2006 Architecture Program Report
Prepared for the National Architectural Accrediting Board

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Judson College

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ARCHITECTURE PROGRAM REPORT

Six-year Professional Program: Master of Architecture
Four-year Pre-Professional Program: Bachelor of Arts in Architectural Studies

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DEPARTMENTAL MEETING
Spring Semester 2006
SECTION ONE:
Introduction to the Program

Judson College
DEPARTMENT OF ARCHITECTURE
1.1 History and Description of the Institution

The roots of Judson College extend back to the 1920s, when the college division of Northern Baptist Theological Seminary was formed. In the early 1960s when the seminary portion of Northern Baptist moved from Chicago to Lombard, Illinois, the College was made an independent entity. In 1963 under the guidance of Dr. Benjamin P. Browne, college and seminary president, the “new” college was founded in Elgin, Illinois. It was named after Adoniram Judson, the first American missionary to foreign shores.

Judson’s first president, Dr. Browne, retired in 1967. Dr. Amos B. Barton served as president through 1969, and Dr. Harm A. Weber from 1969-1992. In 1992, Dr. James W. Didier was appointed president. He retired in 1998, and Dr. Jerry B. Cain became Judson’s fifth president.

From its birth on a 19-acre private estate along the western shores of the Fox River, Judson has grown today to a 90-acre campus of rolling, wooded terrain and spacious lawns. A creek winds through the campus, forms a picturesque pond near the midpoint, and empties into the Fox River on the east. Over seventeen buildings and facilities dot the campus, including four student residence halls, a campus apartment building, a library, a science building, a fine arts building, a fitness center, a campus commons, athletic fields, the Lindner Center (a seven-story classroom, office and residential facility), and a 700-seat chapel. Creekside South houses all resources and space for the Department of Architecture.

Under construction is the Harm A. Weber Center, which will be the new home of the main academic library, the art and design department and the architecture department. This facility employs innovative "green" technology and will be one of the most energy efficient and environmentally friendly buildings in the U.S. Occupancy of this building is scheduled for the summer of 2007. (See section 3.8 for floor plans.).

Judson is an American Baptist-affiliated, evangelical Christian college of the liberal arts, sciences and professions. It is coeducational and offers bachelor of arts degrees and three masters’ degrees in architecture, education and business. The College is accredited by the North Central Association of Colleges and Schools for a full 10-year term. The six-year Master of Architecture degree is fully accredited by the National Architectural Accreditation Board (NAAB). All three masters’ programs—the Master of Education, the Master of Architecture, and the Master of Organizational Leadership—are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Judson’s size and intimate campus setting allow for close personal associations among students, faculty and staff. Campus life does not end in the classroom; co-curricular activities provide personal recreation and social development. These include intercollegiate and intramural athletics for men and women, Christian ministries, drama, choir, reach-out teams, student publications, volunteer programs, student government and special campus festivities such as Homecoming and seasonal banquets.
Judson College is located in Elgin, a city of over 100,000 in the Fox River Valley of Illinois. It is 40 miles northwest of Chicago just off the Northwest Tollway (Interstate 90) on State Route 31. To the east is the Chicago metropolitan area; to the west, a broad expanse of farmland. Therefore, it is possible to enjoy the cultural and recreational advantages of metropolitan Chicago plus the openness of the Illinois countryside.

In 1994 Judson introduced a new academic division concentrating on continuing education for non-traditional students. Since its inception, the Division of Adult and Continuing Education has offered innovative programs with a high level of student service, both at our main campus in Elgin and our extension campus in Rockford (established in 1999).

Today, Judson College is home to over 1,200 traditional and continuing education students from 36 states and 28 countries.
1.2 Institutional Mission

Judson College is a Christian college of the liberal arts, sciences and professions, committed to an evangelical expression of Christian faith and living, and accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Judson offers four-year bachelor programs; the Master of Education, the Master of Organizational Leadership, and the six-year Master of Architecture programs; and degree completion programs for non-traditional students.

Mission Statement

Judson is an evangelical Christian college that represents the Church at work in higher education, equipping students to be fully developed, responsible persons who glorify God by the quality of their personal relationships, their work, and their citizenship within the community, the nation and the world. Through a broadly based education in the liberal arts, sciences and professions, the college enables its students to acquire ideas and concepts that sharpen their insights, develop skills appropriate to their career goals, and develop the skills and commitment for lifelong learning. The Judson community experience challenges graduates to be decisive leaders and active participants in church and society, articulate proponents of Biblical Christianity, persuasive advocates for the sovereignty of God over all life, and effective ambassadors for Christ.

Educational Goals

The total campus experience at Judson College stimulates and equips students to:
1. Value Christian ethics as the basis for lifelong growth and behavior, and consider making a lifetime personal commitment to Jesus Christ and the work of His church.
2. Adopt an informed view of the Christian Scriptures as their standard for faith and practice.
3. Understand one’s own culture and understand and appreciate other cultures, including their developments, values and limitations.
4. Understand human personality and behavior and develop skills of balanced self-awareness, self-confidence and self-criticism, combined with interpersonal effectiveness.
5. Develop a widening aesthetic appreciation and discernment, including an understanding and expression of the creative process.
6. Develop analytical thinking skills, express themselves effectively and responsibly in writing and speaking, and read and listen perceptively.
7. Develop problem-solving skills, including the use of logic and scientific methods.
8. Develop attitudes contributing to physical, spiritual and mental health and fitness.
9. Accept a calling to Christian vocation and develop entry-level mastery of specialized skills.
10. Develop goals and skills for lifelong learning.
1.3 Program History

In 1993 the potential donation of a building adjacent to Judson’s campus stimulated the first possibility of developing an Architecture Program. Then President Dr. James Didier solicited suggestions on potential expansion of majors. Professor Del Rey Loven, Chair of the Department of Art and Design (later Chair of the Division of Art, Design & Architecture) suggested Architecture. This would increase the discipline offerings of the existing and growing Art and Design programs. Although the potential donated building was never secured, the President encouraged Professor Loven to pursue investigation of the idea.

In 1995, Professor Loven used a sabbatical leave to investigate the feasibility of establishing an Architecture program as part of a larger institute of design. He visited the Andrews University Architecture program and met Professor John Hopkins, a member of the Architecture department. This initial research indicated the need for a special consultant in the first feasibility study. Based upon the recommendation of Professor Loven, Judson College contracted Professor Hopkins in late 1995 as a consultant for the architecture curriculum component.

The initial report was presented to the Judson College Administration and Board of Trustees in June 1996. Based upon this report, the Board of Trustees granted approval to continue investigation and development of the proposed Architecture program. Professors Loven and Hopkins presented to the Board a more detailed feasibility study in February 1997.

The Board of Trustees voted on February 19, 1997 to proceed with implementation of the Architecture Program, beginning in fall 1997. Professor Hopkins was hired as Director of the Program. The Program was located in the Division of Art, Design and Architecture.

Twenty students entered the Program in fall 1997. Professor Hopkins was the sole Architecture faculty member. Art and Design faculty provided much support. Studio space, classroom space, and offices were located in the Fine Arts Building. A model shop was created in the Plant Operations Building. Cyndi Zarris was hired as the Department Administrative Assistant, a position she continues to hold today. A furniture craftsman was hired to teach the model shop course and a Visual Resource curator was hired in this initial academic year 1997-98.

Recruitment for the fall 1998 class was quite positive, and the Program was officially designated as the Department of Architecture. Together with 12 returning sophomores, 40 freshmen greatly enhanced the identity of the Program in 1998-1999. Professors Ben Suzuki and Keelan Kaiser were hired as tenure-track faculty members in 1998. Professor Jack Kremers (retired from Kent State University in December 1998) joined the Judson College faculty as a tenure-track faculty member in January 1999. In addition to the spaces in the Fine Arts Building, the College provided classroom and studio space in the Lindner Fitness Center. Several adjunct faculty also provided teaching support.

In May 1999, the College faculty approved a request by the Department of Architecture to change the terminal Bachelor of Architecture degree to a Master of Architecture degree. As the defined program included 188 hours of course credits scheduled over six years including one
year of internship, the proposal did not change the curriculum but only the nomenclature of the degree. This change was approved by the faculty and the Board of Trustees. The change was especially significant to Judson College as this was the first Master’s degree approved by the College. Approval was sought from the North Central Association of Colleges and Schools and enthusiastically awarded.

In fall 1999 40 freshmen joined the Program, bringing total enrollment to 71. Professor Christopher Miller was hired as tenure-track faculty members. Professor Edward Shannon was also hired and served in a two-third faculty position. Additional studio space was provided in the Lindner Fitness Center. With six faculty members plus adjuncts, a Visual Resource Center curator and a Department Administrative Assistant, the Department was beginning to develop an identity and a sense of assurance that the Program would fulfill the vision and dream of Professors Loven and Hopkins, the Administration, and the Board of Trustees.

Academic year 1999-2000 culminated in the initial visit of the NAAB in April 2000. This visit provided an opportunity for the faculty and students to review their individual efforts to this point. It also provided an outside perspective of the overall effort to form a cohesive Architecture Program. The NAAB was strongly supportive and granted the Program “candidacy” status.

In the summer of 2000, Professor John Hopkins left the Program to return to his home in Michigan. Professor Jack Kremers was appointed as the new Chair of the Department of Architecture.

Fall 2000 welcomed 40 freshmen, and total enrollment increased to 92 students. Assistant Professor Gary Wang joined the faculty. The Program’s sense of identity was greatly enhanced when it moved to Creekside South, a new 15,000 square-foot pre-engineered steel facility located on the south side of the campus. Suddenly, all studios could observe one another, faculty were adjacent to each other, and the Program had a separate dedicated building.

In spring 2001, an invited design competition led by Keelan Kaiser was held for the design of a new central library and academic spaces for the Division of Art, Design, and Architecture. Alan Short and Associates (London) won the ideas competition by convincing the jury that this facility would be the “greenest” building in the United States and would serve as a learning laboratory for multiple disciplines at the College as well as for building professionals. The firm was hired as the Architect.

The first European Tour for the third and fourth-year students occurred in May 2001, led by Professors Miller and Wang. This tour has been conducted each spring post-term since. The initial tour went from Paris to Rome, and subsequent tours have begun at Venice and ended in Rome. The spring 2003 tour was extended to include an overnight trip to Paris from Rome and a tour of Paris.

In fall 2001, 40 freshmen brought total enrollment to 117 students. The fall semester was the time of an initial effort to establish a research presence in the area of church architecture: the
Department and College sponsored a conference entitled “Evangelical Worship and Church Architecture.” About 200 people participated in the event held on the Judson College campus.

Professors Jhennifer Amundson, PhD, and David Ogoli, PhD, joined the faculty. The inaugural class of 20 students was now down to five. These five students consented to serve their required internship one year early during academic year 2000-2001. This aided the College by allowing these five to join with the following class in taking the fourth-year curriculum for the first time in 2001-2002, thus comprising a class of 25 students.

In 2001, the North Central Association came to campus for a focused visit that resulted in the granting of accreditation for the Master of Architecture degree. This is the first and only master’s degree granted at Judson College. The Program is the third professional program of architecture in Chicago and the third school (fourth campus) in the state of Illinois.

In fall 2002, 40 freshmen brought total enrollment to 130 students. In September, the NAAB again visited the program and again awarded “candidacy” status. During this year, 17 students served internships in offices ranging geographically from Alaska to the greater Chicago area.

In 2003 the Creekside South building was renovated and an additional 2,500 square feet of studio and office space was added. The sixth-year students presented thesis studio projects to a broad spectrum of faculty, professionals, college and community members, and friends. That same year four of the five students remaining from the initial class received their Master of Architecture degrees. The department also continued to grow with new incoming students.

Department Chair Jack Kremers, having successfully guided the program through its initial successful accreditation, returned to teaching in 2004. Professor Keelan Kaiser, AIA, was chosen as the Interim Department Chair. Dr. Jhennifer Amundson was selected as the Assistant Department Chair.

In October 2004, the Architecture Department hosted the 2004 ACSA Central Regional Conference. Also in 2004, Judson College and the Department of Architecture began a national search for a new Department Chair and an additional tenure-track faculty member due to the continued growth and visibility of the program. Dr. Curtis J. Sartor was chosen as Chair. He was hired as a full professor in fall 2005. Professor Marga Jann was also selected and will join the faculty as an associate faculty member in fall 2006. She is currently serving as a Fulbright scholar in Sri Lanka.

In spring 2006, the Architecture faculty, the Judson College community and the Board of Trustees approved the Bachelor of Arts in Interior Design. The idea again came from the support and leadership of Professor Del Rey Loven, Chair of the Division of Art, Design and Architecture. The program will offer a FIDER accredited degree. It will be housed in the Division of Art, Design and Architecture and have separate faculty and funding from the Architecture program. The first class will enter in fall 2007. A search for a director/faculty member is currently under way.
Also in spring 2006 under the leadership of the Department Chair, Dr. Curtis Sartor, the Program engaged in strategic planning and a thorough assessment of the its Mission and vision statements to clarify the educational and professional direction of the program. Several adjustments and clarifications were made (see sections 1.4 and 1.5 of this Report). The organizational structure of the Architecture faculty was changed to a committee structure. This was implemented to promote the principles of shared governance.

The Department is considering future curriculum developments that would increase the depth, quality, quantity and design options of our students in Architecture. Additional study-abroad opportunities are also being developed with China, Germany and other countries.

The Architecture Program has grown significantly in each of its nine years of existence—not only in size but also in fulfillment of its stated mission. Students are well educated and prepared to serve as architects. They do this with a conscious awareness of the meaning and implication of a Christian worldview on their efforts in the community, in their church and in their homes.

The College has provided the encouragement, resources and strong liberal arts environment that continue to be the foundation of the Architecture Program.
1.4 Program Mission

The Mission of the Architecture Program at Judson College is to:

- Prepare students to contribute positively to church, profession, and community through leadership and service by maximizing their talents for the glory of God and for the betterment of our world
- Provide a balanced, integrative curriculum in a rigorous but supportive environment
- Graduate competent designers who are critical thinkers, caring individuals, sensitive to physical and diverse cultural contexts, and committed to ethical practice and earth stewardship.

