "The Center for the Built Environment & Infrastructure Studies" (CBEIS). The building includes studio space; however academic classroom use will be in the adjacent and existing engineering building.

Currently all full-time faculty members are housed in private, individual offices.

Physical Resources: Facilities/Equipment

With the assistance of Title III funding and additional space allocation from the university, the SA+P has been able to improve facilities/equipment to support the needs of students within the school. New additions and improvements shared among all units of the School include:

1. Instructional Computer Lab – Digital instruction is now enhanced with a lab including 20 new workstations and a large format plotter
2. Resource Center - Space has been dedicated in C-09 near the schools loading dock and much of the equipment has been purchased and is currently being installed for the following facilities:
 - a. Fabrication Shop – with basic woodworking and some steel fabrication equipment including table saw, band saw, drill press, miter saw, hand tools, dust collection and safety equipment.
 - b. Digital Fabrication Shop – Laser Cutter, exhaust equipment and computers
 - c. Visual Resources Lab – SA+P book, magazine and slide collection, model photography equipment, and scanning equipment

Facilities specific to the undergraduate program include:

1. Drafting Lab – Drafting instruction has been enhanced with a new drafting lab including 15 desks equipped with parallel straightedges and cutting mats.
2. BSAED - One Desk per Student – Through reorganization of existing resources the BSAED program is able to provide one 'cold desk' for each student enrolled in a design studio for the first time.

Curricular Developments: Graduate Program

In the graduate program, all students are now required to take a new course. The course, ARCH.541 Architectural Technology VI: The Integrated, Intelligent Detail, was developed by Prof. Ruth Connell and received an NCARB grant in recognition of integrating practice with academics. The course has evolved from an earlier elective course, called "Production Techniques." The new course is required.

Professor Jeremy Kargon developed a new web-based course, to be offered for the first time in Summer 2010. Lecturer Sanjit Roy has activated a proposal for a studio abroad, to be held in India in conjunction with the School of Planning & Architecture, New Delhi. Professor Paul Clarke has planned a student field trip to London. Two students worked and/or studied abroad in the past 18 months, in Sweden, Copenhagen, and Germany. These are small steps towards our first international activities, so as modest as they may be, they hopefully forecast a future direction towards global studies.

Curriculum Developments: Undergraduate Program

In spring of 2009 the provost approved an increase in studio credit hours from 4 credits to 6 credits which is comparable to most US programs in architecture. In addition to the credit increase the studio sequence has been thematically focused by year. Sophomores focus on design fundamentals. Juniors focus on Baltimore in both urban design and housing studios. The fourth year studios provide the opportunity to concentrate either on building design in detail or more broadly on environmental design

Other Undergraduate Course/Curriculum developments:

1. The Communications Skills sequence was shortened from four classes to two classes to be taken in the freshman year. ARCH 103 and ARCH 104 is organized into four learning units including hand drawing, computer drawing, model building and fabrication.

2. ARCH 417 Building Materials was moved into the second year curriculum as a required class in order to better prepare students technically for advanced studios.

Implementation of the Comprehensive Design Review (CDR)

The faculty convened to implement the second annual Comprehensive Design Review, which is a new gateway for program and student self assessment. The CDR occurs at the end of the second semester for 60-credit graduate students; end of the fourth semester for 90-credit graduate students; and at the end of the fourth year for students on the accelerated five-year Master of Architecture program.

Curricular Developments: Update on the Five Year Master of Architecture

In spring 2008, seven students were admitted to an accelerated five year path towards the Master of Architecture, that an integrated pathway within the existing Master of Architecture program. The accelerated path is open to students by selective admission. In spring 2009, four students were admitted to this curricular path.

Special Achievements

Receiving the NCARB grant for the Integration of Practice and Education in the Academy was distinguishing for the Department of Architecture. During the summer of 2008, the School participated in Baltimore Artscape, in the construction of an award-winning design for one of the largest urban art festivals in the country, for a project designed by architect Sanjit Roy. Overall, faculty have increased academic writing, and the department continues to have greater visibility. The strong relationship with the local architectural community continues, with AIA Baltimore supporting the program with joint educational presentations, many mentoring relationships, and travel scholarship support. Many additional activities, design, research, and outreach cannot be mentioned in the brevity of this report.

RESPONSE TO DEFICIENCIES

Of the six deficiencies listed in the 2005 Visiting Team Report, three deficiencies were considered met during the Focused Evaluation Team Report 2008. Two deficiencies are within Conditions; one deficiency is a Student Performance Criterion:

The remaining deficiencies are:

Conditions

Part II, Item 5: Human Resources: Not Met

"The program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, administrative and technical support staff, and faculty support staff."

Team Report:

"The lack of a demonstrable change in this area is of significant concern, and should be addressed at the next accreditation visit. Plans to address these areas were encouraging, but must be implemented."

Faculty Resources:

Existing faculty work loads are very high: faculty exclusively teaches studio courses and required support courses, with no room for any faculty to develop elective courses. As a result, most student required electives are fulfilled by internship experiences, rather than by academic opportunities beyond the core course work. Only four faculty members are tenured or tenure/tracked, and greater stability in this area is necessary. A university-wide freeze on adjunct appointments will adversely affect the ability of this professional program to take advantage of local professionals for individual courses. The architecture program is considering asking local firms to "sponsor" adjunct appointments. Because of the very small faculty, students often take multiple courses from the same person, which is not the national norm.

The University Provost indicated a willingness to immediately add a tenure track faculty line, (and we are assuming this would be in addition to the existing faculty capacity, rather than a simple

conversion of a “contract” person to tenure track status.) The University Provost indicated that some programs, with sufficient justification, would be exempt from the freeze on adjunct hires, and she felt that architecture program would fall in this category. She appeared unwilling to expect local firms to support adjuncts.

Staff Resources:

The newly formed School needs significant administrative staff infrastructure: the single clerical staff member in the dean’s office is inadequate for architecture, planning, and landscape architecture. There is no budget officer, and “graduate assistants”, while helpful, are not reasonable substitutes for administrative positions.

The University Provost served as the “founding dean” for the newly formed School of Mathematics, Computers and Biological Sciences that separated from the College of Liberal Arts at Morgan State in 1997. She understood the process of establishing a new administrative unit, and indicated a willingness to provide an Assistant Dean, as well as appropriate administrative staff.

Information Technology Specialist

The woeful status of technology resources in the school is exacerbated by the lack of a full time person with primary responsibility for managing the technology infrastructure: inventory, licenses, warranties, repairs, supplies, software updates, and printing. The students’ education suffers because of the over-reliance on graduate assistants, and student workers. Consequently, the equipment that the school does have is not being used in an optimal way.

Most worrisome to the visiting team was the inequity related to access to computer technology. Many students who worked at local architectural firms were able to use the office equipment, and especially the printing capabilities, for their school-work. The other students who do not have access to office printing and computing were at a distinct disadvantage, creating additional frustration. Lack of printing access was frustrating to students and faculty alike, and has a distinct negative impact on design education in which reviewing the work of classmates is an important part of peer learning.

The University Provost expressed a willingness to immediately “shuffle” someone from the centralized IT department on assignment full time to the School of Architecture and Planning. The School Dean outlined a “Title 3” funding opportunity of \$375,000 to address technology equipment, software, and staffing needs. A comprehensive plan has been developed, with funding recently approved weeks before the visit in October 2008.”

Part II, Item 5: School Response (Narrative):

Faculty Resources:

A tenure-track position was shifted to the NAAB-accredited Master of Architecture degree program, shifted from the undergraduate program, and a new line position of full-time Lecturer was created. The net growth in numbers of faculty positions within the Department of Architecture was one full-time Lecturer position. See earlier comments in school narrative, under human resources.

Adjunct faculty positions were made available to both the graduate and undergraduate programs. Faculty will be encouraged to develop elective courses, if they so desire, for academic year 2010-2011, and the Department Chairperson will request adjunct faculty to teach required elective courses to enable existing faculty to develop and teach elective courses.

Staff Resources:

Although additional staff positions were not added, an existing administrative staff position was replaced with a more highly effective individual. See earlier comment.

Information Technology Specialist

An Information Technology Specialist was hired in May 2009, Dr. Hassan Rasheed. He is highly educated with superior skills in information technology. He is managing all fundamental IT needs for students, faculty and staff, with continuing assistance from a student assistant under his direct supervision. See earlier comments above, under Human Resources. A new computer lab was developed and installed. See Physical Resources, earlier, in school narrative.

Part II, Item 8: Physical Resources:

"The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes."

Team Report:

"The lack of demonstrable change in this area is of significant concern, and should be addressed at the next accreditation visit. Plans to address these areas were encouraging, but must be implemented."

New Building Plans

The team received mixed signals regarding the timing of the new building. However, the Provost assured the team that the legislature had just approved construction funding in the previous week, with an increase in funding from \$44,000,000. To \$57,000,000. In reviewing the Schematic Design Documents, it was noted that the studio space on the first floor designated for Architecture, Planning and Landscape Architecture contained 230 work positions in a tight, lined arrangement, without any "pin up" walls or teaching stations. With the current growth rate of the Undergraduate Architecture Program, along with projected increases in the Masters programs in Architecture, the team is concerned that the space will be inadequate upon building commissioning.

The Existing Building

The previous lack of private faculty offices has been addressed. However, numerous facility deficiencies remain in the Montebello Complex, a former Veterans Administration Hospital that seriously hampered the educational process. Although the School of Architecture and Planning has adapted to the building in a manner that utilizes it to its fullest, the facilities are minimal. Security cannot be attained in the studio spaces since the door locks are inoperable and neither lockable desks nor lockers are available to secure student equipment. Students do not view the studio as an educational home, but as merely as a temporary classroom where they maintain minimal resources.

Computer and support resources: see comments above regarding I T specialist

Technology resources in the architecture program are inadequate, particularly in light of the increased use of technology by the profession. Understanding of complex software programs is essential to the workplace, and Morgan State is fortunate to have faculty expertise in this area. Existing new construction techniques have evolved from the integration of software development, design efforts, and increasingly sophisticated digital fabrication capabilities. In addition, new challenges in sustainable design can be met with new software analysis. The students suffer in not receiving this level of technology.

The highest physical need is digital output. Plotting systems are often "down" and parts from one plotter are shifted to the other plotter in attempts to keep one machine working. Often, students are unable to output their projects. Juries have actually been cancelled when local professionals arrived to participate but the student were unable to output their design work. As noted above in condition 5, disparity between students with and without access to technology at a local office establishes an "uneven playing field" that is inequitable. At a basic level, printing output for student learning is a frustrating challenge.

As noted above in condition 5, the Dean has developed a plan related to extensive funding under "Title 3" allocation. This plan will include equipment and staffing. Students reported a plan for a model shop and photography area. Improving digital resources remains an important challenge for the program in the near future.

Faculty and student requests for a woodshop/workshop/or fabrication shop are related to this desire to integrate digital technology in construction. Students maintained that Morgan State University was the only architecture program in the country without a laser-cutter, which uses digital files to automate the construction of design models. (While this claim is unsubstantiated,

most architecture programs, community colleges, and even many high schools have laser cutter technology for student use.)

Also noted was the fact the building elevators were out of service and appeared to be inoperable for quite some time.

Because the architecture program will remain in its present location for at least the next three years, the team believes that simple but critical improvements in building security and data systems would improve the quality of the studio-based education.

The provost pledge to assist the School in addressing these needs."

Part II, Item 8: School Response (Narrative):

Progress has been made on Physical Resources. A Resource Center has been established with a Fabrication Shop, Digital Fabrication Shop, and a Visual Resources Lab, located in the basement level of the Montebello Complex. A system for staffing the fabrication shops will be up and running in January 2010; with training for students and faculty on the equipment. See school narrative earlier.

Door locks on the main graduate studio space, B-200, have been repaired, and equipped with a card scanning security access system.

Elevators in the building have been repaired and are currently working.

The employment of the Information Technology Specialist, Dr. Hassan Rasheed, has resulted in significant improvements to student and faculty technology access.

Student Performance Criteria:

12.28 Technical Documentation

"Ability to make technically precise descriptions and documentation of a proposed design for purposes of review and construction."

Team Report:

"The previous team recognized that content in Arch 541 could meet this condition if Arch 541 was made a required course. Arch 541 is now a required course, but, in reviewing the current course work, it was unclear if the work was of sufficient detail for this criterion. (It should be noted that the course was based on advanced "building information modeling" software, placing Morgan State head of many schools in this area.) Work in the "internship" courses could also be considered relevant to this criterion with improved guidelines. However, internship is not a required course."

"Ability" is the operative word in this criterion, and the School showed minimal examples of student work that demonstrated an ability to prepare documents for purposes of review and construction."

12.28 Technical Documentation: School Response (Narrative):

The ARCH.541 Architectural Technology VI: The Integrated, Intelligent Detail course has continued its development, and has been redesigned as a new course, with changes instituted in Spring 2009. As the recipient of 2008 NCARB grant for developing a new course that integrates practice with the academy, ARCH.541 was reinvented as a new course, with a more intensive concentration on the critique, design and development of building details, in close student-practitioner mentoring relationships. This will create more student ability in the "technically precise descriptions and documentation" of design. In addition, it must be stated that it is not the intent of the School that this course be the only location in the curriculum that presents students with the opportunity to develop technical documentation. There are ample opportunities with ARCH.540 Architectural Design IV, for example, to learn and to demonstrate this ability in wall sections, and other technical drawing types.

end Annual Report 2009

I.3.3. Faculty Credentials

The graduate architecture faculty component consists of six full time faculty members, which includes the department chair, all of whom are all registered architects (one registration pending for newest Assistant Professor). Currently four to five adjunct lecturers are employed by the graduate program. The undergraduate pre-professional program faculty component consists of eight full time faculty members, including three registered architects. Currently eight adjunct lecturers are teaching in the BSAED program. Narrative below are a partial list:

Please refer to the faculty matrix and the faculty resumes in I.2.1 for additional information.

Reginald L. Amory, PhD, F.ASCE is the Chair and Professor of the Department of Civil Engineering in the School of Engineering, Morgan State of University. He has a Ph.D. in Structural Mechanics from Rensselaer Polytechnic Institute and Master's and Bachelor's degrees in Civil Engineering from Clarkson University and New York University. He has taught the courses in the Structures sequence in the graduate program (ARCH.513 Technology I-Statics & Strength of Materials, ARCH.522 Technology II -Building Systems: Structures- Steel & Wood, ARCH.532 Technology III-Building Systems: Structures- Concrete). He brings to the courses over forty years of graduate level teaching experience in various universities. He has been published extensively and has served as an Advisor to the US Dept. of Energy. He is a Professional Engineer as is a Fellow of the American Society of Civil Engineer.

Leon Bridges, FAIA, NOMAC is a Registered Architect with a Bachelor of Architecture from the University of Washington and a MBA from Loyola College, Maryland. He is a former National Vice President of the AIA and former President, Vice President of the National Organization of Minority Architects. He is a Fellow of the American Institute of Architects and is a member of the NOMAC. He teaches ARCH.561-Office Practice Law and Management course in the graduate program. Leon Bridges has over fifty years of experience as a practicing architect and eighteen years of teaching experience.

William Chan is a Registered Architect with a Bachelor of Architecture from University of California, Berkeley and a Master of Architecture from the University of Washington. He teaches in graduate design studios and history and theory of architecture. He has thirty eight years of professional experience and has been teaching in the graduate program for the last six years. His research on education and history has been presented and published in the US and in Saudi Arabia.

Paul Walker Clarke is a Registered Architect with a B.Arch from the University of Virginia and MAUD and MSW from Washington University. He has close to thirty years of teaching experience at various universities and teaches History of the Built Environment I, graduate design studios, urban design (URBD 511). He is experienced in community based design, and has practiced for more than fifteen years. His research on architectural history, urban design and theory has been presented and published in the US and in England.

Ruth Connell, AIA is a Registered Architect with a M.Arch.from the University of Pennsylvania and has almost thirty years of teaching experience at various universities in the US and Poland. She is a former Senior Fulbright Scholar and her research on Theory and Criticism has been extensively published and presented in the US and in Europe. Ruth is the Chair of the Department of Architecture, and also teaches The Integrated Intelligent Detail, and courses in historic and cultural preservation. Ruth has taught all of the graduate design studios and developed the history and theory course sequence. Ruth is actively engaged in research on Maryland's historic African American churches. She is the past winner of an NCARB grant and is President-Elect of AIA Baltimore, 2010.

Walter Currin AIA, LEED AP is a Registered Architect with a M.Arch. from the Rhode Island School of Design. He brings to the school his experience in project design, project management, and detailing on a variety of differing building types (including educational, housing, and athletics). He has a strong interest in Sustainability and teaches environmental Controls.

Lance Decker AIA, LEED AP is a Registered Architect with a M.Arch. from the Ohio State University. He brings to the school his experience in project design and computer visualization. He has taught Graphic Communication, History II and Design Studio II & V.

H Joseph Fleishman is a Professional engineer with an Engineering Degree from Johns Hopkins University and a MBA from Loyola College, MD. He has thirty years of experience as a Structural Engineer and teaches Statics and Structural Building Systems.

Suzanne Frasier holds a Bachelor of Architecture from the City College of New York and a Master of Urban Planning & Urban Design from the City University of New York and is a Registered Architect in the states of New York and New Jersey. She has taught ENST 788.085 Supervised Research ENST 738.086 and the Seminar in Built Environment Studies courses in the graduate program which involve research on issues of urbanism and development in large metropolises in the US and internationally with a focus on India (as part of the India Studio). She brings to these classes her research expertise on urban markets and urban density studies which has been presented and published in various conferences in the US, Jordan and Turkey. She also serves as the joint coordinator of the India Urban Studies program.

Mohammad Gharipour, PhD holds a doctorate from the Georgia Institute of Technology and Master's and Bachelor's degree in Architecture from the University of Tehran. His research work on History, Theory and Criticism has been published extensively and he teaches graduate design studios, history and theory courses, and topic-based seminars, including architecture and urban design of the Islamic World.

Dale Greenwood Green, LEED AP, holds the Master of Architecture and Historic Preservation from the University of Illinois at Urbana-Champaign, and is a PhD candidate at the University of Missouri. He has several years experience working for registered architects, and brings his historic preservation knowledge to the historic and cultural preservation graduate course sequence, and is actively engaged in research on Maryland's historic African American churches.

Jeremy Kargon, LEED AP is a Registered Architect with a M.Arch. from Columbia University. He brings to the school his international experience in professional practice over twenty years and his research work on History and Criticism which has been published in the US and in Europe.. He teaches the Seminar in Built Environment Studies, Design Studio II & IV and Building Materials.

Tom Liebel AIA, LEED AP is a Registered Architect with a B.Arch. from the University of Cincinnati and MLA from Johns Hopkins University. He has twenty years of experience in project design, project management, and detailing on a variety of differing building types. He teaches the Terminal Project Research Seminar.

Mahendra Parekh, AIA is a Registered Architect with a M.Arch. from the Clemson University and B.Arch from University of Bombay. He has published his research on Drawing communication and has forty years of professional experience and thirty years of teaching experience. He has taught the Graphics Workshop, Design Studio V, Thesis Studio, Architectural Practice, Law & Management, Seminar in Hand Graphics and the Thesis Seminar.

Sanjit Roy has a B.Arch from the School of Planning and Architecture, New Delhi and a MSArch from the University of Cincinnati. He has 10 years of professional experience in large scale international projects and digital design techniques. His research on urban form in India, urban

markets and urban density studies which has been presented and published in various conferences in the US, Jordan and Turkey. He also serves as the joint coordinator of the India Urban Studies program and the IDP Coordinator. He teaches Design Studio III & IV, Urban Design Seminar, Advanced Digital Modeling, Integrated Detail Class, Structures III and the India Studio.

Tarek Saleh, AIA, LEED AP, earned the M. Arch. at Morgan State University, and is the IDP Coordinator for AIABaltimore. Tarek Saleh practices architecture with Hord Coplan Macht since 2004; major projects include UMMC Shock Trauma; Levindale Nursing Home; and housing. As a volunteer, he is currently working on a traveling Sustainability Exhibit "B-more B-green" set to open Earth Day 2011. The exhibit will feature a replica house intended to display different green technologies, it will also include four Interactive display panels that focus on Energy and Water Conservation, Waste and Transportation as main topics of sustainability, visit: www.bmorebgreen.com.

Fred Scharmen, LEED AP has the M.Arch. from Yale University, and is actively pursuing architectural registration. His research interests include aesthetics and formal order in very large scale, and very small scale, infrastructure and organizational processes; public art, street furniture, and interaction design in cities and networks; drawing and manual production as design practice, and as tools for investigating nonstandard geometries. Fred teaches graduate design studios. See Fred Scharmen, "Adaptive Reuse: Things, Containers, and Streets in the Architecture of the Social Web" in *Interactions Magazine, July/August, 2010*, ed. Molly Steenson (New York, Association of Computing Machinery, 2010).

I.4. Policy Review

The following documents will be provided in the team room:

Studio Culture Policy

Self Assessment Reports

Personnel Policies including:

Position Descriptions for all faculty and staff

Rank, Tenure, & Promotion:

Morgan State University Faculty Handbook

Reappointment

EEO/AA

Diversity

Faculty Development

Student-to-Faculty ratios for all components of the curriculum

Faculty Member Space Allocation in Square Feet

Admissions Requirements

Advising Policies

Department of Architecture Student Guidelines

Digital Media Policy: Use and Integration of Digital Media in Architecture Curriculum

Policies on Academic Integrity

Policies on Library and Information Resources Collection Development

Description of the Information Literacy Program & Curriculum Integration

II.1.1. Student Performance Criteria

Narrative Overview of Curricular Goals

Morgan State University offers the Master of Architecture degree as a NAAB-accredited degree. There are three tracks for meeting the requirements of this degree:

Degree Title: Master of Architecture:

1. Non-pre-professional degree + 90 graduate credits
2. Pre-professional degree + 60 graduate credits
3. Pre-professional degree + 36 graduate credits
(168 total credits: "3 + 2 Master of Architecture Degree Program")

Non-pre-professional degree + 90 graduate credits

This track is designed for students entering graduate studies with non-architectural backgrounds.

The curricular goals are expressed as an overview within the Mission Statement of the Department of Architecture under "The Education Mission: Preparation for the Profession of Architecture."

The curriculum is designed with a core sequence of design studios. The design studios begin with formal ordering systems and conclude with comprehensive design. The design curriculum utilizes a blend of assignments, programmatic and design factor research and exploration, and small to larger project-based design problems over a range of building types, and study and resolution of the urban context.

Technology courses are designed to cover the fundamentals of structures, building materials, and building systems. The history/theory courses are designed in a sequential format. History and theory concepts are threaded into the content of the design studio sequence. Integration of technology in the design studio begins to occur in the third and fourth semesters of design. Professional practice, and several other courses that are supportive to the preparation for the profession of architecture are integrated into the curriculum.

Two internship courses as elective courses provide the opportunity for students to receive academic credit for educational internship experiences in professional offices.

Pre-professional degree + 60 graduate credits

This track is designed for students entering graduate studies with pre-professional degrees, including the BSAED degree offered at Morgan State. BSAED students planning on graduate study in architecture at MSU are academically advised to follow specific course options within the BSAED curriculum. (see evaluation of incoming students later). The curriculum is overlaid with the 90-credit program.

Students take 60 graduate credits, and are integrated with students in the 90-credit program beginning with ARCH.530 Architectural Design III, and the other courses assigned to the second year of the 90-credit program.

Pre-professional degree + 36 graduate credits (168 total credits): "3 + 2 Master of Architecture Degree Program"

This track is designed for students who competitively qualify for accelerated study for the Master of Architecture degree. Students apply for admission to the program at the end of their undergraduate sophomore or junior year. Beginning in their fourth undergraduate year, students are enrolled in graduate level courses, and are integrated with students in the first year of the 60-credit program (or second year of the 90-credit program). At the end of this fourth undergraduate year, students are awarded the BSAED

degree. During their fifth year of study, students are officially registered as graduate students, and are enrolled side-by-side with students in the 60/90 credit tracks as all three cohorts complete their final year of academic study for the professional degree (M.Arch). This track accommodates students transferring to Morgan from community colleges with two-year degrees in pre-professional studies, and such students are actively recruited, particularly from community colleges that have articulation agreements with SA+P.

Comprehensive Design Review

All students in the Master of Architecture degree programs, regardless of curriculum track, must pass a Comprehensive Design Review (CDR) before advancing to the final design studios, and to qualify for the degree. The Comprehensive Design Review is an evaluation of the student's progress in the design studio sequence of the curriculum, and an evaluation of the student's achievement of several NAAB Student Performance Criteria. The CDR is also used by the Department of Architecture for self-assessment of design education. *Note: This is not an evaluation of the NAAB SPC B.06 Comprehensive Design; student achievement of this SPC is evaluated within ARCH.540 Architectural Design IV and ARCH.550 Architectural Design V as part of the course grade.*

Consequences of failure to pass the CDR: Students not passing the CDR are required to take an additional architectural design studio, ARCH.545 Comprehensive Design Studio (6 credits). Students taking ARCH.545 do not receive elective credit for this enrichment studio. The 6-credits for this studio are above and beyond the minimum credits required in the standard curriculum. Students not passing the CDR may not advance to ARCH.540 Architectural Design V or ARCH.771 Thesis Seminar until they have completed ARCH.545 and passed the Comprehensive Design Review. The Comprehensive Design Review is held once per academic year, late in the spring academic semester.

Student Performance Criteria Matrices to follow:

2009 Conditions for Accreditation

[illegible][illegible]

2009 Conditions for Accreditation

<p>Realm A: Critical Thinking and Representation</p>	<p>Realm B: Integrated Building Practices, Technical Skills and Knowledge</p>	<p>Realm C: Leadership and Practice:</p>
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[illegible]

Realm A: Critical Thinking and Representation	Realm B: Integrated Building Practices, Technical Skills and Knowledge	Realm C: Leadership and Practice:
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[illegible]

II.2. Curricular Framework

II.2.1. Regional Accreditation

Morgan State University is accredited by the Middle States Commission on Higher Education.
The most recent letter follows.

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Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501
www.msche.org

PH0317 0630*08

PRESIDENTS OFFICE

June 27, 2008

Dr. Earl S. Richardson
President
Morgan State University
1700 E. Cold Spring Lane
Baltimore, MD 21251

Dear Dr. Richardson:

At its session on June 26, 2008, the Middle States Commission on Higher Education acted:

To reaffirm accreditation. The Periodic Review Report is due June 1, 2013.

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

Please check to ensure that published references to your institution's accredited status (catalog, other publications, web page) include the full name, address, and telephone number of the accrediting agency. Further guidance is provided in the Commission's policy statement *Advertising, Student Recruitment, and Representation of Accredited Status*. If the action for your institution includes preparation of a progress letter, monitoring report or supplemental report, please see our policy statement on *Follow-up Reports and Visits*. Both policies can be obtained from our website.

Please be assured of the continuing interest of the Commission on Higher Education in the well-being of Morgan State University. If any further clarification is needed regarding the SAS or other items in this letter, please feel free to contact Dr. Barbara S. Loftus, Vice President.

Sincerely,

A handwritten signature in black ink, appearing to read 'Peter F. Burnham', is written over a horizontal line.

Peter F. Burnham
Chair

II.2.2. Professional Degrees and Curriculum

Degree Title: Master of Architecture:

1. Non-pre-professional degree + 90 graduate credits
2. Pre-professional degree + 60 graduate credits
3. Pre-professional degree + 36 graduate credits
 (168 total credits: "3 + 2 Master of Architecture Degree Program")

MASTER OF ARCHITECTURE CURRICULUM

Non-pre-professional degree + 90 graduate credits

90 Credits

FIRST YEAR FALL (90 Credits)

	CREDITS
ARCH.510 Environmental Design	6
ENST.512 Graphics Workshop	3
ARCH.511 Built Environment History I	3
ARCH.513 Technology I (Statics and Strength of Materials)	3
	15

FIRST YEAR SPRING

ARCH.520 Architectural Design Studio II	6
ARCH.521 Built Environment History II	3
ARCH.522 Architectural Technology II (Building Systems-Structures)	3
ARCH.533 Architectural Technology V (Building Materials)	3
	15

SECOND YEAR FALL

ARCH.530 Architectural Design Studio III	6
ARCH.531 Built Environment History III	3
ARCH.532 Architectural Technology IV (Building Systems-Structures)	3
ARCH.523 Architectural Technology III (Environmental Controls)	3
	15

SECOND YEAR SPRING

ARCH.540 Architectural Design Studio IV	6
ARCH.541 Architectural Technology VI (The Integrated, Intelligent Detail)	3
ARCH.561 Architectural Practice, Law and Management	3
URBD.511 Urban Design	3
	15

THIRD YEAR FALL

ARCH.550 Architectural Design Studio V	6
ARCH.771 Architectural Thesis Seminar	3
Approved Elective	3
Approved Elective	3
	15

THIRD YEAR SPRING

ARCH.799 Architectural Design Studio VI	6
Approved Elective	3
Approved Elective	3
Approved Elective	3
	15
	90

MASTER OF ARCHITECTURE CURRICULUM
Pre-professional degree + 60 graduate credits

60 Credits

		CREDITS
FIRST YEAR FALL (60 credits)		
ARCH.530	Architectural Design Studio III	6
ARCH.531	Built Environment History III	3
ARCH.532	Architectural Technology IV (Building Systems-Structures)	3
ARCH.523	Architectural Technology III (Environmental Controls)	3
		15
FIRST YEAR SPRING		
ARCH.540	Architectural Design Studio IV	6
ARCH.541	Architectural Technology VI (The Integrated, Intelligent Detail)	3
ARCH.561	Architectural Practice, Law and Management	3
URBD.511	Urban Design	3
		15
SECOND YEAR FALL		
ARCH.550	Architectural Design Studio V	6
ARCH.771	Architectural Thesis Seminar	3
	Approved Elective	3
	Approved Elective	3
		15
SECOND YEAR SPRING		
ARCH.799	Architectural Design Studio VI	6
	Approved Elective	3
	Approved Elective	3
	Approved Elective	3
		15
		60

Pre-professional degree + 36 graduate credits
3+2 Master of Architecture Degree Program

FIRST YEAR (FIRST SEMESTER)

ARCH 101	Communications Skills I	3
ARCH 111	Concepts & Theories of the Built Environment	3
ORIE 107	Orientation for BSAED Majors	3
HIST 101/105	World History/US History I	3
ENGL 101	English Composition I	3
MHTC 103	Intro to Group Dynamics	3
		16

SECOND YEAR (FIRST SEMESTER)

ARCH 201	Design I	6
ARCH 211	History of Built Environment I	3
ARCH 221	Site Design	3
BIOL 101	Intro to Biology	4
		16

THIRD YEAR (FIRST SEMESTER)

ARCH 301	Design III	6
ARCH XXX	History/Theory Elective	3
ARCH 321	Statics & Strength of Materials	3
HUMA 201	Intro to Humanities I	3
GENL 201	Computer Literacy	2
		17

SUMMER SESSION

HIST 350	Intro to African Diaspora	3
PHIL 109	Intro to Logic	3
		6

FOURTH YEAR (FIRST SEMESTER)

ARCH 530	Design Studio III	6
ARCH 531	Built Environment History III	3
ARCH 523	Technology III (Environmental Control)	3
ARCH 532	Technology V (Building Struct. Systems)	3
		15

SUMMER SESSION

XXX	Graduate Elective (ARCH)	3
XXX	Graduate Elective (ARCH)	3
		6

FIFTH YEAR (FIRST SEMESTER)

ARCH 550	Design Studio V	6
ARCH 771	Thesis Seminar	3
XXX	Graduate Elective	3
XXX	Graduate Elective	3
		15

FIRST YEAR (SECOND SEMESTER)

ARCH 102	Communication Skills II	3
HIST 102/106	World History/US History II	3
ENGL 102	English Composition II	3
MATH 126	Analytical Geometry	4
HEED 100	Healthful Living	2
PHEC XXX	Phys. Ed. Activity Elective 1	
		16

SECOND YEAR (SECOND SEMESTER)

ARCH 202	Design II	6
ARCH 212	History of Built Environment II	3
ARCH 222	Building Materials	3
PHYS 101	Intro to Physics	4
		16

THIRD YEAR (SECOND SEMESTER)

ARCH 302	Design IV	6
ARCH XXX	History/Theory Elective	3
ARCH 322	Building Structural Systems	3
HUMA 202	Intro to Humanities II	3
		15

FOURTH YEAR (SECOND SEMESTER)

ARCH 540	Design Studio IV	6
ARCH 541	Technology VI (Int. BIM Design Methods)	3
URBD 511	Urban Design	3
HUMA XXX	Humanities Elective	3
		15

FIFTH YEAR (SECOND SEMESTER)

ARCH 779	Design Studio VI	6
ARCH 561	Arch. Practice, Law and Mngt.	3
XXX	Graduate Elective	3
XXX	Graduate Elective	3
		15

TOTAL CREDIT HOURS 168

II.2.3. Curriculum Review and Development

BSAED Curriculum Review Process

Fall 2009 Curriculum Change

In fall of 2009 the BSAED Program enacted significant changes in the Program curriculum. The core of this change was to introduce 6-credit design studios and divide the remaining credits evenly between Technology and History/Theory subjects. A clear sequence of instruction was established for the Communications Skills and Design Studios including the addition of multiple fourth year studio options. The process for these changes was the following. The BSAED Program Director initiated a process of analyzing existing programs nationally and developing a proposal for changes to the BSAED Curriculum. These proposals were reviewed, received comments and were revised by the BSAED Program Director, first within the context of BSAED Faculty Meetings, then from the dean office and the chairs. This proposal was presented to the SA+P faculty prior to submittal to the Provosts Office.

Studio Curriculum

Communications Skills and Design Studio courses involve several sections of a course taught by different instructors. These courses typically have a syllabus template which includes the catalogue description and objectives for the course. The process for developing and administering this curriculum across several sections of the same course involves the designation of one of the instructors as coordinator with open participation from the other instructors. Two scheduled reviews of the course with the program director occur prior to the start of the semester. The coordinator and instructors meet regularly throughout the semester. At the end of the semester student work is collected in portfolio form and assessed annually in a one day faculty retreat.

Core Curriculum

Core non-studio curriculum such as History of the Built Environment I & II or Building Materials are reviewed periodically by the BSAED program director and the assigned faculty.

Elective Curriculum

Elective non-studio curriculum is reviewed periodically by the BSAED program director and the assigned faculty.

Annual Assessment Retreat

Following spring exams, the faculty will attend a one day retreat including assessment of BSAED Student portfolios and discussion/response of assessment results. This exercise is intended to provide a barometer of student progress in the program and allow for coordinated adjustments of the curriculum to meet particular needs (see Self Assessment).

Graduate Architecture Curriculum Review Process

Curriculum review and development happens at multiple levels.

To insure continuity of instructional delivery in general, and also while employing part-time instructors, each full-time faculty member has specific oversight responsibilities for "streams" within the curriculum. The current Curriculum Area Leader assignments will be available in the Team Room.

Changes to the graduate curriculum originate from both formal and informal assessment – faculty discussion and student feedback, to measured assessment.

The Graduate Architecture Curriculum Committee is a quorum of three of the tenured/tenure track faculty, including the department chair. Changes and developments are discussed to the fullest extent in faculty meetings, but departmental approval is by committee vote.

The next step is approval by the Dean, followed by approval by the Curriculum Committee of the Graduate Council.

II.3. Evaluation of Preparatory/Pre-professional Education

General Education Requirements

Transcripts of students entering the graduate program are reviewed to ensure that they have had sufficient general education in the humanities. Those who have not met general education requirements, which sometimes happens in some undergraduate pre-professional programs that do not offer balanced education (for example, this has occurred with some students from foreign programs) must do so at the graduate level, and may be required to take more non-architectural electives.

Determination of Placement in 90/60 Master of Architecture Program

Applicants who are placed in the 60-credit program, *which is the equivalent of giving advanced standing*, are evaluated for having met the SPC associated with the first year of the 90-credit program. The SPC significantly introduced and partially met in preparatory/preprofessional education are: These are A.1 Communication Skills; A.3 Visual Communication Skills; A.6 Fundamental Design Skills; A.8 Ordering Systems Skills; A.9 Historical Traditions and Global Culture; B.2 Accessibility B.7 Financial Considerations B.10 Building Envelope Systems; B.12 Building Materials and Assemblies; C.2 Human Behavior.

For graduates of the Morgan State University BSAED program: a grade of "B" or higher is accepted for required BSAED courses. The BSAED program has a rigorous self-assessment process that includes evaluation of course content and instructional delivery for the SPCs associated with the first year of the 90-credit program (see I.1.5 Program Self Assessment). Students with less than a "B" grade in required BSAED courses do not qualify for placement in the 60-credit program without a documented explanation of exceptional circumstances. Additionally a portfolio is required for admissions, and the portfolio evaluation is part of the placement process.

For graduates from a community college with an articulation agreement with MSU (Anne Arundel Community College; Montgomery College): a grade of "B" or higher in the specific equivalent courses paired with each first year SPC.

For graduates of other preparatory/pre-professional programs in the United States:

1. identification of specific courses with each first year SPC
2. reading of full syllabus for those courses from the sending institution

For graduates of other preparatory/pre-professional programs from non-United States programs:

1. use of the international transcript equivalency programs accepted by the SGS
2. identification of specific courses with each first year SPC
3. a grade of "A" in these courses

OR

4. a grade of “B” in these courses paired with an exceptional portfolio with indications of SPC achieved within the portfolio

For all students, regardless of placement, the Comprehensive Design Review (CDR), is used to evaluate student achievement of “pre-requisite” Student Performance Criteria (see II.2 Curricular Framework). The CDR serves as an additional program self-assessment of the pre-professional education at MSU.

For the 3 + 2 Master of Architecture degree program, evaluation of general education requirements are made by the undergraduate Retention Coordinator. Evaluation of pre-requisite SPC for 3 + 2 students is covered within the BSAED self-assessment process. The rigorous admissions process is explained within the admissions and policies document for this program (see Part 4 Supplemental Information).