The Mission is defined by the following aims and objectives:

To provide an education that:
- Is comprehensive (a strong liberal arts and art/design base) and professional (NAAB accreditation)
- Is focused and integrative
- Prepares graduates for successful architectural practice and continued lifelong learning
- Prepares graduates for leadership and service to the profession, society, and the Church
- Supports Judson College’s commitment to Christian education within the context of a Biblical world view

To provide an academic setting that:
- Supports and encourages diversity and rigor
- Promotes intellectual inquiry and nurtures Christian faith
- Adequately provides human, physical, and information resources
- Seeks—through research, practice and teaching—to advance the discipline of architecture

To provide a curriculum that:
- Sees design as the architect’s core activity
- Balances and integrates art and science
- Recognizes that architecture not only represents human aspirations but is a positive force in society
- Promotes a sensitivity to physical and diverse cultural contexts
- Encourages responsibility and stewardship regarding the environment and resources
- Integrates theory and techniques into design with innovative pedagogy

To produce graduates who are:
- Competent designers
- Conceptual and critical thinkers
- Creative and competent problem solvers
- Articulate communicators
- Knowledgeable in technology
- Ethically responsible Christian professionals and citizens

—Last amended and approved by the Department of Architecture, April 1999
—Approved by the Division of Art, Design & Architecture, 26 August 1999
The faculty has had strategic planning meetings in 2006 and is in the process of adopting the revised Mission and vision statements.

The following personal statement of the meaning of this Mission was written by the previous Department Chair.

Architecture is an expression of man and woman’s relationship with the universe. It is more than the fulfillment of the need for shelter. It expresses man and woman’s hunger for something transcendent, the need to be connected with what lies beyond the immediate and the physical. Our created environments as meaningful, valuable works of art express this relationship between people and God. It is this understanding that underlies the tradition, the form and the history of Western architecture. Man and woman’s expression of metaphysical needs and desires and Jehovah God’s revelation of Himself are the basic components of early Western architecture.

A shift occurred with the Renaissance and the ensuing birth of the Enlightenment and Modernism. This new philosophy in effect placed man and woman at the center of the universe, the “measure of all things.” In modern Western history, people have deliberately replaced the God/person relationship and its emphasis on God speaking to people with man’s and woman’s efforts to speak and create his or her own gods. Placing a person at the center, however, has generated the awareness of an inner void, a futility, a hunger for transcendent meaning. This is apparent in Western culture’s effort to create a variety of gods, from materialism to primordial religions to abstract art.

The Judson College Architecture Program seeks to return to the roots of Western architecture in the recognition that God is there and our souls are lonely and empty until we are in relationship with Him. This God/person relationship forms our understanding of who we are and how we are to interact with our environment and culture. It is our worldview. Everyone has a worldview; it is impossible to operate without one. We as faculty seek to clearly articulate our worldview. Our goal is for our students to do so as well, as the basis for the generation of architecture. This is the essence of what we are about as a learning environment and an Architecture Program.

The particular viewpoint of Judson College is within the Protestant tradition, originating in the sixteenth-century Reformation of Luther, Calvin, Knox and Zwingli and, more recently, in the evangelical church communities of Europe and North America. As it relates to architecture, the Protestant tradition has been characterized by a negative reaction to the historic focus upon visual images in the earlier Christian traditions. This has limited the development of a formal, traditional visual vocabulary of its own deep-felt and well-articulated beliefs.

The Judson College Architecture Department will be the center for the research, discussion, documentation and definition of architectural expressions of the evangelical Protestant tradition. The Program insists that a theocentric worldview is an essential component of architectural form and space. However, all worldviews are welcome as points of discussion, comparison and investigation. Our goal is to define what is the appropriate, correct and meaningful architectural expression of the evangelical Protestant tradition.
1.5 Program Self-Assessment

A description of the school’s self-assessment process, specifically with regard to ongoing evaluation of the Program’s Mission statement and how it relates to the NAAB perspectives

The Mission Statement of the Architecture Program served us well in the formative years. As new faculty members joined the Program, we develop a clearer understanding of our uniqueness and opportunities. Accordingly, our self-assessment includes a periodic review of the Program Mission, vision and objectives.

The Strategic Plans documented in our previous Architecture Program Reports have been implemented. The current Strategic Plan expresses our desire to strengthen and enhance what is already in place and to seek new areas to develop.

Based on our 2006 strategic planning meetings (comprised of students, faculty, staff, and industry employers), our strengths are the following:

- Breadth of program (not just one kind of architect)
- Nurturing culture
- Faculty and adjunct faculty
- Professional support (AIA, NAAB, Advisory Council)
- Good reputation
- Student interest in integration (missionary focus)
- New facility
- Support of Administration and Trustees
- Rigor of Program
- Library resources
- Concept of internship
- Location, location, location
- Our people (faculty and students)
- Not cut-throat (a positive environment)
- Commitment of students to the Mission of the Program
- Lot of interaction in between Program and across campus
- Personal communication
- Generous time for studio critiques
- Diversity among faculty
- Intimate size (appropriate size)
- Inter-disciplinary attitude/focus, liberal arts
- Christian faith-based
- Department embedded into Elgin (community service)
- A focus toward ministry rather than merely public service
- Strong in-house recruiting
- Quality of relationship beyond proximity and workplace
- Strong individual initiatives for programs
• Division structure  
• Passion for program

Based on our 2006 strategic planning meetings (comprised of students, faculty, staff, and industry employers), our weaknesses are the following:

• Insufficient funding  
• Lack of technological stability  
• Lack of social/extra-curricular interaction with non-majors  
• Bureaucracy  
• Connecting fellowship (communication)  
• Lack of scholarship funds  
• Fragmentation (lack of cohesiveness among faculty)  
• Too nice (therefore avoidance of critique/criticism  
• Avoiding unpleasant news  
• Trouble accepting that other people disagree with us  
• Appearance of disorganization (too much going on)  
• We are too self-contained  
• Limited experience/interaction with other architecture programs  
• Low faculty and administration salaries  
• Minimal infrastructure (support staff)  
• Lack of diversity in student body  
• Phasing of new building  
• No articulated creed

These comments were verbatim responses from the internal and external communities. In 2006 the Department of Architecture began developing a new, revised strategic plan in a series of meetings with the Provost and Vice President for Academic Affairs; the Chair of the Division of Art, Design and Architecture; the Architecture Department Chair; Architecture faculty, staff, students, and alumni; and employers. As a result of these initial discussions, a self-assessment component developed. We also employed an external facilitator skilled in strategic planning and management, who helped synthesized the thought processes, discussions, and written statements into a summary document.

The remainder of this section contains an excerpt of this summary document, which is on-going.

* * *

The planning process to develop this strategic plan is defined by collaboration and involvement. As a result of this inclusive process, the plan bears a certain *authoritas* that comes from the full participation of the programs constituencies (faculty, adjunct faculty, students, alumni, Advisory Board and outside professionals) who also have a vested interest in its implementation. The process was managed by an outside facilitator, Dawn Ramsey, Dean of the Extended University at Southern Polytechnic State University in Marietta, Georgia. She worked closely with the Department Chair, Dr. Curtis Sartor, who guided the process and provided perspective and continuity throughout the many planning meetings.
The process used to develop this plan was based in part on the work of Alexandra L. Lerner, Research Associate, College of Business Administration and Economics at California State University, described in the article “A Strategic Planning Primer for Higher Education.” The environmental scan was accomplished through a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) of the Judson College Architecture Program.

A series of planning meetings began in January 2006 and included integrated meetings with Program faculty, adjunct faculty, undergraduate students, graduate students, Program alumni, and business and Advisory Council members. In addition to scheduled meetings, input into the process was also provided through surveys of the alumni and current students. A day-long final planning meeting was held which included representatives of all of the above-mentioned groups.

Planning sessions included opportunities for individual, small-group and large-group inputs. The results of each of these sessions were compiled. While each group identified unique concerns, the great amount of consensus among the groups reinforced the validity of the process and outcomes.

The faculty addressed the entire plan in a series of meetings totaling over thirty hours. The Mission, vision and values were topics addressed in the other group planning sessions. The groups worked independently on these topics to assure the equal input from all constituency groups.

In the final planning meeting, the participants will make final revisions to the Mission and vision statements, come to consensus on the strategic issues, discuss and revise the goals, review the objectives, and begin developing implementation action steps.

Overall, about twenty individuals participated in the planning process. that involved four meeting days. In addition, alumni and students provided input through surveys. The draft of results at the various stages will also be shared with the President of Judson College in an effort to keep him informed and to invite his feedback on the process and the plan.

The value of such an inclusive process was that it achieved buy-in from all the constituency groups and a commitment from all of them to work together to implement an action plan for each of the identified goals.

**Values embraced by the Architecture faculty**

- **Biblical Standards**
  We value the Word of God and adhere to its teachings as it relates to professional and ethical standards as well as personal relationships.

- **Unified Endeavor**
  We value the coexistence of Christian faith and intellectual life and encourage their balanced existence.
• **Education**
  We value exercises that share and convey knowledge and understanding about buildings and places as the activity of our professional mission. We will respond to our position within a liberal arts college by valuing preeminently the formation of critical minds toward the various approaches to architecture and prepare students for practice by allowing students to prepare for a practice that is consistent with the critical position they develop in their liberal study of architecture.

• **Stewardship**
  We value cultural diversity and will encourage the understanding of such. We value God’s creation: we strive to make good use of the natural world and we strive to assist each person to achieve and rightly balance their spiritual, personal and professional goals.

• **Relationships**
  We value human relationships and are dedicated to nurturing friendships and links with such communities as the CCCU (Council for Christian Colleges & Universities), other architecture programs, and the city of Elgin. We strive to create a strong community to which our faculty, staff and students will belong, as a reflection of the Kingdom.

• **Service**
  We value service to humanity as an outgrowth of our submission before the Lord and in His desire that we help one another.

• **Leadership**
  We value leadership and opportunities to model biblical truths to our communities.

• **Excellence**
  We value the highest-quality performance in all academic and professional activities, and will strive to realize and enjoy the benefits of outstanding design in the built environment and exceptional architectural education.

**Goals**

In its continuous commitment to fulfilling its vision and Mission, the Architecture Program at Judson College has established the following goals as the foundation of its current strategic plan.

1. To attract, retain, and support qualified faculty.

2. To secure the financial and physical resources necessary to support and enhance the vision and Mission of the Architecture Program.

3. To continuously strengthen the curriculum to foster critical thinking and exceed academic standards, while exploring emerging professional, architectural, and construction trends and societal issues.
4. To continuously improve the quality, rigor, and academic standards of the Program to ensure the increased productivity and preparedness of our students and enhance the performance of the Program.

5. To seek opportunities to launch additional professional and non-professional programs designed to complement the existing Architecture Program.

6. To increase Program visibility and recognition, improve its professional and academic reputation, and develop and nurture a culture of professionalism and a strong sense of ethics within the Program and the profession.

7. To advocate the appreciation, exploration and application of good design and responsible architecture within the architectural profession and society.

Future Directions

Our direction is to become a highly regarded and recognized Architecture Program, as demonstrated by the excellence of the graduates and the faculty, and to become a center for the integration of architecture and the Christian worldview. We hope to do this by:

1. Continuing to develop and strengthen the graduate Program:
   - Maintaining high-quality standards for final design studios and thesis projects
   - Integrating elective courses with graduate studios and thesis projects
   - Providing opportunities for faculty members to develop research and scholarly efforts within the context of the graduate Program

2. Developing and strengthening the continuity of the design studios from year to year and the comprehensive content of the third through sixth-year studios

3. Seeking and developing opportunities for service for students and faculty throughout the curriculum:
   - Developing mission projects
   - Developing design-build projects
   - Conducting a conference to connect architects with Christian service and missionary opportunities

4. Developing a center for the study of evangelical church architecture

5. Developing interior design and furniture design options

6. Strengthening the internship experience by better preparing students and educating employers as to the needs and goals of our students
Focus on Improvement

For the 2006-07 academic year, the Department of Architecture will focus on the following areas of improvement identified during our strategic planning sessions and the self-assessment. These areas are not listed in order of priority:

- Managing growth of the student population who enter the program
- Reducing student/teacher ratios
- Enhancing external funding for student scholarships and faculty development
- Developing Study Abroad programs with Germany and China
- Interacting with other college departments on campus and develop relationships with other NAAB architecture programs
- Improving communications between the administration, faculty and the students
- Improving/facilitating communication of Architecture program goals to the Judson College community at large
- Developing a task force to develop strategies and tactics to accomplish goals developed as a result of the strategic planning meetings
- Continuing refinement of the Interior Design program
- Hiring of additional Architecture and Interior Design faculty members as necessary

The Department of Architecture has used the strategic planning process to clarify our current Mission and vision statements amended in 1999. This is reflected in our future directions. Continual improvement is an expectation of our College, employers, alumni, faculty, students and staff.
SECTION TWO:
Progress Since the Previous Site Visit

Judson College
DEPARTMENT OF ARCHITECTURE
2.1 Summary of Responses to the Team Findings

In order to present an accurate, comprehensive summary of the faculty and administrative responses to the findings of the previous NAAB team, the following text has been extracted from the Annual Reports submitted to NAAB from 2004/2005. (See section 4.5 of this Report.) The Visiting Team Report’s findings are in italics. The 2004/2005 responses that follow each finding were written by interim Department Chair, Keelan Kaiser, AIA. The last part of this section updates progress on items of concern from a previous Visiting Team Report (VTR).

One Criterion Not Met

**Condition 12: Student Performance Criterion 30, Program Preparation**

**Our Response to Criterion Not Met**

The curriculum includes various levels of exposure to concepts and application of programming principles throughout nearly every design studio. While this was not demonstrated in a measurable and successful way during the previous NAAB visit, the content does continue to exist, and faculty have made improvements to documenting programming investigations at all levels of the design studio curriculum for review by the next Visiting Team.

However, in particular response to the 2004 VTR, the curriculum has identified the following courses to specifically accomplish and document programming exercises: ARC 452 and ARC 651. The comprehensive and cumulative studios have been re-calibrated to include a significant module of Programming as a formative element in the analysis and application of architectural design. Additionally, the graduate course, Professional Development, ARC 580, includes a module on Programming.

- **Comprehensive Design Studio, ARC 452**
  The Comprehensive Studio has adopted a module in Programming as part of the formative process in designing a mid-rise office building in an urban context. The students prepare a program, including an adjacency matrix and functional relationship diagrams, as a formative part to their comprehensive design problem.

- **Cumulative Design Studio I, ARC 651 (or the optional Thesis I, ARC 681)**
  This course has accommodated a programming component in the beginning of the studio. Students investigate precedents for programming the building which they have chosen to pursue, and, when possible, interview client and user groups to discern a detailed needs assessment. Students then prepare a needs spreadsheet that summarizes the functional and spatial needs of the client, while developing the space assignments in either fixed or range formats. Because many of the projects chosen by students of this program are related to real projects or represent a real need, students are able to engage in both learning from the user group, but also educating the organization in the value of architecture to serve their organizational needs.
- **Professional Development, ARC 580**
  
  This course includes a programming module in the first two weeks of the semester. Utilizing the text, *Emerging Professional’s Companion*, the first assignment asked the students to read the “Narrative” for the first chapter and then complete three exercises: (1) a “Basic Application Exercise,” creating a flow diagram for a motorcycle dealership project; an “Advanced Application Exercise,” completing a spreadsheet analysis of the requirements for both types and sizes of classroom spaces in a school project; and (3) an “Advanced Level Scenario,” discussing the ethics of who should be the participants in programming for a new housing project in an historic neighborhood.

  These assignments were completed by the students while in the context of their Preceptorship (internship) office environments. They consulted with and sought the advice of their supervisors and peers as well as the faculty member teaching the course.

**Four Causes of Concern**

1. **Recruitment and Retention.**

   **Our Response to First Cause of Concern**

   Compensation differences with the national averages for architecture faculty have not changed since the last NAAB visit. While faculty salaries are consistent with other disciplines within other regionally accredited institutions, they are 10-15 percent below the national averages published annually by the American Collegiate Schools of Architecture (ACSA) for architecture faculty. Compounded by the higher-than-average cost of living in the metropolitan Chicago area, the faculty members are mindful of the compensation variation with their peers in other architecture programs.

   Three means of supplementing faculty salaries to assist with professional development are (1) the Professional Development accounts ($1,400 per faculty per year and coordinated by the Provost’s office); (2) the departmental Program Development budget (approximately $5,000 per year and coordinated by the Department Chair); and (3) the departmental Professional Dues budget (approximately $9,000 per year and coordinated by the Department Chair). The first two allow for faculty travel, conference attendance/presentations, and any innovations that benefit both faculty and Program. The third is related specifically to professional licensure and related maintenance costs as well as professional memberships related to areas of research and expertise. Each of these three areas of support resources is more than is customary at other regional architecture programs, and significantly more than is customary at other regional institutions in general. The continued availability of resources which can assist in professional development and dues necessary for memberships and licensure is a crucial supplement in the matter of salary differences with other architecture programs.

   Additionally, the College maintains teaching loads for architecture faculty which are consistent with other regional and national programs. The continued support of teaching loads which are consistent with other architecture programs is crucial to the continued success of Judson’s Architecture Program.
To date, no faculty members have departed the institution over compensation issues. This is a testimony to the quality of the workplace and environment, but also because the faculty members believe they are providing a valuable ministry to the students and institution in addition to a professional architecture education.

The College has awarded tenure to one faculty member (2005), and has regularly promoted faculty to the various ranks within the schedule indicated in the College Faculty Handbook. No architecture faculty member has been denied promotion in the nine-year history of the Program, and the single application for tenure (which requires a minimum of seven years of service, among other requirements) was approved in 2005.

2. **Administrative Issues**

   **Our Response to Second Cause of Concern**

Through post-accreditation consultation and coordination, and in conformance with the will of the department faculty, the unit has organized itself into a Chair/Assistant Chair model of administrative leadership. This change has freed the Chair to teach a limited number of courses while sharing some of the administrative responsibilities with another faculty member within the department. The Chair and Assistant Chair share the equivalent of a 1.0 full-time position. The Chair occupies a 2/3 time administrative position, and the Assistant Chair occupies the other 1/3 of the 1.0 full-time equivalent. The Chair serves under a 11-month contract and is responsible for teaching one lecture/seminar course per semester (or a 1/3 teaching load based on a 9-month contract), and the Assistant Chair serves under a traditional 9 month contract and is responsible for teaching two lecture/seminar courses per semester (or a 2/3 teaching load based on a 9-month contract). The Assistant Chair’s responsibilities are defined by mutual agreement between the Chair and Assistant Chair, with approval by the Provost and Vice-President for Academic Affairs. The Assistant Chair responsibilities have focused on areas of scholarship and research program development among the faculty, student development and retention, and statistical analysis of the Program for assessment and improvement.

The relationship between the Department of Architecture and the Division of Art, Design and Architecture remains the same as at the last visit. The College has developed an additional graduate program in the Education Department (Master of Education), and other graduate programs are under consideration. The continued development of peer degree programs is developing measurable equity with other peer programs at the College since M.Arch is no longer the sole graduate degree program. Architecture does remain the sole professionally designated program at this time, however.

3. **Technology Concerns**

   **Our Response to Third Cause of Concern**

Dr. David M. Ogoli was able to return to the United States in January 2005 after securing a temporary F2 visa in his home country of Kenya. The College immediately secured legal counsel
and was able to convert his F2 visa into a H1-B visa, allowing him to return to the College in February 2005. As the 2004 Visiting Team Report illustrated, Dr. Ogoli’s return significantly bolstered the quality of technology and design education at Judson College because of his significant expertise. Dr. Ogoli is greatly respected by the students and faculty, and the Program is enriched by his presence and outstanding teaching and scholarship.

4. Transition Beyond Accreditation

Our Response to Fourth Cause of Concern

Following the successful initial term of accreditation, the Program has moved into an era of increasing depth and quality, while expanding opportunities for students, faculty, and the institution as a whole. While the chief priority of the previous era was to gain accreditation, the Program now intends to develop excellence in programs and continue to develop and refine the departmental mission through the strategic plan.

Two significant issues will shape the transition. A national search for Department Chair was concluded with the hire of Dr. Curtis Sartor. He brings years of experience, and his diverse expertise and knowledge will ensure a strong vision for the future of the Program.

Secondly, the curricular adjustments that have been implemented or are part of our future directions will impact the quality of education at Judson College. It is clear that the continued effective delivery of the curriculum will result in a more thorough education and more value for the students and ultimately the Program.

Summary of Changes to the Master of Architecture Program

- The high credit hour load of the undergraduate degree continues to be an area of concern for the Program. The undergraduate BA degree has been reduced from 143 credit hours to 140. This was accomplished by removing the 3-credit hour Community Service, ARC 375, and converting it to a graduate course. Because this course typically was offered in the Spring Post-Term immediately following the fourth year of the Program and graduation, the removal of this course as an undergraduate requirement was a welcome change to the students. The significance of this particular course as a Program distinctive made placing it in the graduate program an obvious value, as it already embodied many of the characteristics of graduate-level coursework (team oriented assignments, peer-to-peer learning, self-direction, application of previously gained knowledge, etc.). The newly formed Community Outreach, ARC 575, will be offered during the 2006 Summer Session (approximately June 15-July 31) for the first time. It has been elevated to 4 credit hours, partly in response to its studio-like format and a continued desire to increase the total number of graduate credit hours in the M.Arch program. This change resulted in adjusting the M.Arch degree from 38 to 42 credit hours; it took effect July 2005.

- The two on-line graduate courses—ARC 556, Professional Practice I and ARC 580, Professional Development—which had previously been offered in the Spring Semester during the fifth academic year (during the Preceptorship), have been rescheduled and reformatted as an on-campus summer session at the end of the fifth academic year. This
adjustment was made at the request of both the faculty and students. It was generally agreed that the quality and value of these courses was impaired because the students were employed full-time while taking the courses. While the technology to deliver the courses was functional, the lack of face-to-face interaction seemed to be at odds with curricular goals and certain aspects of the institutional mission. These two courses will be offered annually and in residence during the 2006 Summer Session for the first time, in conjunction with the new ARC 575 described above.

- The Preceptorship program has been assigned a coordinator who will begin to formalize the arrangements with participating offices. The Program goals are to develop a strong group of offices which employ our students on a revolving basis and who have a clear understanding of the curricular-equivalent needs of our student interns. The refining of these two courses will improve the quality of this meaningful, experience-based component of the graduate degree program.

- The adoption of a vertical studio model is under investigation. Its intent is to deliver more options to students during the final graduate years of the Program.

- Specialized minors in Business Administration, Studio Art, Graphic Design, and Biblical Studies are currently under investigation for implementation within the Architecture program.
2.2 Summary of Responses to Changes in the NAAB Conditions

Judson College’s Department of Architecture received copies of the final version of the 2004 NAAB Conditions for Accreditation at the ACSA Annual Meeting held in Salt Lake City in March 2006. A workshop on NAAB accreditation led by the Executive Director Sharon Matthews. We have worked efficiently to adjust our architecture program to the new conditions.

Changes to the Conditions are numbered below in italics and are followed by our response.

1. Programs are asked to use the Table of Contents in the Conditions as the outline format for writing their Architecture Program Reports (APRs).

The required format, using the Table of Contents in the Conditions as the outline format, was followed in preparing this Judson College APR.

2. What was formerly called a “strategic plan” is now referred to as a “self-assessment document.”

We are in the process of completing a Self-Assessment document, more closely modeled on the NAAB requirements, and an evolution of the Self-Assessment document submitted in the 2003 APR. Our Strategic Planning framework is included in section 3.2 (Program Self-Assessment Procedures) of this APR.

3. The section on Program Self-Assessment has been rewritten to emphasize the necessity for each program to write a description of its self-assessment process.

Our self-assessment occurs on several levels, college-wide with NCA accreditation, Program-wide, and course self-assessment by each faculty member. A course assessment notebook is available for review. We also have a departmental curriculum committee that reviews all proposed and existing courses. Additionally, the Department Chair reviews all design studio project submittals for adherence to NAAB performance criteria.

4. The Student Performance Criteria are presented as part of the 2004 Conditions. Evidence is required that faculty and students have been informed of how to access them on the NAAB Web site.

We have adopted an approach of adding the information about how to access the student performance criteria onto the front cover of the Department’s Studio Culture Policy, which was distributed to all students on the first day of classes in August 2006. We also have included the student performance criteria in our Handbook for Architecture Students, which is distributed at the first student departmental meeting held in September 2006.

5. There is a new condition: Studio Culture. Programs are required to have a written policy on studio culture and include it in their APR.
We have developed a Studio Culture Policy, which has been approved by a committee composed of faculty, students and administrators. It has been reviewed by the faculty, the Department Chair and the Provost and Vice President of Academic Affairs. The document is included in section 4.2 of this APR.

6. The requirement for a minimum number of volumes in the library is once again 5,000, but the titles may bear whatever call numbers best support the Program’s unique needs.

The Department of Architecture library collection exceeds 10,000 volumes.

7. The home institution for the program must be accredited by one of the regional accrediting agencies rather than a “recognized” accrediting agency.

Judson College is accredited by the North Central Association of Colleges and Schools (NCACS) for a full-ten year term, which began in 1997. The next institutional accreditation visit is scheduled for 2007/08. We are now in the process of preparing for that visit.

8. The section on Professional Degrees and Curriculum has been completely rewritten. There are minimum credit requirements for each of the three degree titles accredited by the NAAB: Bachelor of Architecture, Master of Architecture, and Doctor of Architecture. Schools have until 1 January 2015 to conform to the new minimum credit requirements. Also, the requirement that course distribution be 60 percent professional studies and 40 percent general studies has been replaced with a requirement that each degree must include a minimum of 45 credits of coursework with no architectural content.

Judson College’s Master of Architecture degree includes 182 total credits, including 55 credits of work outside of Architecture. The 55 credits include six hours of elective credit. Students may also minor in Art, Business, Visual Communication and Biblical Studies.

9. The student performance criteria have been reorganized and rewritten so that there are now 34 rather than 37. One of the levels of achievement, “awareness,” has been abandoned so that all criteria must be met at the level of either “understanding” or “ability”. Many of the criteria have been reworded to eliminate redundancy, to strength intentions, and to clarify meanings. There are two new criteria, Sustainable Design and Client Role in Architecture, and several have had significant additions of content. The phrase “appropriate application and performance” has been added to four criteria and “trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others” has been added to Professional Practice. “Issues of growth, development, and aesthetics in their communities” has been added to Leadership. Also the content of some of the technical criteria that were eliminated has been added to criteria that were retained.

The performance criteria program matrix for the Department of Architecture’s Master of Architecture program has been updated for Fall 2006 to match the March 2005 publication of the final 2004 NAAB Conditions for Accreditation document. Coursework has been adjusted appropriately in the attempt to match requirements outlined above.
SECTION THREE:
The Thirteen Conditions of Accreditation

Judson College
DEPARTMENT OF ARCHITECTURE
3.1 Program Response to the NAAB Perspectives

3.1.1 Architectural Education and the Academic Context

Judson’s architecture program is the product of a Christian liberal arts academic education and a community that has sought to create opportunities for its students, faculty and staff to globally impact societies and diverse cultures. The Program developed through the vision and mission of the Art and Design Program and with the support of the Administration and Board of Trustees. The Board and the Administration created the Program and have continued to support and encourage its development with all the necessary resources: hiring an excellent faculty, requiring teaching loads in accordance with comparable Masters-level academic programs on other campuses, and providing an operating budget with the necessary resources to conduct a superior program.

The goal of “balanced wholeness” comes from an understanding of life from a distinctively Christian perspective. Judson College’s Mission Statement clearly articulates this integration of mind, body and spirit. Education is seen as both a preparation for, and a continuing increase in, the depth and breadth of all aspects of life. In this sense, architectural education is a truly liberal education for the good life well lived, and for service to humanity in the original tradition of the professions (as distinct from the common usage of services for payment). In this regard, our location in a liberal arts college is highly compatible with the goals and aspirations of this Program.

The faculty members desire to explore architecture in a unique setting where they are encouraged to bring together their Christian faith and their professional and academic skills. This desire, together with the goal that each full-time faculty member teach at least one design studio every academic year, has created a learning environment wherein the discussion of the relationship of the Christian faith to architecture is at the forefront. It is apparent that issues of ecological stewardship, social equality, cultural diversity, technological quality and integrity, high ethical and moral standards, concern for the poor and disadvantaged, the building of community, and the provision of beautiful, satisfying and nourishing environments are essential to what is Christian architecture. It is not clear that the expression of those values requires a particular style of architecture. This has led to many profound and intense discussions.

It has become apparent that personal relationships are critical to a Christian practice of architecture. These relationships evidence themselves among the students, the faculty members, the staff, and the connections between these groups. It is our goal that these relationships, built on caring and compassion, evidence themselves in the architectural work produced by the students as a service for clients and communities.