II.4. Public Information

II.4.1. Statement on NAAB-Accredited Degrees

The SA+P website, under Department of Architecture, includes the exact language from NAAB explaining the parameters of an accredited program.

This exact language is also included with the Department of Architecture Student Guidelines. Each student, upon matriculation, meets with the Department Chair for an initial academic advising. During this initial meeting, each student receives a copy of the Student Guidelines and the Comprehensive Design Review (CDR) information sheet. Each student signs their name on a signature page, acknowledging that he or she has received these documents, which include the NAAB statement on the parameters of an accredited program (see also Part III.1.A).

II.4.2. Access to NAAB Conditions and Procedures

Access to NAAB Conditions and Procedures is highlighted in the mandatory Student Guidelines received by each student, and a link to NAAB is provided within the Department of Architecture website.

http://www.morgan.edu/School_of_Architecture_and_Planning/Academic_Programs/Architecture/Accreditation.html

II.4.3. Access to Career Development Information

- An annual “Shop Talk” event for all undergraduate students is a discussion of professional career options and alternative careers, and shares basic career development information.
- The SA+P has an IDP Coordinator (Sanjit Roy). Access and activities are described in I.1.3 C Architectural Education and the Regulatory Environment; these many IDP Coordinator services are vital to career development.
- Information about the SA+Ps extensive and close relationship with the profession is under I.1.2 B Architectural Education and Students.
- Each graduate student has access to an Academic Advisor, who is full-time faculty member and serves as a *career mentor* is included under
- Each undergraduate student has access to a full-time retention coordinator, who also serves to distribute and explain career development information.
- AIAS and NOMAS distribute career development information.
- The following The following published materials are available in the SA+P Resource Library:

- *The NCARB Handbook for Interns and Architects*
Toward an Evolution of Studio Culture
The Emerging Professional's Companion
- The following web-links are available at the Department of Architecture website:
under Architecture Career Information:
www.ARCHCareers.org
www.NCARB.org
www.aia.org
www.aia.org
www.acsa-arch.org

II.4.4. Public Access to APRs and VTRs

Concerning the 2005 APR/2005 VTR and 2008 FETR, these are available to students, parents and the general public by request at the administration office. *Additionally*, a non-circulating copy of the 2005 APR and 2005 VTR is available in the SA+P Resource Library. Faculty all have their own hard copy of the 2005 VTR/2008 FETR; most have their own hard copy of the 2005 APR, and others are able to borrow circulating copies from the Department Chair or the Assistant to the Dean. The Assistant to the Dean maintains a copy available to the staff.

Concerning the 2010 APR: this will be available at the Department of Architecture website following acceptance at NAAB:

http://www.morgan.edu/School_of_Architecture_and_Planning/Academic_Programs/Architecture.html

When the 2010 APR is linked on the website, it concerns earlier editions APR/VTR/FETR.

II.4.5. ARE Pass Rates

ARE Pass Rates are available at the Department of Architecture website:

http://www.morgan.edu/School_of_Architecture_and_Planning/Academic_Programs/Architecture/ARE_Pass_Ratings.html

Architectural Registration Exam (ARE) Pass Rate

Source: NCARB (<http://www.ncarb.org/ARE/ARE-Pass-Rates/Pass-Rates-by-School/>)

ARE PASS RATES – 2008 (ARE 4.0)

School	Programming, Planning & Practice		Site Planning & Design		Building Design and Construction Systems		Schematic Design		Structural Systems		Building Systems		Construction Documents & Services	
	#	Pass Rate	#	Pass Rate	#	Pass Rate	#	Pass Rate	#	Pass Rate	#	Pass Rate	#	Pass Rate
Morgan State University	2	50.00	0	0.00	1	100.00	1	0.00	0	0.00	1	0.00	2	0.00

ARE PASS RATES– 2007

	PRE Design		GENERAL STRUCTURES		LATERAL FORCES		MECHANICAL & ELECTRICAL SYSTEMS		MATERIALS & METHODS		CONSTRUCTION DOCUMENTS & SERVICES		SITE PLANNING		BUILDING PLANNING		BUILDING TECHNOLOGY	
	#	Pass Rate	#	Pass Rate	#	Pass Rate	#	Pass Rate	#	Pass Rate	#	Pass Rate	#	Pass Rate	#	Pass Rate	#	Pass Rate
Morgan State University	5	0.60	6	0.83	3	1.00	5	0.60	7	0.86	10	1.00	1	0.00	1	0.00	1	0.00

ARE PASS RATES – 2006

	PRE Design		GENERAL STRUCTURES		LATERAL FORCES		MECHANICAL & ELECTRICAL SYSTEMS		MATERIALS & METHODS		CONSTRUCTION DOCUMENTS & SERVICES		SITE PLANNING		BUILDING PLANNING		BUILDING TECHNOLOGY	
	#	Pass Rate	#	Pass Rate	#	Pass Rate	#	Pass Rate	#	Pass Rate	#	Pass Rate	#	Pass Rate	#	Pass Rate	#	Pass Rate
Morgan State University	1	1.00	1	0.00	2	0.00	2	1.00	0	0.00	0	0.00	6	0.67	4	1.00	7	0.71

ARE PASS RATES– 2005

	PRE Design		GENERAL STRUCTURES		LATERAL FORCES		MECHANICAL & ELECTRICAL SYSTEMS		MATERIALS & METHODS		CONSTRUCTION DOCUMENTS & SERVICES		SITE PLANNING		BUILDING PLANNING		BUILDING TECHNOLOGY	
	#	Pass Rate	#	Pass Rate	#	Pass Rate	#	Pass Rate	#	Pass Rate	#	Pass Rate	#	Pass Rate	#	Pass Rate	#	Pass Rate
Morgan State University	3	0.67	4	0.25	2	1.00	4	0.50	4	0.50	4	1.00	9	0.78	8	0.62	9	0.44

Part Three. Progress Since Last Site Visit

1. Summary of Responses to the Team Findings 2005

Conditions Not Met, VTR 2005:

- 3. Public Information
- 5 Human Resources
- 7 Physical Resources
- 8 Information Resources
- 12.21 Building Service Systems
- 12.28 Technical Documentation

Of the six Conditions Not Met in the 2005 Visiting Team Report, three of these were considered met during the Focused Evaluation Team Report 2008.

Of the remaining deficiencies, two deficiencies are within Conditions, and one deficiency is a Student Performance Criterion:

A. Responses to Conditions Not Met

Part II, Item 3. Public Information

"The program must provide clear, complete and accurate information to the public by including in its catalog and promotional literature the exact language found in Appendix A-2, which explains the parameters of an accredited degree program." NAAB.

From 2005 VTR:

"While the required statement language is found in the Graduate Catalog, it does not appear in the IAP's brochure or on its newly developed web site."

From 2008 FETR:

"The required NAAB public information is now easily available on the web site and as part of mandatory student advising."

Response from Program:

This condition was deemed met by the 2008 FETR.

The SA+P website, under Department of Architecture, includes the exact language from NAAB explaining the parameters of an accredited program.

This exact language is also included with the Department of Architecture Student Guidelines. Each student, upon matriculation, meets with the Department Chair for an initial academic advising. During this initial meeting, each student receives a copy of the Student Guidelines and the Comprehensive Design Review (CDR) information sheet. Each student signs their name on a signature page, acknowledging that he or she has received these documents, which include the NAAB statement on the parameters of an accredited program.

Part II, Item 5: Human Resources: Not Met

"The program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, administrative and technical support staff, and faculty support staff."

From 2005 VTR:

"The faculty complement is barely sufficient to meet the needs of the graduate program in light of the burgeoning success of the undergraduate enrollment that currently exists without a dedicated coordinator. The administrative head is overseeing multiple programs; the administrative support staff is one well-qualified individual who needs additional support; and the technical support staff is wholly inadequate for a program that is developing increased scale and complexity. There is a vacant position for one additional administrative support staff person that remains unfilled due to the lack of benefits. There is no evidence of faculty support staff."

From 2008 FETR:

"The lack of a demonstrable change in this area is of significant concern, and should be addressed at the next accreditation visit. Plans to address these areas were encouraging, but must be implemented."

Faculty Resources:

Existing faculty work loads are very high: faculty exclusively teaches studio courses and required support courses, with no room for any faculty to develop elective courses. As a result, most student required electives are fulfilled by internship experiences, rather than by academic opportunities beyond the core course work. Only four faculty members are tenured or tenure/tracked, and greater stability in this area is necessary. A university-wide freeze on adjunct appointments will adversely affect the ability of this professional program to take advantage of local professionals for individual courses. The architecture program is considering asking local firms to "sponsor" adjunct appointments. Because of the very small faculty, students often take multiple courses from the same person, which is not the national norm.

The University Provost indicated a willingness to immediately add a tenure track faculty line, (and we are assuming this would be in addition to the existing faculty capacity, rather than a simple conversion of a "contract" person to tenure track status.) The University Provost indicated that some programs, with sufficient justification, would be exempt from the freeze on adjunct hires, and she felt that architecture program would fall in this category. She appeared unwilling to expect local firms to support adjuncts.

Staff Resources:

The newly formed School needs significant administrative staff infrastructure: the single clerical staff member in the dean's office is inadequate for architecture, planning, and landscape architecture. There is no budget officer, and "graduate assistants", while helpful, are not reasonable substitutes for administrative positions.

The University Provost served as the "founding dean" for the newly formed School of Mathematics, Computers and Biological Sciences that separated from the College of Liberal Arts at Morgan State in 1997. She understood the process of establishing a new

administrative unit, and indicated a willingness to provide an Assistant Dean, as well as appropriate administrative staff.

Information Technology Specialist

The woeful status of technology resources in the school is exacerbated by the lack of a full time person with primary responsibility for managing the technology infrastructure: inventory, licenses, warranties, repairs, supplies, software updates, and printing. The students' education suffers because of the over-reliance on graduate assistants, and student workers. Consequently, the equipment that the school does have is not being used in an optimal way.

Most worrisome to the visiting team was the inequity related to access to computer technology. Many students who worked at local architectural firms were able to use the office equipment, and especially the printing capabilities, for their school-work. The other students who do not have access to office printing and computing were at a distinct disadvantage, creating additional frustration. Lack of printing access was frustrating to students and faculty alike, and has a distinct negative impact on design education in which reviewing the work of classmates is an important part of peer learning.

The University Provost expressed a willingness to immediately "shuffle" someone from the centralized IT department on assignment full time to the School of Architecture and Planning.

The School Dean outlined a "Title 3" funding opportunity of \$375,000 to address technology equipment, software, and staffing needs. A comprehensive plan has been developed, with funding recently approved weeks before the visit in October 2008."

Response from Program 2010:

Faculty Resources:

Effective for academic year 2009-2010, a tenure-track position was shifted to the Master of Architecture degree program, shifted from a vacated undergraduate tenure-track position.

Concurrently a new line position of full-time Lecturer was created. Jeremy Kargon, a full-time lecturer, was promoted to fill this Assistant Professor position effective in August 2009, following a faculty search process.

Jeremy Kargon, LEED AP, is an experienced registered architect with an excellent education from Yale University and Columbia University. Following his appointment, he has taken a leadership position in coordinating the essential Architectural Design Studio III + IV sequence (Second Year Graduate Design), developed the first on-line course for the Department of Architecture, developed a strong undergraduate elective course utilizing a unique Baltimore rare book library, and reinvigorated the courses in environmental controls and building materials, integrating concepts of sustainability. In addition to the academic coordination of second year design studio, Jeremy Kargon is academic coordinator for Environmental Controls and Materials and Methods of Construction. With William Chan, he is academic co-coordinator for the history/theory sequence; and with Ruth Connell, he is academic co-coordinator for Terminal Project Design Seminar, and Research Development.

The net growth in numbers of faculty positions within the graduate program of architecture during 2008-2009 was one full-time Lecturer position, filled in January 2009 by Sanjit Roy.

Sanjit Roy is an exceptionally talented design educator with teaching capabilities in computer representation technologies and structures. Mr. Roy has an undergraduate degree in architecture from the School of Planning and Architecture, New Delhi, India, and a graduate Master of Science in Architecture from the University of Cincinnati. Sanjit Roy engaged the attention of the City of Baltimore with his award-winning *Art Serpent*, constructed by Morgan Students for Baltimore Artscape in 2008, and initiated, with Suzanne Frasier, Assistant Professor, a study-abroad program for the SA+P in India (described elsewhere). Sanjit Roy has been very visible in presenting posters and papers at ACSA regional and national meetings, and continues to enter design competitions, regionally and internationally. Sanjit Roy has been appointed the academic Structures Coordinator, with the responsibility of maintaining and improving the structures sequence, and supervising and assisting adjunct lecturers teaching in the structures sequence. In addition to coordinating Structures, Mr. Roy is the academic coordinator for First Graduate Year, Semester One; academic coordinator for Representation (Hand Graphics and Computerized). Sanjit Roy is the SA+P IDP coordinator.

An undergraduate program director was hired in a tenure-track position to teach and administer the BSAED program in fall 2008. Gabriel Kroiz AIA, an architect with Baltimore roots, and a graduate of both the Rhode Island School of Design and the University of Maryland, has brought vigorous energy to evaluating and reorganizing the undergraduate curriculum, and has been creative in maximizing the physical facilities. His working experience in the profession has guided his vision for keeping the program relevant to both the profession and to Baltimore. Under his leadership, and with the support of Dean Akers, a model shop has been established.

Dale Glenwood Green, LEED AP, Associate AIA, was hired as a full-time Lecturer in the BSAED program, effective academic year 2009-2010. Dale Green earned the Master of Architecture and Historic Preservation at the University of Illinois at Urbana Champaign, following his graduation from the BSAED program, and is currently a Ph.D. candidate in Architectural Studies at the University of Missouri (low-residency program). However, Dale Green's teaching contributions are in both the undergraduate and graduate programs, and he has been instrumental in expanding the elective offerings in historic and cultural preservation, which are planned to grow into a certificate program.

Since the Focused Team Visit in October 2008, Mahendra Parekh AIA, Associate Professor, retired, thus vacating a tenure-track position. Following a nationally advertised faculty search process, Sanjit Roy was appointed to fill this position as Assistant Professor in August 2010. The Lecturer position was created and filled in January 2009 by Sanjit Roy,

Dr. Mohammad Gharipour was appointed to the full-time Lecturer position vacated by Sanjit Roy, as a result of a nationally advertised faculty search process. Dr. Mohammad Gharipour is an emerging international scholar, with a diversity of research subjects in architecture and architectural history. Dr. Gharipour has a forthcoming book on *Persian Gardens and Pavilions: Reflections in History, Poetry and the Arts* (IB Tauris Publishers), and will be the principle editor, and founder, of the new *Journal of Islamic Architecture and Urbanism* (2012). Dr. Gharipour has the capability to teach in the graduate design studios, in addition to history of the built environment core courses, upcoming historic preservation electives, and specialized history/theory topics.

Effective for academic year 2010-11, the BSAED undergraduate program was restored a full-time position at the level of Lecturer. This position was filled by Pavlina Ilieva. Pavlina Ilieva is a prolific and award winning designer who brings an important combination of skills and interest to the school and will be teaching both beginner and advanced classes within the BSAED Program. The combination of a strong set of digital skills including BIM and a focus of visual communication supports her role both teaching and contributing to the curriculum for the communications skills classes. Her project experience and research in urban sustainability and design/build support her role in advanced studio classes including coordinating several sections of the junior housing studio.

Additionally, more adjunct faculty positions were made available to both the graduate and undergraduate programs. Faculty were encouraged to develop elective courses, for academic year 2010-2011, and the Department Chairperson will request adjunct faculty to teach required elective courses to enable existing faculty to develop and teach elective courses. Although Department would benefit from more tenure-track positions at the graduate and undergraduate levels, everyone recognizes that the State of Maryland is undergoing a hiring freeze, and the willingness of the administration to provide adjunct lecturers has created a positive situation.

Staff Resources:

Staff support to the office of the Dean was reinforced with the addition of an Assistant to the Dean staff position, which was filled by Evan Richardson, former Retention Coordinator. The Assistant to the Dean manages physical facilities, works with the Information Technology Specialist to coordinate I.T. services to the School.

Johnnie Macon was appointed Retention Coordinator.

Brian Stansbury was retained as a full-time Fabrication Shop Manager.

One of two full-time administrative staff positions was split into two-part time positions (at 30 hours per position) increasing the coverage for the front administrative office, effective August 2010. A third part-time administrative staff may be hired in October 2010 to assist the Dean in managing external funding grants and faculty in grant-writing projects.

Information Technology Specialist

Raul Valdez, Information Technology Specialist, was hired in spring 2010, to replace Dr. Hassan Rasheed. Two part-time students (20 hours a week per student) were assigned to SA+P by the VP for Planning and Information Technology.

Part II, Item 7: Physical Resources 2010:

"The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes." NAAB.

From VTR 2005:

"The IAP occupies 24,000 ft² (7,315 m²) on the first and second floors in a building in which the only academic programs are those of the IAP. It is clear with the growth of the undergraduate program that this facility, while temporary, is not adequate to satisfy the needs of the graduate program and the expanding undergraduate program. While there is an expectation that planning for a new building will begin next year and its construction is scheduled for completion in 2010, it is clear that interim solutions are needed immediately. In addition, items what were noted by the last visiting team (inadequate office space for full-time and adjunct faculty who must meet privately with students and the absence of a model shop) have not been addressed.

Although additional computers have been provided, more computers, printers, and plotters are needed."

From FETR 2008:

"The lack of demonstrable change in this area is of significant concern, and should be addressed at the next accreditation visit. Plans to address these areas were encouraging, but must be implemented.

New Building Plans

The team received mixed signals regarding the timing of the new building. However, the Provost assured the team that the legislature had just approved construction funding in the previous week, with an increase in funding from \$44,000,000 to \$57,000,000. In reviewing the Schematic Design Documents, it was noted that the studio space on the first floor designated for Architecture, Planning and Landscape Architecture contained 230 work positions in a tight, lined arrangement, without any "pin up" walls or teaching stations. With the current growth rate of the Undergraduate Architecture Program, along with projected increases in the Masters programs in Architecture, the team is concerned that the space will be inadequate upon building commissioning.

The Existing Building

The previous lack of private faculty offices has been addressed. However, numerous facility deficiencies remain in the Montebello Complex, a former Veterans Administration Hospital that seriously hampered the educational process. Although the School of Architecture and Planning has adapted to the building in a manner that utilizes it to its fullest, the facilities are minimal.

Security cannot be attained in the studio spaces since the door locks are inoperable and neither lockable desks nor lockers are available to secure student equipment. Students do not view the studio as an educational home, but as merely as a temporary classroom where they maintain minimal resources.

Computer and support resources: se comments above regarding I T specialist Technology resources in the architecture program are inadequate, particularly in light of the increased used o technology by the profession. Understanding of complex software programs is essential to the workplace, and Morgan State is fortunate to have faculty expertise in this area. Exiting new construction techniques have evolved from the integration of software development, design efforts, and increasingly sophisticated digital fabrication capabilities. In addition, new challenges in sustainable design can be met with new software analysis. The students suffer in not receiving this level of technology.

The highest physical need is digital output. Plotting systems are often "down" and parts from one plotter are shifted to the other plotter in attempts to keep one machine working. Often, students are unable to output their projects. Juries have actually been cancelled when local professionals arrived to participate but the students were unable to output

their design work. As noted above in condition 5, disparity between students with and without access to technology at a local office establishes an “unlevel playing field” that is inequitable. At a basic level, printing output for student learning is a frustrating challenge.

As noted above in condition 5, the Dean has developed a plan related to extensive funding under “Title 3” allocation. This plan will include equipment and staffing. Students reported a plan for a model shop and photography area. Improving digital resources remains an important challenge for the program in the near future.

Faculty and student requests for a woodshop/workshop/or fabrication shop are related to this desire to integrate digital technology in construction. Students maintained that Morgan State University was the only architecture program in the country without a laser-cutter, which uses digital files to automate the construction of design models. (While this claim is unsubstantiated, most architecture programs, community colleges, and even many high schools have laser cutter technology for student use.)

Also noted was the fact the building elevators were out of service and appeared to be inoperable for quite some time.

Because the architecture program will remain in its present location for at least the next three years, the team believes that simple but critical improvements in building security and data systems would improve the quality of the studio-based education. The provost pledge to assist the School in addressing these needs.”

Response from Program 2010:

Happily for the Department of Architecture, the new building, “The Center for the Built Environment & Infrastructure Studies”, or “CBEIS”, is now under construction, and the SA+P can realistically anticipate full occupation before fall semester 2012. The building includes studio space with student workstations for 230 in Architecture (graduate and undergraduate). The facility will be shared with the Department of Civil Engineering, the Institute for Transportation, and some additional programming. Academic classroom use will be in the adjacent and existing engineering building. Because both current enrollment and growth suggest higher student capacity needs for Architecture, the SA+P is engaged in planning discussions for sharing additional studio spaces off-campus, potentially in partnership agreements with sister institutions and/or the private sector.

In the interim, some light renovations – such as the provision of Homasote on many wall surfaces throughout the SA+P realm with the Montebello building – have enhanced the current facility. Thus, by renovating corridor space and other spaces, there are more locations for student critics, and exhibitions of student work. Lighting has been improved with better maintenance of existing fixtures. The elevators are repaired and working. Since 2005, additional classrooms within Montebello have expanded the SA+P footprint within this structure.

Also since 2005, and concurrent with the arrival of the new Dean in January 2008, administrative offices were located to more expansive renovated spaces within Montebello, freeing up more space for SA+P faculty offices. Now all full-time architecture faculty have private, individual offices in the existing location, and will also have private, individual offices in the Center for the Built Environment & Infrastructure Studies.

Continuing into 2010, through reorganization of existing resources, the BSAED program is able to provide one “cold desk” for each student enrolled in a design studio, beginning at the sophomore year level.

A Fabrication Shop was carved out of existing space on the basement level, and is fully functional, and is staffed by a full-time person (see Human Resources above).

Information Technology resources, including instructional computer labs, are reported in this document under Physical Resources.

Part II, Item 8: Information Resources:

"The architecture librarian and, if appropriate, the staff member in charge of visual resource or other non-book collections must prepare a self-assessment demonstrating the adequacy of the architecture library." NAAB.

From VTR 2005:

"The team was provided with an assessment that indicated the numbers of volumes (4,800) available remain below the required 5,000 titles. It appears from previous reports that this collection has diminished. Although there are 1,200 volumes available in the in-house Media Resource Center, these are neither readily accessible nor included in the main library cataloging system."

From FETR 2008:

"The Morgan State architecture program solicited donations from the local profession to increase the library collection. The team visited the collection at the very handsome new campus library."

Response from Program 2010:

This condition was deemed met by the 2008 FETR.

Since 2005, a new university library opened, which has recently been named the Earl S. Richardson Library, in honor of the eleventh President of Morgan State University. In 2007-2008, the library expended ten thousand dollars on new architecture books, primarily in the NA section, using private funds raised by the department and 100% matched by the university.

See 1.2.5 Information Resources for a description of the re-established SA+P Resource Library.

Student Performance Criteria:
12.2.1 Building Service Systems

"Understanding the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems." NAAB.

From VTR 2005:

"This condition is partially met. These issues are covered extensively in ARCH.523, Architectural Technology III, with the exception of plumbing, vertical circulation, communication and security."

From FETR 2005:

"The 2005 Visiting Team noted that this criterion was not met in part, specifically plumbing, electrical, vertical transportation, communication, security and fire protection systems. This criterion is now met through the redesign of the course in "Environmental Systems."

Response from Program 2010:

This condition was deemed met by the 2008 FETR.

Beginning in year 2008, with the arrival of Jeremy Kargon, ARCH 523 Architectural Technology III (Environmental Controls) was thoroughly updated, including an interweaving of sustainable design concepts and applications. Plumbing, vertical circulation, communication and security were included. The course is now in the very competent hands of Walter Currin, Adjunct Lecturer; however, Jeremy Kargon is the academic coordinator for the course, which means that he reviews the content of the course, works with, guides and mentors the adjunct assigned to teach the course. The academic coordinator system helps integrate the teaching of adjuncts fully with the goals of the curriculum, and to ensure that Student Performance Criteria are met. Whenever the program must use an adjunct to teach a required course, a full-time faculty member is assigned as an academic coordinator.

Student Performance Criteria:

12.28 Technical Documentation

"Ability to make technically precise descriptions and documentation of a proposed design for purposes of review and construction." NAAB.

Comment from VTR 2005:

"Although the elective internship courses and elective Production Techniques course meet this criterion, there is no evidence that all students get this experience."

From 2008 VTR:

"The previous team recognized that content in Arc 541 could meet this condition if Arc 541 was made a required course. Arc 541 is now a required course, but, in reviewing the current course work, it was unclear if the work was sufficient to meet this criterion. (It should be noted that the course was based on advanced "building information modeling" software, placing Morgan State ahead of many schools in this area.) Work in the "internship" course could also be considered related to this criterion with improved guidelines. However, internship is not a required course."

Response from Program 2010:

As explained in the Annual Report narrative in 2009, ARCH.541 Architectural Technology VI: The Integrated, Intelligent Detail course has continued its development, and has been redesigned as a new course, with changes instituted in Spring 2009. As the recipient of 2008 NCARB grant for developing a new course that integrates practice with the academy, ARCH.541 was reinvented as a new course, with a more intensive concentration on the critique, design and development of building details, in close student-practitioner mentoring relationships. This has created more student ability in the "technically precise descriptions and documentation" of design.

Referring to the program matrix for Student Performance Criteria, this criterion is also associated with ARCH 540 Architectural Design IV. Within ARCH 540, students are taught how to create wall sections, and other technical drawing types.

B. Responses to Causes of Concern

Comment from previous 2005 VTR:

"The Institute currently occupies approximately 24,000 ft (7,315 m²) on the first and second floors in a building in which the only academic programs are those of the IAP. While there is an expectation that planning funds will be allocated by the State of Maryland for a new building next year and construction is scheduled for completion in 2010, it is clear that interim solutions are needed immediately to handle the needs of the graduate programs and the rapid growth of the undergraduate Bachelor of Science in Architecture and Environmental program. In addition, items that were noted by the last visiting team (adequate office space for full-time and adjunct faculty whom must meet privately with students and a model shop) have not been addressed.

The undergraduate program has grown rapidly over the last 3 years. It appears as though the program growth has outgrown the resources (space, equipment and human) needed to accommodate its demands, thus straining those resources intended for the graduate program.

While there is a great anticipation about the new university library currently under construction, the team is concerned that the architecture information resources do not meet NAAB minimum of 5,000 NA volumes. In additional, the annual statistical reports indicate that the collection has diminished since the last visit.*

Computer technology resources are not effectively managed. Output devices are inadequate to service the graduate and undergraduate programs. Technical support is provided by one part-time staff member who works only on weekend, when neither students and nor faculty are present. Students and faculty consistently noted technical support as unsatisfactory.

The Architecture Program does not have sufficient staff support to effectively operate a program of this size. There is currently one administrative staff member for the director of the institute who manages three programs. No staff support exists for faculty or the program coordinators.

There is a need for the central administration to reconcile its expectations for the program and the resources it provides to administer it.

**The Library of Congress classification for the historical and aesthetic aspects of architecture.*

Response from Program 2010:

Since the 2005 VTR, approximately 5,267 square feet in the Montebello has been added to the School of Architecture and Planning. The Dean has been "aggressively" procuring these spaces to meet the growing needs of the School. In the last two years, she has obtained additional spaces in the C wing for a shared crit space, undergraduate studio,

shared computer lab, print shop, and faculty offices. The materials in the former resource library were transferred to the new Earl S. Richardson library to convert the space for additional undergraduate studios. Furthermore, a functioning model shop was established in C-09 and a container van, located in the parking lot, is used as an extension for the shop. Every full-time faculty member has his/her own office. An exception is a shared office between the new BSAED lecturer, who joined SA+P in Fall 2010, and the Construction Management Director/faculty, who will be coming in January 2011.

Dean Akers is currently seeking additional space for studios in downtown Baltimore. She has actively participated in an initiative among Morgan State University, University of Maryland College Park, and Coppin State University to request the Maryland state system to lease a space in the heart of the city for instructional purposes. The vision is for these institutions to collaborate more in urban-focused projects.

Computer technology resources are now effectively managed. A full-time IT manager position was established in 2009. Two student assistants were provided by the VP for Planning and Informational Technology. The SA+P has also hired three part-time students who operate the model shop and print shop. A local network server provides the necessary software needs for the various programs. These include AutoDesk Suite, Adobe Design Suite, ArcGIS, and Google SketchUp 7, among others.

The SA+P has hired two part-time administrative assistants to assist chairpersons and faculty. A third position may be filled in October 2011.

2. Summary of Responses to Changes in the NAAB Conditions

Studio Culture Policy extension: The Studio Culture Policy is relatively new within the SA+P. Students and faculty collaboratively developed it; however the next steps of integrating the ideals and practical aspects of the SCP to all other academic areas, and to engage the staff, is an objective for academic year 2010-2011. The graduate and undergraduate programs are demonstratively committed to this objective.

Long Range Planning: the Department has increased the use of long-range planning to reach goals and objectives. More self-assessment processes are in place, and are informing the long-range planning process. Structured solicitation of input from students and graduates is valued. A new "mid-way" student survey is an addition to current student survey/s. The graduate architecture student committee, working with the department chair, is a continual source of student input.

The opportunities for faculty and student involvement in governance are discussed under I.2.2.

It has always been an objective to closely match faculty expertise with teaching responsibilities. The deep pool of highly-qualified individuals in the Baltimore metropolitan area is reflected in the high quality of the adjunct lecturers. The full-time faculty who have joined the SA+P since year 2005 have brought an expanded set of specific skills related to the various elements of the curriculum/s.

The greater scope of "Historical Traditions and Global Culture" is associated with specific history of the built environment courses, but is a value that extends throughout the design studios and other coursework, and the culture of the program itself.

The program has been on a continuous improvement track in teaching sustainable design. The elevation of Student Performance Criterion B.3, Sustainable Design, to ability is in harmony with sustainability education at Morgan State University.

The elevation of Student Performance Criterion B.5, Life Safety, to ability is addressed in the design studio, specifically ARCH.540 Architectural Design Four, and students are evaluated for this ability in the Comprehensive Design Review (CDR).

End of Part III

Part Four (IV). Supplemental Information

IV.1. Course Descriptions

IV.2 Faculty Resumes

IV.3. Visiting Team Report 2005

Annual Reports

IV.4. Department of Architecture Student Guidelines

IV.5. Catalog URL

Graduate Courses

All architecture courses in the NAAB-accredited sequence are included under Required Courses below. One-page descriptions follow. Descriptions of all courses, including undergraduate BSAED course descriptions are available at the following web address:

<http://www.morgan.edu/Documents/Academics/SAP/ARCH%20course%20descriptions.pdf>

Required Courses

ARCH 510	Environmental Design	6
ARCH 511	Built Environment History	3
ARCH 513	Architectural Technology I (Statics and Strength of Materials)	3
ARCH 520	Architectural Design II	6
ARCH 521	Built Environment History II	3
ARCH 522	Architectural Technology II (Building Systems-Structures)	3
ARCH 523	Architectural Technology III (Environmental Controls)	3
ARCH 530	Architectural Design III	6
ARCH 531	Built Environment History III	3
ARCH 532	Architectural Technology IV (Building Systems-Structures)	3
ARCH 533	Architectural Technology V (Building Materials)	3
ARCH 540	Architectural Design IV	6
ARCH 541	Architectural Technology VI (Integrated Intelligent Detail)	3
ARCH 550	Architectural Design V	6
ARCH 561	Architectural Practice, Law and Management	3
ARCH 771	Terminal Design Project Seminar	3
ARCH 772	Architectural Design Studio VI (Terminal Design Project)	6
ENST 512	Graphics Workshop	3

Partial List of Available Electives

ENST 515	Socio-Spatial Patterns of Human Settlement	3
ENST 542	Advanced Communications (3-D Modeling)	3
ENST 573	Principles of Site Planning	3
ENST 601	Historic and Cultural Preservation	3
ENST 605	Historic and Cultural Preservation Studio	6
ENST 714	Built Environment Internship I	3
ENST 715	Built Environment Internship II	3
ENST 716	Built Environment Internship III	3
ENST 717	Built Environment Internship IV	3
ENST 738	Seminar in Built Env. Studies (A Survey of Imaginary Buildings)	3
ENST 738	Seminar in Built Env. Studies (Multimedia Color and Hand Graphics)	3
ENST 738	Seminar in Built Env. Studies (Urban Form & Infrastructure)	3
ENST 738	Seminar in Built Env. Studies (Social Aspects of Urban Form)	3
ENST 739	Design & Human Behavior	3
ENST 770	Computer Aided Design I	3
ENST 771	Computer Aided Design II	3
ENST 788	Supervised Research	3
ENST 789	Supervised Research	3
URBD 511	Urban Design	3
CREP 514	Seminar in Urban Design I	3
CREP 515	Seminar in Urban Design II	3

ARCH 510, Environmental Design, 3 credits

Course Description: This studio is an introduction to the vocabulary and tools of the built environment professional through an interdisciplinary studio for all first year architecture students. The course is designed to move students from an initial view of their personal values and environment to a more expansive view of values and environments of others.

Course Goals & Objectives:

- Introduce student to contemporary trends of the built environment professions.
- Apply basic problem solving and develop visual communication skills.
- Understand the system of ordering of elements of architecture such as point (column), line (wall), plane (room), and volume (form & space) to create an architectural composition in the built environment.
- Using Baltimore as a laboratory, students will analyze through drawings, models and diagrams, the interrelated complexities of forms, spaces and structures of the city.

Student Performance Criteria addressed:

A.3. Visual Communication Skills.

A.6. Fundamental Design Skills

Topical Outline:

Drawing and other representational techniques (30%)

Beginning Design Skills (40%)

Presentation skills (30%)

Prerequisites:

None

Textbooks/Learning Resources:

Ching, Francis. *Architecture: Form, Space, and Order*. Wiley, 2007.

Yee, Rendow. *Architectural Drawing: A Visual Compendium of Types & Methods*. Wiley, 2007.

Offered:

Fall only; annually

Faculty Assigned:

William Chan (F/T)

ARCH 511, Built Environment History, 3 credits

Course Description: This is the first in a three-course sequence surveying the history of architecture from antiquity to the present day. It will provide an introduction to the historic foundations of built form, covering and including developments in the history and theory of architecture, urban form and human settlement patterns from the ancient period through the fourteenth century, to the threshold of The Renaissance. The course will highlight aspects of innovation and change in stylistic expression, building typology, and building technique.

Course Goals & Objectives:

- To see, understand and appreciate architecture as cultural production.
- To explore both western and non-western architectural traditions.
- To explore and analyze national and regional architectural traditions.
- To consider buildings as products of, arenas for, and affirmations of, social behavior.
- To observe and analyze formal ordering systems.
- To appreciate human diversity and the architecture that it has produced.

Student Performance Criteria addressed:

A.9. Historic Traditions/Global Culture.

A.7. Use of Precedents

A.10. Cultural Diversity

Topical Outline:

Introduction; Why study architectural history? (5%)

The Beginnings of Architecture (Stonehenge, the Pyramids) (10%)

Indigenous Architecture of the Pre-Columbian Americas (5%)

The Greek World (Greek City States, Archaic Greece and the Beginning of City Planning) (10%)

The Roman World (Rome: City and Worldwide Empire) (10%)

Early Christian and Byzantine Architecture (10%)

Islamic Architecture and the cities of Islam (10%)

Early Medieval and Romanesque Architecture (10%)

The Architecture of Ancient India and Southeast Asia (10%)

The Traditional Architecture of China and Japan (5%)

The Indigenous Architecture of Africa (5%)

Medieval Towns (5%)

Gothic Architecture (French Gothic & English Gothic) (5%)

Prerequisites:

None

Textbooks/Learning Resources:

Fazio, Michael et al. *Buildings Across Time, 3rd Edition*. McGraw Hill, 2004.

Harris, C.M. *Illustrated Dictionary of Historic Architecture*. Dover Publications, 1983.

Offered:

Fall only; annually

Faculty Assigned:

Paul Walker Clarke (F/T)

ARCH 513, Architectural Technology I (Statics and Strength of Materials), 3 credits

Course Description: This course is devoted to the development and application of the principles of static mechanics and strength of materials as they relate to the analysis of building structures. Prerequisites of physics and mathematics through college algebra are required.

Course Goals & Objectives:

- Structural concepts, including types of building structures, characteristics of building loads types of forces generated in a structural element, types of beams.
- The principles of static equilibrium and their application in finding reactions, vertical shear and bending moments as related to beam structures sections.
- The properties of materials, factor of safety, load factors and a brief introduction to building code requirements.
- Deflection of beams.

Student Performance Criteria addressed:

B.9. Structural Systems.

Topical Outline:

Forces and Moments (25%)

Truss Analysis (25%)

Properties of Sections & Strength of Materials (35%)

Deflection of Beams (15%)

Prerequisites:

College Algebra, College Physics

Textbooks/Learning Resources:

Handouts supplied in class

Offered:

Fall only; annually

Faculty Assigned:

Joe Fleischman (adjunct)

ARCH 520, Architectural Design II, 3 credits

Course Description: The architecture students are introduced to a familiar environmental package of the home and adjacent landscape. The intention of the course is to teach students to design residences and communities based on an understanding of the form and structures of urban home and community prototypes.

Course Goals & Objectives:

- Develop design criteria through the analysis of conditions, needs, aspirations and resources of the resident's environment.
- Understand the elements that produce the satisfying urban home and residential community.
- Understand the role of the residential neighborhood in an urban context.
- Teach students to design urban residences in the community based on understanding of the form and structure of urban home and community prototype as well as gaining an understanding of the complex issues of environmental design.
- The objective of the sequences of exercises is to introduce a methodology of multi-family design from the very basic understanding of vertical circulation of a unit and the modification of the unit design through combination and to reveal the richness in adjacency with respect to privacy and other elevation issues.
- To expose students to design issues on site planning.

Student Performance Criteria addressed:

A.8. Ordering Systems Skills.
B.2. Accessibility.
C.2. Human Behavior.
A.2. Design Thinking Skills
A.3. Visual Communication Skills
A.6. Fundamental Design Skills

Topical Outline:

Study of vertical circulation within a unit (10%)
Design of a single unit based on a program without site specificity (35%)
Analysis of the urban design attributes of an urban site (5%)
Investigation of the interplay of programming and design on the selected site (10%)
Design of the multi-family housing project with enough details to evaluate the livability of the design (40%)

Prerequisites:

ARCH 510

Textbooks/Learning Resources:

Ching, Francis. *Architecture: Form, Space, and Order*. Wiley, 2007.

Offered:

Spring only; annually

Faculty Assigned:

William Chan (F/T)

ARCH 521, Built Environment History II, 3 credits

Course Description: Building on the concepts of ARCH 511 Built Environment History, this course is an introduction to architectural and urban design history from 1500 to 1900, with an emphasis on world architecture and the significance of multicultural architectural traditions. The development of specific built form typologies is studied, including patron residential, religious, civic structures, and urban space. Emphasis will be placed on two specific areas. The first is to identify significant architects, their theories and buildings; the second is to look at how cities evolved, adapting to new uses and styles of habitation.

Course Goals & Objectives:

- Understand the conceptual framework and the evolution of western architecture.
- Develop the ability to recognize, analyze, and critique western architecture.
- Identify and distinguish characteristics between western and non-western architecture.
- Communicate architectural concepts and ideas through verbal presentations, written critiques and graphic expressions.

Student Performance Criteria addressed:

A.3. Visual Communication Skills.

A.9. Historical Traditions/Global Culture

Topical Outline:

Renaissance in Italy (10%)

Renaissance Building Types (10%)

Centrally Planned Churches (10%)

Mannerism (5%)

Baroque (10%)

Palladio (10%)

Islamic Architecture (10%)

Asian Architecture (5%)

Renaissance in Spain and France (10%)

18th Century Architecture (10%)

Early American Architecture (10%)

Prerequisites:

ARCH 511

Textbooks/Learning Resources:

Trachtenberg and Hyman. *Architecture: from Prehistory to Postmodernism*. Prentice-Hall and Harry Abrams, 1986.

Murray, Peter. *The Architecture of the Italian Renaissance*. Shoken Books, 1997.

Wittkower, Rudolf. *Architectural Principles in the Age of Humanism*. St. Martin's Press, 1998.

Offered:

Spring only; annually

Faculty Assigned:

William Chan (F/T)

ARCH 522, Architectural Technology II (Building Systems-Structures), 3 credits

Course Description: The purposes of this course are to develop the student's skills and techniques in the design of basic elements of various wood and steel structural systems; to expand their understanding of the principles and characteristics of various structural materials; and to enhance his/her ability to resolve structural problems of cost, durability, space, legal restrictions, time and aesthetics.

Course Goals & Objectives:

- To develop the student's skills and techniques in the design of basic elements of various wood and steel structural systems.
- To expand the student's understanding of the principles and characteristics of various structural materials.
- To enhance the student's ability to resolve structural problems of cost, durability, space, legal restrictions, time and aesthetics.

Student Performance Criteria addressed:

B.9. Structural Systems.

Topical Outline:

Statics Review (10%)

Material Properties of Wood (15%)

Material Properties of Steel (15%)

Design of Wood members in compression (10%)

Design of Wood members in tension (15%)

Design of Steel members in compression (10%)

Design of Steel members in tension (15%)

Buckling (10%)

Prerequisites:

ARCH 513

Textbooks/Learning Resources:

Handouts provided in class

Offered:

Spring only; annually

Faculty Assigned:

Joe Fleischman (adjunct)

ARCH 523, Architectural Technology III (Environmental Controls), 3 credits

Course Description: ARCH 523 presents an overview of the mechanical systems that facilitate the comfort of building occupants and their use of the building itself. Emphasis is placed on the importance of functional, sustainable, and energy-use-conscious strategies employed throughout architectural design process. The first portion of the semester emphasizes the analysis of building heating/cooling requirements; the latter portion touches upon other mechanical systems, including lighting, waste, and vertical transport.

Course Goals & Objectives:

- Develop a basic understanding of the nature and characteristics of the most commonly-employed environmental control systems.
- Develop a basic understanding of how the responsible design of a building's envelope contributes to the energy performance of buildings.
- Form a nascent ability to make environmentally-responsible design decisions that adequately address issues of suitability, economy, operating efficiency, durability, safety and aesthetics.
- Become familiar with the graphic conventions of technical drawings which describe mechanical, electrical, and plumbing systems.

Student Performance Criteria addressed:

B.3. Sustainability.

B.8. Environmental Systems.

B.11. Building Service Systems.

Topical Outline:

Introduction – Our Preconceptions (9%)

Design Process (10%)

Resources – Matter, Energy, and Space (9%)

Strategies for Comfort and Design (9%)

Thermal Control, Solar Geometry, and Shading Devices (9%)

Heat Flow (9%)

Design for Heating and Cooling/Conventional HVAC Systems (18%)

Lighting; Fire Protection and Electrical Systems (9%)

Water and Liquid Waste (9%)

Vertical Transport (9%)

Prerequisites:

ARCH 510

Textbooks/Learning Resources:

McDonough and Braungart. *Cradle to Cradle*. North Point Press, 2002.

Stein, Benjamin, et al. *Mechanical & Electrical Equipment for Buildings*. Wiley, 2010.

Banham, Reyner. *The Architecture of the Well-Tempered Environment*. Univ. of Chicago Press, 1969.

Brown and Dekay. *Sun Wind & Light: Architectural Design Strategies*. Wiley, 2000.

Elliott, Cecil. *Technics and Architecture*. MIT Press, 1992.

Kontentreal Productions. *Design / E2: First Season, Second Season, & Energy*. Corporation for Public Broadcasting, 2006-2007.

Offered:

Spring 2010, 2009; Fall 2008, 2007, 2006

Faculty Assigned:

Walter Currin (adjunct)

Jeremy Kargon (F/T)

ARCH 530, Architectural Design III, 6 credits

Course Description: ARCH 530 introduces students to the design of moderately complex, public-oriented buildings. Emphasis is placed upon the urban dimension of each building's planning; furthermore, attention to the full range of perceptual scales – “from Macro to Micro” – is given throughout the design process. Students are encouraged, too, to explore sustainable design principles in the earliest stages of their process.

Course Goals & Objectives:

- Iterative development of plan diagrams and sketches.
- Design development through evaluation of physical models.
- Research concerning architectural precedent and typology, “Green Building” technologies, Zoning, Building Codes, and Accessibility requirements.

Student Performance Criteria addressed:

A.2. Design Thinking Skills.
A.5. Investigative Skills.
A.6. Fundamental Design Skills.
A.7. Use of Precedents.
B.2. Accessibility.

Topical Outline:

Precedent Research (5%)
Analytical Exercises (5%)
Presentation Graphics (5%)
Site Analysis (10%)
Massing Study (15%)
Schematic Design (35%)
Design Development (25%)

Prerequisites:

ARCH 520

Textbooks/Learning Resources:

Unwin, Simon. *Analyzing Architecture*. Routledge, 2003.
Papenek, Victor. *The Green Imperative*. Thames & Hudson, 1995.
McMorrough, Julia. *Materials, Structures, and Standards*. Rockport, 2006.
Herdeg, Klaus. *The Decorated Diagram*. MIT Press, 1983.
Tufte, Edward. *Envisioning Information*. Graphics Press, 1990.
2006 International Codes. ICC, 2006.
US Green Building Council. <http://www.usgbc.org/>
Architecture News NOW. <http://www.archnewsnow.com/>

Offered:

Fall only; annually

Faculty Assigned:

Jeremy Kargon (F/T)
Sanjit Roy (F/T)

ARCH 531, Built Environment History III, 3 credits

Course Description: This course covers the philosophy of modern architecture since 1910, the building styles and works by masters of modern architecture after World War II, and introduces the graduate student to divergent architectural theories that began with post-modern architecture. Emphasis is placed on individual research projects and presentations by students on a particular theory of architecture or by a particular architect during the contemporary era.

Course Goals & Objectives:

- Investigate how architecture has historically been shaped by the formal and theoretical intentions of the architect, as well as by the social, economic, cultural, and technical factors at the time and place.
- Understand the relationship between theory and practice, especially in the development of the modern movements of the twentieth century.
- Find correlations between the history and theory of architecture, and principles of design with which the student is engaged in the design studio.

Student Performance Criteria addressed:

A.1. Communication Skills.

A.9. Historical Traditions/Global Culture

Topical Outline:

19th Century Architecture (15%)

20th Century Architecture (70%)

Contemporary Architecture and Theory (15%)

Prerequisites:

ARCH 521

Textbooks/Learning Resources:

Curtis, William. *Modern Architecture since 1900*. Phaidon, 1996.

Ockman, John and Eigen, Edward. *Architecture Culture: 1943-1968*. Rizzoli, 1993.

Offered:

Fall only; annually

Faculty Assigned:

William Chan (F/T)

ARCH 532, Architectural Technology IV (Building Systems-Structures), 3 credits

Course Description: This course is a continuation of Architectural Technology II and is designed to develop students' skills and techniques in the design of basic elements of various concrete structural systems; expand their understanding of the principles and characteristics of various structural materials; and enhance their ability to resolve structural problems of cost, durability, space, legal restrictions, time and aesthetics.

Course Goals & Objectives:

- To develop students' skills and techniques in the design of basic elements of various concrete structural systems.
- To expand students' understanding of the principles and characteristics of various structural materials.
- To enhance students' ability to resolve structural problems of cost, durability, space, legal restrictions, time and aesthetics.

Student Performance Criteria addressed:

B.9. Structural Systems

Topical Outline:

Structures Review (10%)

Properties of Concrete (15%)

Behavior of Tension and Compression Members (35%)

Case Study of Concrete Structures (15%)

Design of Simple Concrete Structure (25%)

Prerequisites:

ARCH 522

Textbooks/Learning Resources:

Handouts provided in class

Offered:

Fall only; annually

Faculty Assigned:

Reginald Amory (F/T)

ARCH 533, Architectural Technology V (Building Materials), 3 credits

Course Description: ARCH 530 introduces students to the wide range of material opportunities currently available to professional practice. The course attempts to engender in students with an intellectual framework concerning the appropriate selection and application of material building systems. ARCH 530 encourages each student to use sketching as a critical tool for learning. Furthermore, students use their drawings skills to assemble technical concepts in the form of accurate details.

Course Goals & Objectives:

- Ability to perform elementary Zoning and Code Analysis based on architectural project data.
- Identify appropriate foundation types for different soil conditions.
- Identify suitable framing configurations for wood and steel structures.
- Detail simple wall section assemblies typically found in masonry construction.
- Select and detail suitable cladding systems for use with given orientations and climates.
- Distinguish between different fire-rated assemblies for use in appropriate circumstances.

Student Performance Criteria addressed:

B.7. Financial Considerations.

B.10. Building Envelope Systems.

B.12. Building Materials and Assemblies.

Topical Outline:

Course Introduction: Materials, Methods, and Integration (8%)

Zoning and Building Codes (8%)

Foundations (8%)

Wood Construction (10%)

Steel History and Design (8%)

Steel Technology and Trends (8%)

Concrete (CIP) (10%)

Concrete (Precast) (8%)

Masonry Technology and Trends (8%)

Cladding and Roofing (8%)

Interiors – Assemblies, Acoustics, and Systems (8%)

Interiors – Fire Ratings and Finishes (8%)

Prerequisites:

ARCH 510

Textbooks/Learning Resources:

Allen, Edward. *Fundamentals of Building Construction*. Wiley, 2008.

Killory, Christine and Davids, Rene. *Details in Contemporary Construction*. Princeton, 2007.

Allen, Edward. *Exercises in Building Construction*. Wiley, 2008.

Elliott, Cecil. *Technics and Architecture*. MIT Press, 1992.

2006 International Codes. ICC, 2006.

Offered:

Spring 2010, 2009; Fall 2008, 2007, 2006

Faculty Assigned:

Jeremy Kargon (F/T)

ARCH 540, Architectural Design IV, 6 credits

Course Description: ARCH 540 provides focus on moderately complex, public-oriented buildings. Although emphasis remains upon the contextual factors informing each building's conception, additional attention is paid to general issues concerning site design, such as grading, landscape architecture, and each building's relationship to the natural environment. ARCH 540 also provides students with the opportunity to develop further the detail-level content of their projects. An introduction to the concept of "integrated design" reinforces students' awareness of technical building systems and to their significant impact upon public buildings.

Course Goals & Objectives:

- Furthered awareness of site design's role and purpose in the preliminary phases of design.
- Understanding of reciprocal relationship between architectural and site design throughout the process of building planning.
- Use of structural systems to control the geometry of a building's spatial relationships.
- Appreciate significance of material systems for the visual and functional characteristics of a building's exterior and interior elements.

Student Performance Criteria addressed:

A.2. Design Thinking Skills.
A.8. Ordering Systems Skills.
B.1. Pre-Design.
B.3. Sustainability.
B.4. Site Design.
B.5. Life Safety.
B.6. Comprehensive Design.
C.1. Collaboration.

Topical Outline:

Site Design & Development (30%)
Schematic Design (40%)
Design Development (30%)

Prerequisites:

ARCH 530

Textbooks/Learning Resources:

Schittich, Christian. *In Detail: Cost-Effective Building*. Birkhäuser, 2007.
McLeod, Virginia. *Detail in Contemporary Landscape Architecture*. Laurence King, 2008.
2006 International Codes. ICC, 2006.
US Green Building Council. <http://www.usgbc.org/>

Offered:

Spring only; annually

Faculty Assigned:

Jeremy Kargon (F/T)
Sanjit Roy (F/T)

ARCH 541, Architectural Technology VI (Integrated Intelligent Detail), 3 credits

Course Description: The main thrusts of this course are intended to acquaint the students with the principles of communicating building construction. The course will focus on an overview of how the major components of a building fit together, the rationales behind their construction, and the methods of graphically describing these concepts. Further, the course work, lectures, and laboratory experiences are intended to present as clearly as possible the implications of the choice of a particular communication tool. Specification writing is applied on assigned segments.

Course Goals & Objectives:

- Introduction and review of the fundamentals of documentation for building construction: components of construction documents
- Knowledge of the history of design details and their relationship to building design concept and expression.
- Introduction (or advancement) of the use of Building Information Modeling as a design tool, with the opportunity for advanced students to construct GDL objects in BIM.
- Knowledge and skill development of external envelope details, primarily as three-dimensional wall sections.
- Awareness and knowledge of integrated practice, in the synergy of interactive systems and building components.

Student Performance Criteria addressed:

A.4. Technical Documentation.

B.10. Building Envelope Systems.

B.12. Building Materials and Assemblies.

Topical Outline:

Material Investigations (25%)

Building Envelope Case study presentations and reports (35%)

Site Visits (15%)

Technical Documentation using BIM (25%)

Prerequisites:

ARCH 533

Textbooks/Learning Resources:

Ballard, Victoria & Rand, Patrick. *Materials for Design*. Princeton Architectural Press, 2006.

Frampton, Kenneth. *Studies in Tectonic Culture: The Poetics of Construction in Nineteenth and Twentieth Century Architecture*. The MIT Press, 2001.

Allen, Edward and Iano, Joseph. *Fundamentals of Building Construction: Methods and Materials*. Wiley, 2008.

Offered:

Spring only; annually

Faculty Assigned:

Ruth Connell (F/T)

Sanjit Roy (F/T)

ARCH 550, Architectural Design V, 3 credits

Course Description: This studio will encourage the development of the student's ability to communicate ideas through verbal, written, and graphic expression. Hand drawing skills and/or computer graphic skills will be required, especially as required for freehand field notes (drawings) and graphic analysis. Urban design tools and techniques will be employed such as: figure ground pattern, scrutiny and mapping of paths, circulations, nodes, edges, scales, and axes. Formal ordering principles will be emphasized, including geometry, repetition, transformation, hierarchy, use, and other studies requiring critical thinking skills and the development of a useful critical vocabulary for communicating complex ideas about existing and proposed urban spaces and architecture. Fundamental design skills will be reinforced through the study and use of precedents.

Course Goals & Objectives:

- Explore the architectural identity of public institutions, community, neighborhood and the individual in the American (Baltimore) urban context.
- Explore the architectural concepts of *parti*, *marche* (procession and sequence), and urban design.

Student Performance Criteria addressed:

A.4. Technical Documentation.
A.7. Use of Precedents.
A.10. Cultural Diversity.
B.4. Site Design.
B.5. Life Safety.
B.6. Comprehensive Design.
B.8. Environmental Systems.
B.11. Building Service Systems.
A.1. Communication Skills
A.2. Design Thinking Skills
B.1. Pre-Design
B.3. Sustainability
B.10. Building Envelope Systems

Topical Outline:

Analysis of Precedent (10%)
Design of just a courtroom, and exercise in interior architecture (15%)
The Ecole des Beaux Arts (5%)
Urban design and site plan (25%)
Design of the Courthouse (45%)

Prerequisites

URBD 511

Textbooks/Learning Resources:

Clark, Roger and Pause, Michael. *Precedents in Architecture*. Van Nostrand Reinhold Company, 1985.
Van Zanten, David. *Le Systeme des Beaux-Arts, Architectural Design AD Profiles 17; The Beaux Arts*.

Offered:

Fall only; annually

Faculty Assigned:

Paul Walker Clarke (F/T)
Lance Decker (adjunct)

ARCH 561, Architectural Practice, Law and Management, 3 credits

Course Description: The objective of this course is to explore the roles, relationships, and legal responsibilities of an architect. The architect's professional interaction with consultants, owners, contractors and the various governmental authorities that regulate the building industry will be discussed. The fundamentals of professional practice and ethics, as well as various management tools will also be explored.

Course Goals & Objectives:

- Understanding of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.
- Manage the process of project completion from the beginning of design to the turning over of the keys to a project.
- Understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods.

Student Performance Criteria addressed:

A.1. Communication Skills.
B.7. Financial Considerations.
C.3. Client Role in Architecture.
C.4. Project Management.
C.5. Practice Management.
C.6. Leadership.
C.7. Legal Responsibilities.
C.8. Ethics and Professional Judgment.
C.9. Community and Social Responsibility.

Topical Outline:

Discerning the diverse roles of architects and those in related disciplines (45%)
Practice Management (15%)
Client Role in Architecture (20%)
Leadership and Practice (20%)

Prerequisites:

ARCH 540

Textbooks/Learning Resources:

American Institute of Architects. *Architecture Student Handbook of Professional Practice*. John Wiley & Sons, Inc., 2001.

Offered:

Spring only; annually

Faculty Assigned:

Leon Bridges (F/T)

ARCH 771, Terminal Design Project Seminar, 3 credits

Course Description: ARCH.771 guides students, through research and through disciplined pre-design methods, towards the programmatic basis for a “terminal” design project to be completed in the final term of their studies. Students are required to establish their topic for investigation; to select a site; to develop a building program; and to generate, based on their prior experience and this seminar’s training, an intellectual armature that will guide their Terminal Project design.

Course Goals & Objectives: Upon completion of this course, the student should, students will have written and revised a specific research proposition; envisioned a material, design-based test of that proposition; collected technical and related data related to their research topic; selected a suitable site; programmed their proposed architectural design; and developed both site design and initial design parti in advance of Spring Studio VI’s design development;

Student Performance Criteria addressed: A.11 (Applied Research); B.01 (Pre-Design). C-02 (Client Role in Architecture)

Topical outline: Introduction -- Ideas, Research, and Project Planning;
Research Project Topic Development;
Research Methodologies for History & Theory; for Building Technology;
for Community Action; and for Site Data and Constraints.
Predesign Strategies including the Use of Precedents; Data Collection; Analysis;
and Critical Evaluation.
Site Development;
Program Development;
Pre-Design Evaluation.

Prerequisites: ARCH.540 Architectural Design IV;
Positive Evaluation at Spring 2010 Comprehensive Design Review

Textbooks/Learning Resources:

Required Texts:

Rowe, G. Peter. *Design Thinking*. MIT Press, 1987.

Turabian, Kate. *A Manual for Writers of Research Papers, Theses, and Dissertations*.
University of Chicago Press, 2007.

Supplementary Reading:

Calvino, Italo. *Invisible Cities*. First Harvest/HBJ Printing, 1978.

Robbe-Grillet, Alain. *Topology of a Phantom City*. Grove Press, Inc. 1977.

Offered: Fall only; annually

Faculty Assigned:

Jeremy Kargon (F/T)

Thomas Liebel (adjunct)

Mahendra Parekh (F/T)

ARCH 772, Architectural Design Studio VI (Terminal Design Project), 6 credits

Course Description: This studio involves the conception, development and design of a comprehensive thesis project programmed in ARCH 771. Lectures, seminars and outside assignments as required.

Course Goals & Objectives:

- Demonstrate clear conceptual design ideas that have an understandable theoretical premise.
- Demonstrate the understanding of, and flexibility regarding, the accommodation of human factors and social considerations particular to the subject of the student's thesis.
- Demonstrate skill in the ordering, organization, and compositions of all design elements.
- Demonstrate technical understanding of the design relationships of major structural, natural and artificial lighting, mechanical, and architectural systems, all in a sustainable manner.
- Demonstrate an understanding of appropriate material systems and constructions details.
- Demonstrate understanding of building codes, construction practices, and costs.
- Demonstrate the ability to represent the synthesis of design through clear and effective communication.

Student Performance Criteria addressed:

A.11. Applied Research.
A.1. Communication Skills
A.2. Design Thinking Skills
A.3. Visual Communication Skills
A.4. Technical Documentation
A.5. Investigative Skills
A.6. Fundamental Design Skills
A.7. Use of Precedents
A.8. Critical Thinking Skills
B.1. Pre-Design
B.2. Accessibility
B.3. Sustainability
B.4. Site Design
B.5. Life Safety
B.6. Comprehensive Design

Topical Outline:

Preliminary Design (10%)
Building Systems (20%)
Qualifying Review (30%)
Final Review (40%)

Prerequisites

ARCH 771

Textbooks/Learning Resources:

None

Offered:

Spring only; annually

Faculty Assigned:

Mahendra Parekh (F/T)
Paul Walker Clarke (F/T)

ENST 512, Graphics Workshop, 3 credits

Course Description: To develop skills and techniques in visual communications. Acquire knowledge and skills gained here in the course will allow an individual then to select and apply the most representative means of graphically presented thoughts. "Drawing is thinking, thinking is drawing", is an essence of joy in architecture. Students are also exposed to various methodologies that aid in perceiving forms in three dimensions – a necessary ingredient for exploring design forms and creative perceptions.

Course Goals & Objectives:

- To introduce students to a variety of graphic techniques (pencil/pen) for drawing and rendering in black and white.
- To introduce students to 2-D and 3-D orthographic projection (plan/section/elevation/axonometric).
- To introduce students to drawing techniques for elements of built environment.
- To explore the integration between hand and drafting visualization techniques.

Student Performance Criteria addressed:

A.3. Visual Communication Skills.

A.1. Communication Skills

Topical Outline:

Line/Texture/Sketching (20%)

Orthographic projection (20%)

Architectural elements (20%)

Shade/Shadow (20%)

Perspective (20%)

Prerequisites:

None

Textbooks/Learning Resources:

Cheng, Francis D.K. *Architectural Graphics*. Wiley, 2009.

Sutherland, Martha. *Freehand Graphics*. Liberty Hall, 1991.

Yee, Rendow. *Architectural Drawing*. Van Nostrand Reinhold, 1997.

Offered:

Fall only; annually

Faculty Assigned:

Mahendra Parekh (F/T)

William Chan (F/T)

ENST 515, Socio-Spatial Patterns of Human Settlement, 3 credits

Course Description: The moral necessity of providing people an urban environment in which to flourish is studied in relation to the physical, institutional, and cultural environment. The role and functions of planning and design are examined for their critical contributions and limitations in accommodating an enriching urban life.

Course Goals & Objectives:

- Explore the policies on, and patterns and conditions of human
- settlements, from a cross cultural perspective.
- Cover historical as well as the current situation in various Latin American, Asian, and African countries.

Student Performance Criteria addressed:

A.10. Cultural Diversity

C.2. Human Behavior

C.9. Community and Social Responsibility

Topical Outline:

- Historical Perspective on Settlement (15%)
- The Context of Developing Countries (25%)
- Defining Spatial Characteristics (25)
- Political and Economic Context (10%)
- Settlement Pattern Case Studies (15%)

Prerequisites:

Permission of instructor

Textbooks/Learning Resources:

Nasr, J.A., and M. Volait, 2003. eds. *Urbanism: Imported or Exported? Native Aspirations and Foreign Plans*. Chichester, UK, John Wiley and Sons

Offered:

Spring 2010

Faculty Assigned:

Siddhartha Sen (F/T)

ENST 542, Advanced Communications (3-D Modeling), 3 credits

Course Description: As a continuation of ENST 512, Graphics Workshop, this course introduces 3D geometric modeling and rendering as techniques to conceive, analyze, visualize, and simulate forms. The course provides both a theoretical introduction to 3D-geometric modeling and an opportunity to develop skills in application through intensive practical work. Through a series of short design projects, students will learn to model and explore design ideas using—whenever appropriate—a variety of CADD, modeling and rendering applications such as: AutoCAD, Archicad, form-Z, and 3D Studio Max.

Course Goals & Objectives:

- Use computers to model energy usage in buildings using Ecotect Analysis as a comprehensive concept-to-detail sustainable analysis tool.
- Use Rhino & the Grasshopper plug-in to exploring new forms using generative algorithms.

Student Performance Criteria addressed:

A.3. Visual Communication Skills

A.5. Investigative Skills

Topical Outline:

Introduction to Concepts of Energy Usage in Buildings (10%)

Whole-building energy, water, and carbon analysis (40%)

Detailed weather, energy, water analysis to enable faster evaluation of multiple design alternatives (30%)

Explore the usage of computers to create algorithms as form generators (20%)

Prerequisites:

ENST 512 or Permission of instructor

Textbooks/Learning Resources:

Online Tutorials/Class handouts

Offered:

Fall 2009

Faculty Assigned:

Sanjit Roy (F/T)

ENST 573, Principles of Site Planning, 3 credits

Course Description: The course introduces architects and planners to the principles and practices of site planning. The course covers site analysis, layout of major site features (buildings, roads, parking areas, etc.), and the design of outdoor spaces for pedestrian use.

Course Goals & Objectives:

- To teach the students real-life applications of these skills using field visits of local urban and sub-urban sites and conditions.
- teach design synthesis through assignments and exercises.
- To challenge and teach the student to be more observant of the environment
- and the importance of land stewardship, which begins at the site-specific level.

Student Performance Criteria addressed:

A.2. Design Thinking Skills:

A.6. Fundamental Design Skills

A.8. Ordering Systems Skills:

Topical Outline:

Inventory & site analysis (15%)

program organization (10%)

developing visual form & planning concepts (15%)

exploring needs of different land uses (15%)

adjusting landforms through schematic grading and contour manipulation techniques (10%)

basic hydrology concepts concerning water flows and drainage (10%)

sustainable site development (15%)

Prerequisites:

Permission of instructor

Textbooks/Learning Resources:

R. Gene Brooks, *Site Planning / Environment, Process, and Development*, Prentice Hall Career & Technology, Englewood Cliffs, New Jersey, 1988

Kevin Lynch and Gary Hack, *Site Planning*, The MIT Press, Cambridge, Massachusetts, 1990

Offered:

Spring

Faculty Assigned:

Melanie Moser (F/T)

ENST 601, Historic and Cultural Preservation, 3 credits

Course Description: This course introduces the principles and practices of historic and cultural preservation, across the spectrum of the three environmental design disciplines of architecture, landscape architecture, and planning, with a special emphasis on African American historic and cultural preservation activities and resources.

Course Goals & Objectives:

- To introduce graduate students of the environmental design disciplines to the principles and practices of historic preservation.
- To expand the graduate student's knowledge of historic and cultural preservation in a multidisciplinary setting of the architecture, landscape architecture, and planning professions.

Student Performance Criteria addressed:

A.9. Historical Traditions/Global Culture

Topical Outline:

The National Historical Trust & Maryland Historical Trust (10%)

Concepts in Historic and Cultural Preservation (15%)

Preservation Terminology (10%)

The Maryland Historical Trust (10%)

Places of Cultural Memory: African Reflections in America (20%)

Baltimore Historic Districts(10%)

Historic Houses, House Museums & Monuments (15%)

Best Practice in Historic and Cultural Preservation (10%)

Prerequisites:

None

Textbooks/Learning Resources:

Alanen, Arnold and Melnick, Robert. *Preserving Cultural Landscapes in America*. Johns Hopkins University Press, 2000.

Murtagh, William J. *Keeping Time: The History and Theory of Preservation in America*. John Wiley & Sons, Inc., 1997.

Offered:

Spring only; annually

Faculty Assigned:

Ruth Connell (F/T)

Dale Glenwood Green (F/T)

Barbara Mobarak (F/T)

ENST 605, Historic and Cultural Preservation Studio, 6 credits

Course Description: This course is a historic preservation studio, with a focus on applied concepts in the practice of historic and cultural preservation across the three environmental design disciplines, architecture, landscape architecture, and planning. Studio projects are a laboratory for applied research in historic preservation, with a focus on cultural resources.

Course Goals & Objectives:

- To prepare graduate students for the practical applications of historic and cultural preservation ideals in the world of professional practice, in government agencies, in real estate development, and in community and urban revitalization.

Student Performance Criteria addressed:

A.9. Historical Traditions/Global Culture

Topical Outline:

The Preservation Movement in America, James Marsten Fitch (5%)

The British Preservation Movement (5%)

The National Historical Trust (5%)

Preservation Act Standards (5%)

Preservation Terminology (5%)

The Maryland Historical Trust (5%)

Places of Cultural Memory – African Reflections in America (10%)

Baltimore Historic Districts (5%)

Historic Houses, House Museums & Monuments (5%)

National Parks – Frederick Law Olmstead (5%)

Vernacular Architecture – Log cabins, shot gun houses, Victorian romance, Baltimore Row House (5%)

Documentation Techniques (45%)

Prerequisites:

ENST 601 or Permission of instructor

Textbooks/Learning Resources:

Savage, Beth L. *African American Historic Places, National Register of Historic Places*. The Preservation Press, 1994.

Upton, Dell. *America's Architectural Roots: Ethnic Groups That Built America*. Preservation Press, 1986.

Upton, Dell and Vlach, John M. *Common Places: Readings in American Vernacular Architecture*. University of Georgia Press, 1986.

Offered:

Faculty Assigned:

ENST 714-717, Built Environment Internship I-IV, 3 credits

Course Description: This course is designed to accommodate students involved in various work-study relationships in different agencies and community organizations. Working under the supervision of an office professional, the course will document and evaluate the diverse experiences of the students within the framework of the practice or agency.

Course Goals & Objectives:

- Understand societal and professional responsibilities.
- Develop professional skills to complement academic learning and accrue internship experience
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.

Student Performance Criteria addressed:

C.1. Collaboration
C.3. Client Role in Architecture
C.4. Project Management
C.5. Practice Management

Topical Outline:

The instructor determines the number of contact hours for an Internship based on the scope of work to be performed by the student and the number of course hours the student is taking in a given semester. At the conclusion of the internship the student meets the instructor to review the accomplishments of preset objectives.

Prerequisites:

Permission of the Department Chair

Textbooks/Learning Resources:

None

Offered:

Fall, Spring, Summer; annually

Faculty Assigned:

Ruth Connell (F/T)

**ENST 738, Seminar in Built Environment Studies (A Survey of Imaginary Buildings
From the Tower of Babel to the Freedom Tower), 3 credits**

Course Description: This on-line course explores those aspects of architecture which are most stimulating, provocative and affecting – that is, those characteristics which appeal to what is typically called the “imagination.” Although the concept of *Imaginary Architecture* might elude easy definition, the course reviews its multiple and even contradictory manifestations in both image and written word. Students are provided a framework for identifying past trends and future directions towards the design of *Imaginary Architecture*; furthermore, students are introduced to specific techniques which might better affect both understanding and creativity. A final assignment requires that the students produce either a visual or verbal proposal for an Imaginary Building.

Course Goals & Objectives:

- Differentiate among “imaginary” and at least three other kinds of buildings, including those otherwise unbuilt or incomplete.
- Identify technologies with which Imaginary Buildings have been historically depicted.
- Identify three archetypal categories and nine archetypes underlying historical examples of Imaginary Buildings.
- Relate specific visual elements to analogous literary concepts and structures.
- Sketch in imitation of specific graphic examples.
- Develop expressive diagrams as analyses of given architectural illustrations.
- Develop an original design based upon the archetypal categories of Imaginary Buildings.

Student Performance Criteria addressed:

A.7. Use of Precedents

A.9. Historical Traditions/Global Culture

A.11. Applied Research

Topical Outline:

Introduction – Foundations, Infrastructure, and Technologies for Constructing Imaginary Buildings (10%)

Media and Architectural Representation (15%)

Archetypes of Knowledge (Tower of Babel, the Labyrinth, and Solomon’s Temple) (15%)

Archetypes of Power (The Castle, The Prison, and Monuments and Mausolea) (15%)

Archetypes of Communion (The Garden, The City, and Cyberspace) (15%)

Charting Uncharted Territory – Architecture of Desire/Architecture of Fear (15%)

An Architecture of One’s Own Imagination (15%)

Prerequisites:

Permission of instructor

Textbooks/Learning Resources:

Reading material is be provided within the course's on-line environment. A small sample of the assigned readings is as follows:

Collins, G. "The Visionary Tradition in Architecture," *The Metropolitan Museum of Art Bulletin*.

Harbison, R. "Unbuildable Buildings," *The Built, The Unbuilt, and the Unbuildable*;

Crompton, A. Three Doors to Other Worlds," *Journal of Architectural Education*, Vol. 62, Issue 2.

Moore, M. "On the Signification of Mountains, Towers and Other High Places," *Leonardo*, v. 15.

Borges, J.L. *The House of Asterion*; Schumacher, T., excerpts, *The Danteum*;

Darden, D. "Temple Forgetful," *Condemned Buildings*; et cetera.

Offered:

Summer 2010

Faculty:

Jeremy Kargon (F/T)

ENST 738, Seminar in Built Environment Studies (Multimedia Color and Hand Graphics), 3 credits

Course Description: To develop students' hand drawing skills and techniques in effective and professionally rendered visual communications in various mediums i.e. markers, pencils, water colors etc. on various paper mediums.

Course Goals & Objectives:

- To introduce students to a variety of graphic techniques at various stages of design development.
- To introduce students to various color mediums and their appropriateness at various stages of design and effectiveness.
- To introduce students to drawing techniques for elements of built environment.
- To explore the overlapping integration among various mediums and techniques.
- To introduce students to the nature of professional rendering for various client's needs.
- To introduce students to the intimate and personal nature self exploration of drawing as a thinking process.

Student Performance Criteria addressed:

- A.1. Communication Skills
- A.2. Design Thinking Skills
- A.3. Visual Communication Skills

Topical Outline:

Scale, composition, and techniques (33%)

Plans, elevations, sections and 3-D drawings at various scales (33%)

Design development, large scale drawings, perspective (33%)

Prerequisites:

ARCH 510, ARCH 520, ENST 512

Textbooks/Learning Resources:

Doyle, Michael. *Color Drawings: Design Drawing Skills and Techniques for Architects, Landscape Architects, and Interior Designers, 2nd Edition*. Wiley, 2006.

Leggit, Jim. *Drawing Shortcuts: Developing Quick Drawing Skills Using Today's Technology*. Wiley, 2002.

Offered:

Spring only; annually

Faculty Assigned:

Mahendra Parekh (F/T)

ENST 738, Seminar in Built Environment Studies (Urban Form & Infrastructure), 3 credits

Course Description: This course will examine human settlements and transportation infrastructure, the two most important man-made subsystems determining urban form and structure. Transportation infrastructure provides accessibility to desired destinations, yet its impact is further reaching. Transportation shapes land-use, and environment. The methods used to provide mobility and access to destinations affect community and how we live.

Course Goals & Objectives:

- To learn techniques employed to research and analyze how infrastructure affects the typology of urban spaces.
- To develop a theoretical framework for urban design based on an understanding of the relationship between urban form and infrastructure.
- To gain an understanding of the connectivity of infrastructure mechanisms including transportation, green, and building infrastructure, and synthesize the social, cultural, physical, and environmental impacts.
- To develop the ability to assess the quality and structure of urban development and utilized that assessment in future design.

Student Performance Criteria addressed:

A.11. Applied Research
C.7. Legal Responsibilities
C.9. Community and Social Responsibility

Topical Outline:

Class Participation (25%)
Midterm Essay Test (25%)
Research, Reading, Field Work (20%)
Final Project (30%)

Prerequisites:

None

Textbooks/Learning Resources:

Hanson, Susan. *The Geography of Urban Transportation*. The Guilford Press, 2004.
Boarnet, Marlon. *Travel by Design: The Influence of Urban form on Travel*. The Oxford University Press, 2001.

Offered:

Spring 2010

Faculty Assigned:

Diane Jones (F/T)

ENST 738, Seminar in Built Environment Studies (Social Aspects of Urban Form), 3 credits

Course Description: While Urban Form is formulated as a physical entity governed by requirements of environment, technology, policy, history and culture; it comes into being through the experiences it imparts on its users. In these social interactions between physical form and users, the identity and purpose of a space, and indeed the city at large, are revealed. Following the philosophical alignment of Henri Lefebvre and the resultant geographical arguments of David Harvey, this class will explore possible understandings of real estate as a force of production of social capital. In such a view, urban space becomes simultaneously economic, social, political and semiotic.

Course Goals & Objectives:

- Understand identity (individuality), structure (spatial pattern in relation to observer) and meaning (practical or emotional impact) following the method of Kevin Lynch.
- Understand the social impact of urban form in its multifaceted theories of Determinist Theory, Compositional Theory and Sub-Cultural Theory
- Through four field trips to New York City, compare the development of urban form as a product of social and economic forces of private development initiatives, and public action against the emphasis of planners and architects of the importance of built configurations and spatial relations in shaping economic, social, and cultural patterns.