Given its particular mission, the Program maintains and supports academic and professional standards for faculty and students. It provides up-to-date information regarding supplemental programs in architecture such as summer programs and internships for students and educational programs and opportunities for faculty. The latter enhance and maintain the faculty's
educational skills for the classroom as well as for the architectural boardroom within their individual practices.

The Architecture Program interacts with other departments within the College such as the Division of Christian Religion, Philosophy and Ministry and the Business Department. In Summer 2006, the Architecture Department developed an international exchange program with Germany. Through the College’s help a Bauhaus exhibit will be brought to the College sometime in the future.

Architecture students contribute to the governance, intellectual, and social life of the College. The Department Chair’s Student Council meets periodically throughout the academic year with the Department Chair to discuss student concerns and recommendations and address issues on a timely basis. Students also have access to the Department Chair any time that a concern or an issue may arise. Additionally, students contribute intellectually and socially to the College at large by participating in various student organizations on campus ranging from committees that advise the President on student or administrative matters to various recreational, vocational or academic memberships available to them.

The College contributes to the Program in terms of intellectual resources and personnel through the extensive collection of architectural volumes and materials available in the campus library. The library staff are knowledgeable, and most hold degrees in their field.
3.1.2 Architectural Education and the Students

The small scale of Judson College is a major factor in characterizing the quality of the educational experience. The Architecture faculty and students readily mingle and work with faculty and students in other departments. Colloquiums, workshops, dorm rooms and committees have proved valuable opportunities to share viewpoints and visions, thus strengthening all aspects of the College. Social events, common dining facilities and compulsory chapel services draw the academic community together.

The Program encourages leadership roles and active participation in various architecture-related organizations such as AIAS and Habitat for Humanity. Students are periodically surveyed to determine their individual and collective learning agendas and to give their opinions or suggestions regarding Program courses and relevant elective courses. As stated earlier, the students participate, either as representatives or through representatives, in the Department Chair’s Student Council, which encourages assisted decision making.

The academic standards established by the Architecture Program have often placed our students in major leadership roles on campus. The exposure to the wide variety of disciplines and programs has proven enticing to students, and, in some cases, has resulted in an excellent students transferring to other programs. Overall, it is a price we are willing to pay to allow students to have the broadest and most satisfying education.

Architecture faculty—through example—promote a culturally diverse atmosphere within the College and the Elgin community that is conducive to active, unbiased learning. Students’ distinctiveness and self-worth are nurtured in the studio environment; that this actually happens is demonstrated through the culturally diverse scope of design projects presented by students and accepted by faculty. Many opportunities to participate in short-term architectural projects around the U.S. and abroad are advertised. Students thus gain exposure to the national and international context of practice and the work of diverse design disciplines.

Finally, scholarship support has been provided by the AIA—Northeastern Illinois chapter, the Fox Valley Contractor’s Association, and the College through academic achievement awards and the beginnings of endowed scholarships. The Advisory Council has also provided scholarships to architecture students.
3.1.3 Architectural Education and Registration

Architecture Education in the Department structures transitions between academic studies, internship, licensure and ongoing professional registration through our curriculum organization, advisement, selected introductory and advanced coursework, and in public events and special programs. The Program provides students with a sound preparation for the transition to internships and licensure by maintaining a professional relationship with the state registration board. Students are exposed to internship requirements through a yearly visit from a representative of the state regulation board who gives advice and information regarding licensure and the state requirements. Former students and other interested parties are given advice by the Department Chair and representatives from the state registration board of Illinois on an as-requested basis regarding further education and/or state requirements.

The best evidence of this commitment is the inclusion within the Program of the fifth-year internship requirement. The “Preceptorship I and II” courses (ARC 561 and 562) require each student to complete a minimum of nine months of documented Intern Development Program (IDP) experience. All of the graduating students have completed this requirement. Additionally, we maintain a dialogue with these students through Internet connections, personal visits to the offices, and private conversations. The evaluations by both the students and their employers have been very positive. Many offices have requested additional interns when the next class is ready.

Students also gain an understanding of their responsibility for professional conduct through the professionalism taught, modeled, and expected in the daily studio environment and during student juries/presentations.

Several of the full-time faculty members are American licensed architects, one has an international registration, and two are in the process of completing the requirements for licensing. In addition, there are eight licensed-architect adjunct faculty members and three licensed-engineer adjunct faculty members. The Advisory Council includes eight registered architects and one licensed engineer. Also, even though we are a young school (less than ten years old), we have students who are preparing for the Architecture Registration Exam (ARE); and one of our students in the first class has become a licensed architect.

We are also a Registered Provider of AIA Continuing Education Units. This not only serves to link us with professionals, but also makes students aware early in their academic careers of the requirement for ongoing continuing education for architects by the notable presence of many practitioners who come to the College for credit-bearing events.
3.1.4 Architectural Education and the Profession

As expressed in the Program’s mission, we seek to prepare students to contribute to the church, the profession, and the community through leadership and service. Our Program is strongly oriented toward a professional role for our graduates as evidenced by the concentrated curriculum leading to licensing and the inclusion of the internship program within the curriculum.

As stated earlier, architectural education in the Department is oriented toward practice and preparation for emerging roles and responsibilities for architects within a context of increasing cultural diversity, changing client demands, and an expanding knowledge base. We accomplish this through numerous interrelated efforts: curricular structure and development, advisement organization, and faculty development. The Department engages the professional community in the life of the school through several venues, including the Program's Advisory Council, jury and pinup review participation by professionals in architecture and related fields, involvement of visiting critics, and public events. For example, the Advisory Council (primarily composed of local professionals) is very active within the Program. They participate in formal and informal design reviews. Our faculty participate in activities of the local and national AIA. The faculty is well represented in the Northeast Illinois (NEI) AIA and Chicago AIA chapters. One faculty member serves as an officer in the AIA NEI chapter. Faculty AIA members have regularly participated in design juries and made presentations on a variety of issues from passive cooling strategies to strategies for helping the profession to become more diverse.

There are numerous contacts with the professional community through our lecture series and trips to area offices associated with our professional practice course. Some of our lecturers have visited our design studios and participated in design presentations. Area architecture firms have also mentored and employed our interns.

The active AIAS chapter generates in the students an early awareness of the professional role of an architect. The students experience a sense of belonging to the profession through participation in the AIA and AIAS meetings both at the departmental and the national level. They participate in competitions sponsored by the state chapter of the AIA. Some of the AIAS members have attended the National AIAS conventions.

We believe these activities—reinforced by the ongoing faculty involvement with the AIA and the NCARB—help to instill in our students the need for life-long learning in both practice and research and, importantly, the synergy of practice and research. Additionally, we feel strongly that by exposing our students to the larger body of related professions—construction, landscaping, real estate development, and others—we offer substantive exposure to the world beyond the traditional role of “architect.” These disciplines are not always harmonious with each other; and architects, even when sharing common goals, can certainly be in conflict as to procedures. We urge professionals to discuss with the students the conflicts they have experienced and the resolution procedures they have used. We also teach formal conflict resolution procedures in our professional practice course and make it a discussion topic when applicable in studio jury situations or support courses.
Of course, discussions of conflict resolution, project goals, and professionalism itself have little meaning without a firm foundation of professional ethics. Ethics is a substantive portion of the coursework encountered in our professional practice courses, yet we do not believe it is simply “teachable” in a college course. Rather, it must be the pervasive attitude of the faculty and be instilled as the culture of the school. Therefore, we attempt—whenever applicable—to discuss the ethics of a design decision, a construction procedure or, even at times, the ethical basis of building on a site at all.
3.1.5 Architectural Education and Society

The Bachelor of Arts and Master of Architecture programs provide a range of experiences that contribute to a student’s informed understanding of social and environmental issues. This occurs through the following:

- Parallel curricular requirements and elective courses in the major and in Judson College requirements
- Reciprocity of on-campus and off-campus experiences, special study opportunities and public and special events such as the European Study abroad program, summer community service projects, the preceptorship program, and field trips to Chicago and the surrounding communities
- An increasing diversity of student, faculty, and visiting critic populations
- Faculty research and practice with significant contributions in the area of social and environmental issues affecting architectural education beyond the College

At Judson College we seek to create socially responsible designs through students’ innovative and agile command of architectural forms to serve human needs. We believe that one should be sensitized to and enlightened by the diversity of human experience to inform and strengthen an architect’s spirit, which is essential to creating inspiring architecture. Together these inform the work in the design studio at the Program’s undergraduate and graduate levels.

The Program also equips students with an informed understanding of social and environmental problems. They then learn how to address these problems with sound architecture and design decisions. This is partly achieved through the Professional studio sequence. In these studio projects, students begin to develop the complex thought processes needed to shape built environments. Students deal with the ethical implications of built environment decisions through their involvement with citizens from the community and professional persons with whom they must work in order to bring the projects to fruition. Students also learn to uphold the integrity of the profession through their architecture studies and balance the ideals of the profession with personal interaction with recipients of design-build community projects (e.g., a Habitat for Humanity residence in Elgin).

The Architecture Program and the College as a whole have pursued strategies that have the potential for increasing diversity among students and, to a greater degree, among faculty and visitors, both on and off-campus. These efforts help our students expand their vision of society as represented in the microcosm of the school. We have begun working with the National Organization of Minority Architects (NOMA) to have a number of their chapter meetings on our campus. This organization is an outgrowth of the American Institute of Architects (AIA). The College has begun working with Hispanic organizations and other colleges to expose some of their students to the Judson community by sharing some of our facilities and equipment. Departmental faculty hiring inclusive of women and African Americans contributes toward a greater wholeness of perspective. Our faculty bring nationally and internationally recognized architects to the Judson community for the public and special events.
series. This contributes greatly to our students’ sense of an extended spectrum of architectural activity in society, into which the faculty—as role models—call them to play a part as well.

**We also have increased our activities off-campus in more locations, which expands the students’ sense of environmental diversity.** Travel-abroad opportunities for architecture students have included Rome, Paris, Scotland, Vienna, Florence, and Prague. Students are brought into personal contact with varied environments, each with particular cultural, social and environmental issues, including working in historic environments. Students undertake drawing projects in each of these different contexts.

We are also in the process of developing a summer exchange program with Anhalt University of Applied Sciences in Dessau, Germany. The selected students would spend eight weeks studying with German students in design studios, a drawing class, and a German language course. We currently have a cooperative agreement with Anhalt University for the exchange of students in the summer of 2007. In addition, our students also participate in architectural mission trips during spring break.

**In this period of institutional advance, the College’s namesake, Adoniram Judson, is a model for Judson College students.** He was known for his missionary focus, linguistic abilities, advancement of Christianity, and creation of a tolerant community. These values are reflected in the Architecture Program and bring a wide variety of individuals to the school, helping to establish our community as both outward and inward looking, and a center for architecture and stewardship of the environment.

Additionally, the liberal arts education required of all Judson College students within the framework of a Christian worldview provides an environment and experience that places architecture in its broadest context. The location within the Chicago region and the Elgin community and the opportunity to engage in national and international tours and missions projects provide abundant opportunities to explore and practice architecture.

Our increased understanding of how a Christian worldview affects and relates to architecture places the highest priority on developing relationships with those in our communities, our profession and our churches. This high value for people—together with a commitment to truth, to the good and to integrity—motivates the students and faculty to aim at the very best in their personal and professional service. In ARC 575, Community Outreach, the fifth-year summer course, students provide free services to significant groups in our communities, such as Habitat for Humanity. Design studio projects have dealt with real urban institutions including public libraries, government buildings, churches, schools and inner-city projects.

ARC 691, Christian Worldview and Architecture, provides an overview and discussion of the philosophical understanding of art in our culture. In this course, students are required to express their individual understanding of how architecture impacts society and how they see their role in the profession and the community. The professional practice courses focus on the ethical role of the architect and the leadership role the architect plays in developing the built environment in the twenty-first century.
New Urbanism principles have become a much-discussed and much-used approach to urban design. The issues of community, scale, and social and technological connections are carefully evaluated and recognized in design decisions. Urban design is viewed as a contemporary response that considers and integrates the best from the traditions and history of all cultures. The focus is on providing a nourishing, enriching environment for individuals, families, neighborhoods, and social and institutional groups in the context of global considerations.

Our goal is to produce graduates who are technically competent and fully educated, ready to sink their roots into the places they go or will call home. C.S. Lewis wrote, “…we should remember that God has placed us in a specific community at a particular time. We’re called to love those around us. Loving them means serving them – and in so doing, we become the best of citizens.”
3.2 Program Assessment Procedures

Purpose of Assessment

The primary purpose of curricular assessment is to determine the success of the academic program as a learning experience for the students. This is evidenced by their work output of various kinds; this information assists in program development and improvement.

Secondary benefits derived from a well-designed assessment effort include the development of a sense of ownership in the Program by various stakeholders: faculty, students, alumni, and local architectural firms.

The assessment process of the Architecture department is composed of multiple elements. They range from continuous assessments to periodic surveys, vary from anecdotal data to statistical data. All provide information about specific aspects of the Program, illuminate minor irritations, and identify fundamental curriculum concerns. Throughout the Program’s history, traditional means of assessment have been practiced.

Assessment Techniques

1. All studios have opportunities for formal review by persons from outside class. Invitations to participate in reviews are given to faculty and students from other studios and other departments on the College’s campus.

2. The members of the faculty collaborate together as a team and support each other in their teaching and scholarship efforts. Within this congenial environment, faculty freely dialogue about studio projects and the expected learning outcomes.

3. Student work is frequently on display for public viewing in the Architecture building and across campus in the Fine Arts Building. This allows a more formal, open venue for discussion of student performance and possible curriculum development and fine-tuning.

4. The Architecture Department has a curriculum committee responsible for the educational flow of the learning experience. The committee addresses many issues related to curriculum content that are brought forward by the faculty and students. It also provides a forum for the curricular review process.

5. Department Chair Student Advisory Council: While more properly a component of governance, this organization meets on a regular basis throughout the school year and provides valuable opinions on a real-time basis. Issues are brought before the faculty, and mid-course adjustments are made after careful deliberation of student concerns.

6. Course Evaluation: Using the College evaluation form, course content and instruction are evaluated each fall semester and for some faculty, each spring semester as well. The
information from these surveys is, according to College policy, used to improve instruction and course design.