Student Performance Criteria addressed:

A.5. Investigative Skills
A.11. Applied Research
C.7. Legal Responsibilities
C.8. Ethics and Professional Judgment
C.9. Community and Social Responsibility

Topical Outline:

Looking at the City from a Social Aspect (25%)
The Production of Social Capital (25%)
Urban Forms and Forces (25%)
Appropriation of urban space by individuals and groups (25%)

Prerequisites:

None

Textbooks/Learning Resources:

Harvey, David. *The Urban Experience*. Johns Hopkins Press, 1989.

Offered:

Summer 2010

Faculty Assigned:

Sanjit Roy (F/T)

ENST 739, Design & Human Behavior, 3 credits

Course Description: This course is an introduction to a range of urban space development theories, space organizing concepts, public, private and semi-public/private characteristics of space layout related to human use and comfort. Cultural, social, and psychological factors will be considered through selected readings and urban site visits. Various theories and methods of documenting human movement in space, location and analysis of site furnishings, relationships of architecture to landscapes, and the environmental assessment of climate and other factors that impact human comfort in urban spaces. This course takes an interdisciplinary approach (architecture, landscape architecture, planning, psychology, engineering) to the study of human engagement with the physical environment of the city.

Course Goals & Objectives:

- To learn techniques employed to research and analyze the typology of urban spaces and study the interaction of humans with the environment.
- To develop a theoretical framework for designing spaces based on an understanding of the relationship between form and human behavior.
- To gain an understanding of the myriad of social, cultural, and physical factors to be considered in the design of outdoor spaces.
- To develop the ability to assess the quality of built projects, and utilize that assessment in future design.

Student Performance Criteria addressed:

A.10. Cultural Diversity
C.2. Human Behavior
C.9. Community and Social Responsibility

Topical Outline:

Class Participation (20%)
Independent Study Topic (25%)
Field Work (30%)
Final Studio Project (25%)

Prerequisites:

None

Textbooks/Learning Resources:

Francis, Mark. *Urban Open Space: Designing for User Needs*. Island Press, 2003.
Kaplan, Rachael. *With People in Mind*. Island Press, 1998.
Zeisel, John. *Inquiry by Design: Tools for Environment - Behavior Research*. Brooks/Cole Publishing Company, 1981.

Offered:

Summer 2009, 2010

Faculty Assigned:

Melanie Moser (F/T)

ENST 788-789, Supervised Research, 3 credits

Course Description: These courses are designed to enable students to participate in research areas of their competence under the supervision of faculty. Students are required to submit research findings verbally and to submit a written report to the graduate faculty.

Course Goals & Objectives:

- Understand the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.
- Through directed research develop an understanding of the diverse roles of architects and those in related disciplines.
- Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

Student Performance Criteria addressed:

A.1. Communication Skills:
A. 2. Design Thinking Skills:
A.5. Investigative Skills:
A.11. Applied Research:

Topical Outline:

All Supervised Research & Independent Study students must have submitted a 300-word abstract of objectives PRIOR to registration to the instructor for the course, and a copy to the department/program chair.

Within two weeks of the first day of class, a research/independent study plan with objectives and a schedule must be submitted to the instructor for the course, and a copy to the department/program chair. Students will be evaluated for what has been achieved during the time frame of the course. Exceptions only for documented medical or personal emergencies.

Prerequisites:

The submission of a well organized, focused, operational research proposal and permission of the Department Chair.

Textbooks/Learning Resources:

None

Offered:

Fall, Spring, Summer; annually

Faculty Assigned:

Ruth Connell (F/T)

URBD 511, Urban Design, 3 credits

Course Description: This course, a seminar with both lecture and occasional studio work, introduces students to urban design by analyzing the dynamics that created existing, historic and contemporary urban spatial patterns and also the planning and design theories that have guided ongoing development in the built environment. Likewise the urban political economy will be studied for its role in fomenting change in the urban landscape.

Course Goals & Objectives:

- Equip the student with theoretical knowledge of urban design.
- Learn analytic tools with which to analyze the city as a cultural artifact and as a context which impacts, and is impacted by, architectural and planning decisions.
- Proceed with the ability to read and describe the city as a dynamic, synthetic entity that has social, political and economic traits that can be recognized, addressed and incorporated into a design and planning response.

Student Performance Criteria addressed:

A.5. Investigative Skills.
A.10. Cultural Diversity.
C.1. Collaboration.
C.2. Human Behavior.
C.9. Community and Social Responsibility.
A.2. Design Thinking Skills
A.9. Historic Traditions/Global Culture
B.4. Site Design

Topical Outline:

Contested Streets (10%)
Public and private space in the city (10%)
Urban structure: Frameworks and development patterns (10%)
The grid as generator (20%)
The rise of the private city (10%)
Inventory of site (10%)
Invented places (10%)
Sustainable Urban Design (20%)

Prerequisites:

None

Textbooks/Learning Resources:

Carmona, Matthew and Tiesdall, Steve. *Urban Design Reader*. Architectural Press, 2007.
Gindroz, Ray, Levine, Karen, and Urban Design Associates. *The Urban Design Handbook; Techniques and Working Methods*. W.W. Norton & Co., 2003.

Offered:

Spring only; annually

Faculty Assigned:

Paul Walker Clarke (F/T)

CREP 514: Seminar in Urban Design I, 3 credits

Course Description: This course introduces students to concepts of urban design or the physical form of cities. It explores how cities evolve and change, and identifies those forces that impact its shape and growth. Through course literature, lectures, discussion and projects, students explore ideas and techniques for understanding, interpreting, measuring and representing urban form and; examine the forces that give the city its form.

Course Goals & Objectives:

- Equip the student with theoretical knowledge of urban design.
- Explore and critique theoretical constructs or systems for designing urban settlements
- Place urban design theory within historic, political, economic, socio-cultural and technological frameworks.

Student Performance Criteria addressed:

A.5. Investigative Skills.
A.10. Cultural Diversity.
C.2. Human Behavior.
C.9. Community and Social Responsibility.
A.2. Design Thinking Skills
A.9. Historic Traditions/Global Culture
B.4. Site Design

Topical Outline:

Urban Evolution (25%)
Theories of Urbanism (50%)
Urban Development Patterns (25%)

Prerequisites:

Permission of Chair of City & Regional Planning

Textbooks/Learning Resources:

Class Handouts

Offered:

Fall only; annually

Faculty Assigned:

Daniel Campo (F/T)

CREP 515: Seminar in Urban Design II, 3 credits

Course Description: The course takes a comparative approach on understanding the contemporary and historic issues and theories of city and urban design. The course examines the socio political dimensions of city and urban design in the public as well as private sector projects in the US and abroad from colonial to modern times and see how they have influenced the quality of the built environment.

Course Goals & Objectives:

- Equip the student with theoretical knowledge of urban design.
- Explore and critique socio-political constructs and dimensions for designing urban settlements
- Place urban design theory within historic, political, economic, socio-cultural and technological frame-works.

Student Performance Criteria addressed:

A.5. Investigative Skills.
A.10. Cultural Diversity.
C.2. Human Behavior.
C.9. Community and Social Responsibility.
A.2. Design Thinking Skills
A.9. Historic Traditions/Global Culture
B.4. Site Design

Topical Outline:

Urban Evolution (25%)
Theories of Urbanism (50%)
Urban Development Patterns (25%)

Prerequisites:

Permission of Chair of City & Regional Planning

Textbooks/Learning Resources:

Class Handouts

Offered:

Spring only; annually

Faculty Assigned:

Daniel Campo (F/T)

Part Four: Supplemental Information

2. Faculty Resumes

Dean, School of Architecture and Planning

Mary Anne Alabanza Akers, PhD.

Graduate Architecture Faculty Fall 2010

Ruth Connell, Chair and Associate Professor

Full-Time Faculty:

William Chan, Assistant Professor

Paul Walker Clarke, Assistant Professor

Mohammad Gharipour, PhD., Lecturer

Jeremy Kargon, Assistant Professor

Sanjit Roy, Assistant Professor

Dale Glenwood Green, BSAED Lecturer

Part-Time Faculty:

Walter Currin, Adjunct Lecturer

Tom Liebel, Adjunct Lecturer

Tarek Saleh, Adjunct Lecturer

Fred Scharmen, Adjunct Lecturer

Graduate Architecture Faculty Fall 2008 – Spring 2010

Full-Time Faculty:

Ruth Connell, Chair & Associate Professor

William Chan, Assistant Professor

Paul Walker Clarke, Assistant Professor

Jeremy Kargon, Assistant Professor

Mahendra Parekh, Associate Professor

Sanjit Roy, Lecturer

Leon Bridges, BSAED Lecturer

Barbara Mobarak, BSAED Lecturer

Part-Time Faculty:

Reginald Amory, Chair & Associate Professor, Dept. of Civil Engr.

Lance Decker, Adjunct Lecturer

H. Joseph Fleischman, Adjunct Lecturer

BSAED Faculty Fall 2010

Gabriel Kroiz, Undergraduate Program Director & Assistant Professor

Full-Time Faculty:

Leon Bridges, Lecturer

Suzanne Frasier, Assistant Professor

Dale Glenwood Green, Lecturer

Pavlina Ilieva, Lecturer

Richard Lloyd, Professor

Barbara Mobarak, Lecturer

Melanie Moser, Lecturer, Landscape Architecture

Michael Zebrowski, Lecturer

Part-Time Faculty:

Adam Bridge, Adjunct Lecturer

Brian Grieb, Adjunct Lecturer
George Hill, Adjunct Lecturer
Stephen Johnson, Adjunct Lecturer
Johnnie Lee, Adjunct Lecturer
Eric Leshinsky, Adjunct Lecturer
Robert Lowe, Adjunct Lecturer
Kim McCalla, Adjunct Lecturer
Fred Scharmen, Adjunct Lecturer

BSAED Faculty Fall 2008 – Spring 2010

Full-Time Faculty:

Gabriel Kroiz, Undergraduate Program Director & Assistant Professor
David Bowles, Lecturer
Leon Bridges, Lecturer
Suzanne Frasier, Assistant Professor
Dale Glenwood Green, Lecturer
Azza Mohammed Kamal, Assistant Professor
Richard Lloyd, Professor
Barbara Mobarak, Lecturer
Michael Zebrowski, Lecturer

Part-Time Faculty:

Reginald Amory, Adjunct Lecturer
Hassan Babatunde Adisa, Adjunct Lecturer
Brian Grieb, Adjunct Lecturer
Dale Glenwood Green, Lecturer
Pavlina Ilieva, Lecturer
Johnnie Lee, Adjunct Lecturer
Eric Leshinsky, Adjunct Lecturer
Neelab Mahmoud, Adjunct Lecturer
Kim McCalla, Adjunct Lecturer
Melanie Moser, Landscape Architecture
Shannon Saunders McDonald

Administrative Team

Evan Richardson, Assistant to the Dean
Johnnie Macon, Retention Coordinator
Raul Valdez, Manager of Information Systems and Services
Brian Stansbury, Fabrication Shop Manager
Saliham Hashim, Administrative Assistant
Filomena Johnson, Office Clerk
Nakira Williams, Office Clerk

MARY ANNE ALABANZA AKERS, Dean and Professor

Courses Taught:

ARCH 102 Concepts and Theory of the Built Environment 2

Educational Credentials:

Ph.D., Urban Planning and Community Organization, Michigan State University, 1991

M.A., Urban and Regional Planning, University of the Philippines, Quezon City, Philippines, 1983

B.A., Sociology, University of the Philippines, Quezon City, Philippines, 1979

Academic Experience:

Professor and Dean, School of Architecture and Planning, Morgan State University, 2008-present

Assistant and Associate Professor, University of Georgia, School of Environmental Design, 1991-2007

Teaching Assistant, Michigan State University, Urban Planning Program, 1990

Instructor, University of the Philippines, Social Sciences Division, 1980-1981

Instructor, Philippine Normal College, Department of Social Sciences, 1979-1980

Professional Experience:

Community Consultant, University of Georgia, 1991-2007

Community Program Assistant, Michigan State University, Center for Urban Affairs, 1985-1991

Executive Director, Michigan Community Economic Development Coalition, 1987-1988

Program Planner, Benguet Corporation, Metro Manila, Philippines, 1982-1984

Research Specialist, National Housing Authority, Metro Manila, Philippines, 1981-1982

Selected Publications:

Akers, Mary Anne Alabanza and Timothy Alan Akers. "The Health Impact of Street Vendor Environments" in *World Health Design Journal*. Stockholm, Sweden: International Academy for Design and Health. pp. 55-59. 2008.

Akers, Mary Anne Alabanza and Timothy Akers. "Health and Environmental Design: The relationship between urban environments and health in a Philippine setting" in *Global Health*, Carol Holtz (ed.). Jones and Bartlett Publishers, Inc. Sudbury, Massachusetts. 2007.

Cassidy, Brandon, Mary Anne Alabanza Akers, Timothy A. Akers, Daniel Hall, P. Barry Ryan, Charlene Bayer, Luke Naeher. "Particulate matter and carbon monoxide multiple regression models using environmental characteristics in a high diesel-use area of Baguio City, Philippines". *Science of the Total Environment*, Vol 381:1-3, pp. 47-58., 2007.

Akers, Mary Anne Alabanza and Timothy Akers. "Urbanization, Land Use, and Health in Baguio City, Philippines: A Case Study of an Urban Informal Economy" in *Globalization, Environment, and Health*. Greg Guest (ed.). Altamira Press. 2005.

Akers, Mary Anne Alabanza, Richard Sowell, and Timothy Akers. "A Conceptual Model for Planning and Designing Healthy Urban Landscapes in the Third World: A Study of Street Vendors in the Philippines" in *Landscape Review*, Volume 9(1), pp. 45-49, 2004.

Professional Boards:

Neighborhood Design Center, 2008-present

Fashion, Architecture and Design Charter School for Baltimore, 2010

RUTH CONNELL, AIA

Courses Taught:

ARCH 541 The Integrated Intelligent Detail
ENST 601 Historic and Cultural Preservation
ENST 714-717 Environmental Design Internship
ENST 788-789 Supervised Research

Educational Credentials:

M. Arch., University Of Pennsylvania, 1976
B.A., Cum Laude, Art History, Vassar College, 1973

Teaching Experience:

Chairperson, Morgan State University, 2008-present; Associate Professor, 2001-present; Assistant Professor, 1993-2001; Lecturer, 1991-1993
Senior Fulbright Scholar, Technical University of Gdansk, Gdansk, Poland, 1997-1998
Alfred State Univ. | SUNY College of Technology, Assist. Prof. Civil Engineering Technologies, 1987-1989
Assistant Professor, University of Florida, 1980-1986
Assistant Professor, University of Miami, 1979-1980

Professional Experience:

Ruth Connell Studio Architects LLC, Annapolis, Maryland 2003-2009
Architrave P.C. Architects, Washington, D.C., 2000-2004

License/Registration:

Florida; Maryland

Selected Publications and Recent Research:

Connell, Ruth. "Regional Differences in Architectural Education" in *Two Centuries of Architectural Education in North America*, ed. Joan Ockman (*publication pending/MIT Press*)
Connell, Ruth. "Culture and Inhabiting Everyday Landscape: What Can Artists Tell Architects About Shaping the Everyday Landscape?", in "Chang[e]ing Identities: Design, Culture + Technology", ACSA Southwest Conference Proceedings, Albuquerque, NM 2009.
Connell, Ruth. "The Special Effects Machine: Temporary Architecture at Music Festivals", Published in "Architecture is a Thing of Art", ACSA Southeast Fall Conference Proceedings, Savannah, GA, 2009.
Connell, Ruth. "The Sentient Drape: Intelligent Building Layers", in "Assembling Architecture", Building Technology Educators Society 2009 Conference Proceedings, Albuquerque, NM, 2009.
2008 NCARB Grant for the Integration of Practice and Education in the Academy
ACSA International Design Competition, Faculty Advisor to Third Prize Winner, M. Richardson, 2006
Connell, Ruth. "Cartographies: The Architecture of Security and the Sentient Drape". Published in *Changing Territories, New Cartographies*, Conference Proceedings, ACSA Northeast Regional Meeting, Syracuse, New York, 2004 (abstract refereed).
Connell, Ruth. "The Deceptive Environment: The Architecture of Security" in *Transformations of Urban and Suburban Environments*, ed. G. Backhaus & J. Murungi (Md: Lexington Books, 2002).
Connell, Ruth. "An Uncanny Loss: The Diminishment of the Rural Black Church". Published in *Architecture at a Distance: Preserving, Sustaining and Transforming Rural Life*, Conference Proceedings, ACSA Southwest Regional Meeting, Lubbock, Texas, 2000.
Connell, Ruth. "Modern Political Space: Consumption and Authenticity in the Evolution of National Space, Washington, D.C.". Published in *Building as a Political Act*, Conference Proceedings, ACSA International Conference, Berlin, Germany, 1997.

Professional Memberships:

The American Institute of Architects: President-Elect, AIA Baltimore, 2010

WILLIAM CHAN, AIA

Courses Taught:

ARCH 510 Architectural Design Studio I
ARCH 520 Architectural Design Studio II
ARCH 521 Built Environment History I
ARCH 531 Built Environment History II
ENST 512 Graphics Workshop
ENST 788-89 Supervised Research

Educational Credentials:

M. Arch. & Urban Design, Washington University, St. Louis, 1972
B. Arch., with honors, University of California, Berkeley, 1966

Teaching Experience:

Assistant Professor, Morgan State University, 2005-present
Adjunct Lecturer, Morgan State University, 2004

Professional Experience:

William W.P. Chan Architect- since registration
CSD Inc.- 1993-2007
Meyers & D'Aléo Inc- 1983-1993
RTKL Inc.- 1981-1983

License/Registration:

William W.P. Chan Architect- Licensed in State of MD

Selected Publication and Recent Research:

William W.P. Chan, "Visualization of History of Environmental Design- a Digital Approach" paper presented at Society of American City & Regional Planning History (SACRPH) National bi-annual conference in Oakland, California- October 2009
William W.P. Chan, co-author, "Electronic Time Line: Interactive Tool for Visualizing Islamic Architecture & Environmental Design", conference proceeding, First International Conference on Islamic Heritage on Environment in Riyadh, Saudi Arabia- May 2010, sponsored by Saudi Arabia Government.
William W.P. Chan, reviewer of 3rd edition of major text book "Architectural Drawings: a Visual Compendium of Types and Methods" by Rendow Yee- publisher- John Wiley & Sons in 6 Languages, 2009
William W.P. Chan, reviewer of 4th edition of "Architectural Drawings: a Visual Compendium of Types and Methods" by Rendow Yee. This new updated edition will be completely revised and a new chapter by Chan on digital visualization and interface with hand drawing in design will be added. Chan will be recognized by the publisher as a co-author of this new chapter. Currently in contract negotiation with publisher.

Professional Membership:

Society of American City & Regional Planning History (SACRPH)

PAUL WALKER CLARKE, RA

Courses Taught:

ARCH 511 Environmental History I
ARCH 550 Studio V
URBD 511 Urban Design Seminar
ARCH 772 Terminal Studio Project

Educational Credentials

B.Arch., University of Virginia, 1972
M.A.U.D., Washington University, St. Louis, 1979
M.S.W., Washington University, St. Louis, 1979

Teaching Experience:

Assistant Professor, Morgan State University, 2005-2010
Visiting Associate Professor, Mississippi State University, 2002-2004
Associate Professor, Miami University of Ohio, 1988-2000
Assistant Professor, Miami University of Ohio, 1983-1988
Adjunct Professor, Boston Architectural Center, 1981-1983

Professional Experience:

Architect: Design Coalition, Madison, Wisconsin, 2004-2005
Architect: Walter Robbs Callahan & Pierce, Winston-Salem, North Carolina, 2000-2002
Architect: Paul Walker Clarke Among Others, Cincinnati, Ohio, 1990-2000
Architect, James Ritter and Associates, Alexandria, Virginia, 1987-1990
Architect, Paul Walker Clarke, Oxford, Ohio, 1983-1987
Architect, Putnam & Associates, Cambridge, Massachusetts, 1980-1983
Architectural Designer, Hoffmann Partnership, St. Louis, Missouri, 1978-1980
Architectural Designer, Wilson-Jones Architects, Clayton, Missouri, 1976-1978
Architectural Designer, VISTA, East Tennessee Community Design Center, 1973-1975

Licenses/Registration:

Maryland; North Carolina; Ohio; Missouri

Selected Publications and Recent Research:

"Architectural history; spatial history, making graphic the historiographic," submitted to *Journal of Architectural Education*; Fall 2010, [under review].
"The ideal of community and its counterfeit construction," *Journal of Architectural Education* Volume 58 Issue 3, pages 43-52.
"The economic currency of architectural aesthetics," in Marco Diani and Catherine Ingraham, *Restructuring Architectural Theory* (Evanston, Illinois: Northwestern University Press, 1989) pages 48-59; reprinted in Alexander R. Cuthbert, *Designing Cities, Critical Readings in Urban Design* (Oxford, England: Blackwell, 2002), pages 28-44.

MOHAMMAD GHARIPOUR, Ph.D

Courses Taught:

ARCH 530 Architectural Design Studio III
ARCH 531 Built Environmental History III

Educational Credentials:

Ph.D of Architecture, Georgia Institute of Technology, 2008
M. Arch., University of Tehran, 2000
B. Arch., University of Tehran, 1998

Teaching Experience:

Lecturer, Morgan State University, 2010-present
Visiting assistant Professor, University of North Carolina at Charlotte, 2008-2010
Adjunct Professor and Visiting Lecturer, Southern Polytechnic State University, 2003-2008
Instructor and Teaching Assistant, Georgia Institute of Technology, 2006-2008

Professional Experience:

Editor, Abadi Journal of Architecture and Urbanism, Tehran, 2001-2003
Architect and Designer, Chauffant Consultants, Tehran, 1997-2002

Selected Publications and Recent Research:

Mohammad Gharipour (Author). *Persian Gardens and Pavilions: Reflections in History, Poetry and the Arts*, to be published in 2011 by IB Tauris Publishers (London).
Mohammad Gharipour (Editor). *The Morphology and Typology of Bazaars in the Islamic World*, to be published in 2011 by Texas University Press.
Mohammad Gharipour. "Persian Architecture," *Oxford Companion to Architecture*, edited by Patrick Goode, Oxford University Press (2009), 1: 465-471.
Mohammad Gharipour. "Architecture in Islamic Countries," *Encyclopedia of Society and Culture in the Ancient and Medieval Worlds*, edited by Pam J. Crabtree, Facts on File (2008): 76-82.
Mohammad Gharipour. "The Plantation Architecture," *Africa and the Americas: Culture, Politics, and History: A Multidisciplinary Encyclopedia*, edited by Richard Juang, ABC-CLIO Publishers (2008): 118-122.
Mohammad Gharipour and Chris Dochney. "Light as the Definer of Spaces in Kahn's Kimbell Museum," *Essays on American Art and Architecture*, edited by Robert Sheardy, Cambridge Scholars Press (2007): 156-163.
Chris Dochney and Mohammad Gharipour. "World Trade Center Plans," *One Day in History Series*, edited by Rodney Carlisle, Harper Collins and Smithsonian Books (2007): 227-229.
Mohammad Gharipour and Craig Zimring. "Design of Gardens in Healthcare Facilities," *Environmental Exposure and Health*, WIT Press (2005): 491-500.

Professional Memberships:

Construction History Society of America: Elected board member, 2009-to date
Society of Architectural Historians, 2008-to date

JEREMY KARGON, RA, LEED AP

Courses Taught:

ARCH 445 Seminar in Built Environment Studies (Architecture and the Printed Page)
ARCH 523 Architectural Technology III (Environmental Controls)
ARCH 530 Design Studio III
ARCH 533 Architectural Technology V (Building Materials)
ARCH 540 Design Studio IV

Educational Credentials:

M. Arch., Columbia University, 1988
B.A., Yale University, 1985

Teaching Experience:

Assistant Professor, Morgan State University, 2009-present
Lecturer, Morgan State University, 2007-2009

Professional Experience:

Principal, Jeremy Kargon, Architect, Baltimore, MD, 2007-Present; 1991-1993
Project Architect, HCM Architects, Baltimore, MD, 2006-2007
Project Architect, CSD Architects, Baltimore, MD, 2004-2006
Project Architect, Schocken Architects, Jerusalem, Israel 1994-2003
Intern, GVA Architects, Columbia, MD 1990-1991
Intern, Bonnett and Brandt, Baltimore, MD 1988-1990

Licenses/Registration:

Maryland, Israel

Selected Publications and Recent Research:

Jeremy Kargon, "Changing Monuments and Monumentality: Reconstructing Perceptions of Civic Identity," *Proceedings of the 2009 Interdisciplinary Themes Conference* No.1 (2010), pp.112-125.
Jeremy Kargon, *Baltimore's Book of Imaginary Buildings*, exhibition catalogue, Baltimore, 2009.
Jeremy Kargon, "Thomas Poppleton's Map: Vignettes of a City's Self Image," *Maryland Historical Magazine*, No. 2 (2009) pp. 185-207.
Jeremy Kargon and Wassim Jabi, "Content Seeking Students," *Changes of Paradigms/ Proceedings of the 2008 EAAE/ARCC Conference* Vol. 2, pp. 340-357.
Jeremy Kargon, "Architecture: The Reginald F. Lewis Museum of Maryland African American History and Culture," *Curator: The Museum Journal*, No. 1 (2006), pp. 90-94.

Professional Memberships:

Society of Architectural Historians

MAHENDRA PAREKH, AIA

Courses Taught:

ENST 512 Graphics Workshop
ARCH 550 Design Studio V
ARCH 561 Architectural Practice, Law & Management
ENST 738 Seminar in Hand Graphics
ARCH 771 Design Studio VI
ARCH 799 Thesis Seminar

Educational Credentials:

B. Arch., Sir J.J. College of Architecture University of Bombay, 1966
Master of City and Regional Planning, Clemson University, 1970
Graduate Teaching Research Fellowship, Clemson University, 1970

Teaching Experience:

Associate Professor of Architecture, Morgan State University, 1981-2010

Professional Experience:

Principal, ATI, Inc., Architect, Columbia, MD, 2008-present;
Principal, SP Arch Inc., Architect, Baltimore, MD, 2005-2008;
Principal, Parekh Associates, Architect, Baltimore, MD, 1980-1992

Licenses/Registration:

Maryland, Bombay

Selected Publications and Recent Research:

Mahendra Parekh, "Virtue of Drawing for A Freedom of thought," *Lulu.com*, 2010.
Mahendra Parekh, Nationally televised in *Home and Garden Sunday: "Building Characters"*. Baltimore, 2004.
Walter Schamu, "New Life for Old Buildings," *Chesapeake Home Magazine*, June 2004.
Mahendra Parekh, Client and Advanced Design Communication: An Evening Urban School Model (Morgan State) Journal of the Design Communication Association, 2002/2003.
Mahendra Parekh, "Virtue of Sketching--Portfolio Vignette Paper," Presented to School of Interior Design, Women's College, Bombay, India. 1992.
Anthony N. Johns, Jr. and Mahendra Parekh, "Academic Champions of Excellence," ACE Program at Morgan State University. 1991.
Mahendra Parekh, "Population Explosion and Human Density," Paper presented at AOSA Administrator's Conference Puerto Rico. November 24, 1991
Mark Cohen--Residential Design Awards, "Artist in Residence," *Baltimore Magazine*, May 1985.

Professional Memberships:

The American Institute of Architects: President, AIABaltimore, 2006

SANJIT ROY, RA

Courses Taught:

ARCH 532 Architectural Technology IV (Concrete Structures)
ARCH 512: Architectural Graphics Workshop
ENST 738: Seminar in Built Environment Studies (The India Urban Studies Seminar)
ENST 738 Seminar in Built Environment Studies (Social Aspects of Urban Form in NYC)
ARCH 541 The Integrated Intelligent Detail
ARCH 540 Architectural Design IV
ARCH 530 Architectural Design III
ENST 738 Seminar in Built Environment Studies (Varanasi, India)
ENST 542 Advanced Communication-3-D Modeling
ENST 738 Renewing the Grist Mill: A Studio in Sustainability, Technology & Preservation
ARCH 411 Building Structural Systems
ARCH 311 Statics & Strength of Materials

Educational Credentials:

M.S. Arch., University of Cincinnati, Cincinnati, OH, 2004
B. Arch., School of Planning & Architecture, New Delhi, 2001

Teaching Experience:

Assistant Professor, Morgan State University, 2010-present
Lecturer, Morgan State University, 2009-2010
Adjunct Lecturer, Morgan State University, 2008

Professional Experience:

Development Design Group, Baltimore, MD. 2004-2008
Laurie Baker Building Center/COSTFORD, India 2001-2002

License/Registration:

Registered Architect (Registration No. CA/2002/29790)

Selected Publications and Recent Research:

Sanjit Roy, S. Frasier, "Diversity in Urban Form: Varanasi, India", FORMCities: The Urban Divide Design Symposium at Jackson, MS, pending, November 2010.
Sanjit Roy, "Transposing Urban Density: Varanasi, India & Long Island, USA", ACSA SE Conference Meeting, Hartford, CT, pending, October 2010.
Sanjit Roy, "Disjunctive Visions: Simmel & the Spaces of Modernity" and "Designing Density: Learning from India", two posters in proceedings, ACSA Annual Meeting, New Orleans, LA, 2010.
Sanjit Roy, "Artscape: The Space of Art", Proceedings for Art & Architecture- SE ACSA Conference, 2009.

Awards:

First Prize: 2009 Artscape Midway II Façade Design Competition, USA, 2009.
First Prize: North Ave Entertainment District Bike Rack Design Competition, USA, 2008.
Honorable Mention: AMD Open Architecture Challenge, USA, 2008.
Second Prize: Notions of a Nation Design Competition, India, 2007.

REGINALD L. AMORY, Ph.D, F.ASCE

Courses Taught:

ARCH 311 Statics & Strength of Materials
ARCH 411 Building Structural Systems
ARCH 513 Technology I (Statics & Strength of Materials)
ARCH 522 Technology II (Building Systems-Structures)
ARCH 532 Technology III (Building Systems-Structures)

Educational Credentials:

Ph.D. Structural Mechanics and Structural Engineering, Rensselaer Polytechnic Institute, Troy, NY, 1967
MCE, Civil Engineering, Clarkson University, NY, 1963
BCE, Civil Engineering, New York University, NY, 1960

Teaching Experience:

Professor and Chair, Morgan State University, 1996-present
Professor, Northeastern University, 1974-1992
Professor and Dean, North Carolina AT&T State University, 1968-1974
Assistant Professor, Northeastern University, 1966-1968
Instructor, Rensselaer Polytechnic Institute, 1965-1966

Professional Experience:

President, RMS Science & Technology, Silver Spring, MD, 1991-present
Chief Scientist, B&M Technological Services, Cambridge, MA
Spl Assistant & Advisor to the Director of Energy Research, US Dept of Energy, Washington DC, 1977-1978

License/Registration:

Professional Engineer, MA (inactive)

Selected Publications and Recent Research:

Amory, Regiland L., *Positioning an Academic Department to Develop the Strucutral Engineer of the 21st Century*, 4th International Structural Engineering & Construction Conference, Melbourne, Australia, 2007

Professional Memberships

American Society of Civil Engineers
American Society of Engineering Education

WALTER CURRIN AIA, LEED AP

Courses Taught:

ARCH 523 Architectural Technology III (Environmental Controls)

Educational Credentials:

M. Arch., Rhode Island School of Design, 2007

B.A., Cum Laude, Architecture, Washington University, 1999

Teaching Experience:

Lecturer, Morgan State University, Fall 2010

Guest Studio Critic, Portland State University, 2007-2009

Teaching Assistant (Computer Visualization and Architectural Graphics), RISD, 2003-2004

Professional Experience:

Group Mackenzie, Portland, Oregon 1999-2001

Hord Coplan Macht, Baltimore, Maryland 2004-2007

Mahlum Architects, Portland, Oregon 2007-2009

Grant Architects, Baltimore, Maryland 2010

SHW Architects, Baltimore, Maryland 2010-present

License/Registration:

Maryland, Oregon

National Council of Architectural Registration Boards, Certificate Holder

USGBC: LEED A.P. (Building Design and Construction)

Professional Memberships:

The American Institute of Architects

Research/Practice Interest:

Suburban Placemaking

Design and Programming for Educational Spaces

Sustainability's Impact on Building Form

Individualization and Communication in Architectural Graphics

Narrative:

Since beginning his architecture career in 1999, Walter Currin has been most interested in working to create buildings that foster humans' interactions with each other and the world around them in a way that stands the test of time. His intellect is flexible and he employs both high and low tech methods in his work (including project design, project management, and detailing) on a variety of differing building types (including educational, housing, and athletics). In either a studio or office setting, he looks to find ways to build a more ecologically sustainable and joyful world and is as thrilled by the next big idea as he is by turning those ideas into reality.

LANCE DECKER, AIA, LEED AP, APA

Courses Taught:

ENST 512 Graphic Communication for Designers
ARCH 441 Visualizing Architecture
ENST 542 Intermediate 3D Visualization
ARCH 520 Design Studio II
ARCH 550 Design Studio V
ARCH 521 Built Environment History II

Educational Credentials:

M. Arch., The Ohio State University, 1997
B.S. Arch., The Ohio State University, 1993

Teaching Experience:

Professor, Morgan State University, 2007-present

Professional Experience:

Manager, The Ohio State University Multi-media Lab, 1993-1995
Designer and Consultant, Silent Design, Columbus, OH, and Orlando, FL, 1994-2001
Designer, LAB Architects, Melbourne, Australia, 1996-1998
Designer, Farmer Baker Barrios, Orlando, FL, 1998-2001
Project Manager/Architect, Borrelli Associates, Orlando, FL, 2001-2004
Project Manager/Architect, CL Design Studio, Baltimore, MD, 2006-2007
Project Manager/Architect, Levin/Brown Architects, Baltimore, MD, 2007-2009
Principal, Lance A. Decker Architecture Consulting, Orlando, FL & Baltimore, MD, 2002-present

License/Registration:

National Council of Architectural Registration Boards, Certificate Holder
Florida
Maryland
Virginia
North Carolina
Tennessee
LEED Accredited Professional

Selected Publications and Recent Research:

Architecture, the Sport of Kings – *Power and Social Status in Architecture from the Akkadians to McMansions* (book in progress)
Visualizing Urban Sustainability – Ancient Principles Through New Media (applied research in central Baltimore neighborhoods)

H. JOSEPH FLEISCHMAN, PE

Courses Taught:

ARCH 513 Architectural Technology I (Statics & Strength of Materials)
ARCH 522 Architectural Technology II (Structural Building Systems)

Educational Credentials:

Master of Business Administration, Loyola College in Maryland, 1997
B.S., Engineering, Johns Hopkins University, 1986

Teaching Experience:

Adjunct Lecturer, Morgan State University, 2007-present
Director of Marketing, Oldcastle Precast, Inc., 1993

Professional Experience:

Project Manager, Whitney, Bailey, Cox, & Magnani, Towson, MD, 2004-present
Director of Marketing/Sales Engineer, Oldcastle Precast, Inc., Towson, MD, 1993-2003
Project Manager, W. R. Grace & Co., Baltimore, MD, 1992-1993
Project Engineer, Whitney, Bailey, Cox, & Magnani, Towson, MD, 1985-1992
Engineer, Century Engineering, Towson, MD, 1982-1985
Draftsman, Rummel Klepper, & Kahl, Baltimore, MD, 1978-1982

Licenses/Registration:

Professional Engineer

Selected Publications and Recent Research:

H. J. Fleischman et al, "A Power Marketer's Business Plan," Appendix to *Energy Marketing Handbook*, Denise Warkentin, Pennwell Publishing Company, Tulsa, Oklahoma, 1996.

Professional Memberships:

National Engineering Honor Society
National Business Honor Society
American Institute of Steel Construction

TOM LIEBEL, AIA, LEED AP

Courses Taught:

ARCH 771 Terminal Project Research Seminar

Educational Credentials:

Master of Liberal Arts, The Johns Hopkins University, 1998
Certificate in Historic Preservation, University of Cincinnati, 1992
B. Arch., Magna Cum Laude, University of Cincinnati, 1990

Teaching Experience:

Adjunct Instructor, Morgan State University, 2010-present

Professional Experience:

Marks, Thomas Architects, Baltimore, MD, Principal, 2006-present
Design Collective, Inc., Baltimore, MD, Senior Associate, 1996-2006
Ayers Saint Gross, Baltimore, MD, Architect, 1996
Ai/Boggs, Washington, DC, Architect, 1992-1996

License/Registration:

Maryland, Ohio
Qualified in Historic Architecture per 36 CFR Part 61

Selected Publications and Recent Research:

Tom Liebel, "Integrating Sustainable Design into the Adaptive Use of Historic Industrial Structures", *Proceedings from The Sixth National Forum on Historic Preservation Practice: A Critical Examination of Preservation and Sustainability*, ed. Richard Wagner, Baltimore, MD, 2009
Tom Liebel, "Revitalization and Sustainability" in *Revitalizing Main Street: A Practitioner's Guide to Comprehensive Commercial District Revitalization*, ed. Andrea Dono, National Main Street Center, Washington, DC, 2009
Tom Liebel, *Industrial Baltimore*, Arcadia Publishing, Charleston, SC, 2006

Professional Memberships:

Director, AIA Baltimore, 2010 to Present, Director, AIA Maryland, 2005-present
Commissioner, Baltimore City Commission on Historic and Architectural Preservation, 2010-present
Member, State of Maryland Sustainable Growth Commission, 2010-present
Zoning Advisory Committee Member, Baltimore City Zoning Code Re-write, 2009-present
Chair, Maryland Architects Political Action Committee, 2010-present
Member, AIA Sustainability Curriculum Committee, 2007-2008

Selected Lectures and Recent Presentations

Sustainable Design in Historic Preservation Tax Credit Projects, National Council of State Historic Preservation Officers Annual Conference, Washington, DC, March, 2010
Revitalizing Main Streets: The Inherently Sustainable and Vibrant City Centers, USGBC Greenbuild Conference, Phoenix, AZ, November, 2009
Social Sustainability—The Third Facet of Sustainable Design, *Master Speaker* National Trust for Historic Preservation Annual Conference, Nashville, TN, October, 2009
Adaptive Use of Historic Industrial Structures, Traditional Building Exhibition and Conference, Baltimore, MD, October, 2009
Sustainability Issues in Preservation, Biannual Training Conference, National Conference of State Historic Preservation Officers, Raleigh, NC, September, 2009
Design Advocacy: Improving the Built Environment through Political Engagement, Preservation Maryland Annual Preservation & Revitalization Conference, Baltimore, MD, May, 2009
Community, Equity, and Justice: Social Sustainability—The Third Facet of Sustainable Design, AIA National Convention, San Francisco, CA, May 2009

TAREK SALEH, AIA, LEED AP

Courses Taught:

ARCH.513 Architectural Technology I (Statics & Strength of Materials)

Educational Credentials:

M. Arch., Morgan State University, 2004

B. Architectural Engineering, Beirut Arab University, 2001

Teaching Experience:

ACE Mentorship Program, Baltimore Chapter, 2004-present

Mentor, MSU – School of Architecture & Planning, ARCH.541 The Integrated, Intelligent Detail, Spring 2010

Professional Experience:

Architect, Hord Coplan Macht, Baltimore, MD, 2004-present

Intern Architect, Ziger/Snead Architects, Baltimore, MD, 2003-2004

License/Registration:

Maryland

Recent Research:

Currently working on a traveling Sustainability Exhibit “B-more B-green” set to open Earth Day 2011. The exhibit teaches children about the important concepts underlying sustainable living practices while facilitating a fun learning experience for everyone. The exhibit will feature a replica house intended to display different green technologies, it will also include four Interactive display panels that focus on Energy and Water Conservation, Waste and Transportation as main topics of sustainability, visit: www.bmorebgreen.com.

Professional Memberships:

Member, the American Institute of Architects since 2004.

IDP Coordinator – AIA Baltimore Chapter.

LEED Accredited Professional Since 2006

Awards

Spring 2003, Morgan State University. Honorable mention for the design of the MSU Student Visitor Center.

May 2004, Morgan State University. Thesis Design award for the design of the Morgan State University School of Architecture Building.

June 2004, State of Maryland, Congressional Appreciation Award. Appreciation award for the design of the Maryland Welcome Center competition as part of the Ziger/Snead team.

September 2009, AIA Maryland 2009 Design Awards – Citation, Citation given for the participation in the Architecture for Humanity – Open Architecture Challenge – Modular Classroom Competition “UP-GRADE” – as part of the Hord Coplan Macht Team.

FRED SCHARMEN, LEED AP

Courses Taught:

ARCH 510 Environmental Design I
ARCH 103 Communication Skills

Educational Credentials:

M. Arch., Yale University, 2006
B.S. Architecture, University of Maryland, 2001

Teaching Experience:

Adjunct Lecturer, Morgan State University, 2010-present
Adjunct Lecturer, Maryland Institute College of Art, 2010-present
Adjunct Lecturer, University of Maryland, College Park, 2009
Teaching Fellow, Yale University, 2004-2006

Professional Experience:

Working-Group for Adaptive Systems, 2009-present
Ziger/Snead Architects, 2007-2010
Keller Easterling Architects, 2008-2009
Greg Lynn FORM, 2006-2007

License/Registration:

United States Green Building Council, LEED AP, 2.0

Selected Publications and Recent Research:

Fred Scharmen, "Adaptive Reuse: Things, Containers, and Streets in the Architecture of the Social Web" in *Interactions Magazine*, July/August, 2010, ed. Molly Steenson (New York, Association of Computing Machinery, 2010).
Fred Scharmen, "Re-Scheming Pyramid Scheming", in *Crit 69: Architects without Architecture*, ed. Zach Heineman (New York, American Institute of Architecture Students, 2010)
Fred Scharmen, "ZORK and the Landscape of the Text Adventure Game", in *A Brief Survey of Video Game Landscapes*, ed. Gary Kachadourian, (Baltimore, 2010)
Fred Scharmen, with Eric Leshinsky and C. Ryan Patterson, "Evergreen Commons", public art installation in *Simultaneous Presence, Sculpture at Evergreen 6*, Jennie Fleming and Ronit Eisenbach, Curators, (Baltimore, 2010)

Research/Practice Interest:

Aesthetics and formal order in very large scale, and very small scale, infrastructure and organizational processes; public art, street furniture, and interaction design in cities and networks; drawing and manual production as design practice, and as tools for investigating nonstandard geometries.

GABRIEL KROIZ, RA

Courses Taught:

ARCH 104 Communication Skills II
ARCH 204 Communications Skills IV
ARCH 202 Design II
ARCH 301 Design III

Educational Credentials:

M. Arch., University of Maryland, 2003
Bachelor of Fine Arts, Bachelor of Architecture, 1991

Teaching Experience:

BSAED Program Director, Assistant Professor, Morgan State University, 2008-present
Program Co-Director, MICA Korea Program, Maryland Institute College of Art, 2004-2007
Adjunct Faculty, Center for Interior Architecture, Maryland Institute College of Art, 1994-2006
Adjunct Faculty, School of Architecture, University of Maryland, 1997
Teaching Assistant, Rhode Island School of Design, 1988-1991

Professional Experience:

Principal, Kroiz Architecture, Baltimore, MD, 2001-present
Development Partner, Kroiz Properties, Baltimore, MD, 1999-2001
Project Architect, Archplan-Philipsen Architects, Baltimore, MD, 1996-1999
Architectural Designer, Marks Thomas and Associates, Baltimore, MD, 1994-1996

License/Registration:

Architecture License -Maryland #2670006
NCARB Registration 64864

Selected Publications and Recent Research:

Gabriel Kroiz & Eliza Smith Steinmeier, 'Divining Baltimore', *The Urbanite Project*, Ed. Marianne Amos, The Urbanite Magazine, March 2010
Gabriel Kroiz, 'Origami Sunshade Studio', Book of Imaginary Buildings, Ed. Jeremy Kargon, Design Research Bureau, 2009
Gabriel Kroiz, 'Green-HAB', 1000x Architecture of the Americas, Verlagshaus Braun, 2008
Elizabeth Evitts Dickinson, 'Temporary Buildings', METROPOLIS P/O/V, metropolismag.com, Jul 18, 2008
Lee U Joe, 'Rowhouse Renewal', SPACE: Architecture + Design + Living, Magazine Published in Malaysia, 2008 #4

Professional Memberships:

Baltimore Architecture Foundation

DAVID BOWLES, RA

Courses Taught:

ARCH 301 Design III
ARCH 302 Design IV
ARCH 341
ARCH 401 Design V
ARCH 402 Design VI

Educational Credentials:

M. Arch., Morgan State University, (no-date)
Certificate, CADD for Architecture/Engineering, Catonsville Community College, (no-date)
B.S. Urban Studies, Morgan State University

Teaching Experience:

Lecturer, Morgan State University, 2003-2009

Professional Experience:

Sole Practitioner, DKMB, 2006-present
Director of Development Standards, Erickson Retirement Communities, 2005-2006
Special Assistant-Maintenance Management, Baltimore County Public Schools, 2003-2004
Contractual services in Design, Facilities, Programming and Construction Management, 2001-2002
Architect, US Army Corps of Engineers, 1993-2001

License/Registration:

Registered Architect – Maryland, Pennsylvania

Selected Publications and Recent Research:

Professional Memberships:

American Institute of Architects
National Council of Architectural Registration Boards
Royal Institute of British Architects
National Organization of Minority Architects
American Association of Museum Boards
St. Elizabeth School Board

LEON BRIDGES, FAIA, NOMAC

Courses Taught:

ARCH 103 Communication Skills
ARCH 201 Basic Design Studio
ARCH 301 Design Studio II
ARCH 302 Design Studio III
ARCH 308 Office Practice & Management
ARCH 401 Design Studio IV
ARCH 402 Design Studio V
ARCH 561 Office Practice, Law & Management

Educational Credentials:

Master of Business Administration, Loyola College of Maryland, 1984
B. Arch., University of Washington, 1960

Teaching Experience:

Lecturer, Morgan State University 2006-present
Adjunct Lecturer, Morgan State University, 1987, 1989, 2000
Visiting Professor, Tuskegee University, Hampton University, Florida A & M University, 1977-1989

Professional Experience:

Leon Bridges, FAIA, NOMAC, Architect, 2009-present
The OBSIDIAN Group, Partner, 2002-2009
TLBC Incorporated, Principal/CEO, 1982-2008
The Leon Bridges Company, Principal/CEO, 1972-1982
Bridges/Burke, Architects & Planners, 1966-1972
Leon Bridges, AIA, Architect, 1963-1966

License/Registration:

Origin, Washington, 1962; also Maryland, Virginia, North Carolina, Massachusetts, Pennsylvania, Florida, Washington DC

Selected Publications and Recent Research:

None

Professional Memberships:

The American Institute of Architects, 1962-present
Whitney M. Young, Jr. Medal, 1986
Fellow, The American Institute of Architects, 1984
National Vice President, 1984
National Board, 1972, 1981-1984
National Organization of Minority Architects, 1971-present
National Organization of Minority Architects Council, 1990-present
President, Vice-President, Secretary, Board, 1978-1996

SUZANNE FRASIER, RA

Courses Taught:

ARCH 103 Communication Skills I
ARCH 201 Basic Design
ARCH 104 Communication Skills II
ARCH 202 Studio Design I
ARCH 204 Communication Skills IV
ARCH 302 Studio Design III
ARCH 303 Sustainability
ARCH 412 Advanced Wall Systems Design
ARCH 441 Production Techniques
ENST 788 Supervised Research
ENST 738 Seminar in Built Environment Studies

Educational Credentials:

Master of Urban Planning/Urban Design, Graduate Center, City University of New York, 1993
B. Arch., The City College of New York, 1989

Teaching Experience:

Assistant Professor, Morgan State University, 2006-present
Lecturer, Morgan State University, 2005-2006
Faculty, New York School of Interior Design, 1998-2006

Professional Experience:

Suzanne Frasier Architect, PC. New York, New York and Baltimore, Maryland, 1995-2006

License/Registration:

New York
New Jersey

Selected Publications and Recent Research:

Frasier, Suzanne (2009). Handwriting for the Contemporary Architectural Curriculum. Design Communication Association Conference Proceedings. 49-50.
Frasier, Suzanne (2010). Textile Assemblies: Precedent, Medium, and Message in an HBCU Undergraduate Architecture Studio. National Conference for the Beginning Design Student.
Frasier, Suzanne and Sanjit Roy (2010). Rental Stock: Five Decades of Comparisons and Contrasts between New York and New Delhi. International Planning History Society.
Frasier, Suzanne and Sanjit Roy (2010). Experiencing Density: Observations of New Paradigms of Sustainability at the 2010 Varanasi Studio. 2010 Sustainable Architecture Urban Design Conference.
Frasier, Suzanne (2009). Cool Comfortable And Convenient: The Carroll Family's Homewood House and Its Lessons for Sustainable Architecture. Baltimore's Great Architecture Series: Johns Hopkins University.

DALE GLENWOOD GREEN, AIA, NTHP, LEED AP

Courses Taught:

ARCH 401 Design Studio IV | Historic Preservation/Adaptive ReUse
ARCH 415 History & Theory of Historic Preservation
ARCH 103 Communication Skills I
ARCH 302 Design Studio III | Mix-Use/Housing
ARCH 104 Communication Skills II
ARCH 418 History & Theory Seminar | African-American Architects and the Built Environment
CEGR 201 Computer Aided Drafting | AutoCAD and SketchUP
ENST 788 & 789 Summer Studio | Historic American Building Survey

Educational Credentials:

Ph.D. in Architectural Studies, University of Missouri, Ph.D. candidate
Master of Architecture and Historic Preservation, University of Illinois at Urbana-Champaign, 2007
B.S. Architecture and Environmental Design, Morgan State University, 2005

Teaching Experience:

Lecturer in Architecture and Historic Preservation, Morgan State University, 2009-present
Adjunct Lecturer, Morgan State University, 2008-2009
Research Assistant, University of Illinois at Urbana-Champaign, 2006-2007
Graduate College and Berger Fellow/Scholar, University of Illinois at Urbana-Champaign, 2005-2007

Professional Experience:

Green & Tice, LLC, Partner, Baltimore, Maryland 2009-present
Murphy & Dittenhafer Architects, Project Manager, Baltimore, Maryland, 2007-2009
Jackson Architects and Planners, Intern Architect, Dover, Delaware, 2006-2006
GWWO Architects, Intern Architect, Baltimore, Maryland, 2005-2005
Fishman-Curry Architect, Intern Architect, Owings Mills, Maryland, 2004-2005
J.V. Lee Architects, Intern Architect, Baltimore, Maryland, 2004-2004
Jay P. Corvan Architects, Inc., Intern Architect, Trappe, Maryland, 2003-2004
Becker Morgan Group, Intern Architect, Salisbury, Maryland, 2002-2003
Beck, Powell and Parsons, Intern Architect, Royal Oak, Maryland, 1999-2002
T.B. Kearns Design Corporation, Intern Architect, Oxford, Maryland, 1997-1999
Spring Architects, Intern Architect, Easton, Maryland, 1996-1997
Westland Designers, LLC, Consultant/President, Baltimore, Maryland, 1995-2009

License/Registration:

LEED AP

Selected Publications and Recent Research:

Dale Glenwood Green and Ruth Connell, "Uncanny Loss: Historic African-American Churches on Maryland's Eastern Shore", Preservation Maryland Conference, Easton, Maryland. May, 2010.
Dale Glenwood Green, "Contextualizing African-American Life: Storytelling from the Past and Present", Environmental Design Research Association Conference, Washington, D.C. June, 2010.
Recent Research, A Way Man Story: The Legacy of the Right Reverend Bishop, Alexander Walker Wayman, D.D. 2007-Present
Recent Research, The Last One Standing: Morgan Park, an HBCU Community, Baltimore, Maryland. 2009-Present
Recent Research, Kept in the Dark: The Work of African-American Architects. 2010-Present

Professional Memberships:

The American Institute of Architects: Associate Membership, AIA Baltimore, 2007-Present
The National Trust for Historic Preservation: Member, 2000-Present
The Baltimore Architecture Foundation: Board Member, 2010-Present

PAVLINA ILIEVA

Courses Taught:

ARCH 104 Communication Skills II
ARCH 302 Design III (Housing Studio)

Educational Credentials:

M. Arch., Texas Tech University, Lubbock TX, 2004
B.S. Arch., Texas Tech University, Lubbock TX, 2004

Teaching Experience:

Lecturer, Morgan State University, 2010
Adjunct Instructor, Morgan State University, 2010
Adjunct Instructor, Maryland Institute College of Art, 2007
Teaching Assistant, Texas Tech University, 2001-2003

Professional Experience:

PI.KL Studio, Baltimore MD, 2009-present
Sebastian Mariscal Studio, San Diego CA, 2007-2009
Hord Coplan Macht, Baltimore MD, 2004-2007

Research Experience:

EDRA Conference, Washington DC, 2010 – lecture & charette, Urban Design: A Self-Generative and Sustainable Approach
Museum of Contemporary Art San Diego: MIX: Nine Architects, 2009 – exhibition, Vestiges of the multidisciplinary practice – development / design/ build
The Urbanite Project, Baltimore MD, 2007 – publication & presentation, Hidden walls: The Children's Zone in Baltimore
High Performance Schools Symposium, Washington, D.C, 2006 – exhibition, A Modular Learning Environment, sponsored by Montgomery County Public Schools, in Maryland, the USGBC, and Council for Educational Facility Planners
Healthcare Design Magazine, November 2006 – publication, Innovations in Modular healthcare

AZZA KAMAL, Ph.D.

Courses Taught:

ARCH 419 Latin American Housing: Policies and Practices
ARCH 103 & 204 Communication Skills I & IV
ARCH 202, 301, 302, 401, & 402 Design Studio I, II, III, IV, & IV

Educational Credentials:

M.S. Arch., Texas A & M University, 2005
Doctor of Philosophy in Architecture and Urban Planning, Cairo University, Egypt, 2002
M.S. Arch., Cairo University, Egypt, 1997
B.S. Arch., Cairo University, Egypt, 1992

Teaching Experience:

Senior Lecturer, University of Texas at San Antonio, 2009-present
Assistant Professor, Morgan State University, 2007-2009
Assistant Professor, Tanta University, Egypt, 2005-2006
Teaching and Research Assistant, Texas A&M University, 2002-2005.
Assistant Lecturer, Tanta University, Egypt, 1998-2001

Professional Experience:

Project Coordinator, Shehab Mazhar ARCHITECTS, Cairo, Egypt, 1997-2001
Architect/Project Coordinator, Shafie-Sherif Architects, Cairo, Egypt, 1993-1997

License/Registration:

The Egyptian Syndicate of Engineering, Architecture Chapter: Registered Architect, 1992-present

Selected Publications and Recent Research:

Kamal, A., Doganer, S., Ruvuna, J., Flores, J., Hernandez, E., and Nishimoto, T. 2010 Wayfinding and Accessibility in the San Antonio RiverWalk: A Model for Urban Design Education. *International Journal of Architectural Research*, 4 (2-3).
Kamal, A., Vela, S., and Jaimenez, J. 2010. Approaches to Housing Sustainability and Affordability, *Housing and Society*.
Kamal, A. (2009), What Comes First in Sheltering Needs? Patterns of Colonias Housing Production. In: *Proceedings of the Architecture Research Centers Consortium (ARCC) Annual Spring Research Conference, Leadership in Architectural Research, Between Academia and the Profession*, April 15-18, San Antonio, TX.
Akers, Mary Anne Akers, VanGeest, J., Kamal, A., Loubert, L., Perry, M., and Wong, S., 2008. The Impact of the Baltimore Housing Resource Center: A Report submitted to the Office of Homeless Services, City of Baltimore, Baltimore, MD.
Kamal, A., 2008. Race in Baltimore City Neighborhoods: Impacts on Housing Market and Conditions. *Proceedings, 46th International Making Cities Livable Conference*. Santa Fe, NM, Jun. 1-5.
Kamal, A., 2008. Community-based Design Learning (CBDL) Model for Sheltering the Homeless: Methods and Learning Outcomes. *EDRA 40 Re: The Ethical Design of Places*, Kansas City, MO, May 27-31.
Based on peer-reviewed abstract submission
Kamal, A., 2006. Acquaintances and Shaping Housing Identity in Informal Settlements: Case Study from the US-Mexico Border Colonias. *Proceedings, The XVI ISA World Congress of Sociology*. Durban, South Africa, Jul. 23-29.

Professional Memberships:

Housing Education and Research Association (HERA): Member, 2010
The American Institute of Architects: Associate member, 2007-present
Member of the Society of Egyptian Architects, Egypt: Member, 1995-2010
The Egyptian Syndicate of Engineering, Architecture Chapter: Member, 1992-present

RICHARD E. LLOYD, Ph.D.

Courses Taught:

ARCH 304 Urban Development of Baltimore
ARCH 305 Design and Human behavior
ARCH 402 Studio Design V
ARCH 445 Seminar in Built Environment Study

Educational Credentials:

Ph.D., Architecture, University of California at Berkeley, 1988
B.S. City Planning, California State Polytechnic University at Pomona, 1971

Teaching Experience:

Associate Professor - Morgan State University, 2002-present
Associate Professor - Jackson State University 1998-2002
Adjunct Professor - School of Architecture, Mississippi State University, 1999-2000
Associate Professor - College of Env. Design, California State Polytechnic University, 1991-1998
Visiting Instructor - School of Town Planning, University of New South Wales, 1987-1991

Professional Experience:

Asst. to the Vice Chancellor, National University of Science and Technology, Zimbabwe 1996
Assistant Planner, Department of Planning - City of Oakland, CA - 1980-1986
Senior Planner, Department of Planning - City of Mountain View, CA - 1975-1976
Associate Transportation Planner-Sacramento Regional Area Planning Commission 1974-1975
Urban Planner - U.S. Dept. of Housing and Urban Development San Francisco Area, 1971-1974
Community Planner, Watts Urban Design Workshop - (Los Angeles), CA 1965-1970

Selected Publications and Recent Research:

R.E. Lloyd, "What Did Rapoport Say" (Panel Paper): Contextualizing African American Life: Storytelling from the Past and Present – EDRA41 Conference, 6/10.
William Chan, H. Mortada, R.E. Lloyd, "Electronic Time Line - Tool for Visualizing History of Islamic Architecture & Environmental Design," Conference Paper Saudi Arabia, 5/10.
R.E. Lloyd, "Reaching Outside the Box" (Book Review) – *The Aesthetics of Equity* by Craig L. Wilkins, , Center for Urban Studies, University of Buffalo, 1/08.
R.E. Lloyd, "Fez, The City Founded by a Saint" – *The Encyclopedia of Urban Cultures*, Grolier Publishing Co., Fall 02.
R.E. Lloyd, "The Living History of Mt. Olive: Re-creating An African American Cemetery." Conference Paper, 31st Meeting of the UAA in Detroit, Michigan, 4/01.
R.E. Lloyd, "HBCU Development Action's and the Consequences of Community." (Panel Paper): The Association of Social & Behavioral Sciences, Inc., Mississippi, March 2000.

Professional Memberships:

American Planning Association – Member
Baltimore Region Environmental Justice In Transportation Project – Member
The Environmental Justice Partnership – Board of Directors/Treasurer

BARBARA J. MOBARAK, AAIA, APA

Courses Taught

ARCH 205 History of The Built Environment I – Antiquity to the Renaissance
ARCH 206 History of The Built Environment II – 18th Century to the Present
ARCH 313 Environmental Justice
ARCH 415 Interior Design Methods and Materials
ARCH 451/ENST 601 Architectural Conservation & Community Preservation

Educational Credentials

B. A., Urban History and Theory – Utica College of Syracuse University, 1971
M. Arch., Design Methods & Decision Theory, SUNY at Buffalo, School of Architecture, 1975
M.A.C. R. P., History & Theory of Urban Form, U of Pennsylvania, School of Fine Arts, 1994

Teaching Experience

Assistant Professor, Center for Built Environment Studies, Morgan State U., 1978-1985
Chairperson, Urban Studies Program, Morgan State U., 1978-1985
Assistant to the Vice President for Academic Affairs, University of the Virgin Islands, 1990-1995
Lecturer, School of Architecture & Planning, Morgan State U. 2003 – Present

Professional Experience

A planning and design management consultant to engineering and architectural firms on a contractual basis from 1991 to the present.

Selected Publications and Recent Research

Urban Economics, by Ben Goldstein, Barbara Turner (Mobarak), Editor and commentator, Lexington Books, 1979
Maryland Historic Trust- Documentation of 30 houses in Highland Beach, Maryland, 1984
Vernacular Architecture Forum – Presented research on Black Settlements in Winston Salem, South Carolina. Published in Conference Proceedings. 1985
Presented paper and coordinated panel discussion on “Designing for Social Change – Getting the Community Involved” for the National Association for Housing & Redevelopment Officials Conference, Seattle, Washington. 2001
Presented paper on “Is There A Black Architecture?” for Conference on Educating the Beginning Design Student, Hampton University, Hampton, Virginia. 2004
Presented paper on meeting the historic significance test for cultural objects with little, formal documentation. Upper Susquehanna Workshop at the Havre de Grace Maritime Museum. 2010
Presented paper on “Composing the Story of the Material Culture of African American Historic Communities” for the Environmental Design Research Association conference in Washington, DC. 2010

Memberships:

Associate American Institute of Architects, Society of Architectural Historians, Lambda Alpha Honor Society, Urban Land Institute; Baltimore Heritage Board of Directors

MELANIE MOSER, ASLA

Courses Taught:

ARCH 104 Communication Skill II

ARCH 207 Site Design

ARCH 428 Technology Seminar: Environmental Resources and Urban Conditions

ENST 739 Design and Human Behavior

Educational Credentials:

Master of Landscape Architecture, University of Michigan, 1980

Bachelor of Fine Arts, College of New Rochelle, 1972

Teaching Experience:

Lecturer, Morgan State University, 2008-present

Adjunct Professor, Morgan State University, 2007

Professional Experience:

Moser Consulting, Baltimore, MD, 2004-present

Vice President, Daft McCune Walker, Inc., 1994-2004

Vice President, Riemer Muegge & Associates, Inc., 1983-1994

Slater Associates, 1980-1983

License/Registration:

Maryland

Professional Memberships:

American Society of Landscape Architects

Maryland Horticulture Society

MICHAEL ZEBROWSKI

Courses Taught:

ARCH 103 Communications I
ARCH 104 Communications II
ARCH 201 Basic Design
ARCH 202 Design Studio 1
ARCH 417 Building Materials
ARCH 403 Design Studio V – Community Design

Educational Credentials:

M. Arch., Cranbrook Academy of Art, 2003
BPS in Architecture, SUNY Buffalo, 2001

Teaching Experience:

Lecturer, Morgan State University, 2009-present
Assistant Professor, Mississippi State University, 2007-2009
Clinical Assistant Professor, SUNY Buffalo 2004-2007.
Lecturer, Rochester Institute of Technology, 2005-2006

Professional Experience:

Sole Proprietor, Bruce Street Fabrications, Buffalo NY, 2003-2007

License/Registration:

Selected Publications and Recent Research:

Michael Zebrowski and Cari Varner, "Contemporary Suburbia in Mississippi"
Michael Zebrowski, "Making Concrete" Published in "Made: Design Education and the Art of Making",
NCBDS 2010 Conference Proceedings, Charlotte, North Carolina, March 2010.
Michael Zebrowski, "The Cost of Making it" Published in "Made: Design Education and the Art of Making",
NCBDS 2010 Conference Proceedings, Charlotte, North Carolina, March 2010.

Professional Memberships:

HASSAN BABATUNDE, ADISA

Courses Taught:

ARCH 203 Communications Skills III

Educational Credentials:

Doctorate of Architecture, Byelorussia State Polytechnic, Minsk, 1995

M. Arch., Byelorussia State Polytechnic, 1990

Higher National Diploma, Kaduna Polytechnic, Kaduna, Nigeria, 1982

Ordinary National Diploma, 1980

Teaching Experience:

Adjunct Instructor, Morgan State University, 2008

Adjunct Instructor, Wentworth College, VA, 2007

Lecturer, Byelorussia State Polytechnic, 1996-1997

Teaching Assistant, Byelorussia State Polytechnic, 1991-1995

Professional Experience:

Architect, MIMARchitects, Baltimore, 2005

Architect, DAR Homes, Lanham Maryland, 2003-2005

Architect, AS2 Consultant, Baltimore, MD, 2001-2003

Architect, Professor Aladov's Creative School of Architecture, Minsk, Belarus, 1997-2000

License/Registration:

Selected Publications and Recent Research:

Synopsis of PhD, Dissertation in Architecture, 1995

'Modern Housing in Nigeria', Lecture, Byelorussia State Polytechnic Academy, 1995

'Types of Residential Building, Peculiar to Low-Rise', Lecture, Byelorussia State Polytechnic Academy, 1994

'Problem of National Architecture in a Multi-Ethnic Architecture of Nigeria', Lecture, Byelorussia State Polytechnic Academy, 1993

'Special Building Construction', Project & Paper, Byelorussia State Polytechnic Institute, 1990

Professional Memberships:

Byelorussia Union of Architects, Member

National Pike Health Center Inc., Board of Directors, Baltimore, MD

ADAM BRIDGE, LEED AP

Courses Taught:

ARCH 205 History of the Built Environment I

Educational Credentials:

M. Arch., University of Maryland, 2000

B.A., Art History, Rutgers University, 1997

Teaching Experience:

Lecturer, Morgan State University, 2010-present

Lecturer, University of Maryland, 2008

Lecturer, Maryland Institute College of Art, 2007

Teaching Assistant, University of Maryland, 1998-2000

Professional Experience:

Alter Urban, LLC, Baltimore, Maryland 2006-present

Ayers/Saint/Gross, Baltimore, Maryland 2001-present

Treacy Eagleburger Architects PC, Washington DC 1999-2000

Torti-Gallas and Partners, Silver Spring, Maryland 1998-1999

License/Registration:

LEED AP, United States Green Building Council

Selected Publications and Recent Research:

Adam Bridge, Sandra Vicchio, & Ronald Dow, "When Theory Meets Practice" and "How Master Planning Can Enlighten Initial Thinking", Academic Planning and Library Revitalization, 2008 Conference, Philadelphia, Pennsylvania

Adam Bridge and Eric Moss, "Studying Students", Johns Hopkins University, Facility and Student Life, 2007

Adam Bridge and Brian Kelly, "Campus Planning: A Case Study" - The University of Notre Dame Master Plan, University of Maryland, 2002

BRIAN GRIEB, AIA, LEED AP

Courses Taught:

ARCH 301 Design Studio III
ARCH 417 Building Materials

Educational Credentials:

M. Arch., University of Maryland, 2001
Grad. Certificate in Urban Design, University of Maryland, 2001
B.S. Arch., University of Maryland, 1999

Teaching Experience:

Lecturer, Morgan State University, 2009-present
Lecturer, University of Maryland, 2003-present
Lecturer, University of Maryland, 2000-2001

Professional Experience:

Principal, GriD architects, p.c., Annapolis, MD, 2009-present
Project Architect, Design Collective, Inc., Baltimore, MD, 2003-2009
Assistant Project Manager, SHW Group, LLC., Greenbelt, MD, 1999-2003

Licenses/Registration:

Maryland

Selected Publications and Recent Research:

Metalmag, July/August, 2008. Pg.30
Orrell, Rita C., "Product Focus: Facades" Architectural Record, February, 2007. pp. 175-176
Schipper, K., "Jobsight: Morgan State University Library, Baltimore," Stone Business, November, 2006. pp. 8-16
Czarnecki, John E., "Record News," Architectural Record, November, 2002. pg. 32
"Revisiting a Type: Art and Architecture Library University of Maryland," Trace. University of Maryland, Fall 2000. pg. 17
"Waterfront Revitalization," Trace. University of Maryland, Fall 2000. pp. 40-41
James, Michael, "Designing a Form for One's Memory," The Baltimore Sun, December 17, 1996. Final Edition. pp. 1A

Professional Memberships:

National Council of Architectural Registration Boards
American Institute of Architects
LEED AP, United States Green Building Council

GEORGE RAYMOND HILL, RLA

Courses Taught:

ARCH 302 Studio III (Site Planning)
ARCH 303 Site Planning
ARCH 422 Grading and Drainage
ENST 739 Design and Human Behavior
LAAR 532 Methods and Materials for Landscape Architecture
LAAR 550 Studio III (Urban Design)
LAAR 561 Landscape Architecture Practice

Educational Credentials:

Masters of Landscape Architecture, University of Massachusetts at Amherst, 1985
Masters of Urban and Environmental Studies, Rensselaer Polytechnic Institute, Troy, New York, 1977
B.A. Sociology, State University of New York at Cortland, 1975

Teaching Experience:

Lecturer, Morgan State University 2001-2010

Professional Experience:

Project Manager, Maryland Transit Administration, 1999 - Present
Landscape Architect, Maryland Department of Natural Resources, 1989-1999
Urban Design Planner, City of Fairfax, Virginia, 1987-1989
Junior Landscape Architect, New York, Department of Transportation, 1987
Parks Technician, City of Sarasota, Florida, 1987
Commercial Revitalization Planner, Bronx, New York, 1985-1986
Urban Designer, City of Chicopee, Massachusetts, 1980-1983
Transportation Planner, Capital District Transportation Committee, Albany, New York, 1977-1980

License/Registration:

Maryland, Licensed Landscape Architect, #200022, 1999

Selected Publications and Recent Research:

Bay Link, A Natural Connection to the Chesapeake, Maryland Department of Natural Resources, 1997
Greenwell State Park Master Plan, Maryland Department of Natural Resources, 1995
North Manhattan Parks, Department of Parks and Recreation, New York, New York, 1991
Urban Design Action Plan for Upper Broadway and West 231st Street, Kingsbridge, Riverdale, Van Cortlandt Development Corporation, Bronx, New York, 1982

JOHNNIE V. LEE, AIA

Courses Taught:

ARCH 417 Building Materials

Educational Credentials:

Master of City & Regional Planning, Cornell University, 1977

B. Arch., Howard University, 1972

Teaching Experience:

Adjunct Professor, Morgan State University, 2010-present

Associate Professor, Morgan State University, 1980-1985

Assistant Professor, Shaw University, 1976-1977

Professional Experience:

J. V. Lee Architects, Baltimore, Maryland 2007-2010

V.P., Peter Fillat Architects, Baltimore, Maryland 2004-2007

Owner, J. V. Lee Architects, Baltimore, Maryland 1995-2004

V.P., Amos, Bailey & Lee Architects, Baltimore, Maryland 1980-1995

License/Registration:

Maryland, Virginia and the District of Columbia

National Council of Architectural Registration Boards, Certificate Holder

Professional Memberships:

The American Institute of Architects

Maryland Minority Contractors Association

Urban Land Institute

ERIC LESHINSKY, LEED AP

Educational Credentials:

M. Arch., Rice University, 2002-2006
B.A., Columbia University, 1994-1998

Teaching Experience:

Adjunct Lecturer, Morgan State University School of Architecture and Planning, 2009-present
Adjunct Lecturer, Delaware College of Art & Design, 2010
Adjunct Lecturer, University of Maryland School of Architecture, 2009

Professional Experience:

GRAPH (Principal), Baltimore, MD, 2009-present
PARAMeter, Inc. (architect), Baltimore, MD, 2006-2009
FARO Studio (intern architect), Houston, TX, 2006
Dillon Kyle Architects (intern architect), Houston, TX, 2005
Ziger/Snead Architects (intern architect), Baltimore, MD 2004
East River Greenprint (research and design consultant), New York, NY, 2003
Trust For Public Land (regional media coordinator), New York, NY, 1998-2002

Selected Publications and Recent Research:

Leshinsky, E., "Museum for Missing Places", *NO ZONING: Artists Engage Houston*, Contemporary Arts Museum Houston, 2009
Leshinsky, E., Scharmen, F., Evitts-Dickinson, E., Ferretto, L., Gaylord, P., Manekin, T., "The Plant" *Visionary Green Design and Development*, Bioneers Conference, Baltimore, MD November 2008
Leshinsky, E., Museum of Industry, *The Urbanite* (October 2009) pp.49

Professional Memberships:

LEED AP

ROBERT LOWE

Courses Taught:

ARCH 203 Communication Skills III

Educational Credentials:

Masters of Landscape Architecture, Morgan State University, 2010

B.S. Arch., Catholic University, 2001

Associates of Architecture and Interior Design, Anne Arundel Community College, 1997

Teaching Experience:

Adjunct, Morgan State University, 2008

Instructor, Anne Arundel Community College, 2003

Professional Experience:

Designer/Proprietor, InFORMation DESIGN, LLC, 2004

Intern, CSD Architects, 2001-2002

Intern, WRIT (Washington Real Estate Investment Trust, 2000-2001

Architectural Technician, HABS/HAER, 2000

Intern, Gadreau Inc., 1998-2000

License/Registration:

Selected Publications and Recent Research:

Professional Memberships:

NEELAB MAHMOUD, AAIA

Courses Taught:

ARCH 103 Communication Skills 1
ARCH 201 Design Studio
ARCH 202 Design Studio

Educational Credentials:

M. Arch., University Of Oregon, 2004
B.S., Biology, Virginia Tech, 1999

Teaching Experience:

Adjunct, Morgan State University, 2009-present
Graduate Teaching Fellow, University of Oregon, 2003-2004

Professional Experience:

Studio Marmalade, Baltimore, Maryland 2009-present
Peter Fillat Architects, Baltimore, Maryland 2007-2008
Pyatok Architects, Oakland, California 2005-2007

License/Registration:

N/A

Selected Publications and Recent Research:

N/A

Professional Memberships:

The American Institute of Architects: Associate Member

KIM MCCALLA

Courses Taught:

ARCH 249 Construction Observation

Educational Credentials:

University of Maryland, College Park, MD – Continuing Education, Engineering Management Master's Program 1992

Dowling College, Long Island, NY – Continuing Education, MBA Program, 1984

B.S. Civil Engineering, Carnegie Mellon University, Pittsburgh, PA, 1979

Teaching Experience:

Adjunct, Morgan State University, spring 2010 to Present

Professional Experience:

Assistant Vice President Design and Construction – Morgan State University, 2008-present

Consultant - University of Maryland University College, Present-2008

Senior Director of Capital Planning and Facilities - National Aquarium in Baltimore, 2005-2008

Senior Project Manager – Struever Brothers, Eccles and Rouse, 2004-2005

Vice President – Otis Warren Company, 2003-2004

Project Director – Maryland Stadium Authority (MSA), 1988-2003

Capital Projects Coordinator – Mayor's Office, 1985-1988

Senior Project Inspector – LeRoy Callender Consulting Engineers, 1983-1985

Assistant Engineer – Turner Construction Company, 1981-1983

License/Registration:

Selected Publications and Recent Research:

Professional Memberships:

SHANNON SANDERS MCDONALD, AIA

Courses Taught:

ARCH 201 Basic Design
ARCH 103 Communication Skills I
ARCH 301 Design Studio II

Educational Credentials:

M. Arch., Yale University, 1992
Maryland Institute of Art, Master of Fine Arts - Art Teacher Education 1980
B.S. Art Teacher Education and Psychology, Towson State University, 1976

Teaching Experience:

Visiting Faculty, Southern Polytechnic State University, Marietta, GA, 2009
Adjunct Professor, Morgan State University, Baltimore, MD, 2008
Adjunct Professor, North Dakota State University, Fargo, ND, 2003
Visiting Master Thesis Studio Professor, Montana State University, Bozeman, MT, 2002
Visiting Assistant Professor, University of Nebraska Lincoln, NE, 2001-2002
Adjunct Professor, Southern Polytechnic State University, Marietta, GA, 2000

Professional Experience:

Shannon Sanders McDonald, Principal/Designer, 1996-present

License/Registration:

Maryland, Pennsylvania, Georgia and Illinois
National Council of Architectural Registration Boards, Certificate Holder
LEED certified

Recent Publications and Recent Research:

Paper/Presentation: T&DI Congress, *Creating Fully Sustainable Walkable Communities with Personal Rapid Transit*
Article: Encyclopedia of Sustainability Science and Technology
Article: Automated parking for *Intransition* – a magazine on transportation, architecture and urban planning
Paper, American Society of Civil Engineers: “Automated Parking, PRT and Sustainability” for Automated People Movers Conference
Joint Paper Presentation, Transportation Research Board Annual meeting: “Sustainable Approaches to Parking and PRT – Interfaces and Linkages

Professional Memberships:

The American Institute of Architects
TRB (Transportation Research Board) member – APO20 and APO40
Automated and Mechanical Parking Association
Affiliate Member Parking Consultants Council

EVAN RICHARDSON, Assistant to the Dean

Courses Taught:

ORIE 107 Freshman Orientation for ARCH Majors
ARCH 104 Communication Skills II

Educational Credentials:

Master of Landscape Architecture, Morgan State University, 2000
B.S. Industrial Technology (Graphics Communication), North Carolina A&T State University, 1996

Academic Experience:

MSU – School of Architecture & Planning, Baltimore, MD, Assistant to the Dean, 2010-present
MSU – School of Architecture and Planning, Baltimore, MD, Retention Coordinator, 2003-2010

Professional Experience:

Mayor's Office of Neighborhoods, Baltimore, MD, Neighborhood Liaison, 2003-2003
Neighborhood Design Center, Baltimore, MD, Program Coordinator, 2000-2003
Neighborhood Development Center, Baltimore, MD, Project Manager, 2000-2001
Professional Planners and Engineers, Cedar Knolls, NJ, Landscape Architect Intern 1998-1999

Board Membership(s):

Maryland Commission on African American History and Culture, Maryland-Statewide, Commissioner, 2008-present
Herring Run Watershed Association, Baltimore, MD, Board of Directors, 2005-2008
Community Media of Baltimore City, Baltimore, MD, Board of Incorporators, 2006

Presentations/Workshops

Evan Richardson. "A Testament of Change: The Philosophy of Malcolm X translated into a physical model for an African American Neighborhood". Abstract accepted for the 2009 Annual Council of Educators in Landscape Architecture (CELA) Conference, Tucson, Arizona. 2009
Evan Richardson. "Graphics Workshop: Design Charrette Team". Baltimore County Office of Planning. July 28, 2008.
Dunbar Brooks, Ellis Brown, Rosa Burenstine, Sabrina Hudson, Alvin Lee, Scott Raymond, Evan Richardson, Inez Robb, Scot Spencer, Kim Trueheart, Mary Washington, Hope Williams, "Forum on Engaging Minorities in Our Watershed & Increasing Minority Participation in the Environment. Panelist. Patapsco/Back River Tributary Team. June 12, 2008.