7. Exit Interviews: As part of the graduation process, the Department Chair conducts exit interviews with every graduating student. Students freely express themselves in an intimidation-free environment. This process reveals substantive anecdotal information about the Program and is particularly useful in monitoring the institutional climate.

8. Biennial Assessment Survey: This is an extensive data collection through surveys of all students, faculty, and as many alumni and employers as can be located. It is conducted every other year since it is a massive undertaking and may be considered overwhelming to some respondents. Copies of the surveys used for the academic year of 2005-06 immediately follow. Results from the latest survey are shown at the end of this section. The Assistant Chair develops and monitors these surveys.
SURVEY OF CURRENT STUDENTS

I am a student currently enrolled as an architecture major in the Judson College architecture program.

I am currently enrolled in the ____________ of the program.
- first year
- second year
- third year
- fourth year

Part I: Judson College Mission

According to my experience so far, the Architecture Program fulfills the mission of Judson College by:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Showing how a Christian college can represent the Church at work in higher education.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Preparing me to glorify God through my personal relationships and my work.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Training me to seek ways to glorify God through citizenship in my community, nation and the world.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Developing the skills that are appropriate to a career in architecture and encouraging me to commit to the idea of lifelong learning.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Preparing me to look for opportunities in which I can lead and participate in church and society.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Encouraging me to act as an ambassador for Christ.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Optional: Do you have any comments concerning the manner in which the Architecture Program serves the Judson College mission?

Part II: Architecture Department Mission

According to my experience so far, the Architecture Program at Judson College:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepares me to contribute positively to the church.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Encourages me to contribute positively to the profession of architecture.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Promotes the idea that architects should contribute positively to the community.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Part III: NAAB Criteria

**According to my experience so far, the Architecture Program at Judson College has made me aware of:**

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two- and three-dimensional design fundamentals.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The development and growth of Western culture and its design traditions.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Parallel and divergent canons and traditions of architecture and urban design in the non-Western world.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>National and local architectural traditions.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Relationships between the physical environment and human behavior.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Architects’ social responsibility to respond to cultural and individual diversity.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Sustainability issues that affect design decisions.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The behavior of different structural systems.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
The behavior of environmental systems that affect the acoustics, illumination and climate in a building. □ □ □ □ □ □

Life-safety systems in buildings, especially exit strategies. □ □ □ □ □ □

Considerations that impact the materials for building envelopes. □ □ □ □ □ □

Basic principles involved in building service systems (plumbing, electrical, vertical transportation, fire protection, etc.). □ □ □ □ □ □

Principles to consider when selecting construction materials. □ □ □ □ □ □

Cost control as relates to building design. □ □ □ □ □ □

Architects’ responsibility to discover and resolve the needs of the client, owner, and user. □ □ □ □ □ □

Architects’ many administrative roles (including those relating to contracts, personnel management, consultant selection, etc.). □ □ □ □ □ □

Basic principles and legal aspects of business planning, like time and project management. □ □ □ □ □ □

The process involved in obtaining licensure, including the internship phase. □ □ □ □ □ □

Architects’ potential for leadership roles in their communities. □ □ □ □ □ □

Building codes, including how to research and satisfy them. □ □ □ □ □ □

Ethical issues that are a part of architectural design and practice. □ □ □ □ □ □

Part IV: NAAB Criteria, continued

According to my experience so far, the Architecture Program at Judson College has increased my ability to:

Read, write and speak effectively. □ □ □ □ □ □

Ask clear questions and consider different points of view to reach well-reasoned conclusions. □ □ □ □ □ □
<table>
<thead>
<tr>
<th>Task</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw—both with computer programs and freehand.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Conduct architectural research.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Use basic architectural principles in my building designs.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Recognize the positive potential of inter-disciplinary design teams.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Incorporate relevant precedents in my design work.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Accommodate the physically disabled in building designs.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Prepare a comprehensive program for a building project.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Address both the natural and the built site characteristics of a building project.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Assess, select and conceptually integrate structural, environmental &amp; life-safety systems into building design.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Document a proposed design with both technically precise drawings and outline specifications.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Produce a comprehensive architectural project based on a building program.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Optional:** Do you have any comments concerning the manner in which the Architecture Program fulfills the criteria above?
I am an architect who has employed graduates of the Judson College Department of Architecture.

Part I: Judson College Mission
Please respond to the following items related to the mission of Judson College. If you are unable to assess, please answer “N/A” (not applicable).

In my experience, graduates of the architecture program at Judson College:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are responsible adults who produce high-quality work.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Seem interested in the community and also in national and global issues.</td>
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</tr>
<tr>
<td>Have the necessary skills for pursuing a career in architecture and are aware that such skills require continuous improvement to reflect the changing nature of practice.</td>
<td></td>
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</tr>
<tr>
<td>Are at least as likely as other employees to be involved in local church, community, or charity organizations.</td>
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</tr>
<tr>
<td>Express a socially-aware worldview that values the greater good.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Optional: Do you have any comments concerning the manner in which the Architecture Program serves the Judson College mission?

Part II: Architecture Department Mission
Please respond to the following items related to the mission of the Judson College Architecture Department. If you are unable to assess, please answer “N/A” (not applicable).

In my experience, graduates of the architecture program at Judson College:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are able to contribute positively to the profession of architecture.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Part III: NAAB Criteria

Please respond to the following items related to Judson College graduates’ fulfillment of the NAAB criteria. If you are unable to assess, please answer “N/A” (not applicable).

**In my experience, graduates of the architecture program at Judson College comprehend:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two- and three-dimensional compositions based on design principles.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>The development and growth of Western culture and its design traditions.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>The development and growth of civilizations <em>outside</em> the West and their design traditions.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>National and local architectural traditions.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Relationships between the physical environment and human behavior.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>The fact that architects have a social responsibility to respond to cultural and individual diversity.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

Optional: Do you have any comments concerning the manner in which the Architecture Program serves the Architecture Department mission?
<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>The principles of sustainability and how to weigh them when making design decisions.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Principles of structural behavior.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Principles of environmental systems for the acoustical, lighting, and climate aspects of a design.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>How to address the basic principles of life-safety systems in their work.</td>
<td></td>
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</tr>
<tr>
<td>Principles of building envelope design and their appropriate applications.</td>
<td></td>
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</tr>
<tr>
<td>Building service systems and appropriate applications of them.</td>
<td></td>
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</tr>
<tr>
<td>How to make realistic suggestions for the selection of construction materials and assemblies.</td>
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</tr>
<tr>
<td>The financial implications of life-cycle costs and construction estimating.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>That the architect must elicit and resolve needs of the client, owner, and user.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>How architects exercise administrative roles, including contract negotiation and personnel management.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Basic principles and legal aspects of business planning as time and project management.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>The process involved in obtaining licensure, including the internship phase.</td>
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</tr>
<tr>
<td>That architects need to provide community leadership in issues of growth, development and aesthetics.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>How to research and satisfy building codes, zoning ordinances, environmental regulations, historic preservation laws and accessibility laws.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Ethical issues in architectural design and practice.</td>
<td></td>
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</tr>
</tbody>
</table>
**Part IV: NAAB Criteria, continued**

*In my experience, graduates of the architecture program at Judson College are able to:*

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate effectively through speech and writing.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Consider diverse points of view and balance them to reach well-reasoned conclusions.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Skillfully communicate design ideas with manual drawings and computer technology.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Conduct architectural research.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Use fundamental architectural principles.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Recognize the value of collaboration among differently-skilled design professionals.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Skillfully incorporate relevant precedents in their projects.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Accommodate the physically disabled in their building designs.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Prepare a comprehensive program for an architectural project.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Address both the natural and the built site characteristics in the design of a project.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Assess, select and conceptually integrate structural, environmental and life-safety systems into building design.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Document a proposed design with both technically precise drawings and outline specifications.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Produce a comprehensive architectural project based on a building program.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

**Optional:** Do you have any comments concerning the manner in which the Architecture Program fulfills the criteria above?
**Judson College Department of Architecture**  
**Assessment Survey: 2005**

**SURVEY OF JUDSON COLLEGE ARCHITECTURE FACULTY**

**I am a member of the Judson College Architecture Department faculty.**

### Part I: Judson College Mission

**In my experience, the Architecture Program fulfills the mission of Judson College by:**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manifesting the idea that a Christian college can represent the Church at work in higher education.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Preparing students to seek ways in which they can glorify God through their personal relationships and with their work.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Encouraging students to glorify God through their citizenship within their community, the nation &amp; the world.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Preparing students to develop skills appropriate to a career in architecture and encouraging them to commit to the idea of lifelong learning.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Preparing students to seek opportunities to lead and participate in church and society.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Encouraging students to act as ambassadors for Christ.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

Optional: Do you have any comments concerning the manner in which the Architecture Program serves the Judson College mission?

### Part II: Architecture Department Mission

**In my experience, the Architecture Program at Judson College:**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepares students to contribute positively to the church.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Prepares students to contribute positively to the profession of architecture.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Prepares students to contribute positively to their communities.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Preparations and Outcomes</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neutral</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
<td>N/A</td>
</tr>
<tr>
<td>---------------------------</td>
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</tr>
<tr>
<td>Prepares students to maximize their talents for the glory of God and the betterment of the world.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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</tr>
<tr>
<td>Presents a balanced curriculum that integrates the variety of architectural disciplines in a rigorous but supportive, environment.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Trains students to become competent designers.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Leads students to sharpen their critical thinking skills.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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</tr>
<tr>
<td>Encourages students to develop sensitivity to physical and cultural contexts.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Fosters students’ commitment to ethical architectural practice.</td>
<td>□</td>
<td>□</td>
<td>□</td>
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</tr>
<tr>
<td>Encourages students’ commitment to, and concern about, stewardship of the earth and ecological issues that affect architectural practice.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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</tbody>
</table>

**Optional**: Do you have any comments concerning the manner in which the Architecture Program serves the Architecture Department mission?

### Part III: NAAB Criteria

**In my experience, the Architecture Program at Judson College facilitates student understanding of:**

<table>
<thead>
<tr>
<th>Understanding Areas</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two- and three-dimensional design fundamentals.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>The development and growth of Western culture and its design traditions.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<td>□</td>
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<tr>
<td>Parallel and divergent canons and traditions of architecture and urban design in the non-Western world.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>National and local architectural traditions.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Relationships between the physical environment and human behavior.</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<td>□</td>
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<tr>
<td>Architects’ social responsibility to respond to cultural and individual diversity.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
<td>Sustainability issues that affect design decisions.</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
<td>The behavior of different structural systems.</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<td>□</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neutral</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
<td>N/A</td>
<td></td>
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</tr>
<tr>
<td>The behavior of environmental systems that affect the acoustics, illumination and climate in a building.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Life-safety systems in buildings, especially concerning exit strategies.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Considerations that impact the materials for building envelopes.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Basic principles involved in building service systems (plumbing, electrical, vertical transportation, fire protection, etc.).</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Principles to consider when selecting construction materials.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>The cost control as relates to building design.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>The architect’s responsibility to discover and resolve the needs of the client, owner, and user.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Architects’ many administrative roles (including those relating to contracts, personnel management, consultant selection, etc.).</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Such basic principles and legal aspects of business planning as time and project management.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>The process involved in obtaining licensure, including the internship phase.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Architects’ potential for leadership roles in their communities.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Building codes, including how to research and satisfy them.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Ethical issues that are a part of architectural design and practice.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
</tbody>
</table>

**Part IV: NAAB Criteria, continued**

*In my experience, the Architecture Program at Judson College promotes each student’s ability to:*

Read, write and speak effectively. | ☐     | ☐       | ☐        | ☐                 | ☐   |

Ask clear questions and consider different points of view to reach well-reasoned conclusions. | ☐     | ☐       | ☐        | ☐                 | ☐   |
<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw, both with computer programs and freehand.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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</tr>
<tr>
<td>Conduct architectural research.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Use basic architectural principles in their building designs.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<td>□</td>
</tr>
<tr>
<td>Recognize the positive potential of inter-disciplinary design teams.</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<td>□</td>
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</tr>
<tr>
<td>Incorporate relevant precedents in their design work.</td>
<td>□</td>
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</tr>
<tr>
<td>Accommodate the physically disabled in building designs.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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</tr>
<tr>
<td>Prepare a comprehensive program for a building project.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<td>□</td>
</tr>
<tr>
<td>Address both the natural and the built site characteristics in the design of a project.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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</tr>
<tr>
<td>Assess, select and conceptually integrate structural, environmental and life-safety systems into building design.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Document a proposed design with both technically precise drawings and outline specifications.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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</tr>
<tr>
<td>Produce a comprehensive architectural project based on a building program.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

**Optional:** Do you have any comments concerning the manner in which the Architecture Program fulfills the criteria above?
Judson College Department of Architecture
Assessment Survey: 2005

SURVEY OF JUDSON COLLEGE GRADUATES

I am a graduate of the Judson College Department of Architecture.

Part I: Judson College Mission

In my experience, the Architecture Program fulfills the mission of Judson College by:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarifying how a Christian college can represent the Church at work in higher education.</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparing me to glorify God through my personal relationships and my work.</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
<td></td>
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</tr>
<tr>
<td>Training me to seek ways to glorify God through my citizenship in my community, nation and the world.</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Making me aware that the skills I learned in college require my lifelong commitment for their improvement.</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encouraging me to seek opportunities for leadership and participation in church and society.</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strengthening my abilities to act as an ambassador for Christ.</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
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</tr>
</tbody>
</table>

Optional: Do you have any comments concerning the manner in which the Architecture Program serves the Judson College mission?

Part II: Architecture Department Mission

In my experience, the Architecture Program at Judson College:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared me to contribute positively to the church.</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepared me to contribute positively to the profession of architecture.</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Prepared me to contribute positively to my community.</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encouraged me to maximize my talents for the glory of God and/or the betterment of the world.</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statement</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neutral</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
<td>N/A</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Provided a curriculum that balanced many diverse subjects in a demanding, but supportive, environment.</td>
<td></td>
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</tr>
<tr>
<td>Enabled me to become a competent designer.</td>
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<td></td>
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</tr>
<tr>
<td>Improved my ability to weigh different points of view, gather pertinent facts and make sound decisions.</td>
<td></td>
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</tr>
<tr>
<td>Helped me to develop sensitivity to different physical and cultural contexts.</td>
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</tr>
<tr>
<td>Encouraged my commitment to ethical behavior in architectural practice.</td>
<td></td>
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</tr>
<tr>
<td>Encouraged my commitment to, and concern about, stewardship of the earth and the ecological issues that affect architectural practice.</td>
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</tr>
</tbody>
</table>

**Optional:** Do you have any comments concerning the manner in which the Architecture Program serves the Architecture Department mission?