JOHNNY SHAKIR MACON, Retention Coordinator

Courses Taught:

ORAP 107 Freshman Orientation for Architecture Majors

Educational Credentials:

Master of Landscape Architecture, Morgan State University, 2008

Bachelor of Science, Geography, University of Maryland Baltimore County, 2002

Teaching Experience:

Substitute Teacher, Baltimore City School System, 2009-2010

Professional Experience:

PELA Design, Inc. Baltimore, MD, 2008

Human and Rohde, Inc., Baltimore MD, 2005-2008

Behnke's Nursery Company, Beltsville, MD, 2003-2005

Maryland Department of Health and Mental Hygiene, Baltimore, MD, 2004

Maryland Department of Planning, Baltimore, MD, 2001-2002

License/Registration:

Selected Publications and Recent Research:

Professional Memberships:

RAUL VALDEZ, Manager of Information Systems and Services

Educational Credentials:

Candidate for Masters of Systems Engineering, Morgan State University, 2011
B.S. Electrical and Computer Engineering, Morgan State University, 2008

Professional Experience:

Morgan State University - Network Assistant Baltimore, MD, 2008-present
Knowledge Integration and Management Center of Excellence (KIMCOE) Baltimore, MD, 2007
Center of Microwave/Satellite and RF Engineering (COMSARE) Baltimore, MD, 2007

License/Registration:

Professional Memberships:

National Society of Black Engineers (NSBE)

BRIAN P. STANSBURY, Fabrication Shop Manager

Responsibilities:

Provide safe and convenient access to the SA+P Fabrication shop and laser cutter, supervise and train student employees. Present group orientation and safety workshops and provide one-on-one technical advice and education in the Fabrication Shop.

Educational Credentials:

Master of Fine Arts, Sculpture, The School of the Art Institute of Chicago, 2004
Bachelor of Fine Arts, Sculpture, The Maryland Institute College of Art, 1999

Professional Experience:

Director of Instructional Fabrication, Architecture, Interior Architecture and Designed Objects Fabrication Studio, The School of the Art Institute of Chicago, 2006-2009
Manager, Sharp Instructional Shops, The School of the Art Institute of Chicago, 2005-2006
Assistant Manager, Sharp Instructional Shops, The School of the Art Institute of Chicago, 2005
Various construction projects, S. Kroiz and Sons Inc. Baltimore, MD, 2000-2002
Special projects coordinator, Exhibitions installation, Technical assistant American Visionary Art Museum Baltimore, MD, 2000-2002
Technical Director, Little Big Bang Inc. 401c3 a not for profit community based art organization founded by myself and some associates Baltimore, MD, 1999-2002
Freelance Engineering and Design consultation, Events production, Freelance fabrication, Home improvements Baltimore, MD, 1998-present
Studio Assistant, Timothy Blum, Sculptor Baltimore, MD, 1996-1998
Fabrication Technician, Display Specialties Inc. Baltimore, MD, 1996-1998
Studio Assistant Brent Crothers, Sculptor Baltimore, MD, 1993-1996

Part Four: Supplemental Information

3. Visiting Team Report 2005
Annual Report Statistics 2005
Annual Report Narrative 2006
Annual Report Statistics 2006
NAAB Response 2006
Annual Report Narrative 2007
Annual Report Statistics 2007
Focused Evaluation Team Report 2008
NAAB Letter 26 May 2006

(refer to table in I.3.2 Annual Reports)

National Architectural Accrediting Board, Inc.

July 26, 2005

Earl S. Richardson, President
Morgan State University
1700 East Cold Spring Lane
Baltimore, MD 21251



Dear President Richardson:

At the July 2005 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the *Visiting Team Report* for the Morgan State University (MSU) Architecture and Planning.

The board noted the concern of the visiting team regarding problems in several areas.

As a result, the professional architecture program:

Master of Architecture (degree + 3 years)

was formally granted a six-year term of accreditation with the stipulation that a focused evaluation be scheduled in three years to look only at Public Information, Human Resources, Physical Resources, and Information Resources and the progress that has been made in those areas. The accreditation terms are effective January 1, 2005. The program is scheduled for its next full accreditation visit in 2011. The focused evaluation is scheduled for the calendar year 2008. Please see Section 9.1.3 in the 2005 *NAAB Procedures for Accreditation* (www.naab.org) for a description of the focused evaluation process.

Accreditation is subject to the submission of *Annual Reports*. *Annual Reports* are due by June 1 and must include a response to each condition identified as *not met* in the *Visiting Team Report*, a response to each of the causes of concern in the *Visiting Team Report*, a brief summary of changes that have been made or planned in the accredited program, and the two-page statistical report. If an *Annual Report* is not submitted to the NAAB by the time of its fall board meeting, the NAAB may consider advancing the schedule for the program's next accreditation sequence. A complete description of the *Annual Report* process can be found on pages 14-15 of the *NAAB Procedures for Accreditation, 2005 Edition*.

NAAB encourages public dissemination of information about each school contained in both the school's *Architecture Program Report* and the *Visiting Team Report*. If the *Visiting Team Report* is made public, then it is to be published in its entirety.

The visiting team has asked me to express its appreciation for your gracious hospitality.

Very truly yours,

Robert A. Odermatt, FAIA
President

Enc. Visiting Team Report

cc: Dr. Richard L. Lloyd, Director
Rodner B. Wright, AIA, Team Chair
Visiting Team Members

NAAB

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Washington, DC 20006

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**Morgan State University
Institute of Architecture and Planning**

Visiting Team Report

Master of Architecture (degree +3 years)

**The National Architectural Accrediting Board
16 March 2005**

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

I. **Summary of Team Findings**

1. **Team Comments**

The location of the Institute of Architecture and Planning (IAP) in the Baltimore area and the university's stated mission to address the needs of the population in urban areas are major assets to the program, allowing a fertile field for community engagement in cultural, architectural, and social investigations.

The team observed an articulate, knowledgeable, and bright student body. The student meeting was attended by the majority of the student body and provided an opportunity for a candid discussion about the program. It also found the student body to be extremely diverse (in age, gender, and national origin). Students clearly understand the value of time management and they exhibit skill in managing the demands of their personal lives and navigating the demands of this evening program.

The team wishes to extend special recognition for the outstanding progress the program made since the previous visit in direct response to the observations and recommendations of the visiting team.

The faculty are passionate, dedicated, and care about carrying out the role of an evening program.

The team found the central administration to be knowledgeable and a strong supporter of the program.

The program benefits from a rich architectural community. Local professionals provide support and mentoring to the program and its students.

The student design work exhibited a maturity throughout the program, but was particularly strong in Studios III and IV.

There is a synergy among the architecture, the city and regional planning, and the landscape architecture programs, and this cooperation is evident throughout the studio design work.

The growth of the interdisciplinary Bachelor of Science in Architecture & Environmental Design (BSAED) is an asset to the diversity of the graduate program. It exposes the three graduate programs of the institute to a predominantly African-American undergraduate population interested in pursuing these career paths.

2. **Progress Since the Previous Site Visit**

Condition 2, Program Self-Assessment

Previous Team Report: *The visiting team members, having carefully read the Architecture Program Report (APR), were somewhat puzzled by the differences between their expectations for a strongly urban-oriented, information-technology-driven program and what they actually found. Even though there is some evidence of a commitment to engage the urban environment of Baltimore and the major investment in computing was having some impact on student work methods, there was much about the program that had little or nothing to do with those characteristics. This is not to suggest that the program should be dominated by them, but it is to say that there is a lack of consistency between stated goals and actual practice.*

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Such a lack of consistency would suggest the absence of a consensus-building process, which would translate the goals of individuals into the goals of the whole.

Much has been achieved in the period since the last NAAB team visit, but it is clear that a task that awaits the new leadership of the institute and the program is to develop a consensus about the goals of the program and the means that should be used to achieve them. There must necessarily be a match of the interests and abilities of the faculty, the resources available (which this team believes to be impressive), the opportunities and challenges derived from the setting, and the ambitions of the students, as well as the vision of the leaders.

A very frank and open process of self-assessment that, interestingly enough, the students have attempted to initiate will be crucial.

The students draw attention to the fact that they are a very diverse body in terms of abilities and previous experiences. This is not untypical of 3+ graduate programs in Architecture. The presence at Morgan State of a high percentage of foreign students, most of whom have already completed a professional degree or qualification in Architecture in their own country, adds both richness and complexity to this small program. These students have skills and confidence that the 3+ students are struggling to achieve.

The program has begun to face up to these differences and disparities, and the visiting team was encouraged to learn of the planned summer "design camp." But it is important that the program accepts such needs and concerns into their vision for the future through a more rigorous process of self-assessment.

The team finds that this condition is now met. There was consistency between the stated mission of the program and the work found in the team room.

Condition 11, Professional Degrees and Curriculum

Previous Team Report: The team found varying degrees of success between the 60-credit program curriculum and the 90-credit program curriculum, with the latter program experiencing some basic curricular problems. There is a lack of structured means to quickly develop basic design skills and Architecture acculturation. Because there are no prerequisites in design or a summer remedial program, students in the 90-credit program, without any Architecture background, are combined very early with students having a pre-Architecture degree in the 60-credit programs. The result is that advanced students are held up by beginners, who become overly self-conscious of their lack of skill and from a perception that the faculty favors the advanced students.

The team finds that this condition is now met. There is no evidence of this disconnect in Studios III and IV. On the contrary, students indicated that more-experienced students tend to mentor less-experienced students.

Criterion 5: *Ability to apply basic organizational, spatial, structural, and constructional principles to the conception and development of interior and exterior spaces, building elements, and components.*

Previous Team Report: The 60-credit-hour students acquire their fundamental design skills primarily, if not entirely, in their undergraduate experience. The 90-credit-hour students are weak in these skills and this weakness is apparent in their later studio work. The first year of studio projects, although including basic formal exercises, focuses immediately on architectural projects to the detriment of fundamental design understanding and the ability to apply these skills.

The team finds that this condition is now met.

Criterion 16: Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design.

Previous Team Report: *Among the student body is the important group with no previous architectural education. Many of them evidenced great insecurity about these issues. It is essential that the program incorporate courses that will equip all of the students with this understanding so that they can proceed with confidence to address the other social, economic, and environmental concerns of the program.*

The team finds that this condition is now met.

Criterion 20: Understanding of the basic principles that inform the design of building envelope systems.

Previous Team Report: *The APR indicates the criterion is achieved through the structures courses and the 540, 550, and 799 design studios. No evidence of the criterion was found in the structures notebooks in the Team Room, nor was there adequate evidence found in student work to convince the team that building envelope systems is understood.*

The team finds that this condition is now met.

Criterion 22: Ability to assess, select, and integrate structural systems, environmental systems, life-safety systems, building envelope systems, and building service systems into building design.

Previous Team Report: *Little evidence was observed in the Team Room exhibits that indicate that the concerns expressed by the previous team have been addressed by the program. Very little evidence was found in student work indicating that criteria 12.17 through 12.21 are considered in the students' designs.*

The team finds that this condition is now met.

Criterion 29: Ability to produce an architecture project informed by a comprehensive program, from schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as may be appropriate; and to assess the completed project with respect to the program's design criteria.

Previous Team Report: *The final project produced by the students in their last semester carries the burden of demonstrating their abilities to respond to this criterion. At best, the work does so marginally. For those students with a substantial record of previous architectural education and practice, this may be an appropriate place to demonstrate these skills. Other students probably require a more carefully constructed vehicle in which they can learn from each other as they grapple together with a common project.*

The team finds that this criterion is now met.

3. Conditions Well Met

- 12.1 Verbal and Writing Skills
- 12.23 Legal Responsibilities
- 12.31 Legal Context in Architectural Practice
- 12.32 Practice Organization and Management
- 12.33 Contracts and Documentation

4. Conditions Not Met

- 3 Public Information
- 5 Human Resources
- 7 Physical Resources
- 8 Information Resources
- 12.21 Building Service Systems
- 12.28 Technical Documentation

5. Causes of Concern

The Institute currently occupies approximately 24,000 ft² (7,315 m²) on the first and second floors in a building in which the only academic programs are those of the IAP. While there is an expectation that planning funds will be allocated by the State of Maryland for a new building next year and construction is scheduled for completion in 2010, it is clear that interim solutions are needed immediately to handle the needs of the graduate programs and the rapid growth of the undergraduate Bachelor of Science in Architecture and Environmental program. In addition, items that were noted by the last visiting team (adequate office space for full-time and adjunct faculty whom must meet privately with students and a model shop) have not been addressed.

The undergraduate program has grown rapidly over the last 3 years. It appears as though the program growth has outgrown the resources (space, equipment and human) needed to accommodate its demands, thus straining those resources intended for the graduate program.

While there is great anticipation about the new university library currently under construction, the team is concerned that the architecture information resources do not meet the NAAB minimum of 5,000 NA volumes. In addition, the annual statistical reports indicate that the collection has diminished since the last visit.

Computer technology resources are not effectively managed. Output devices are inadequate to service the graduate and undergraduate programs. Technical support is provided by one part-time staff member who works only on weekends, when neither students and nor faculty are present. Students and faculty consistently noted technical support as unsatisfactory.

The Architecture Program does not have sufficient staff support to effectively operate a program of this size. There is currently one administrative staff member for the director of the institute who manages three programs. No staff support exists for faculty or the program coordinators.

There is a need for the central administration to reconcile its expectations for the program and the resources it provides to administer it.

*The Library of Congress classification for the historical and aesthetic aspects of architecture.

II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

Programs must respond to the relevant interests of the five constituencies that make up the NAAB: education (ACSA), members of the practicing profession (AIA), students (AIAS), registration board members (NCARB), and public members.

1.1 Architecture Education and the Academic Context

The program must demonstrate that it both benefits from and contributes to its institutional context.

Met	Not Met
[X]	[]

The team found a high regard for the institution's urban mission and focus with a solid mix of diverse faculty and students and found strong interaction between the program and institutional context. Both the institution and the program exhibit a strong commitment to serving the urban context.

1.2 Architecture Education and Students

The program must demonstrate that it provides support and encouragement for students to assume leadership roles during their school years and later in the profession, and that it provides an interpersonal milieu that embraces cultural differences.

Met	Not Met
[X]	[]

Graduate students of architecture are fortunate to be part of a very diverse student body supported by a sympathetic and equally diverse faculty. The program benefits from an active American Institute of Architecture Students (AIAS) chapter and newly formed Student Focus Group that allow students to participate in day-to-day governance of the program and make suggestions about the curriculum.

1.3 Architecture Education and Registration

The program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure.

Met	Not Met
[X]	[]

This program is in an enviable position in that a large percentage of the students is working in an architect's office. They are using this experience in a broad and mature context in their studio work. This program is a good example of the integration of practice and education that cannot be replicated in the classroom alone.

1.4 Architecture Education and the Profession

The program must demonstrate how it prepares students to practice and assume new roles within a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base.

Met	Not Met
<input checked="" type="checkbox"/> [X]	<input type="checkbox"/> []

Internships, adjunct faculty, area professionals on juries, faculty participation in the American Institute of Architects (AIA) and guest lecturers reinforce the strong professional practice course work.

1.5 Architecture Education and Society

The program must demonstrate that it not only equips students with an informed understanding of social and environmental problems but that it also develops their capacity to help address these problems with sound architecture and urban design decisions.

Met	Not Met
<input checked="" type="checkbox"/> [X]	<input type="checkbox"/> []

The team found this condition met through the strong urban mission of the University and the mix of disciplines within IAP. The healthy balance of full-time faculty and adjunct practitioners equips students with an understanding of the critical social and environmental problems facing society.

2. Program Self-Assessment

The program must provide an assessment of the degree to which it is fulfilling its mission and achieving its strategic plan.

Met	Not Met
<input checked="" type="checkbox"/> [X]	<input type="checkbox"/> []

There has been an enormous amount of positive change in this area since the last visit. The faculty and other constituents have worked to develop a current mission statement and strategic plan. Success in self-assessment is demonstrated by the high quality of student work, which fulfills the stated goals of the program.

3. Public Information

The program must provide clear, complete and accurate information to the public by including in its catalog and promotional literature the exact language found in Appendix A-2, which explains the parameters of an accredited professional degree program.

Met	Not Met
<input type="checkbox"/> []	<input checked="" type="checkbox"/> [X]

While the required statement language is found in the *Graduate Catalog*, it does not appear in the IAP's brochure or on its newly developed Web site.

4. **Social Equity**

The program must provide all faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with equitable access to a caring and supportive educational environment in which to learn, teach, and work.

Met	Not Met
[X]	[]

A diverse student body and faculty create a very supportive and nurturing environment.

5. **Human Resources**

The program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, administrative and technical support staff, and faculty support staff.

Met	Not Met
[]	[X]

The faculty complement is barely sufficient to meet the needs of the graduate program in light of the burgeoning success of the undergraduate enrollment that currently exists without a dedicated coordinator. The administrative head is overseeing multiple programs; the administrative support staff is one well-qualified individual who needs additional support; and the technical support staff is wholly inadequate for a program that is developing increased scale and complexity. There is a vacant position for one additional administrative support staff person that remains unfilled due to the lack of benefits. There is no evidence of faculty support staff.

6. **Human Resource Development**

Programs must have a clear policy outlining both individual and collective opportunities for faculty and student growth within and outside the program.

Met	Not Met
[X]	[]

Although policies are well defined, financial support and resources are inadequate to fully implement these policies.

7. **Physical Resources**

The program must provide physical resources that are appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each full-time student; lecture and seminar spaces that accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space.

Met	Not Met
[]	[X]

The IAP occupies approximately 24,000 ft² (7,315 m²) on the first and second floors in a building in which the only academic programs are those of the IAP. It is clear with the growth of the undergraduate program that this facility, while temporary, is not adequate to satisfy the needs of the graduate program and the expanding undergraduate program. While there is an expectation

that planning for a new building will begin next year and its construction is scheduled for completion in 2010, it is clear that interim solutions are needed immediately. In addition, items that were noted by the last visiting team (inadequate office space for full-time and adjunct faculty who must meet privately with students and the absence of a model shop) have not been addressed.

Although additional computers have been provided, more computers, printers, and plotters are needed.

8. Information Resources

The architecture librarian and, if appropriate, the staff member in charge of visual resource or other non-book collections must prepare a self-assessment demonstrating the adequacy of the architecture library.

Met	Not Met
[]	[X]

The team was provided with an assessment that indicated the numbers of volumes (4,800) available remain below the required 5,000 titles. It appears from previous reports that this collection has diminished. Although there are 1,200 volumes available in the in-house Media Resource Center, these are neither readily accessible nor included in the main library cataloging system.

9. Financial Resources

Programs must have access to institutional support and financial resources comparable to those made available to the other relevant professional programs within the institution.

Met	Not Met
[X]	[]

This condition is minimally met. However the model shop, full implementation of the Media Resource Center within the IAP, and support staff for IT hardware and software support still remain unrealized.

10. Administrative Structure

The program must be a part of, or be, an institution accredited by a recognized accrediting agency for higher education. The program must have a degree of autonomy that is both comparable to that afforded to the other relevant professional programs in the institution and sufficient to assure conformance with all the conditions for accreditation.

Met	Not Met
[X]	[]

The university is accredited by the Middle States Commission on Higher Education (MSCHE).

11. Professional Degrees and Curriculum

The NAAB only accredits professional programs offering the Bachelor of Architecture, the Master of Architecture and the Doctor of Architecture degrees. The curricular requirements for awarding these degrees must include three components—general studies, professional studies, and

electives—which respond to the needs of the institution, the architecture profession, and the students respectively.

Met	Not Met
[X]	[]

This condition is met.

12. Student Performance Criteria

The program must ensure that all its graduates possess the skills and knowledge defined by the performance criteria set out below, which constitute the minimum requirements for meeting the demands of an internship leading to registration for practice.

12.1 Verbal and Writing Skills

Ability to speak and write effectively on subject matter contained in the professional curriculum

Met	Not Met
[X]	[]

As early as Studios I and II, students demonstrate their ability to write in conjunction with their design work. In addition, evidence exists in each semester portfolio presented in the team room as well as in the formal presentations required in ARCH 521 Built Environment History II.

12.2 Graphic Skills

Ability to employ appropriate representational media, including computer technology, to convey essential formal elements at each stage of the programming and design process

Met	Not Met
[X]	[]

The team room contained excellent examples of the full range of graphic presentations, hand drafting, freehand drawing, watercolor renderings, computer drafting and presentation drawings, and physical models. This range was evident in all studios.

12.3 Research Skills

Ability to employ basic methods of data collection and analysis to inform all aspects of the programming and design process

Met	Not Met
[X]	[]

Evidence exists of this ability in the design studios, history, and some technology courses. In particular, the Terminal Project course is research intensive to prepare students to execute the final design project.

12.4 Critical Thinking Skills

Ability to make a comprehensive analysis and evaluation of a building, building complex, or urban space

Met	Not Met
[X]	[]

The program provides increasing intellectual challenges and deepening rigor leading to the development of critical thinking skills at all levels. ARCH 511, History of the Built Environment I, showed examples of diagramming and analysis of historic buildings and complexes.

12.5 Fundamental Design Skills

Ability to apply basic organizational, spatial, structural, and constructional principles to the conception and development of interior and exterior spaces, building elements, and components

Met	Not Met
[X]	[]

The use of models in the first semester studio begins the understanding of form and volume with simple structures. The work of the third- and fourth-semester studios shows that the students have the ability to complete the conceptual, schematic, and design development phases of design.

12.6 Collaborative Skills

Ability to identify and assume divergent roles that maximize individual talents, and to cooperate with other students when working as members of a design team and in other settings

Met	Not Met
[X]	[]

Several of the studio projects required student teams to develop the research and conceptual phases of the exercises. Collaboration among students matured after Studio III and then became more evident in Studio IV. It was not so evident in the following studios.

12.7 Human Behavior

Awareness of the theories and methods of inquiry that seek to clarify the relationships between human behavior and the physical environment

Met	Not Met
[X]	[]

The student work clearly showed an understanding of the relationships between human behavior and the physical environment as a result of the diverse culture of the school. However, no evidence was found that the theories of human behavior were introduced formally in course work.

12.8 Human Diversity

Awareness of the diversity of needs, values, behavioral norms, and social and spatial patterns that characterize different cultures, and the implications of this diversity for the societal roles and responsibilities of architects

Met	Not Met
[X]	[]

All three history courses emphasize the development of architecture as it has been shaped by societal factors.

12.9 Use of Precedents

Ability to provide a coherent rationale for the programmatic and formal precedents employed in the conceptualization and development of architecture and urban design projects

Met	Not Met
[X]	[]

There is ample evidence in the course work that the students have the ability to analyze and use the principles of precedents for design. Examples in studio begin the first semester and are pervasive throughout the course work.

12.10 Western Traditions

Understanding of the Western architectural canons and traditions in architecture, landscape, and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them

Met	Not Met
[X]	[]

This criterion is met as demonstrated from the lectures, course assignments and research papers from the Built Environment History course sequence.

12.11 Non-Western Traditions

Awareness of the parallel and divergent canons and traditions of architecture and urban design in the non-Western world

Met	Not Met
[X]	[]

Non-western traditions are discussed in both of the history survey courses. Explicitly, Built Environment History II devotes a significant percentage of the semester to non-Western cultures, and student presentations are assigned on a variety of architectural topics from around the world. Other examples include studio projects developed in response to the recent tsunami tragedy in Sri Lanka.

12.12 National and Regional Traditions

Understanding of the national traditions and the local regional heritage in architecture, landscape, and urban design, including vernacular traditions

Met	Not Met
[X]	[]

The local and regional heritages are understood and used to the fullest extent. Use of national traditions was equally strong in individual projects due to the wide range of faculty and student interest in understanding vernacular traditions.

12.13 Environmental Conservation

Understanding of the basic principles of ecology and architects' responsibilities with respect to environmental and resource conservation in architecture and urban design

Met	Not Met
[X]	[]

The students develop an understanding and ability to use conservation techniques in the technical environmental courses and in Studios III and IV.

12.14 Accessibility

Ability to design both site and building to accommodate individuals with varying physical abilities

Met	Not Met
[X]	[]

Site and building accessibility were taught in Studio III. Universal design was evident from Studio IV onwards in the design sequence.

12.15 Site Conditions

Ability to respond to natural and built site characteristics in the development of a program and design of a project

Met	Not Met
[X]	[]

Site drawings and models throughout the studio sequence provide evidence that the students have the ability to analyze and design for various site conditions. Of particular note, the team witnessed a current joint project between Studio II and a landscape architecture studio.

12.16 Formal Ordering Systems

Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design

Met	Not Met
[X]	[]

This criterion is met at all levels of the design sequence but is particularly apparent in Studio III.

12.17 Structural Systems

Understanding of the principles of structural behavior in withstanding gravity and lateral forces, and the evolution, range, and appropriate applications of contemporary structural systems

Met	Not Met
[X]	[]

A strong structures course sequence has been adapted well to the design profession. Commendable ability is evident in the basic layout of structural systems in the design studio sequence and is perpetuated in all studios. At the present time, the amount of construction occurring on campus provides a teaching laboratory that is well utilized by the faculty.

12.18 Environmental Systems

Understanding of the basic principles that inform the design of environmental systems, including acoustics, lighting and climate modification systems, and energy use

Met	Not Met
[X]	[]

Basic principles of environmental systems are taught in ARCH 523, Architectural Technology III (Environmental Controls), and are put into practice beginning in Studio III. Basic principles of natural airflow, solar energy, and water and energy conservation are evident in the studio projects.

12.19 Life-Safety Systems

Understanding of the basic principles that inform the design and selection of life-safety systems in buildings and their subsystems

Met	Not Met
[X]	[]

The course textbook *Cracking the Codes* is used in Studios III and IV.

12.20 Building Envelope Systems

Understanding of the basic principles that inform the design of building envelope systems

Met	Not Met
[X]	[]

Evidence of the students' understanding of built enclosure systems is found in Studios III, IV, and VI.

12.21 Building Service Systems

Understanding of the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems

Met	Not Met
[]	[X]

This condition is partially met. These issues are covered extensively in ARCH 523, Architectural Technology III, with the exception of plumbing, vertical circulation, communication, and security.

12.22 Building Systems Integration

Ability to assess, select, and integrate structural systems, environmental systems, life-safety systems, building envelope systems, and building service systems into building design

Met	Not Met
[X]	[]

Studios III and IV provide evidence of the students' ability to integrate all systems into design.

12.23 Legal Responsibilities

Understanding of architects' legal responsibilities with respect to public health, safety, and welfare; property rights, zoning and subdivision ordinances; building codes; accessibility and other factors affecting building design, construction, and architecture practice

Met	Not Met
[X]	[]

Review of the syllabus and student work in ARCH 561, Architectural Practice, Law and Management, indicates this criterion has been well met.

12.24 Building Code Compliance

Understanding of the codes, regulations, and standards applicable to a given site and building design, including occupancy classifications, allowable building heights and areas, allowable construction types, separation requirements, means of egress, fire protection, and structure

Met	Not Met
[X]	[]

The criterion is met in course work and studios and is further evident by the use of the course textbook *Cracking the Codes* in Studios III and IV.

12.25 Building Materials and Assemblies

Understanding of the principles, conventions, standards, applications, and restrictions pertaining to the manufacture and use of construction materials, components, and assemblies

Met	Not Met
[X]	[]

The Architectural Technology V course provides the students with the understanding required in this criterion. Their understanding is pervasive throughout the studio work.

12.26 Building Economics and Cost Control

Awareness of the fundamentals of development financing, building economics, and construction cost control within the framework of a design project

Met	Not Met
[X]	[]

The team found evidence that this criterion is met.

12.27 Detailed Design Development

Ability to assess, select, configure, and detail as an integral part of the design appropriate combinations of building materials, components, and assemblies to satisfy the requirements of building programs.

Met	Not Met
[X]	[]

While the matrix suggests that this criterion is satisfied by Studios V and VI, the team found that the ability to develop detailed design was consistently satisfied by Studios III and IV.

12.28 Technical Documentation

Ability to make technically precise descriptions and documentation of a proposed design for purposes of review and construction

Met	Not Met
[]	[X]

Although the elective Internship courses and elective Production Techniques course meet this criterion, there is no evidence that all students get this experience.

12.29 Comprehensive Design

Ability to produce an architecture project informed by a comprehensive program, from schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies,

as may be appropriate; and to assess the completed project with respect to the program's design criteria

Met	Not Met
[X]	[]

While the matrix suggests that this criterion is satisfied by Studios V and VI, the team found that comprehensive design ability was consistently satisfied by Studios III and IV.

12.30 Program Preparation

Ability to assemble a comprehensive program for an architecture project, including an assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and an assessment of their implications for the project, and a definition of site selection and design assessment criteria

Met	Not Met
[X]	[]

Programming techniques are introduced early in the program, particularly in Studio III. The Terminal Project course provides both programming and design methodologies in depth and in greater detail.

12.31 The Legal Context of Architectural Practice

Awareness of the evolving legal context within which architects practice, and of the laws pertaining to professional registration, professional service contracts, and the formation of design firms and related legal entities

Met	Not Met
[X]	[]

This criterion is well met in Architectural Practice, Law and Management.

12.32 Practice Organization and Management

Awareness of the basic principles of office organization, business planning, marketing, negotiation, financial management, and leadership, as they apply to the practice of architecture

Met	Not Met
[X]	[]

This criterion is well met in Architectural Practice, Law and Management.

12.33 Contracts and Documentation

Awareness of the different methods of project delivery, the corresponding forms of service contracts, and the types of documentation required to render competent and responsible professional service

Met	Not Met
[X]	[]

This criterion is well met in Architectural Practice, Law and Management.

12.34 Professional Internship

Understanding of the role of internship in professional development, and the reciprocal rights and responsibilities of interns and employers

Met	Not Met
[X]	[]

There was ample evidence of this understanding in discussions with students.

12.35 Architects' Leadership Roles

Awareness of architects' leadership roles from project inception, design, and design development to contract administration, including the selection and coordination of allied disciplines, post-occupancy evaluation, and facility management

Met	Not Met
[X]	[]

This criterion was substantially met with the exception that the team could not find evidence of information on facility management.

12.36 The Context of Architecture

Understanding of the shifts which occur—and have occurred—in the social, political, technological, ecological, and economic factors that shape the practice of architecture

Met	Not Met
[X]	[]

In course and studio work, students understand the evolution of architecture in its context and prepare responses to the myriad of factors that relate to their design projects.

12.37 Ethics and Professional Judgment

Awareness of the ethical issues involved in the formation of professional judgments in architecture design and practice

Met	Not Met
[X]	[]

This criterion is well met in Architectural Practice, Law and Management.

III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2004 Morgan State University Architecture Program Report.

Founded in 1876, Morgan State University is one of the premier historically black institutions of higher learning in the country. Morgan State University is one of 13 public baccalaureate-granting colleges and universities in Maryland and one of six in the Baltimore metropolitan area. Its alumni/ae include United States congressmen, senior military officers, distinguished jurists, members of the professional football Hall of Fame, and successful entrepreneurs. Morgan's legacy of leadership dates from its origins. It was established as the Centenary Biblical Institute by the Baltimore Conference of the Methodist Episcopal Church to train young men as ministers. As the needs of African-American communities changed, the Institute broadened its education mission to train young men and women "of good moral standing" primarily to be teachers. The Institute was named Morgan College in 1890 in honor of the Reverend Lyttleton Morgan, the first chairman of its Board of Trustees.

Morgan awarded its first baccalaureate degree to George F. McMechen in 1895. McMechen obtained a law degree from Yale University and eventually returned to Baltimore to become an important civic leader. He practiced law, became the first African American named to the city's Board of School Commissioners in 1944, and was honored as the first Morgan alumnus to bestow \$1,000 on his alma mater.

Morgan remained a private institution until 1939, when Maryland purchased it in response to a study that found that the state needed to provide more higher education opportunities for African Americans. After entering the state system, it remained a comprehensive liberal arts institution, making Morgan and the University of Maryland College Park the only two public campuses in Maryland with a mission beyond that of training teachers.

In 1975, the legislature designated Morgan a university, governed by an independent Board of Regents, and gave it the mission of awarding degrees through the doctorate. When Maryland reorganized its system of higher education in 1988, Morgan retained its independence. The legislature designated the University Maryland's public urban university, with the mission of offering programs at all degree levels, conducting research, and developing programs that address the needs of the City of Baltimore and urban communities throughout the nation.

Today, Morgan State University is a fully accredited, comprehensive institution offering undergraduate degrees in the arts and sciences and in professional fields such as business, teacher education, engineering, and social work. At the graduate level, Morgan awards degrees in architecture, mathematics, science, bioinformatics, engineering, education, history, public health, and business. The University offers doctoral degrees in six fields of study. With an enrollment of nearly 6,700 students, the Northeast Baltimore campus is the largest of the State's four historically black institutions. The campus is an emerging complex of high demand programs and modern facilities situated on approximately 150 acres of land.

2. Institutional Mission

The following text is taken from the 2004 Morgan State University Architecture Program Report.

Morgan State University is, by legislative statute, Maryland's public urban university. As such, it gives priority to addressing the needs of the population in urban areas, in general, and of Baltimore City, in particular, through its academic, research, and service programs. The University offers a comprehensive range of academic programs, awarding degrees from the baccalaureate through the doctorate and has significant programs of research and public service that address issues, problems, and opportunities of urban life. The campus serves an educationally, demographically, and socioeconomically diverse student body. It is committed to educating a culturally diverse and multiracial population with a particular obligation to increasing the educational attainment of the African-American population in fields and at degree levels in which it is underrepresented. It promotes economic development by meeting critical workforce needs and collaborating with business and industry.

3. Program History

The following text is taken from the 2004 Morgan State University Architecture Program Report.

Institute of Architecture & Planning

The Institute of Architecture & Planning (IAP) is an academic unit comprising three professional graduate programs, offering preparation for professional practice in Architecture, Landscape Architecture, and City & Regional Planning, (Master of Architecture, Master of Landscape Architecture, and Master of City and Regional Planning), and a nonprofessional Bachelor of Architecture and Environmental Design undergraduate degree program that was launched two years ago.

The regional context of the Graduate Program in Architecture, and the Institute of Architecture & Planning, is the urban center of Baltimore and the greater state of Maryland. The Graduate Program in Architecture at Morgan is the only accredited architecture program in the Baltimore region and one of the two in Maryland. Furthermore, it is the only architecture program in the state that offers an evening curriculum, which contributes to the distinction of the program, and to its accessibility. Its location in Baltimore provides diverse opportunities for research in urban issues—planning, design, historic preservation—and the opportunity to develop professional relationships with a large and talented professional community.

Joined at the hip from its inception with its sister programs in landscape architecture and city planning, the program provides a cross-fertilized environment for students to develop interdisciplinary approaches to urban opportunities. The architecture program addresses urban issues in housing, health care, education, commerce, and governance—the activities that generate urban facilities. The students' explorations bring them into contact with the diversity of people who live or work in urban areas. Architectural studies at Morgan are framed by such considerations as urban design, city and regional planning, landscape design, historic preservation, and information and construction technologies.

The Graduate Program in Architecture was originally established in 1979 within the Department of Built Environment Studies under Harry Robinson, FAIA, who later went on to become dean of architecture, and subsequently a provost at Howard University. The

Department of Built Environment Studies incorporated the allied fields of architecture, landscape architecture, and planning.

In 1992, under the leadership of Anthony N. Johns, Jr., Architect, FAIA, the department name was changed to the Institute of Architecture & Planning, comprising architecture, landscape architecture, and city and regional planning. Anthony N. Johns, Jr., FAIA served as the first Director of the Institute of Architecture & Planning until his retirement in 1997.

The Graduate Program in Architecture achieved its initial National Architectural Accreditation Board (NAAB) accreditation in 1991, and a five-year accreditation was granted in 1993, under the leadership of Professor Johns. The program was structured as a day program, with afternoon studios modeled after the national prototype, similar to the curriculum and scheduling of the Master of Architecture degree program at the University of Pennsylvania. The curriculum was centered on the core design studio experience, as a learning laboratory with the integrated self-assessment processes of design review juries.

In 1997, under the Institute's new Director Melvin Mitchell, Architect, FAIA, in an effort to reinvent itself and attract new students, the program declared its intention to adopt the practicum-based approach to architectural education pioneered by the Boston Architecture Center. Beginning in the fall of 1998, the program began offering all of its studios in the evening in an effort to encourage working people to become students and students to work.

The new model has been successful in attracting students and in producing graduates who are well prepared for the transition into the internship phase of the architectural profession.

To date, the majority of graduate students in architecture begin working with Baltimore architectural firms by the end of their second or third semester of matriculation, and the pedagogical belief in the value of professionally based internships and the practicality of an evening-based curriculum are key to the fundamental character of the program.

During the ups and downs of transitioning from a day to an evening program, informal support and guidance was available from the Boston Architectural Center. Dr. Theodore Landsmark, President of the Boston Architectural Center, visited the program and was later invited to serve as an advisor in the search process for the new director in 2001–02. Now the Graduate Program in Architecture is securely on its way to establishing a unique identity and role for itself in architectural education in Baltimore and the larger region.

The other significant development during Professor Mitchell's term as director was the planning and State of Maryland approval for the addition of an undergraduate program. The undergraduate program was designed to be interdisciplinary, pulling resources from the three sister disciplines—architecture, landscape architecture, and city and regional planning—for its direction and content. The program, which awards the Bachelor of Science in Architecture and Environmental Design (BSAED), is expected to prepare students for any one of the three graduate programs, although the majority of current undergraduate students state a preferred interest in architecture as their projected career path. As an interdisciplinary and independent undergraduate program, graduation from the BSAED program does not automatically provide admissions or advanced standing in any portions of the Graduate Program in Architecture. However, following individual portfolio review and scrutiny of accomplished course work, individual graduates of the BSAED program may receive advanced placement in selected courses.

Melvin Mitchell, Architect, AIA, retired from Morgan State University in July 2002. During the academic year 2001–02, prior to Mitchell's departure, Ruth Connell, associate professor of architecture was directed to lead a search committee for a new director. With the leadership of Professor Connell, the search was advertised nationally and faculty consensus on the committee's recommendation to the University was a priority.

Richard Lloyd, Ph.D., arrived as the new director of the Institute of Architecture & Planning in July 2002. Dr. Lloyd's interdisciplinary background in both planning and architecture, and his extensive experience as an educator, underscore his leadership of the Institute of Architecture & Planning.

Current Status of the Institute of Architecture & Planning

The Graduate Program in Architecture is accredited by the National Architectural Accreditation Board (NAAB). Its accreditation status was reviewed during academic year 2001–02, and was granted a three-year term of accreditation. Student enrollment in Fall 2003 was 40 students, 29 of whom were full-time.

The Graduate Program in Landscape Architecture is accredited by the Landscape Architectural Accreditation Board (LAAB). Its accreditation status was reviewed during academic year 2002–03, and was granted a six-year term of accreditation. Student enrollment in Fall 2003 was 22 students, 16 of whom were full-time.

The Graduate Program in City & Regional Planning is accredited by the Planning Accreditation Board. Its accreditation status was reviewed during academic year 2000–01, and was granted a five-year term of accreditation, January 1, 2002–December 31, 2006. Student enrollment in Fall 2003 was 23 students, 15 of whom were full-time.

The undergraduate Bachelor of Science in Architecture & Environmental Design has a current enrollment of 100 full-time students.

Graduate Program in Architecture

The Graduate Program in Architecture is led by its coordinator, Mahendra Parekh, Architect, MA. The coordinator system has been reinforced at the program level under the new director, Dr. Richard Lloyd. The process of coordinator selection has been clarified, which has contributed to a more open understanding of internal governance within the IAP.

Mahendra Parekh, Architect, AIA, as the current coordinator of the program has created a solid level of stability. Professor Parekh first came to Morgan State University in 1981 when the program was just an idea. Parekh had served as program coordinator from 1992 to 1997. Because Parekh has been a part of each evolutionary stage of its development, he understands the history of the program's vision, and also the realities of the program's efforts and resources while striving for achievable goals. Because the primary mission of the program is to prepare students for practice in architecture, a profession that is increasingly complex and challenging each year, it has been a great benefit to have a mature, highly experienced architect-educator as the program coordinator.

4. Program Mission

The following text is taken from the 2004 Morgan State University Architecture Program Report.

The mission of the Graduate Program in Architecture has three components: the education of students for the profession of architecture; research and design in critical issues of urban architecture; and support to the metropolitan region of Baltimore and to the State of Maryland.

I. The Education Mission: Preparation for the Profession of Architecture

The primary objective of the education mission is preparation for the profession of architecture, with a special emphasis on mentorship of student populations that are underrepresented in the profession of architecture. The mission focus is preparation for an increasingly complex profession, engaged with rapidly changing technologies in the materials, production, and representation of the built environment, in a world of diminished natural resources, degraded urban and suburban environments, and in a progressively more complicated social, cultural, economic, and legal environment. A key objective is to mentor, to encourage, and to nurture students from disenfranchised populations, specifically, African-American, women, and other minority students who are underrepresented in the profession of architecture, with a curriculum and teaching pedagogy that is responsive to the needs of these students.

II. The Research Mission: Design and Research in the Urban Environment

The objective of the research mission is to research and design for critical issues in the urban environment, including the redesign of the urban core and the exploration of design for sustainability in the urban context. The design and research activities of the program are integral to the education component.

III. The Service Mission: Engagement with the City of Baltimore

The objective of the service mission is to engage in architectural, research, and educational projects that support and nurture the urban neighborhoods of Baltimore and other areas within the region and the State of Maryland. Through active engagement with our region, respect for cultural diversity and for the environment is enhanced and the goal of education for socially responsible design is reinforced.

5. Program Strategic Plan

The following text is taken from the 2004 Morgan State University Architecture Program Report.

OBJECTIVES

The Education Mission: *Preparation for the Profession of Architecture*

Objective: preparation of students for the profession of architecture, which is an increasingly complex profession, engaged with rapidly changing technologies in the materials, production, and representation of the built environment, in a world of diminished natural resources, degraded urban and suburban environments, and in a progressively more complicated social, cultural, economic and legal environment; and the

mentorship of student populations that are underrepresented in the profession of architecture.

Goal 1: strengthen the curriculum

Actions:

- create faculty leadership for content streams in the curriculum
- use faculty peer review to strengthen individual courses, continue annually, and syllabi to be turned in to Coordinator each semester
Schedule: every year
- coordinate textbook requirements throughout the curriculum, renew annually
Schedule: review annually
- review the location of NAAB educational criteria within the curriculum on an annual basis; update the course matrix
- review of met and well-met NAAB educational criteria annually for maintenance, and seek ways of strengthening
Schedule: annually
- develop an action plan for meeting NAAB deficiencies, and review progress annually
Schedule: annual reports to NAAB
- keep technology courses up to date by maintaining and developing faculty for these courses
- require more programming study within studio projects and use field trips and studio projects to understand complex social, economic, and legal environments
- teach awareness and understanding of social responsibility in design by adding socially responsible dimensions to studio projects and use examples of social responsibility in lectures and seminars
- include discussion of ethics in the Professional Practice course

Goal 2: teach concepts of design for sustainability in an integrated way throughout the curriculum

Action:

- coordinate the location of teaching, texts and reading about sustainability throughout the curriculum

Goal 3: integrate use of computer representation with manual graphics in appropriate locations in the curriculum and strengthen the quality of both manual graphics and computer representation

Actions:

- add a criterion for minimal computer representation skill achievement to the program's requirements
- Schedule: approved by faculty in spring 2003
- follow through on a strategy for achieving foundation-level competency in CAD representation by adding the following language to the graduate school catalog:

As a prerequisite to enrolling in the second to last graduate design studio, "ARCH 550 Architectural Design Five," students are required to meet one of the following criteria:

1. pass a program-administered test in CAD
2. successfully pass an approved CAD course at Morgan State University or an approved external course, prior to or during enrollment as a graduate student

Goal 4: strengthen liaison with Baltimore AIA and regional AIA chapters

Actions:

- encourage faculty involvement with AIA chapters and committees to expand the active pool of architects involved in the program

Goal 5: strengthen the preparation for the profession of architecture

Actions:

- seek faculty members who are licensed architects in the professional core of the program and encourage non-licensed faculty members to become licensed
- strengthen the guidance and evaluation system for internship courses
Schedule: spring 2003 (done)
- use the Advisory Board to create innovative support for the educational objectives of the program
Schedule: academic year 2003–04 (done)
- invite the alumni/ae to renew their liaisons with the program and to take active roles
Schedule: encourage an alumni/ae meeting once a semester

Goal 6: mentor, encourage, and nurture students from populations that are underrepresented in the profession of architecture, specifically, African-American, women, and other minority students with a curriculum and pedagogy that is responsive to the needs of these students

Actions:

- develop greater understanding and respect for cultural diversity by showing appreciation for the diversity of our own students and faculty
- create ways to be supportive of the diversity of our students through teaching, workshops, and social events; explore ways to use our diversity as a resource
- actively recruit students from underrepresented populations to expand our critical mass
- develop a career mentorship program for our students with professionals and alumni/ae; use the resources of the Advisory Board and the Baltimore AIA for student mentorship
- increase student awareness of all student support services on campus, including activities of the retention programs
- increase scholarship funding through fund-raising to create flexible funds to support student travel, research, and other enrichment activities

The Research Mission:

Design and Research in the Urban Environment

Objective: to research and design for critical issues in the urban environment, including the redesign of the urban core and the exploration of design for sustainability in the urban context; design and research conducted integrally with the education component

Goal 7: support faculty and student research and design in the urban environment

Action:

- seek funding sources for research and "research through design"

The Service Mission:
Engagement with the City of Baltimore

Objective: to engage in architectural, research, and education projects that support and nurture the urban neighborhoods of Baltimore, and other areas within the region and the State of Maryland

Goal 8: facilitate the Center for Built Environment Research (CEBER)'s ability to provide research and design services to urban neighborhoods

Actions:

- build stronger alliances with regional organizations of mutual interest such as the Neighborhood Design Center, Baltimore ALA, Greater Baltimore Committee, Baltimore Development Corporation
- seek funding for CEBER
- seek designated staff support for CEBER

Goal 9: encourage and provide support to faculty research in Baltimore and the State of Maryland

Action:

- seek funding for faculty research and “research through design”

Goal 10: incorporate diverse urban Baltimore projects into the design studios, when feasible

Actions:

- improve the selection and coordination of studio projects
- encourage and facilitate student research in urban Baltimore in course work, in terminal design projects, and in independent study

Physical Resources

Objective: to provide a quality environment that is supportive of the educational, research, and service mission of the Graduate Program in Architecture

Goal 11: orient the planning of our new facility towards a green building, which could be an outstanding example of sustainable architecture in the urban context

Technology Resource and Support

Objective: to provide improved quality of support for computer maintenance, supporting both software and hardware

Goal 12: seek a full-time faculty line position to support information technology

Appendix B: The Visiting Team

Chair and Representing ACSA

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(850) 933-4185 (cell)
rodner.wright@famu.edu

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crc@bdaarc.com

Representing the AIAS

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Observer

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(410) 837-6530 (fax)
edhord@hcm2.com
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West Orange, NJ 07052-4406

Appendix C: The Visit Agenda

Saturday, March 12

- 6:00 p.m. Team arrives by this time
- 6:30 p.m. Team introductions and team-only dinner

Sunday, March 13

- 8:00–9:00 a.m. Team-only breakfast
- 9:00 a.m.–12:00 p.m. Team orientation, APR review
- 12:00–1:30 p.m. Lunch with program administrators Mahendra Parekh, Ruth Connell, and Richard Lloyd, Ph.D.
- 2:00–4:00 p.m. Tour of facilities
- 4:00–5:00 p.m. Entrance meeting with the Architecture faculty
- 5:30–7:00 p.m. Reception, community-wide
- 8:00 p.m. Team-only dinner

Monday, March 14

- 8:00–9:00 a.m. Team breakfast with the program coordinator
- 9:00–10:00 a.m. Team in team room
- 10:00–11:00 a.m. Entrance meeting with the president, provost and vice president for academic affairs, and dean of the graduate school
- 11:15–12:00 a.m. Entrance meeting with the director of the IAP
- 12:00–1:15 p.m., Lunch with Architecture faculty
- 1:15–4:00 p.m. Review of work in the team room
- 4:00–4:30 p.m. Meeting with the members of Advisory Board
- 4:30–5:00 p.m. Meeting with the Student Alumni Association
- 5:00–5:30 p.m., Meeting with the employer/internship supporter of the IAP
- 5:30–6:30 p.m. Team program-wide meeting with students
- 6:30–7:30 p.m. Team dinner
- 7:00–9:00 p.m. Team room work and teaching observation
- 9:00–10:00 p.m. Team debriefing

Tuesday, March 15

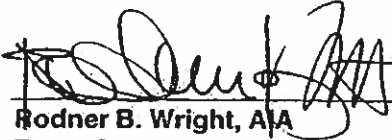
8:00–9:15 a.m.	Team breakfast with the program coordinator
10:00–11:45 a.m.	Review of work in team room
12:00–1:00 p.m.	Lunch with student representatives
1:00–3:00 p.m.	Meeting with the entire IAP faculty
2:00–7:00 p.m.	Review of work in the team room
7:00–10:00 p.m.	Team-only dinner, deliberation, and drafting of the <i>VTR</i>

Wednesday, March 16

a.m.	Team check-out from the hotel
7:30–8:30 a.m.	Team breakfast with the program coordinator
9:00–9:30 a.m.	Exit meeting with Director Richard Lloyd
10:00–10:30 a.m.	Exit meeting with the president, provost and vice president of academic affairs, and the dean of the graduate school
11:00–11:30 a.m.	School-wide exit meeting
12:00 p.m.	Team departure

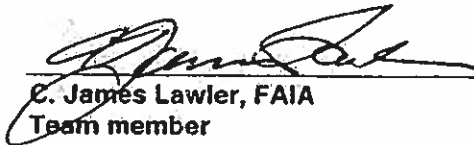
IV. Report Signatures

Respectfully submitted,



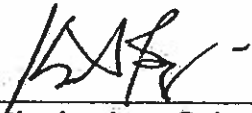
Rodney B. Wright, AIA
Team Chair

Representing the ACSA



C. James Lawler, FAIA
Team member

Representing the AIA



Katherine Anne Bojsza, Assoc. AIA
Team member

Representing the AIAS

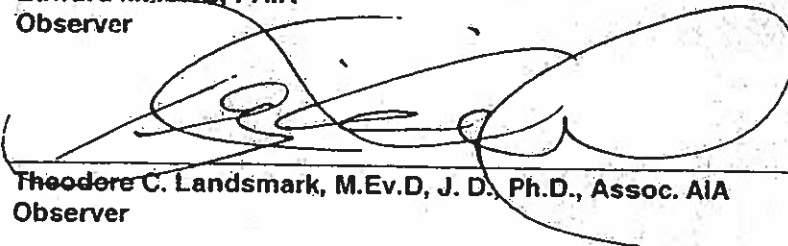


C. Robert Campbell, FAIA
Team member

Representing the NCARB



Edward M. Hord, FAIA
Observer



Theodore C. Landsmark, M.Ed., J. D., Ph.D., Assoc. AIA
Observer

2005 NAAB STATISTICAL REPORT

SCHOOL: MORGAN STATE UNIVERSITY Completed by: Associate Professor Mahendra Parekh

ACSA REGION: (EC) NE SE SW WC W (circle one)

(PUBLIC or PRIVATE (circle one))

STUDENT DATA

For Accredited Programs Only

	4 Year **PreProf	B.Arch Five-year	B.Arch **PostPreProf	B.Arch ***PostNonProf	M.Arch Five-year	M.Arch **PostPreProf	M.Arch ***PostNonProf
Full-Time Students							36
Part-Time Students							4
FTE Students							38
Arch Design Studio Students							30
Students Working Part-Time							25
Outside Stud. Serv. by Dept.							-
African-American Students							14
Native American Students*							-
Asian/Pacific Isle Students							2
Hispanic Origin Students							1
Women Students							15
Foreign Students							11
Total Degrees Awarded							7
Grads. Fin. Estab. No. Yrs.							5
Degrees Awarded Women							4
Degrees Awarded Afri-Amer							4
Degrees Awarded Amer. Ind.							-
Degrees Awarded Asi/Pac. Isl.							-
Degrees Awarded Hispanics							-
Min Req. SAT/ACT/GRE Score							-
Number of Applicants							28
Number Accepted							20
Enrollment Target/Goal							60
Student Studio/Faculty Ratio							10:1

*Include Eskimos and Aleuts

**Includes four-year program component of 4+1 yrs. B.Arch degree and 4+2 yrs. M. Arch degree.

***Non-Professional: baccalaureate degree that is not part of an accredited professional program.

FACILITY/RESOURCE DATA

Departmental Library LCNA or 720-729 Collection	1200
Total Architecture Collection in Departmental Library	500
University Library LCNA or 720-729 Collection	4800*
Total Architecture Collection in University Library	9155*
Departmental Library Architecture Slides	26000
University Library Architecture Slides	6860
Departmental Library Architecture Videos	25
Staff in Dept. Library	2 (part-time)
Number of Computer Stations	50
Amount Spent on Information Technology	40000
Annual Budget for Library Resources	764125*
Per-Capita Financial Support Received from University	18000
Private Outside Monies Received by Source	4500
Studio Area (Net Sq. ft.)	2795
Total Area (Gross Sq. ft.)	3440

* Provided by Librarian for the University.

SCHOOL: MORGAN STATE UNIVERSITYCompleted by: Associate Professor Mahendra Parekh

FULL-TIME FACULTY SALARIES	<u>Number</u>	<u>Minimum</u>	<u>Average</u>	<u>Maximum</u>	<u>Univ. Avg.</u>
Professor	<u>1</u>	<u>60000</u>		<u>87000</u>	<u>85789</u>
Associate Professor	<u>5</u>	<u>53444</u>	<u>61021</u>	<u>69645</u>	<u>64990</u>
Assistant Professor	<u>5</u>	<u>46000</u>	<u>51080</u>	<u>54071</u>	<u>52473</u>
Instructor	<u>3</u>	<u>52000</u>	<u>54000</u>	<u>55000</u>	<u>43375</u>

FACULTY DATADepartment Total

Full-Time Faculty	<u>4</u>
Part-Time Faculty	<u>3</u>
Full-time Equivalent (FTE) Faculty	<u>5.5</u>
Tenured Faculty	<u>2</u>
Tenure-Track Positions	<u>2</u>
FTE Administrative Positions	<u>1</u>
Faculty Engaged In Service to Comm.	<u>3</u>
Faculty Engaged In Service to Univ.	<u>3</u>
FT Faculty who are U.S. Licensed Registered Architects	<u>4</u>
PT Faculty who are U.S. Licensed Registered Architects	<u>1</u>
Practicing Architects	<u>1</u>
FTE Graduate TAs	<u>-</u>
FT Faculty Avg. Contact Hrs/Wk	<u>12</u>
PT Faculty Avg. Contact Hrs/Wk	<u>6</u>

NO. FULL-TIME FACULTY CREDENTIALS

Ph.D.	<u>0</u>
D. Arch	<u>0</u>
M.A. or S.	<u>1</u>
Prof. M. Arch	<u>3</u>
B. Arch	<u>1</u>
Post Prof. Masters	<u>1</u>
Other	<u></u>

	<u>FT</u>	<u>PT</u>	<u>Tenured</u>	<u>Prof.</u>	<u>Assoc.</u>	<u>Asst.</u>
African-American Faculty	<u>21</u>		<u>0</u>	<u>0</u>	<u>0</u>	<u>21</u>
Native American Faculty*	<u>0</u>		<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Asian/Pacific Island Faculty	<u>1</u>		<u>1</u>	<u>0</u>	<u>1</u>	<u>1</u>
Hispanic Origin Faculty	<u>0</u>		<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Women Faculty	<u>1</u>		<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>

*Include Eskimos and Aleuts

March 2002

Response to Conditions Not Met
Annual Report to NAAB, June 2006
The Graduate Program in Architecture
Morgan State University

1. Introduction

Upon the reconfirmation of a full six -year terms for accreditation by NAAB in August of 2005, the faculty began looking into a thoughtful path of reinforcing the future growth of the program. Following measurable action/events/milestones are to be noted:

- Addition of Professor Clarke (tenure track) has been a great plus for the program. Due to his background on community planning and design, his studio and urban design class work helped enhance IAP's (and Morgan's) mission to further engage in community outreach work. Professor Chan was also confirmed as a tenure track faculty.
- Graduate program in architecture started interfacing with undergraduate program BSAED (Bachelor of Science in Architecture and Environment Design) to seek a track where by the BSAED program could offer an additional path, which could be included as a part and partial of already accredited M Arch degree. Towards this end Dr. Charles has successfully concluded a path for NAAB's acceptance included here as part of the annual report, (Exhibit # 1).
- Allocation of exclusive use of auditorium space (2, 400 sq. ft.) space is designated for studio space for the undergraduate program has much relieved the pressure of space issue as of now. The plans for proposed new building pretty much appears on target as the request for AE work proposal will be let out in the first week of July, 2006, (Exhibit # 2).

2. Response to Conditions not Met

Condition 3 Public Information: The program must provide for clear, complete and accurate information to the public by including in its catalogue and promotional literature the exact language found in Appendix A_2, which explains the parameters of an accredited professional degree program.

Concern: While the required statement language is found in the Graduate Catalog, it does not appear in the IAP's brochure or on its newly developed web site.

Response: The new web site prepared by a consultant last year was prepared prior to the NAAB's VTR came in. Due to contractual difficulty with consultant the web site has never been completed with the input of the programs. It is proposed to redo the web site from scratch under a new contract in 2006-07 year, during which time it shall be included. Every new admit is made aware of this information during and upon the admission.

Condition 5 Human Resources: The program must demonstrate that it provides adequate human resources for a professional degree in architecture, including a sufficient faculty component, an administrative head with effective administration, administrative and technical support staff, and faculty support staff.

Concern: The faculty complement is barely sufficient to meet the needs of the graduate program in light of the burgeoning success of the undergraduate enrollment that currently exists without a dedicated coordinator. The administrative head is overseeing multiple programs; the administrative staff is wholly inadequate for a program that is developing increased scale and complexity. There is a vacant position for one additional administrative support person that remains unfilled due to the lack of benefits. There is no evidence of faculty support staff.

Response: Dr. Curtis Charles now is a full time coordinator for the undergraduate program. Dr. Lloyd, Director and the administrative head has no program administrative responsibility. Each program has a coordinator of its own. Architecture graduate program now has 4 fulltime, two tenured and two tenure-track faculties. A second full time administrative assistant is in place for over a year. Her primary role is to support faculty needs.

Condition 7 Physical Resources: The program must provide physical resources that are appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each full-time student; lecture and seminar space for each full-time faculty member, and related instructional support space.

Concern: The IAP occupies approximately 24, 000 sft on the first and the second floors in a building in which the only academic programs are those of IAP. It is clear with the growth of the undergraduate program that this facility, while temporary, is not adequate to satisfy the needs of the graduate program and the expanding undergraduate program. While there is an expectation that planning for a new building will begin next year and its construction is scheduled for completion in 2010, is clear that interim solutions are needed immediately. In addition, items that were noted by the last visiting (inadequate office space for full-time and adjunct faculty who must meet in privately with students and the absence of a model shop) have not been addressed.

Response: An addition of an exclusive use of the auditorium (2, 400 sft. – double height space) for undergraduate students has helped a great deal, though not totally alleviated, in terms space crunch. Every effort is made to provide a meeting space to students by the faculty who does not have an office space of his/her own. This situation is not likely to get resolved totally until more space is made available by the central administration.

With the help of first year students, a model shop and photography lab is planned and proposed for the next year. A budget is submitted to the central administration for approval for the installation of such a facility, (Exhibit # 3).

Condition 8 Information Resources: The architecture librarian and, inappropriate, the staff member in charge of visual resources, or other non-book collection must prepare a self-assessment demonstrating adequacy of the architectural library.

Concern: The team was provided with an assessment that indicated that the number of volumes (4, 800) available remain below the required 5, 000 titles. It appears from previous report that the collection has diminished. Although there are 1, 200 volumes available in the in-house Media Resource Center, these are neither readily available nor included in the mail library cataloging system.

Response: Every effort is made to comply with the required documents (5, 000) as soon as the new library is completed in 2007. The Media Resource Center has added significant collection to existing 1, 200 volumes. It is also likely that these documents in the Media Resource Center may eventually be housed in the new campus library.

Condition 12.21 Building Service Systems Understanding of the basic principles that inform the design of the building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems

Concern: This condition is partially met. These issues are covered extensively in ARCH 523, Architecture Technology III, with the exception of plumbing, vertical circulation, communication, and security.

Response: inviting experts in each individual section in a seminar/workshop format are covering Deficiencies.

Condition 12.28 Technical Documentation: Ability to make technically precise descriptions and documentation of a proposed design for purposes of review and construction

Concern: Although the elective Internship courses and elective Production Techniques course meet this criterion, there is no evidence that all students get.

Response: The production course will be made available as a required course. However it will be waived, on individual case merit, as work internship (up to four semesters worth) has put most of our students through intense production practice through working in architectural firms.

2006

2005 NAAB STATISTICAL REPORT

SCHOOL: MORGAN STATE UNIVERSITY Completed by: Associate Professor Mahendra Parekh

SA REGION: (EC) NE SE SW WC W (circle one)

(PUBLIC) or PRIVATE (circle one)

For Accredited Programs Only

STUDENT DATA

	4 Year **PreProf	B.Arch Five-year	B.Arch **PostPreProf	B.Arch **PostNonProf	M.Arch Five-year	M.Arch **PostPreProf	M.Arch ***PostNonProf	/06
Full-Time Students								36 40
Part-Time Students								4 3
FTE Students								38 41.5
Arch Design Studio Students								30 33
Students Working Part-Time								25 30
Outside Stud. Serv. by Dept.								-
African-American Students								14 12
Native American Students								-
Asian/Pacific Isle Students								2 3
Hispanic Origin Students								1 -
Women Students								15 15
Foreign Students								11 10
Total Degrees Awarded								7 13
Grads. Fin. Estab. No. Yrs.								5
Degrees Awarded Women								4 4
Degrees Awarded Afri-Amer								4 4
Degrees Awarded Amer. Ind.								-
Degrees Awarded Asi/Pac. Isl.								-
Degrees Awarded Hispanics								-
In Req. SAT/ACT/GRE Score								28 30
Number of Applicants								20 22
Number Accepted								60 60
Enrollment Target/Goal								10:1 10:1
Student Studio/Faculty Ratio								

*Include Eskimos and Aleuts

**Includes four-year program component of 4+1 yrs. B.Arch degree and 4+2 yrs. M. Arch degree.

***Non-Professional: baccalaureate degree that is not part of an accredited professional program.

FACILITY/RESOURCE DATA (NOT CHANGED FROM LAST YEAR)

Departmental Library LCNA or 720-729 Collection	1200
Total Architecture Collection in Departmental Library	500
University Library LCNA or 720-729 Collection	4800*
Total Architecture Collection in University Library	9155*
Departmental Library Architecture Slides	26000
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SCHOOL: MORGAN STATE UNIVERSITY Completed by: Associate Professor Mahendra Parekh

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FACULTY DATA

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Part-Time Faculty	3
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Tenured Faculty	2
Tenure-Track Positions	2
FTE Administrative Positions	1
Faculty Engaged in Service to Comm.	3
Faculty Engaged in Service to Univ.	3
FT Faculty who are U.S. Licensed Registered Architects	4
PT Faculty who are U.S. Licensed Registered Architects	1
Practicing Architects	1
FTE Graduate TAs	-
FT Faculty Avg. Contact Hrs/Wk	12
PT Faculty Avg. Contact Hrs/Wk	6

Department Total

NO. FULL-TIME FACULTY CREDENTIALS

Ph.D.	0
D. Arch	0
M.A. or S.	1
Prof. M. Arch	3
B. Arch	1
Post Prof. Masters	1
Other	

African-American Faculty
Native American Faculty*
Asian/Pacific Island Faculty
Hispanic Origin Faculty
Women Faculty

<u>FT</u>	<u>PT</u>	<u>Tenured</u>	<u>Prof.</u>	<u>Assoc.</u>	<u>Assist.</u>
21		0	0	0	21
0		0	0	0	0
2		1	0	1	1
0		0	0	0	0
0		0	0	1	0
1		1	0		

*Include Eskimos and Aleuts

March 2002

NAAB RESPONSE TO MORGAN STATE UNIVERSITY 2006 ANNUAL REPORT

Rec'd Date: 6/15/2006

Date of Visit: N/A

Section One: Checklist of required elements

1. Statistical Report	√Included	Not Included
2. Response to deficiencies identified in the most recent VTR	√Included	Not Included
3. Causes of Concern	Included	√Not Included
4. Changes in the accredited program	√Included	Not Included

Section Two (A): Assessment of response to deficiencies

Condition 3: Public Information

This condition is still not met. Further reporting is necessary to address the Visiting Team's concern that although clear, complete, and accurate information about the program is accessible to the public in the Graduate Catalog, no language appears in the Institute of Architecture and Planning's brochure or web site. Also, no evidence has been presented that all faculty and incoming students have been provided with a copy of the *1998 Guide to Students Performance Criteria*.

Condition 5: Human Resources

This condition is still not met. Although some progress has been achieved,--"in light of the burgeoning success of the undergraduate enrollment that currently exist"--substantial additional work and resources are needed to demonstrate that the program provides adequate human resources for a professional degree program in architecture, including a sufficient faculty component, administrative head with enough time for effective administration, adequate administrative and technical support staff and faculty support staff. Continue reporting on your progress since there is no evidence that Condition 5: Human Resources has been met.

Condition 7: Physical Resources

Although the undergraduate program has inherited the exclusive use of a 2,400 square foot double height auditorium space for design studios, further progress is needed to demonstrate that the program has addressed the 2005 Visiting Teams' conclusion that the architecture program is seriously lacking the appropriate physical resource that are appropriate for a professional degree program in architecture. Continue reporting on your progress to acquire additional physical resources since there is no evidence that Condition 7 has been met.

Condition 8: Information Resources

This condition is still not met. While it is commendable that your institution is in the process of completing a new library in 2007, it is the responsibility of each accredited program to comply with the NAAB required 5000 titles. If as the Visiting Team indicated, "It appears from previous reports that your program's collection has diminished," what plans are in place to bring your collection of architecture and architecture-related materials--that will be housed and serviced within the new library--into compliance with NAAB's Condition 8?

† Although an area may be marked "satisfied, no further reporting required," the next visiting team may include in its report its own assessment of the program's response to the deficiency.

Criterion 12.21: Building Service Systems

Further reporting is necessary for this condition to demonstrate how inviting experts in each individual section—plumbing, vertical circulation, communication and security—for seminars and or workshops, can satisfy the requirements needed to assure that the program fulfills this Condition.

Criterion 12.28: Technical Documentation

No further reporting is necessary for this condition.

**Section Two (B):
Assessment of response to causes of concern**

No causes for concern were reported.

**Section Three:
Changes to the accredited program**

In agreement with the May 26, 2006-letter from NAAB's Executive Director, Sharon Mathews, AIA, "The accompanying proposal for an additional path to the accredited M. Arch degree at Morgan State University is acceptable if implemented as described. This path would be accredited under your current term of accreditation."

Continue reporting on the implementation of this second M. Arch track in your next annual report.

† Although an area may be marked "satisfied, no further reporting required," the next visiting team may include in its report its own assessment of the program's response to the deficiency.

**Graduate Program in Architecture
MORGAN STATE UNIVERSITY
Institute of Architecture & Planning
2201 Argonne Drive, Montebello B107
Baltimore, MD 21251
443 885 3225**

1 June 2007

**2007 Annual Report
National Architectural Accreditation Board**

Introduction

The 2006-2007 academic year for the Graduate Program in Architecture was successfully completed, marked by a proportionately significant increase in student enrollment, with an incoming student population of more than twenty new students. Eleven students graduated during the academic year, and all graduates have been employed full time in the Baltimore architecture market. The work of two graduating students was exhibited at the downtown AIA Baltimore Gallery, including the work of last year's ACSA Third Place Prize winner in the international sustainable concrete competition. The many faculty achievements included the presentation of academic papers at the National AIA Conference and National Society of Design Administrators, attendance at the annual ACSA conference by all full-time faculty members, a faculty member's review of Architectural Graphics, 3rd Edition by Rando Yee (Wiley), and substantial leadership and contribution to the AIA Baltimore. Associate Professor and Program Coordinator Mahendra Parekh AIA completed one year of service as President of the AIA Baltimore, marked by a measurable involvement of the Morgan AIAS Chapter. Associate Professor Ruth Connell AIA returned after a fall semester sabbatical researching Building Information Modeling (BIM), to transition to the role of new Program Coordinator during spring semester 2007. R. Connell began service as a Director on the AIA Baltimore board, and was accepted by ACSA to the pool of NAAB reviewers for a four-year term. The external Advisory Board to the program, with the leadership of Ed Hord AIA, Principal of Hord Coplan Macht LLC, reconvened for a spring semester meeting in May, and will meet again in September.

The Graduate Program in Architecture benefits from the support of the University President, Dr. Earl S. Richardson, and the support of the Provost and Vice-President for Academic Affairs, Dr. T. Joan Richardson. The program anticipates growth and enrichment of its educational and research components with the proposed elevation to Department status when the Institute of Architecture & Planning is elevated to School status, as a new School of Architecture, Landscape Architecture & Planning, or of similar nomenclature. The university recognizes that NAAB supports school nomenclature that includes "architecture" in the title.

Part 1: Annual Report Statistics: see attached form.

Part 2: Response to Deficiencies

Condition 3: Public Information

The required language concerning accreditation and NAAB is included on the Master of Architecture program website
(See www.morgan.edu/academics/IAP/master_overview.html).

The required language concerning accreditation and NAAB is included in the Graduate School Catalog for the Master of Architecture degree program. The catalog is accessible from Morgan State University's academic information page of the web site (see www.morgan.edu/academics/downloads/default.asp). The 2006-2009 Graduate Catalog information for the Graduate Program in Architecture is on pages 181-183.

The *1998 Guide to Students Performance Criteria* is accessible to all the students in the studio space as a photocopy. The most recent Architectural Program Report (APR) and the *Performance Criteria* are available in the Media Room of the Institute of Architecture & Planning. As the new Program Coordinator, Associate Professor Ruth Connell AIA will distribute individual copies of the *1998 Guide to Students Performance Criteria* to each new student during the student's first week as a matriculated student in the program, starting academic year 2007-2008.

Condition 5: Human Resources

The faculty component remains the same. The Program Coordinator (R.Connell) has requested an additional full-time tenure-track faculty position effective for academic year 2007-2008. University approval of this position is pending. A second full-time tenure-track faculty position has been requested for academic year 2008-2009. These positions are essential to allow for teaching the upper level design studios in two sections, to meet the needs of the increased student enrollment, and to reduce the proportion of adjunct faculty teaching within the program. The new faculty positions are profiled to strengthen collective faculty expertise in materials and methods of building construction, integrated practice, sustainability, environmental systems, and architectural design.

Information Technology human resources support remains a challenge for the program. The complexity of educational software and hardware for instruction in architectural design, and the growth of both graduate student and undergraduate student numbers require a full-time professional information technology support position. During this past year, the only available support was a part-time graduate student assistant from another department, and the support proved to be inadequate. The graduate students and the BSAED students rely on the same computing resources, and the resources are stressed without appropriate professional staff support. The management and operation of student design project data, complex architectural software, and plotting resources is an integral

component of all architectural programs. For the upcoming fall semester, the graduate program will cope by downscaling the paper size for student projects, and by formally requesting an appropriate full time Information Technology staff position to serve the Institute of Architecture & Planning as a unit.

The current Director of the Institute of Architecture & Planning (Richard Lloyd, Ph.D.), will be leaving that position effective July 1, 2007, and returning to a full-time faculty position within the Institute. The position of Director of the IAP has been advertised nationally, and the search process will continue until the position is filled. Candidates are scheduled for interviews prior to October 1. It is anticipated that a new Director will be on board for January 2008, and Associate Professor Mahendra Parekh AIA will serve as Acting Director beginning July 1, 2007 until the position is filled.

Faculty support staff and faculty resources for academic travel and research remain the same.

Condition 7: Physical Resources

Our new building has been approved and funded this year by the State Legislature of Maryland as a Green Building. Our building, known as “The Center for the Built Environment & Infrastructure Studies”, will house all the programs of the Institute of Architecture & Planning, the Department of Civil Engineering, and the Institute of Transportation. Selection of the design firm will be complete within the next 30 days (before July 1, 2007). Design is planned for 18 months, and construction for 22 months. Advancement of the new building, and the commitment to a sustainable green design, is a major milestone and accomplishment for Morgan State University.

During academic year 2007-2008, private office space will be identified within the Montebello Complex to provide individual office space for two full-time faculty members who are currently sharing an office. If necessary, a partition will be constructed to divide an existing large office into two smaller, but private, faculty offices for Assistant Professors William Chan and Paul Walker Clarke.

Instructional spaces remain the same.

Condition 8: Information Resources

The new university library will open in late July of this year, 2007.