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### Part III: NAAB Criteria

**In my experience, the Architecture Program at Judson College made me aware of:**

<table>
<thead>
<tr>
<th>Area</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two- and three-dimensional design fundamentals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>The development and growth of Western culture and its design traditions.</td>
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</tr>
<tr>
<td>The development and growth of civilizations outside the West and their design traditions.</td>
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<tr>
<td>The ideas of national and local architectural traditions.</td>
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</tr>
<tr>
<td>Relationships between the physical environment and human behavior.</td>
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</tr>
<tr>
<td>The need for architects to respond to cultural and individual diversity as a social responsibility.</td>
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<tr>
<td>Sustainability issues that affect design decisions.</td>
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</tr>
<tr>
<td>The behavior of different structural systems.</td>
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<td></td>
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<tr>
<td>The behavior of such environmental systems that affect the acoustics, illumination and climate in a building.</td>
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</tbody>
</table>
Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | N/A
---|---|---|---|---|---
Life-safety systems in buildings, especially concerning exit strategies. | | | | |  
Considerations that impact the selection of materials for building envelopes. | | | | |  
Basic principles involved in building service systems (plumbing, electrical, vertical transportation, fire protection, etc.). | | | | |  
Principles to consider when selecting construction materials. | | | | |  
Cost control as it relates to building design. | | | | |  
The architect’s responsibility to discover and resolve the needs of the client, owner, and user. | | | | |  
Architects’ many administrative roles (including those relating to contracts, personnel management, consultant selection, etc.). | | | | |  
Basic principles and legal aspects of business planning, like time and project management. | | | | |  
The process involved in obtaining licensure, including the internship phase. | | | | |  
Architects’ potential for leadership roles in their communities. | | | | |  
Building codes, and methods to both research and satisfy them. | | | | |  
Ethical issues that are a part of architectural design and practice. | | | | |  

**Part IV: NAAB Criteria, continued**

*In my experience, the Architecture Program at Judson College increased my ability to:*

Read, write, and speak effectively. | | | | |  
Ask clear questions and consider different points of view to reach well-reasoned conclusions. | | | | |  
Draw—both with computer programs and freehand. | | | | |
<table>
<thead>
<tr>
<th>Activity</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct architectural research.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Use basic architectural principles in my building designs.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Recognize the positive potential of inter-disciplinary design teams.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Incorporate relevant precedents in my design work.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Accommodate the physically disabled in building designs.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Prepare a comprehensive program for a building project.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Address both the natural and the built site characteristics in the design of a project.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Assess, select and conceptually integrate structural, environmental and life-safety systems into a building design.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Document a proposed design with both technically precise drawings and outline specifications.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Produce a comprehensive architectural project based on a building program.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

**Optional:** Do you have any comments concerning the manner in which the Architecture Program fulfills the criteria above?
Analysis Procedure for the Biennial Survey

The biennial survey documented the progress of each dimension of the Architecture Program’s current mission and vision statement, the learning context, and the academic curriculum according to the NAAB’s thirty-four performance criteria.

The survey developed for this analysis solicited information about the Architecture Program from students, faculty, staff, alumni, and Advisory Council members. It was viewed as a practical approach to gathering information promptly. The survey was divided into three sections: the College Mission, the Architecture Departmental Mission, and the NAAB criteria.

Method

A broad, campus-wide survey was conducted in April-June 2006. A total of 142 surveys were returned. The alumni (n=16) were surveyed on-line as part of this campus survey. It is highly possible that the different survey format for alumni affected the response rate for that group; however, the sample size was sufficient to allow group comparisons and other statistical analyses. Employer surveys (n=49) were mailed directly to the employer; respondents were instructed to return surveys to the Assistant Chair. Some items related to the distinctive Christian mission were omitted on the employer surveys. Faculty (n=5) were given the survey directly. Students (n=71) were given the survey at the end of one of their classes. Due to the low response rate initially from upper-class architecture students, the juniors were given the survey while on their Europe study trip. The final break-down of student respondents is as follows:

<table>
<thead>
<tr>
<th>Classification</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>8</td>
</tr>
<tr>
<td>Sophomore</td>
<td>27</td>
</tr>
<tr>
<td>Junior</td>
<td>19</td>
</tr>
<tr>
<td>Senior</td>
<td>6</td>
</tr>
<tr>
<td>Masters</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>71</td>
</tr>
</tbody>
</table>

Data were analyzed using SPSS v.14. Descriptive statistics were calculated for all survey items; a series of one-way analyses of variance (ANOVA) and appropriate post-hoc tests were also calculated.

Findings of the Survey

Section 1—College Mission

Respondents generally agreed that the Architecture Program is fulfilling the broader mission of the College. In accordance with Judson’s Christian affiliation, respondents (82.6%) agreed that the Program demonstrates how Judson College represents “the Church at work in higher education”; eighty-one percent (81%) agreed that the Architecture Program prepares students “to glorify God through their personal relationships and work” (Judson College Mission Statement).
Section 2—Architecture Department Mission

Regarding the Architecture Department mission, respondents showed support for the Program’s values of developing leaders and serving their community. The Program does well at communicating the importance of contributing positively to the profession of architecture (93.8%) and to the local community (94%). A potential area to address is showing students how they can contribute positively to the church. Only 56.9% of respondents (excluding employers) agreed with this statement.

Perceptions of the liberal arts curriculum at Judson are positive. A large majority of respondents agreed that the architecture curriculum supports lifelong learning (89.3%) and helps students maximize their talents (83.5%). Respondents (81.8%) agreed that the curriculum balances “diverse subjects in a demanding, but supportive, environment.” The Program’s commitment to the liberal arts is also shown in that 89% of respondents agreed that the curriculum “improves students’ ability to weigh different points of view, gather pertinent facts, and make sound decisions,” which are hallmarks of critical thinking. Respondents also agreed that Judson students are becoming, and alumni are, competent designers (87.9%) and committed to ethical practice (90.8%). The Department’s commitment to environmental stewardship was endorsed by 81% of respondents (agree/strongly agree).

Curricular strengths:

- Two and three-dimensional design fundamentals (95.7% agree/strongly agree)
- Using architectural principles in building designs (93.4%)
- Conducting architectural research (85.8%)
- Incorporating relevant precedents into design work (85.5%)
- Addressing both natural and built site characteristics (85.3%)
- Understanding the development and growth of Western culture and design traditions (84.5%)
- Asking clear questions and considering different points of view to reach well-reasoned conclusions (82.9%)
- Reading, writing, and speaking effectively (82.7%)
- Preparing a comprehensive project and building program (81.3%)

Section 3—NAAB criteria

Perceptions of how well the Architecture Program meets the NAAB criteria were mixed. One possible mitigating factor is the high proportion of students, specifically undergraduate students (1st and 2nd year), responding to the survey. Instead of selecting “not applicable,” students may have selected “strongly disagree” if they have not covered a particular content area.
3.3 Public Information

Judson College no longer provides a hard-copy catalog, but all material is presented on the College website, www.judsoncollege.edu. A PDF version is also available. The Department also provides visitors and responds to inquiries with a Prospectus for the Architecture Program.

The following statement is required by the National Architectural Accrediting Board to be included in all catalogs and promotional materials of accredited programs. This information is included in the current promotional material and is also available in the Architecture Department:

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 Doctorate of Design. A program may be granted a six-year, three-year, or two-year term of accreditation, depending on its degree of conformance with established educational standards.

Masters degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree, which, when earned sequentially, comprise an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

Informing Faculty Members and Students of the NAAB Conditions of Accreditation

Students entering the Architecture Program are given a copy of the 2004 NAAB Conditions for Accreditation booklet at the initial Departmental meeting of the year, which is held in the Fall semester during the month of August.

The Department has adopted the practice of publishing a notice regarding the 2004 NAAB Conditions of Accreditation within the “Handbook for Architecture Students,” which is distributed to all incoming and returning students within the first month of classes in the Fall semester. Notice of the current NAAB Conditions will be included on all subsequent updates and distributed each year to the incoming class.

The Department also has adopted the policy of providing a copy of the current list of Student Performance Criteria to all students each Fall semester. They are printed in full in the “Handbook for Architecture Students.” Section 4.7 of this Report contains this Handbook.

In addition, the Student Performance Criteria for the Bachelor of Arts in Architectural Studies and the Master of Architecture are published in the Student Handbook, which is distributed at the beginning of the Fall semester.
Students acknowledge receipt of the above information by means of signatory lists kept within the Department. Copies of these documents are also given out during advising sessions with the Department Chair. They are also available in the Architecture building’s AVRC.

In addition to hard-copy documents, the Master of Architecture segment on the Judson College website contains professional links to the NAAB, the NCARB, and the IDP websites.

**Student Work**

All student work executed in the Architecture Program becomes the property of the Department and will be returned at the discretion of the faculty. The faculty also reserves the right to refuse credit for any work that was executed outside the precincts of the Department or otherwise executed without coordination with the faculty.
3.4 Social Equity

Judson College maintains a supportive and positive environment in which to teach, learn and work through institutional policies and procedures, faculty contracts, and the work of student organizations

Non-Discrimination Statement

The following statement is from the Judson College website in the section under Admissions:

“Judson College complies with federal and state requirements for non-discrimination on the basis of disability, sex, race, color, age, creed, and national or ethnic origin in admission and access to its programs and activities.”

Administrative Policy and Structure

Judson College does not discriminate on the basis of disability, race, color, creed, sex, age, national or ethnic origin in the recruitment and admission of students, the recruitment and employment of faculty and staff and the operation of any of its programs and activities as specified by federal laws and regulations. Improving diversity among faculty, staff and students remains foremost among the goals of both the College and the Department of architecture.

This applies to the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of all its programs and activities. Improving diversity among faculty, staff and students remains foremost among the goals of the College.

Judson College is committed to the concept of equal employment opportunity. Therefore all necessary action is taken to ensure that applicants are employed and employees are treated during employment on the basis of their exhibited ability and competence, without discrimination on the basis of race, color, religion, age, sex or national origin.

The Architecture Department is concerned about social equity for all faculty, students and staff, regardless of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation. In addition to institutional policies and procedures, the Department of Architecture has worked to establish an environment where students, faculty and staff have access to, knowledge of, and a participatory role in the life of the Program. We have developed special programs, award ceremonies, internal student organizations, activities and incentives that provide equitable access to caring and supportive educational environments in which to learn, teach and work.

The Chair of the Architecture Department has an "open door" policy that allows involvement in the administrative component. Periodically, the Department Chair meets with faculty and staff for advice regarding the formulation of Department policies and procedures. Full-time faculty members serve on curriculum, travel, faculty evaluation, and search committees. The
Department Chair’s Council, composed of student representatives from first year through sixth year levels, provides the Chair with interaction and advice from the students.

**Criteria and procedures used to achieve equity and diversity in faculty appointments, reappointments, compensation, and promotions**

The Department has achieved a faculty of wide diversity over the past ten years, who have evolved a curriculum with global scope and coverage. These appointments have been made by search committees and the Provost and Vice President for Academic Affairs, who work together to screen applicants. Recommendations are made on the basis of finding candidates with the most outstanding qualifications. The actual hiring decisions are made by the President. The eight current full-time tenure-track faculty members consist of one Asian, three females, one African, one African-American and two Caucasian males. Eight additional part-time faculty members also teach within the Department. One is female and the other seven are Caucasian males. Our advertisements continue to state: “Women and minorities are strongly encouraged to apply.” The one underlying qualification is the College requirement that all full-time tenure-track faculty be people committed to our evangelical Christian worldview. The Department seeks those who desire to integrate their faith with the practice and discipline of architecture.

Our staff is composed of a female director of the Architectural Visual Resources Center and a female administrative assistant.

Faculty appointments and advancement are made through College procedures. With approval of the College Cabinet, the Department typically places advertisements for a new faculty position in the ACSA News, in a professional periodical, and on the College website. A Department faculty sub-committee creates a short-list of candidates for any position. A search committee—consisting of the Department faculty, the Division and the Department Chairs, an outside-the-discipline faculty member, and a student—monitors and screens the short-listed applicants. Distance communication interviews are conducted. The faculty recommends to the Provost that a candidate be invited to the campus and complete the formal application process. The candidate spends two days interviewing with the Architecture faculty and the administrative leaders. The visit also includes a short presentation to the entire Architecture student body with question-and-answer time and evaluation forms filled out by each student. The final review occurs with the Judson College Faculty Appointment Committee. Promotion and tenure review follows the College procedures and is the same for all faculty.

**Criteria and procedures used to achieve equity and diversity in student admissions, advancement, retention and graduation**

The Department has been actively seeking to achieve equity and diversity in the student population, through student admissions, student advancement, retention, and graduation. All students—irrespective of race, national origin, gender, age or physical abilities—are given equal access to the Department of Architecture.
The College and Department have made concerted efforts to attract minority students. Recruiting efforts include "Campus Preview" and presentations to area high-school students interested in architecture as a career. Over 100 high-school students from throughout the Fox Valley region participate in the “Architecture, Construction and Engineering” (ACE) program wherein they visit our Program as well as several offices in the area. The Admissions office and the International Coordinator of the College are working to increase international student enrollment.

In the admission review process, academic preparation is reviewed, consisting of high school GPA, ACT scores and portfolio. Although full-time tenure-track faculty are required to be evangelical Christians, students do not have to meet this requirement. They are made fully aware of the evangelical Christian atmosphere and mission of the College.

Female students participate in events conducted by the "Chicago Women in Architecture." Several have female mentors. Two of the four AIAS officers are female.

The academic demands on the individual student are the same for each student. Students who have special needs or difficulties in specific areas are provided individual tutors. Students are given warnings when their academic record does not meet College standards.

The College has formal student advisement systems in place—such as Student Development, the International and Intercultural Office, and Career Counseling—which provide opportunities for a constructive, supportive exchange with advisors and mentors.

To enter the third year of the Architecture Program, second-year students must meet Department GPA conditions and are required to apply with a portfolio, a letter of intent and a college transcript of their work to that point. These applications are reviewed by the Architecture faculty. Typically, three to five students require special consideration. Individual counseling and academic conditions are provided to help these students proceed in the Program.