Currently, between the university library and our Media Room, our combined total of LCNA/720-729 titles is 5100.

To celebrate our new university library, the new Program Coordinator will initiate a fund-raising campaign initiated in the fall of 2007 specifically for enhancement of Information Resources, working with the external Advisory Board and with AIA Baltimore. The target is \$25,000.00 in funds for approximately 500 new titles in LCNA/720-729 to be

housed in the new university library. This will bring our university library collection to 5300 titles, and the combined resources of our Media Room and the university library would be 5600. Concurrently, the Program Coordinator will work directly with the university library staff to facilitate the ordering of new titles from within the university library budget.

Criterion 12.21: Building Service Systems

The program continues to have a good relationship with a variety of experts from the design and construction industries of Baltimore. Designated presentations were made in the technology courses to address building service systems. This criterion will continue to be strengthened once the two new faculty positions are approved and staffed, specifically because the first new faculty position is targeted to materials and methods of building construction, integrated practice, and architectural design, and the second new faculty position is targeted to sustainability, environmental systems, and architectural design.

Response to Causes of Concern

No causes of concern are reported.

Changes to the accredited program

The additional path to the accredited Master of Architecture degree as previously described and as supported by the May 26, 2006 letter from NAAB's Executive Director Sharon Matthews has been approved by the Morgan State University Graduate Council. Self-assessment of resources and strategic planning for implementation of this path is underway.

Respectfully submitted,

Ruth Connell, Architect, AIA
Program Coordinator/Associate Professor

Graduate Program in Architecture
Morgan State University
Baltimore, Maryland
2201 Argonne Drive
Montebello B107
Baltimore, MD 21251
443 885 1862
rconnell@moac.morgan.edu

2007 NAAB STATISTICAL REPORT

School: Morgan State University
Completed by: Ruth Connell, Program Coordinator & Associate Professor
ACSA Region: NE
Public

STUDENT DATA: all data is for M.Arch, PostNonProf

Full time students	42
Part time students	4
FTE students	44
Arch Design Studio students	35
Students Working Part-time	44
Outside Stud. Serv. by Dept.	2
African American students	17
Native American students	0
Asian/American students	0
Hispanic Origin students	1
Women Students	13
Foreign Students	10
Total Degrees Awarded	11
Grads. Fin. Establ. No. Years	n/a
Degrees Awarded Women	5
Degrees Awarded Afri-Amer	2
Degrees Awarded Amer. Ind.	0
Degrees Awarded Asi/Pac. Isl.	0
Degrees Awarded Hispanics	0
Min Req. SAT/ACT/GRE score	n/a
Number of Applicants	27
Number Accepted	20
Enrollment Target/Goal	60
Student Studio/Faculty Ratio	15

FACILITY/RESOURCE DATA

Department Library LCNA or 720-729 Collection	300
Total Architecture Collection in Departmental Library	1050
University Library LCNA or 720-729 Collection	4800
Total Architecture Collection in University Library	9155
Departmental Library Architecture Slides	26,000.
University Library Architecture Slides	n/a
Departmental Library Architecture Videos	25
Staff in Dept. Library (Media Room)	0.5
Number of Computer Stations	60
Amount Spent on Information Technology	
Annual Budget for Library Resources	
Per-Capita Financial Support Received from University	
Private Outside Monies Received by Source	
Studio Area (Net Sq. Ft.)	2795 SF
Total Area (Gross Sq. Ft.)	3440 SF

School: Morgan State University
 Completed by: Ruth Connell, Program Coordinator & Associate Professor

FULL-TIME FACULTY SALARIES

	<u>Number</u>	<u>Minimum</u>	<u>Average</u>	<u>Maximum</u>	<u>Univ.Avg.</u>
Professor	0	0	----	----	----
Associate Professor	2	63,000.	69,000.	75,000.	70,000.
Assistant Professor	2	61,000.	65,000.	69,000.	60,000.
Instructor	0	0	0	0	0

(salary statistics provided by the Director of the Institute of Architecture & Planning)

FACULTY DATA

	<u>Department Total</u>
Full-time Faculty	4
Part-time Faculty	2
Full-time Equivalent (FTE) Faculty	5.5
Tenured Faculty	2
Tenure-track Positions	2
FTE Administrative Positions	.33
Faculty Engaged in Service to Comm.	4
Faculty Engaged in Service to Univ.	4
FT Faculty who are U.S. Licensed Registered Architects	4
PT Faculty who are U.S. Licensed Registered Architects	5
Practicing Architects	2
FTE Graduate TAs	0
FT Faculty Avg. Contact Hrs./Wk	15
PT Faculty Avg. Contact Hrs./Wk	3

NO. FULL TIME FACULTY CREDENTIALS

Ph.D	0
D. Arch	0
M.A. or S.	0
Prof. M.Arch	3
B.Arch	1
Post Prof. Masters	0
Other	1

	<u>FT</u>	<u>PT</u>	<u>Tenured</u>	<u>Prof.</u>	<u>Assoc.</u>	<u>Assist.</u>
African American Faculty						
Native American Faculty						
Asian/Pacific Island Faculty						
Hispanic Origin Faculty						
Women Faculty	1				1	

National Architectural Accrediting Board, Inc.

November 25, 2008

Earl S. Richardson, Ed.D., President
Office of the President
Morgan State University
1700 East Cold Spring Lane
Baltimore, MD 21251



Dear President Richardson:

After reviewing the documents submitted by the Morgan State University School of Architecture and Planning as part of the focused evaluation of its Master of Architecture program, and upon review of the assessment of the Focused Evaluation Team contained in their *Focused Evaluation Team Report*, the Board of Directors of the National Architectural Accrediting Board (NAAB) has found that the changes made or planned by the program to remove the identified deficiencies are sufficient.

However, the Board noted the continued concern of the visiting team as it pertained to NAAB Conditions 5 and 8: Human Resources and Physical Resources, respectively. While no additional focused evaluations will be required, the program is advised to continue reporting on these conditions and related causes for concern in its *Annual Reports* to the NAAB. Further, it is expected that the full extent of the changes to the program in response to conditions for accreditation that were *Not Met* and other causes for concern in the 2005 *Visiting Team Report* will be fully documented in the *Architecture Program Report (APR)* that will be prepared for the next accreditation visit. The program is further advised to carefully address all conditions related to institutional support in the next APR.

The next comprehensive visit for the Morgan State University Master of Architecture program is scheduled for 2011 and will be subject to the 2009 *Conditions for Accreditation*.

Accreditation is subject to the submission of *Annual Reports*, which are due by November 30 and **must** include the following:

- A review of the plans and progress for addressing the conditions identified as not-yet-met and the causes of concern in the 2008 *Visiting Team Report*
- A brief summary of changes that have been made or may be made in the candidate program, and
- Annual statistical report.

A complete description of the new *Annual Report* process can be found online at www.naab.org.

If you have any questions regarding this matter, please contact the NAAB office.

Sincerely,

A handwritten signature in black ink, appearing to read "Bruce E. Blackmer".

Bruce E. Blackmer, FAIA
President

cc: Mary Anne Alabanza Akers, Ph.D., Dean
Ruth Connell, AIA, Chair
Douglas L. Steidl, FAIA, Lead Reviewer
Marleen K. Davis, FAIA, Secondary Reviewer

1735 New York Avenue, NW

Washington, DC 20006

www.naab.org

tel 202.783.2007

fax 202.783.2822

email info@naab.org

**Morgan State University
School of Architecture and Planning**

Focused Evaluation Team Report

Master of Architecture (degree plus 3 years/90 credit hours)

**The National Architectural Accrediting Board
30-31 October 2008**

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

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I. Summary of Team Findings

Team Comments:

This Focused Evaluation involved a site visit, directed at the six deficiencies identified in the 2005 Report. While our report addresses the six items, we would like to make some general comments as a context for understanding the architecture program at Morgan State.

General Comments:

Meetings with the students and with the faculty revealed the great strengths of the Morgan State architecture program: passionate, dedicated, hard-working, and diverse students who appreciate their faculty and program. The faculty is equally passionate, dedicated, hard-working and diverse. In addition, there is a close relationship between the school and the Baltimore professional community, which is very supportive of the program.

Administrative changes since the last visit:

Many significant administrative changes in the last three and a half years, seem to strengthen the position of the architecture program within the university, and should insure greater investment in the program:

- In 2004, Dr. T. Joan Robinson started her term as Provost.
- In January 2007, Ruth Connell was named the Program Coordinator, and has been responsible for successes in curricular improvements, advising, and faculty recruiting, and was named "Chair" effective July 1, 2008.
- Approved in 2007, the former "Institute of Architecture and Planning" was converted to a "School of Architecture and Planning (effective July 1, 2008)," with greater status and visibility. The school is one of seven academic units with a direct-report line to the University Provost / Vice President of Academic Affairs.
- In January 2008, Dean Mary Anne Akers started her term as a newly recruited dean, relocating from the University of Georgia.

Progress since the last visit:

Three of the six deficiencies have been addressed by the program: public information, information resources, and building systems coursework.

While the University has made many good faith efforts in administrative changes for the architecture program, significant improvements in issues related to human resources and physical resources have not yet been realized. While plans are in place to address the issues identified in the 2004 report, the team found little evidence of significant improvements completed at the time of the Focused Evaluation in October 2008. It is imperative that changes are demonstrated by the next full accreditation visit.

II. Compliance with the Conditions for Accreditation

Program Response to the NAAB Focused Criteria

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each school is expected to address these interests consistent with its scholastic identity and mission.

3. Public Information

The program must provide clear, complete and accurate information to the public by including in its catalog and promotional literature the exact language found in Appendix A-2, which explains the parameters of an accredited professional degree program.

Met	Not Met
[X]	[]

The required NAAB public information is now easily available on the web site and as part of mandatory student advising.

5. Human Resources

The program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, administrative and technical support staff, and faculty support staff.

Met	Not Met
[]	[X]

The lack of demonstrable change in this area is of significant concern, and should be addressed at the next accreditation visit. Plans to address these areas were encouraging, but must be implemented.

--Faculty Resources

Existing faculty work-loads are very high: faculty exclusively teaches studio courses and required support courses, with no room for any faculty to develop elective courses. As a result, most student required electives are fulfilled by internship experiences, rather than by academic opportunities beyond the core course work. Only four faculty members are tenured or tenure/tracked, and greater stability in this area is necessary. A university-wide freeze on adjunct appointments will adversely affect the ability of this professional program to take advantage of local professionals for individual courses. The architecture program is considering asking local firms to "sponsor" adjunct appointments. Because of the very small faculty, students often take multiple courses from the same person, which is not the national norm.

The University Provost indicated a willingness to immediately add a tenure track faculty line, (and we are assuming this would be in addition to the existing faculty capacity, rather than a simple conversion of a "contract" person to tenure track status.) The University Provost indicated that some programs, with sufficient justification, would be exempt from the freeze on adjunct hires, and she felt that architecture program would fall in this category. She appeared unwilling to expect local firms to support adjuncts.

--Staff Resources

The newly formed School needs significant administrative staff infrastructure: the single clerical staff member in the dean's office is inadequate for architecture, planning, and landscape architecture. There is no budget officer, and "graduate assistants", while helpful, are not reasonable substitutes for administrative positions.

The University Provost served as the "founding dean" for the newly formed School of Mathematics, Computers and Biological Sciences that separated from the College of Liberal Arts at Morgan State in 1997. She understood the process of establishing a new administrative unit, and indicated a willingness to provide an Assistant Dean, as well as appropriate administrative staff.

--Information Technology Specialist

The woeful status of technology resources in the school is exacerbated by the lack of a full time person with primary responsibility for managing the technology infrastructure: inventory, licenses, warranties, repairs, supplies, software updates, and printing. The students' education suffers because of the over-reliance on graduate assistants, and student workers. Consequently, the equipment that the school does have is not being used in an optimal way.

Most worrisome to the visiting team was the inequity related to access to computer technology. Many students who worked at local architecture firms were able to use the office equipment, and especially the printing capabilities, for their school-work. The other students who do not have access to office printing and computing were at a distinct disadvantage, creating additional frustration. Lack of printing access was frustrating to students and faculty alike, and has a distinct negative impact on design education in which reviewing the work of classmates is an important part of peer learning.

The University Provost expressed a willingness to immediately "shuffle" someone from the centralized IT department on assignment full time to the School of Architecture and Planning.

The School Dean outlined a "Title 3" funding opportunity of \$375,000 to address technology equipment, software, and staffing needs. A comprehensive plan has been developed, with funding recently approved weeks before the visit in October 2008.

8. Physical Resources

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

Met	Not Met
[]	[X]

The lack of demonstrable change in this area is of significant concern, and should be addressed at the next accreditation visit. Plans to address these areas were encouraging, but must be implemented.

New Building Plans

The team received mixed signals regarding the timing of the new building. However, the Provost assured the team that the legislature had just approved construction funding in the previous week, with an increase in funding from \$44,000,000 to \$57,000,000. In reviewing the Schematic

Design Documents, it was noted that the studio space on the first floor designated for Architecture, Planning and Landscape Architecture contained 230 work positions in a tight, lined arrangement, without any "pin up" walls or teaching stations. With the current growth rate of the Undergraduate Architecture Program, along with projected increases in the Masters Programs in Architecture, the team is concerned that the space will be inadequate upon building commissioning.

The Existing Building

The previous lack of private faculty offices has been addressed. However, numerous facility deficiencies remain in the Montebello Complex, a former Veterans Administration Hospital that seriously hampered the educational process. Although the School of Architecture and Planning has adapted to the building in a manner that utilizes it to its fullest, the facilities are minimal.

Security cannot be attained in the studio spaces since the door locks are inoperable and neither lockable desks nor lockers are available to secure student equipment. Students do not view the studio as an educational home, but as merely as a temporary classroom where they maintain minimal resources.

Computer and support resources: see comments above regarding I T specialist

Technology resources in the architecture program are inadequate, particularly in light of the increased use of technology by the profession. Understanding of complex software programs is essential in the workplace, and Morgan State is fortunate to have faculty expertise in this area. Exciting new construction techniques have evolved from the integration of software development, design efforts, and increasingly sophisticated digital fabrication capabilities. In addition, new challenges in sustainable design can be met with new software analysis. The students suffer in not receiving this level of technology.

The highest physical need is digital output. Plotting systems are often "down" and parts from one plotter are shifted to the other plotter in attempts to keep one machine working. Often, students are unable to output their projects. Juries have actually been cancelled when local professionals arrived to participate but the students were unable to output their design work. As noted above in condition 5, disparity between students with and without access to technology at a local office establishes an "unequal playing field" that is inequitable. At a basic level, printing output for student learning is a frustrating challenge.

As noted above in condition 5, the Dean has developed a plan related to extensive funding under "Title 3" allocation. This plan will include equipment and staffing. Students reported a plan for a model shop and photography area. Improving digital resources remains an important challenge for the program in the near future.

Faculty and student requests for a woodshop / workshop / or fabrication shop are related to this desire to integrate digital technology in construction. Students maintained that Morgan State University was the only architecture program in the country without a laser-cutter, which uses digital files to automate the construction of design models. (While this claim is unsubstantiated, most architecture programs, community colleges, and even many high schools have laser cutter technology for student use.)

Also noted was the fact the building elevators were out of service and appeared to be inoperable for quite some time.

Because the architecture program will remain in its present location for at least the next three years, the team believes that simple but critical improvements in building security and data systems would improve the quality of the studio-based education.

The provost pledged to assist the School in addressing these needs.

9. Information Resources

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

Met	Not Met
[X]	[]

The Morgan State architecture program solicited donations from the local profession to increase the library collection. The team visited the collection at the very handsome new campus library.

Student Performance Criteria

The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

12.21 Building Service Systems

Understanding of the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems

Met	Not Met
[X]	[]

The 2005 Visiting Team noted that this criterion was not met in part, specifically plumbing, electrical, vertical transportation, communication, security and fire protection systems. This criterion is now met through the redesign of the course in "Environmental Systems".

12.28 Technical Documentation

Ability to make technically precise descriptions and documentation of a proposed design for purposes of review and construction

Met	Not Met
[]	[X]

The previous team recognized that content in Arc 541 could meet this condition if Arc 541 was made a required course. Arc 541 is now a required course, but, in reviewing the current course work, it was unclear if the work was of sufficient detail for this criterion. (It should be noted that the course was based on advanced "building information modeling" software, placing Morgan State ahead of many schools in this area.) Work in the "internship" course could also be considered related to this criterion with improved guidelines. However, internship is not a required course.

"Ability" is the operative word in this criterion, and the School showed minimal examples of student work that demonstrated an ability to prepare documents for purposes of review and construction.

III. Appendices

Appendix A: The Focused Evaluation Team

Lead Reviewer, Representing the Profession
Douglas L. Steidl, FAIA
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(330) 657-2152
(330) 963-3801 mobile
dlssrs72@roadrunner.com

Secondary Reviewer, Representing the Academy
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University of Tennessee, Knoxville
College of Architecture and Design
Knoxville, TN 37996-2400
(865) 974-5265
(865) 974-0656 fax
mkdavis@utk.edu

Appendix B: The Visit Agenda

Thursday, October 30, 2008

Afternoon Team arrives

4:30 p.m. Meet in hotel lobby with Ruth Connell and travel to Morgan State Campus

5:00 p.m. Meet with Dean Akers and Dr. Connell to review new building plans

5:30 p.m. Meet with students in the Program and tour studios and facilities

8:00 p.m. Dinner with Ruth Connell, Dean Akers and selected faculty and supporters

Friday, October 31, 2008

7:30–8:30 a.m. Team breakfast with Ruth Connell. Continuation of Conditions discussion

8:30 a.m. Check out of hotel and travel to Morgan State

9:00-10:30 Review Student Performance Criteria in "team room"-Building Service Systems and Technical Documentation

10:30 a.m.–Noon Meet with the faculty

Noon-1p.m. Lunch (brought-in or boxed) in "team room"- team only

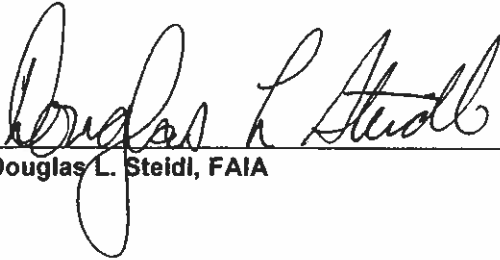
1:00 p.m. Meeting with the Provost Robinson

2:00–2:30 p.m. Concluding meeting with Ruth Connell and Dean Akers

3:00 p.m. Depart for airport

IV. Report Signatures

Respectfully submitted,



Douglas L. Steidl, FAIA

Representing the Profession



Marleen K. Davis, FAIA

Representing the Academy

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National Architectural Accrediting Board, Inc.

EXHIBIT # 1
3 pages



26 May 2006

Curtis B. Charles, PhD
Program Coordinator
Bachelors of Science in Architecture and Environmental Design
Institute of Architecture and Planning
Morgan State University
2201 Argonne Drive
Montebello B-100
Baltimore, MD 21252

1735 New York Avenue, NW

Washington, DC 20006

www.naab.org

tel 202.783.2007

fax 202.783.2822

email info@naab.org

Dear Dr. Charles:

The attached proposal for an additional path to the accredited M Arch degree at Morgan State University would be acceptable to the NAAB if implemented as described.

This path would be accredited under your current term of accreditation. The attached plan and a description of progress toward implementation of the plan should be included in the Annual Report from Morgan State due each year on June 1.

Best regards,

A handwritten signature in black ink, appearing to read 'Sharon Matthews'.

Sharon Matthews, AIA
Executive Director

CC: C. William Bevins, FAIA
President
Cassandra Pair
Accreditation Manager

**BSAED Recommended Curriculum Sequence 2+3 M. Arch.
Architecture Concentration**

FIRST YEAR (FIRST SEMESTER)			FIRST YEAR (SECOND SEMESTER)		
AREN 101	Concepts & Theory of Built Environment I	3	AREN 102	Concepts & Theory of Built Environment II	3
AREN 103	Communications Skills I	3	AREN 104	Communications Skills II	3
ORIE 107	Orientation for AREN majors	1	HIST102/106	World History/US History II	3
HIST 101/105	World History/US History I	3	ENGL 102	Composition II	3
ENGL 101	Composition I	3	MHTC 103*	Intro to Group Dynamics	3
HEED 100	Health	2	GENL 201	Computer Literacy	2
PHEC XXX	Phys. Ed. Elective	1			
		16			17
SECOND YEAR (FIRST SEMESTER)			SECOND YEAR (SECOND SEMESTER)		
AREN 201	Site Planning	3	AREN 204	Communications Skills IV	3
AREN 203	Communications Skills III	3	AREN 206	History of Built Environment II	3
AREN 205	History of Built Environment I	3	PHIL 109	Intro to Logic	3
HUMA 201	Intro to Humanities I	3	HUMA 202	Intro to Humanities II	3
MATH 126	Analytical Geometry	4	PHYS 101	Intro to Physics	4
		16			16
THIRD YEAR (FIRST SEMESTER)			THIRD YEAR (SECOND SEMESTER)		
AREN 301	Studio Design I	4	AREN 302	Studio Design II	4
BIOL 101	Intro to Biology I	4	AREN 304	Urban Development of Baltimore	3
AREN 305	Design and Human Behavior	3	AREN 411	Building Systems/Structures	3
AREN 311	Statics and Strength of Material	3	HIST 350	African Diaspora	3
HUMA XXX	Humanities Elective	3	AREN 418	Environmental Controls	3
		17			16
FOURTH YEAR (FIRST SEMESTER)			FOURTH YEAR (SECOND SEMESTER)		
AREN 401	Studio Design III	4	AREN 402	Studio Design IV	4
AREN 406	History of the Built Environment III	3	AREN 441	Construction Documentation	3
AREN 321	Grading & Drainage	3	AREN 308	Office Practice and Management	3
AREN XXX	AREN Elective	3	XXX	Open Elective	3
AREN 303	Sustainability	3	XXX	Open Elective	3
		16			16
TOTAL BACHELOR OF SCIENCE DEGREE					130
SUMMER SESSION (A+B)					
ARCH XXX	Summer Internship	6	ARCH XXX	Elective	3

FIFTH YEAR (FIRST SEMESTER)

ARCH 550	Studio Design V	6
CREP 514	Principles of Urban Design I	3
ARCH 799	Terminal Seminar	3
ARCH 533	Arch Tech V (Building Materials)	3
		15

FIFTH YEAR (SECOND SEMESTER)

ARCH 772	Studio Design VI (Comp. Design)	6
ENST 601	History & Culture Preservation	3
ARCH XXX	Elective	3
ARCH XXX	Elective	3

TOTAL MASTER OF ARCHITECTURE
DEGREE

15
39

TOTAL CREDIT HOURS

169

*MHTC 103-Introduction to Group Dynamics fulfills the Social and Behavioral Sciences Elective requirement.

THIRD-THROUGH-FIFTH YEAR PARALLELS THE FOLLOWING M.ARCH. 90-CREDIT PROGRAM**FIRST YEAR (FIRST SEMESTER)**

ARCH 510	Environmental Design Studio I	6
ARCH 511	Built Environment History I	3
ENST 512	Graphics Workshop	3
ARCH 513	Architectural Technology I (Statics & Strength of Materials)	3
		15

FIRST YEAR (SECOND SEMESTER)

ARCH 520	Architectural Design Studio II	6
ARCH 512	Built Environment History II	3
ARCH 522	Architectural Technology II (Building Systems/Structures)	3
ARCH 523	Architectural Technology III (Environmental Controls)	3
		15

SECOND YEAR (FIRST SEMESTER)

ARCH 530	Architectural Design Studio III	6
ARCH 531	Built Environment History III	3
ARCH 532	Architectural Technology IV (Building Systems/Structures)	3
ARCH 533	Architectural Technology V	3
		15

SECOND YEAR (SECOND SEMESTER)

ARCH 540	Architectural Design Studio IV	6
ARCH 541	Architectural Technology VI (Production Techniques)	3
ARCH 561	Architectural Practice, Law, and Management	3
		12

THIRD YEAR (FIRST SEMESTER)

ARCH 550	Architectural Design Studio V	6
CREP 514	Principles of Urban Design I (Urban Form)	3
ARCH 771	Terminal Project Research	3
		12

THIRD YEAR (SECOND SEMESTER)

ARCH 772	Architectural Design Studio VI (Terminal Project)	6
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TOTAL CREDIT HOURS

6
90

Graduate Programs in Architecture
Department of Architecture
Morgan State University
Student Guidelines
Volume 3.3 2010

1. **Welcome** to the Graduate Programs in Architecture, Department of Architecture, at Morgan State University!
2. Please consult with the Morgan State University website for the Academic Calendar, the Catalog of the School of Graduate Studies, and the School of Architecture & Planning's own website and calendar.
www.morgan.edu
<http://www.morgan.edu/Academics.html>
http://www.morgan.edu/documents/academics/academic_catalog/grad/2010-2013/2010-2013SGSCatalog.pdf
http://www.morgan.edu/School_of_Architecture_and_Planning.html
3. **National Architectural Accreditation Board (NAAB).**

The School of Architecture & Planning offers professional degree programs awarding the Master of Architecture degree that is accredited by the National Architectural Accreditation Board (NAAB).

Public Information: The Master of Architecture degree program at Morgan State University is an accredited professional degree.

The following statement is from the National Architectural Accreditation Board's Conditions for Accreditation:

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.

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

4. All students enrolled in Master of Architecture degree programs at Morgan State University are expected to be familiar with the NAAB website, and criteria defining accreditation. Students are advised to visit the NAAB website and become familiar with the NAAB Student Performance Criteria, contained within the *2004 NAAB Conditions for Accreditation*.

Visit www.naab.org and read the following documents:

2004 NAAB Conditions for Accreditation

(http://www.naab.org/newsletter1727/newsletter_show.htm?doc_id=235442)

Student Performance Criteria begin on Page 18.

And the *Procedures for Accreditation* document, also at www.naab.org.

5. **Morgan State University Student Email:**

Students are required to register for a Morgan State University “my mail” email account. Morgan State University student email is considered an official form of communication between students and the university.

For example, students may receive notification of financial aid offers from the School of Graduate Studies, and other official communications EXCLUSIVELY via Morgan State University student email. You will be dropped from the scholarship roles if you do not respond to your emails from the School of Graduate Studies. Students are expected to remain current with their Morgan email addresses.

6. Students must obtain student identification in the form of a “Bear Card.”

7. **Academic Advisement:**

All new students are to meet with the Chair of the Department of Architecture, at which time each student is assigned to an Academic Advisor. However, students are responsible for meeting the curriculum requirements for the degree program in which they are matriculated. Faculty may advise students in the registration for courses; however students have the ultimate responsibility for meeting the curriculum requirements and all university requirements as stated in the Graduate Catalog of Morgan State University and in information provided by the Graduate Program in Architecture.

Students are expected to meet with their Academic Advisor at least once a semester, and whenever there is a significant change in the student’s employment or expected course of study.

8. **Graduate Student Responsibilities**

Students are responsible for all procedures and requirements of the University for attainment of their degree, including Standards of Scholarship, Statute of Limitations, and Application for Graduation, among others.

From the Graduate Catalog of Morgan State University:

http://www.morgan.edu/documents/academics/academic_catalog/grad/2010-2013/2010-2013SGSCatalog.pdf

GRADUATE STUDENT RESPONSIBILITIES

Admission to the School of Graduate Studies at Morgan State University indicates that the student is seeking to achieve the highest standards of scholarship. The Dean and the graduate faculty expect admitted students to successfully meet the academic challenges of graduate school and to consistently perform above average in their course work. Although each student will be assisted by an advisor and other members of the professional staff, final responsibility for compliance with the School of Graduate Studies' policies, including the standards of scholarship, rests with the student. It is the responsibility of graduate students to satisfy all course requirements in which they are enrolled and to be knowledgeable of all school and program and/or degree requirements necessary to complete the plan of study. In addition to the policies, procedures and academic requirements found in the graduate catalog, students are encouraged to periodically check with departmental or program advisors for changes in individual departmental policies and those that occur between the editions of the graduate catalog.

9. Plagiarism.

“plag-gi-rize... 1. to take and pass off as one's own (the ideas, writings, etc. of another) 2. to take ideas, writings, etc. from and pass off as one's own.”
from Webster's New World Dictionary of the American Language.

Plagiarism includes visual and architectural ideas as well as the written word.

Students are expected to use an international standard for documenting reference materials for ideas and quotations in all writing assignments, such as the Chicago Manual of Style.

Concerning “Academic Dishonesty”, from the School of Graduate Studies Catalog, p. 54:

“3. ACADEMIC DISHONESTY

Academic dishonesty is among the most egregious offenses a student can commit because it interferes with the University's primary mission of educating and evaluating students. Academic dishonesty, including cheating, plagiarism, abuse of academic/library materials, stealing and lying, in the preparation of testing, class assignments, or dissertations and theses is no less egregious. Academic dishonesty, whether in the classroom or in the preparation of the dissertation or thesis, will not be tolerated by the School of Graduate Studies. In particular, any graduate student found to have engaged in plagiarism in the writing and preparation of course work, research papers and/or in the preparation of a dissertation or thesis shall be subject to the full range of penalties at the disposal of the School of Graduate Studies.

Plagiarism is submitting, either orally or in writing, the words, ideas, drawings, or other works of another person as one's own without appropriate citation in order to receive credit for having completed an academic assignment or exercise.

Examples: Examples of plagiarism include, but are not limited to, the following:

Submitting material or work for evaluation, in whole or in part, which has been prepared by another student, by an author of a published article or textbook, or by persons producing papers for profit;

Using a direct quote from another student's papers or from an author of a publication without including the appropriate citation;

Paraphrasing or summarizing another's work without including the appropriate citation; and,

Using information stored electronically (e.g., submission of papers and or information found on computer disks, the Internet, etc.) without including appropriate citation and/or acknowledging the source.

4. PENALTIES FOR ACADEMIC DISHONESTY

Any graduate student at Morgan State University who is found to have engaged in academic dishonesty, including plagiarism, in the preparation of written assignments, a dissertation or thesis, may be subjected to suspension, expulsion and/or revocation of a previously awarded degree. Such sanctions may be imposed even though the accused graduate student may never have received a lesser penalty or penalties for previous academic dishonesty."

10. Class Attendance

Please refer to the Department of Architecture "Studio Culture Policy" concerning core values of punctuality and attendance. "Arriving on time, and being settled and ready to focus on the studio course at the scheduled start time is a core value of the Department of Architecture."

Individual instructors have the responsibility for establishing, communicating and enforcing attendance policies for the classes that they teach. However the Department of Architecture recommends the following policy on lateness, attendance and grades:

Absences: Three unexcused absences will result in lowering the semester grade by one full letter grade. Five unexcused absences results in a letter "F" grade for the semester.

Graduate policy:

Lateness: One late arrival of more than ten minutes but less than twenty minutes is allowable without grading penalty per semester of a studio course. Subsequent late arrival of more than ten minutes will be counted as an absence.

Absences: Following the third unexcused absence, students will receive a letter "F" grade based on attendance without exception, or may voluntarily withdraw from the course with consequences according to the date within the academic calendar. A first and second absence are to be factored into the semester grade.

11. Comprehensive Design Review:

All students in the Master of Architecture degree programs must successfully pass a Comprehensive Design Review (CDR) before advancing to the final design studios, and to qualify for the degree.

The Comprehensive Design Review is an evaluation of the student's progress in the design studio sequence of the curriculum, and an evaluation of the student's achievement of several NAAB Student Performance Criteria. The CDR is also used by the Department of Architecture for self-assessment of design education.

Consequences of failure to pass the CDR:

Students not passing the CDR are required to take an additional architectural design studio, ARCH.545 Comprehensive Design Studio (6 credits). Students taking ARCH.545 do not receive elective credit for this enrichment studio. The 6-credits for this studio are above and beyond the minimum credits required in the standard curriculum. Students not passing the CDR may not advance to ARCH.540 Architectural Design V or ARCH.771 Thesis Seminar until they have completed ARCH.545 and passed the Comprehensive Design Review.

The Comprehensive Design Review is held once per academic year, late in the spring academic semester. Students are to consult with their design studio instructors, and/or the Department of Architecture Chairperson, for the schedule and applicable evaluation standards, which are updated on an annual basis, and are closely related to the Student Performance Criteria of the National Architectural Accreditation Board.

12. **Course enrollment limitations for students on academic probation:**

Students on Probation may not proceed to ARCH.771 Thesis seminar or to ARCH.799 Architectural Design VI (Thesis).

13. **Course Prerequisites:**

Students are to follow the course prerequisites; see Course Prerequisite List in the Appendix, Table A, at the end of this document.

14. **Maximum Credit Hours per Semester**

Graduate students in the Department of Architecture are restricted to a maximum of 15 credit hours per semester. Graduate students of architecture who enroll for more than 15 credit hours per semester do so at their own risk of academic success.

15. **Preparation Hours for Course Work:**

Each academic course requires student preparation outside of class time. Student preparation may include reading, research, site investigations, research, design, model making, and other assignments following the specific requirements of each individual course and of each course instructor. Students in the program should plan on the following time commitments for academic work outside of class time, according to the following table:

CREDIT HOURS	PREPARATION HOURS
3 Credit Hour Lecture	6 Hours per Week (minimum)
6 Credit Hour Studio	9 Hours per Week (minimum)

16. **Balance of Work Hours to Academic Credit Hours:**

The Graduate Program in Architecture is designed to encourage students to work part-time in architectural firms concurrently with matriculation in the Master of Architecture degree program, following the completion of the first 30 credits of academic course work, or earlier if the student qualifies for placement with a firm.

Students are advised to balance work hours with academic credit hours to promote academic success. The recommended guidelines are:

Credit Hours	Recommended Maximum Employment Hours
6 Credits	Not more than 40 Hours per Week
9 Credits	Not more than 30 Hours per Week
12 Credits	Not more than 25 Hours per Week
15 Credits	Not more than 20 Hours per Week

17. **Studio Culture Policy.** Students are to be familiar with and to abide by the Department of Architecture's Studio Culture Policy, which is posted on the SA+P's website, and available from each studio instructor, academic advisor, and the Department Chair as a PDF file..

18. **POLICIES concerning GRADUATE ELECTIVE COURSEWORK:**

18. A. **Credit limitation on internship coursework:**

Students may not take more than two ENST Built Environment Internship courses for credit towards the Master of Architecture degree.

18. B. **Credit limitation on independent research coursework:**

Students enrolled in the Master of Architecture degree program may take a maximum of 6 credits in supervised research or special topic seminar courses. However students may take more than 6 credits of supervised research or special topic seminar courses, offered under ENST.738, ENST.739, ENST.788 or ENST.789 under the following provisions: 1.) the course is conducted as an academic class, with regularly scheduled course meetings following an academic syllabus, with structured knowledge delivery by the instructor; 2) the department chair has received the syllabus a minimum of six weeks prior to the start of classes; and 3) the student receives approval from the department chair.

18. C. **Elective Course/s with Non-Architectural Content**

It is required that graduate students of architecture take at least one graduate level elective that is non-architectural in content with graduate students from other disciplines. This non-architectural content elective or electives may be from city and regional planning, landscape architecture, business, history, economics, sociology, or any other subject of the student's choice; however elective courses must be approved by the student's academic advisor in an advising meeting.

19. **Technology:** graduate students are expected to have their own personal laptop computer that is capable of supporting architectural graphic software prior to enrollment in ARCH. 520, Architectural Design II, and for all subsequent design studios.

20. **Retention of student work:** The Department of Architecture will retain selected student work for the purpose of fulfilling NAAB criteria for accreditation. Students are encouraged to keep copies and photographs of projects completed for the various academic courses and design studios of the Department of Architecture.

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End of Document

Appendix A, Table A: Course Prerequisites (attached)

Note: Page 9 is signature receipt page.

MASTER OF ARCHITECTURE CURRICULUM

60/90 Credits

PREREQUISITES

FIRST YEAR FALL

	CREDITS
ARCH.510 Environmental Design	6
ENST.512 Graphics Workshop	3
ARCH.511 Built Environment History I	3
ARCH.513 Technology I (Statics and Strength of Materials)	3
	15

FIRST YEAR SPRING

ARCH.520 Architectural Design Studio II Prerequisite: ARCH.510	6
ARCH.521 Built Environment History II Recommended to take ARCH.511 prior, but not required	3
ARCH.522 Architectural Technology II (Building Systems-Structures) Prerequisite: ARCH.513	3
ARCH.533 Architectural Technology V (Building Materials)	3
	15

Note: 60 Credit Students Start Here:

SECOND YEAR FALL

ARCH.530 Architectural Design Studio III Prerequisite: ARCH.520	6
ARCH.531 Built Environment History III 90-credit students required to take ARCH.511 & ARCH.521 as prerequisites	3
ARCH.532 Architectural Technology IV (Building Systems-Structures) Prerequisite: ARCH.522	3
ARCH.523 Architectural Technology III (Environmental Controls)	3
	15

SECOND YEAR SPRING

ARCH.540 Architectural Design Studio IV Prerequisite: ARCH.530	6
ARCH.541 Architectural Technology VI (The Integrated, Intelligent Detail) Prerequisite: ARCH.530	3
ARCH.561 Architectural Practice, Law and Management	3
URBD.511 Urban Design	3
	15

THIRD YEAR FALL

ARCH.550 Architectural Design Studio V Prerequisites: ARCH.540, ARCH.541, URBD.511	6
ARCH.771 Architectural Thesis Seminar Prerequisites: ARCH.523, ARCH.531, ARCH.532, ARCH.540, ARCH.541, URBD.511	3
	15

THIRD YEAR SPRING

ARCH.799 Architectural Design Studio VI Prerequisites: ARCH.550, ARCH.771	6
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Part Four: Supplemental Information

7. Catalog (or URL for retrieving online catalogs and related materials)

http://www.morgan.edu/Academics/Academic_Catalogs.html

http://www.morgan.edu/Documents/ACADEMICS/Academic_Catalog/undergrad/2010-2013/ucat_SAP.pdf

http://www.morgan.edu/Documents/ACADEMICS/Academic_Catalog/grad/2010-2013/2010-2013SGSCatalog.pdf