The fourth-year students must meet Department criteria and apply in a similar way to enter the Graduate Program. Again, individual counseling is provided for a number of students. The Spark Center also provides counseling, and the faculty will refer students to them.

A description of the means by which faculty, students, and staff are given access to the formulation of policies and procedures, including curriculum review and Program development

The Judson College Board of Trustees establishes and is finally responsible for the fulfillment of the mission of the College. The Board determines basic policy and major strategy for the College by approving long-range plans and educational programs. It invests executive authority for the operation of the institution in the president, who in turn delegates authority to the faculty and to the administrative officers.
The faculty is made up of regular and provisional personnel, with rank ranging from instructor to professor. The faculty is organized into four standing committees and five coordinating committees by the Committees on Committees. The standing committees are Academic Policies, Student Policies, Graduate Council, Professional Policies, Continuing Education Policies, and General Education Policies. The coordinating committees are Athletics, Chapel, Library, and Teacher Education. All decisions of the faculty committees are subject to the review of the faculty. Policy decisions are brought to the faculty for discussion and approval. Implementation of existing policy resides in the committees.

There is also the President’s Advisory Council. The council is established for the purpose of providing a direct channel between the faculty and the President. The President regularly seeks advice of this group in making major decisions. The Council is advisory in nature rather than decision-making. It meets each month and on call. Meetings are quite informal, with agenda items emerging from concerns of any of the members. Occasionally a specific agenda item is circulated in advance of the meeting.

The Architecture faculty reviews all curriculum and Program issues. Decisions are based on much discussion and ultimately the majority vote wins. Faculty members also serve on College committees as representatives of the Department.

In the fall semester 2006 under the leadership of the new Department Chair of architecture, the faculty were reorganized into a committee structure. The purpose of the committee structure was to implement shared governance in the administering of the department. Following is a list of the faculty committees.

- Curriculum Development
- Exhibit / Lecture / Film Series
- Graduate Program
- Alumni / Advisory Board
- Study Abroad Program
- Endowments / Grants / Scholarships & Awards
- Preceptorship / Internship
- Student Advisory Board Search & Screen

Student access to policy and procedures formulation is through student meetings with faculty and administrators and the informal nature of the small campus. Student representatives are invited to all faculty meetings except when student evaluations occur.

Identification of any significant problems

None
3.5 Studio Culture

The Architecture Department developed a Studio Culture Policy, first published in August 2005. The policy was distributed to all incoming and returning students in the Master of Architecture program within the first month of class. The policy will be reviewed at the completion of the 2006/2007 academic year by a joint faculty and student committee, in order to establish a further timeline and procedure for ongoing maintenance and development of the policy. The current Studio Culture Policy is included in section 4.2 of this Report.
3.6 Human Resources

The Program provides adequate human resources for a professional degree program in architecture, including sufficient faculty complement, an administrative chair with time for effective administration, and administrative and technical support staff along with faculty support staff.

Description of students’ educational backgrounds and the degree Program’s selectivity, retention and time to graduation rates since the 2003 NAAB Visit

Students admitted to the Program have a minimum of a high school diploma with sufficient grade point averages and ACT scores. Currently, the Program selects students primarily with a minimum 2.5 GPA and a score of 24 on both sections of the ACT. Students must score at least a 1110 on the SAT. Most students complete the Program within a six year period.

The Department accepts 60 freshmen each year. Normal attrition reduces this class to approximately 35 students who enter the third year. The Master of Architecture graduating class is approximately 20 students.

Students are accepted for the freshman class throughout the academic year and are personally interviewed by the Department Chair. This requires an ACT composite score of 24 and a high school GPA of 3.0 or above. If the class is not full, all applicants are considered for acceptance on April 15 to bring the class to 40 students. The average number of applicants each year is 135.

Students apply to Judson primarily because of their expressed desire to attend an evangelical Christian college and study architecture. Judson College has the only program to fit that profile. The result is a rather cosmopolitan student body coming from across the United States. The total number of students in the Program is approximately 170.

Several transfer students have applied and been accepted into the Program. If a student already possesses a Bachelor’s degree, that student is classified as a post-graduate. Each transfer student is evaluated individually. Certain undergraduate courses are required before entry into the Graduate Program. If these were not satisfied in the earned Bachelor’s degree, the transfer student must complete them before graduate courses may begin. The majority of the students stay on track as far as fulfilling the required courses and proceeding to graduation in six years.

Distribution of effort between teaching and other responsibilities of each faculty member

Faculty members maintain time distributed between teaching, academic achievement/scholarship, service and other related responsibilities. Members are able to teach the required number of hours per week, serve on Department and campus-wide committees, as well as maintain office hours for students. Additionally, there is evidence that students evaluate individual course content and teaching effectiveness of faculty. Individual evaluations are completed by students at the end of the semesters and are retained on file for future reference.
The normal architecture faculty load is one design studio and one classroom course (either lecture or seminar), to equal 18 contact hours per academic year. Course releases or overload payments compensate for the semester goal.

In addition to teaching, all full-time faculty serve as departmental committee members and academic advisors for an average of fifteen students, with 10 posted office hours per week. They also serve on College committees. Additionally, the College has increased its engagement of faculty across the campus through broad-based preparations for the upcoming NCA re-accreditation visit in 2007/08.

For individual descriptions of faculty responsibilities in teaching and other areas from 2003-2005, please refer to Section 4.4, Faculty Résumés, and Section 3.11, Administrative Structure, for the collective scope of faculty participation in College and Departmental activities. Each résumé is organized in reverse chronological order and primarily address academic activities and responsibilities since the 2003 NAAB Visit.

**Evidence of student evaluation of individual courses and faculty**

Student evaluation of courses and faculty members occurs in each class according to forms and procedures established by the College. These course evaluations are reviewed by the Provost’s office and provided to the appropriate faculty member and the Department Chair. Student evaluations are a central part of the faculty evaluation process. Student evaluations are included in annual reviews of faculty and in the promotion and tenure process. These evaluations are based on students assessing the degree of success in covering course content and skill levels as outlined in the Bachelor of Art in Architectural Studies and the Master of Architecture student performance criteria.

**Faculty-Student teacher ratios for studios at all design levels**

<table>
<thead>
<tr>
<th>Year</th>
<th>Ratio</th>
<th>Sections Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>1 : 18</td>
<td>four</td>
</tr>
<tr>
<td>Second</td>
<td>1 : 16</td>
<td>three</td>
</tr>
<tr>
<td>Third</td>
<td>1 : 15</td>
<td>two</td>
</tr>
<tr>
<td>Fourth</td>
<td>1 : 14</td>
<td>two</td>
</tr>
<tr>
<td>Fifth</td>
<td>NA</td>
<td>NA (Perceptorship)</td>
</tr>
<tr>
<td>Sixth</td>
<td>1 : 10</td>
<td>one</td>
</tr>
</tbody>
</table>

**Administrative Positions**

**Department Chair**

The administrative head of the Program is the Department Chair, who maintains time distributed between his administrative duties and teaching responsibilities. A large number of hours per week are dedicated to administrative duties, while a smaller number of hours are devoted to teaching. This position is responsible for the daily operation of the Architecture Program as well as long-term oversight of planning, scheduling, financial management and curriculum development. The Department Chair prepares faculty teaching schedules, room assignments, and curriculum support. The Department Chair also monitors course compliance with NAAB
educational criteria. Supporting and coordinating faculty development activities are an annual task that the Chair is involved in as well. Currently, the Chair also teaches a professional practice course in the graduate program of the Architecture Department. This position has a 2/3 release time. He is aided in his responsibilities by an Assistant Department Chair, Graduate Program Coordinator, and a full-time administrative assistant.

Departmental governance is shared among the administrative positions and the faculty. The faculty has primary responsibility for educational policy, academic standards, and curriculum development. Students also develop activities that enrich and complement the curriculum.

Assistant Department Chair
The Assistant Department Chair’s main responsibility is in assisting the Department Chair in fulfilling the administrative responsibilities and duties of the position. She represents the Department Chair in his absence and carries out the daily duties of the office. Specifically she assists the Department in developing and assessing a strategy for articulation of the mission of the College. She helps design community-building activities for the faculty to participate in during the academic year. She ensures that promotional material is well written and accurately communicates the vision, mission and objectives of the Department. She assists in articulating the areas of faculty scholarship and in identifying student needs and interest. She also proposes methods of meeting these needs. Finally, she assists in coordinating academic advising of students towards the goal of graduation. Additionally, she assists in identifying scholarship, fellowship and grant opportunities for students and faculty within the Architecture Program. This position carries a 1/3 release time.

Graduate Program Coordinator
This position is responsible for monitoring the growth and development of the graduate program which offers the Master of Architecture. The position carries a three-year term that is rotated among full-time architecture faculty members, and it provides additional financial compensation. Specifically, the Coordinator assists in developing promotional materials for graduate student recruiting, assists in interviewing potential graduate students, coordinates the application process, coordinates scholarship and assistantship applications, coordinates thesis administration, serves as Departmental liaison to the Graduate Council, serves as academic advisor to all graduate students, serves as coordinator of Preceptorship (ARC561/2), serving as IDP coordinator for graduate students, and teaches a limited number courses in the graduate program.

We have been approved for a part-time student administrative assistant for the Graduate Program Coordinator.

Staff Positions

Administrative Assistant
The Administrative Assistant devotes most hours per week toward facilitating administrative duties for the Department Chair. She serves as a secretary, receptionist and organizer of events, meeting and activities planned by the Department. Additionally this position supervises student assistants. She also assists faculty in course work materials. Few other responsibilities remain for the position due to the task distribution among the staff.
Architecture Librarian Assistant
The Architecture Librarian Assistant performs few administrative duties, but rather spends her time in the AVRC, assisting with organizing, cataloguing and labeling resource data. This is a part-time position requiring only twenty hours per week.

Woodshop Manager
The Woodshop Manager is a part-time position overseeing the maintenance and safety of the Architecture woodshop, offering instruction in the use of tools, and assisting students with work in this area.
3.7 Human Resource Development

The Program has clear policies outlining individual and collective opportunities for faculty and student growth within and outside the Program. The policy regarding human resource development is patterned after the College’s policy. Numerous opportunities are presented during the academic year for development opportunities.

Student Support Services
Student support services include academic and personal advising, counseling, career guidance and evaluation of progress by faculty and staff members. Faculty members’ office hours and office telephone numbers are published for students’ information. Students are encouraged to seek aid from professors or staff members as needed. Regular semester advising takes place during each semester registration period. Additionally, a job board is maintained for students’ information with numerous jobs posted periodically from local firms and individuals needing the expertise of architecture students.

Student Development Opportunities
Architecture students are encouraged to participate in extra-curricular activities both on and off-campus. Two organizations for architectural students are the American Institute of Architects and Habitat for Humanity. These two organizations are very active on and off campus and periodically have meetings with their respective chapters. Students annually participate in the NIE AIA Conference, the AIAS student organization, the AIAS Forums, and the AIA National Convention. Field trips are regularly scheduled in the studio and lecture courses, and the AIAS usually plans at least one field trip per academic year for their membership. Various service projects and architectural and general mission trips are organized every year, both within and outside the College. There are also several other organizations available for the College’s student population in general.

Opportunities for Students, Faculty and Community

Guest Lectures and Visiting Critics Since the Previous Visit

2005/06
Michael Watkins, AIA, DPZ, Town Planner
Thomas Meyers, AIA, Partner
Tom Leslie, AIA, Professor Iowa State University, Ames Iowa
David Greusel, AIA, HOK Sport, Kansas City, Missouri
Douglass Kelbaugh, Dean of Architecture, University of Michigan

2006/07
Stephan Pinkau, Director of Architecture, Anhalt University, Dessau, Germany
John Eifler, FAIA, Principal, Eifler & Assoc., Chicago II.
Alan Short, RIBA, Principal, Short & Associates, London, England
Brad Lynch, AIA, Principal, Brininstool & Lynch Ltd., Chicago, Ill.
Barbara Wilks, FAIA, ASLA, New York, New York
Diane Harris, Ph.D. Professor at University of Illinois, Urbana-Champaign
Public Exhibits and Other Public Events

2004

2005  Architectural Exhibit, “House of Three Lions”, Keelan Kaiser, AIA, NCARB

2006

Faculty Development Opportunities

The Program has a clear policy outlining individual and collective opportunities for faculty growth within and outside the Program. It is patterned after the College’s policy. All faculty members are encouraged to seek out and participate in various seminars, paper presentations and other like opportunities for personal and professional growth.

Funding

The College and the Department both support faculty development—whether it is creative activity, scholarship or research. The Architecture budget supplies $400 of development funding annually for each faculty position. The College has established an annual per-faculty professional development budget of $1000. A faculty member accesses this funding by submitting an informal written proposal to the Provost and Vice President for Academic Affairs. A faculty member who has used up the allocated Architecture Department funding may then apply to the Provost and Vice President for Academic Affairs for additional funding.

Since the last NAAB visit, faculty development has included:

- Granting of three sabbatical leaves
- Funding of travel for national paper presentations
- Funding assistance to international conferences
- Funding assistance for formal architectural displays
- Travel funding for university training, seminars/conferences
- ACSA attendance at national and regional ACSA conferences since the last visit
- Granting of the Homer and Margaret Surbeck Summer Research Stipend
- Funding for attendance at the Associated Colleges of the Chicago Area Pedagogy Symposium
- Funding for attendance at the Council for Christian Colleges and Universities Leadership Development Institute

Faculty Development

Listed below are the conferences and development programs attended by the faculty since the last accreditation visit:
<table>
<thead>
<tr>
<th>J. Amundson</th>
<th>2004</th>
<th>Women’s Leadership Development Institute, CCCU, Participant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2006</td>
<td>National AIA Convention, Los Angeles, Ca., Participant</td>
</tr>
<tr>
<td>Burtelson</td>
<td>2004</td>
<td>Architectural Desktop, MicroStation, 3D Studio VIZ, Rino, PageMaker, Photoshop, Illustrator, Macromedia (MAC&amp;PC) Training</td>
</tr>
<tr>
<td></td>
<td>2005</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2006</td>
<td></td>
</tr>
<tr>
<td>Burtelson</td>
<td>2004</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2005</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2006</td>
<td></td>
</tr>
<tr>
<td>Earnest</td>
<td>2004</td>
<td>Session moderator, ACSA regional meeting</td>
</tr>
<tr>
<td></td>
<td>2005</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2006</td>
<td></td>
</tr>
<tr>
<td>Kaiser</td>
<td>2004</td>
<td>University of Florida, ACSA Annual Conference</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Judson College, ACSA Central Regional Meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>University of Houston, ACSA Administrators Conference</td>
</tr>
<tr>
<td></td>
<td>2005</td>
<td>University of Illinois/Illinois Institute of Technology, ACSA Annual Conference</td>
</tr>
<tr>
<td></td>
<td></td>
<td>University of Detroit Mercy, ACSA Central Regional Meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Illinois Institute of Technology, Sustainable Wetlands Symposium</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leadership Training: Teleconference Workshop <em>Leading and Managing Academic Departments: A Primer for Department Chairs</em>; Council of Independent Colleges <em>Workshop for Department and Division Chairs</em></td>
</tr>
<tr>
<td></td>
<td>2006</td>
<td></td>
</tr>
<tr>
<td>Kremers</td>
<td>2004</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2005</td>
<td></td>
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<tr>
<td></td>
<td>2006</td>
<td></td>
</tr>
<tr>
<td>Miller</td>
<td>2004</td>
<td>Quincy Charrette, week-long visioning and masterplanning effort, 15-student team</td>
</tr>
<tr>
<td></td>
<td>2005</td>
<td>The Grand Rapids Charrette and Observations on the Civic Architecture of</td>
</tr>
<tr>
<td>Poverty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quincy Charrette Exhibition, Judson College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quincy Charrette Report, principles &amp; recommendations to the City of Quincy</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Ogoli</th>
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<tbody>
<tr>
<td>2004</td>
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<tr>
<td>2005</td>
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<tr>
<td>2006</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Suzuki</th>
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</thead>
<tbody>
<tr>
<td>2004</td>
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<tr>
<td>2005</td>
</tr>
<tr>
<td>2006</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Sartor</th>
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</thead>
<tbody>
<tr>
<td>2005</td>
</tr>
<tr>
<td>Administrator’s Conference, ACSA</td>
</tr>
<tr>
<td>2006</td>
</tr>
<tr>
<td>Architecture Discovery Workshop, Participant</td>
</tr>
</tbody>
</table>

**Faculty Research, Scholarship, and Creative Activities**

Listed below are the publications, papers, and research carried on by the faculty since the last accreditation visit:

**J. Amundson**

<table>
<thead>
<tr>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Lectures on Architecture by Thomas Ustick Walter, annotations, transcription and essay</td>
</tr>
<tr>
<td>“Architectural Sculpture”, entry in the Encyclopedia of Sculpture</td>
</tr>
<tr>
<td>Entries in the Encyclopedia of Twentieth-Century Architecture</td>
</tr>
<tr>
<td>Utility and Beauty: Robert Wellford and Composition Ornament in America</td>
</tr>
<tr>
<td>Mark Reinberger, Choice, database review</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Paul’s: The Cathedral Church of London, Choice, database review</td>
</tr>
<tr>
<td>Frank Lloyd Wright’s Martin House: Architecture as Portraiture, Choice, database review</td>
</tr>
<tr>
<td>Quickened Sense of Place, introductory essay</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas Ustick Walter: The Lectures on Architecture, 1841-1853, book with annotations, transcription and essay</td>
</tr>
</tbody>
</table>

**Burtelson**

<table>
<thead>
<tr>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Digital design collaboration: towards new studies in architectural education”, Conference on Education in Computer Aided Architectural Design in Europe</td>
</tr>
<tr>
<td>Year</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>2004</td>
</tr>
<tr>
<td>2006</td>
</tr>
<tr>
<td>2005</td>
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<tr>
<td>2006</td>
</tr>
</tbody>
</table>
The items listed on the faculty résumés provide evidence that some time is provided for them to participate in creative activities.

**Remaining Current in the Field**

As indicated by the evidence of the faculty’s résumés and participation in various conferences, professional meetings and learning events these activities support a broad range of interest relative to practice and licensure. Most of our faculty are members of the professional organizations of the AIA or NOMA (National Organization of Minority Architects). The required continuing education component of AIA membership will ensure the currency of knowledge. These organizations provide opportunities for the faculty to remain current with knowledge about practice and licensure. A number of our Advisory Council members are in private business practice as architects. This also provides opportunities for the faculty to remain current in their knowledge. Some of our faculty maintain part-time practices throughout the area and adjunct faculty have full-time practices. Full-time and adjunct faculty members hold architect licenses in the states of Georgia, Illinois, Indiana, Kentucky, Michigan, Nebraska, Tennessee, Texas, Virginia, and Wisconsin; and in the country of Kenya.

**Policies, Procedures and Criteria for Appointment, Promotion and Tenure**

Judson College is committed to employing the best qualified individuals possible. In an effort to identify the best qualified persons, the College normally makes use of Faculty Search Committees for advice concerning the filling of all teaching faculty positions. It is the responsibility of the Provost and Vice President Academic for Academic Affairs to ensure that all College policies and procedures are followed and that the affirmative action process is adhered to.

The Judson College Faculty Handbook describes the policies, procedures, and criteria for appointment, promotion and tenure and for accessing faculty development opportunities. Each full-time faculty member keeps a copy of the faculty handbook in their office. The architectural administrative assistant also keeps a copy on file.
3.8 Physical Resources

3.8.1 Physical Plant

The current home of the Architecture Department is in Creekside South, a pre-engineered metal building built in 2000 and expanded in 2003. The Department classes were first held here in fall 2000.

Three rooms serve the lecture courses: a 1,100 square-foot classroom (Room 125), a 545 square-foot classroom/exhibit space (Room 123), and a 600 square-foot seminar space (Room 128). Another 1,100 square-foot classroom (Room 116) serves as the first-year studio. There is a 400 square-foot computer lab (Room 104), and computer equipment is distributed in the studios as well. There are nine faculty offices plus the front office of the Department chair. The front office includes a reception/administrative area, a conference room, a copy/supply room and an archive storage room. A small space off the central corridor and crit space serves as the AIAS office.

The AVRC (Architectural Visual Resources Center) occupies 500 square feet of Creekside South; it includes secretarial space, a periodical and catalog collection, a slide preparation and storage area, and the photographic copy work area. The main architectural library collections are held in a dedicated space in the Benjamin P. Browne Library.

Model Shop
A 1,000 square-foot wood model shop in Creekside South includes:

- Spindle sander
- 2 upright sanders
- Planer
- Jointer
- Table saw
- Sliding compound miter saw
- 2 band saws
- Scroll saw
- Drill press
- Various tools and supplies
- Work space

This shop is available to all students who have completed ARC 101, “Tools and Media.” This includes any non-major who has taken this class. The shop is used by students of all levels for studio work, lighting designs, furniture design classes, and by the theater department to build stage sets.

Marjorie Thulin Performance Hall
The lecture series occurs in the 150-seat Performing Arts Hall of the Fine Arts Building.

Plop Studio
There is current seating for 26 students. This is located in the plant operations building.
3.8.2 Computer hardware, software, networks, etc. available to students and faculty

Room 104
16 Dell workstations, 2 Plotters (HP500), 2 HP ScanJet 5300C, 1 HP 8000 11x17 Printer

Studio Station #1 (Junior Studio)
6 Dell workstations

Studio Station #2 (Senior Studio)
5 Dell workstations

Studio Station #3 (Graduate Studio)
6 Dell workstations, HP500 Plotter

Admin / AVRC Staff
3 Dell workstations
1 HP 4000 Printer

Faculty
1 Mac G4
10 Dell/Gateway desktops/laptops
1 HP 5000 Printer

Computer Software
Software that is currently utilized by the Department includes AutoDesk ACES bundle (Autodesk, Revit, Vis, Inventor), Adobe Creative Suite bundle (Illustrator, Photoshop, InDesign, Acrobat), Office Suite, Box Car Pro, Energy–10, and Lumin Pro.

Additional Digital Equipment
1 Sony digital camera
1 Canon digital camera
1 Sony digital camcorder
1 portable data projector
1 Portable TV/VCR/DVD station
2 dedicated data projectors/VCR/DVD in Classrooms 123 and 125

We periodically upgrade our resources. As of Fall 2006, we purchased 33 new computers.

3.8.3 Proposed Changes to Physical Facilities

Many years of effort by a broad constituency of students, faculty, administrators, and trustees have been invested in the forthcoming Harm A. Weber Academic Center (HAWAC). May 2007 is the target completion date. It will house a new central library and academic spaces supporting the Division of Art, Design, and Architecture. The new facility effectively doubles the existing space available to the library, increases by approximately 25 percent the current space available to the Department of Architecture, and increases by approximately 50 percent the current space
available to the Department of Art and Design. The result of an invited design competition hosted in 2001, the HAWAC is a state-of-the-art hybrid building, naturally ventilated and with abundant day lighting, and surrounded by a beautifully reclaimed landscape that was formerly a parking lot. The HAWAC will earn a LEED GOLD rating.

Alan Short and Associates (London) won the ideas competition by convincing the jury that this facility would be the “greenest” building in the United States and serve as a learning laboratory for multiple disciplines at the College as well as for building professionals. Chicago architect Carol Ross Barney, FAIA, the competition jury moderator, commented that this was certainly the most ambitious design proposal from the perspective of sustainability, and that she left the jury “edified” by the process of selection. Professor Keelan P. Kaiser, AIA, served as competition chair and the building committee chair. Department of Architecture representatives during the competition programming and jury included Professors Ben Kim Suzuki and Edward J. Shannon, AIA, and students Stacy Snapp and Jeremy Lindsey.

The HAWAC contains 88,000 gross square feet and is projected to cost approximately $25 million. Over $8 million of the fundraising was in the form of state and federal grants for green technology, including a design innovation grant, a building integrated photovoltaic grant, and a $7.5 million grant from the 2004 U.S. Energy and Water Appropriations Bill. The remaining amount of the funds has come from numerous private donations. The project includes a $1 million building endowment, the first of its kind for the campus. The largest previous fundraising project for the campus was a $6 million effort towards the construction of the fitness center in the mid 1990s. The HAWAC has been an incredible success story for the campus and the Department of Architecture is a primary beneficiary of this effort.

This individual project has had an influence on both the campus culture and the leadership of the College. From ethical considerations to energy stewardship to health and wellness attributes, the project has raised and synthesized a dialogue about man's relationship to the environment not previously present at the institution.
HARM A. WEBER CENTER ACADEMIC CENTER
(New home of the Architecture program)

FIRST FLOOR PLAN
HARM A. WEBER CENTER ACADEMIC CENTER
(New Home of the Architecture Program)

SECOND FLOOR PLAN
HARM A. WEBER CENTER ACADEMIC CENTER
(New Home of the Architecture Program)

THIRD FLOOR PLAN
Below is a table summarizing the Architecture Department’s space in the new building.

<table>
<thead>
<tr>
<th>Description of Space</th>
<th>No.</th>
<th>Net S.F./ea</th>
<th>Total Net</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Office Spaces &amp; Support</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entry Lobby</td>
<td>1</td>
<td>1000</td>
<td>1000</td>
</tr>
<tr>
<td>Security /Building Reception</td>
<td>1</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>Reception/Administrative Assistant Office</td>
<td>1</td>
<td>250</td>
<td>250</td>
</tr>
<tr>
<td>Store/Copy Room</td>
<td>1</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Department Chair’s Office</td>
<td>1</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>Faculty Offices</td>
<td>9</td>
<td>150</td>
<td>1350</td>
</tr>
<tr>
<td>Shared Adjunct Faculty Office</td>
<td>1</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>AIAS Student Organization</td>
<td>1</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>Audio Visual Resource Collection</td>
<td>1</td>
<td>500</td>
<td>500</td>
</tr>
<tr>
<td><strong>Classrooms</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture Classroom/Studio Critique Space*</td>
<td>1</td>
<td>1200</td>
<td>1200</td>
</tr>
<tr>
<td>Seminar Classroom/Studio Critique Space</td>
<td>2</td>
<td>750</td>
<td>1500</td>
</tr>
<tr>
<td>Lecture Classroom/Studio Critique Space**</td>
<td>2</td>
<td>1200</td>
<td>2400</td>
</tr>
<tr>
<td>Computer Lab*</td>
<td>1</td>
<td>1200</td>
<td>1200</td>
</tr>
<tr>
<td><strong>Dedicated Studio Spaces</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Year Studios*</td>
<td>4</td>
<td>Varies</td>
<td>4300</td>
</tr>
<tr>
<td>2nd Year Contiguous Studios</td>
<td>1</td>
<td>2100</td>
<td>2100</td>
</tr>
<tr>
<td>3rd Year Contiguous Studios</td>
<td>1</td>
<td>2100</td>
<td>2100</td>
</tr>
<tr>
<td>4th year Contiguous Studios</td>
<td>1</td>
<td>2100</td>
<td>2100</td>
</tr>
<tr>
<td>Graduate Contiguous Studios</td>
<td>1</td>
<td>2100</td>
<td>2100</td>
</tr>
<tr>
<td><strong>Jury, Gallery &amp; Support</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gallery/ Exhibition Space*</td>
<td>1</td>
<td>1200</td>
<td>1200</td>
</tr>
<tr>
<td>Gallery Storage/Work*</td>
<td>1</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Jury Areas in contiguous 4th floor studio</td>
<td>4</td>
<td>200</td>
<td>800</td>
</tr>
<tr>
<td>Jury Area in various concourses</td>
<td>3</td>
<td>300</td>
<td>900</td>
</tr>
<tr>
<td>Architecture Woodshop*</td>
<td>1</td>
<td>1350</td>
<td>1350</td>
</tr>
<tr>
<td>Architecture Woodshop Office</td>
<td>1</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Architecture Wood Finishing Room*</td>
<td>1</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>Photography Darkroom*</td>
<td>1</td>
<td>320</td>
<td>320</td>
</tr>
<tr>
<td>Photo Drying/Mounting Space*</td>
<td>1</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Architecture Archive Room</td>
<td>1</td>
<td>340</td>
<td>340</td>
</tr>
<tr>
<td><strong>Total Net Assignable/Accessible Sq. Ft.</strong></td>
<td></td>
<td></td>
<td>27,010</td>
</tr>
<tr>
<td><strong>Total Gross Assign. Sq. Ft. ( Approx. 30% NTG )</strong></td>
<td></td>
<td></td>
<td>36,000</td>
</tr>
</tbody>
</table>

*Indicates areas that are shared with other programs within DADA
**Indicates areas that are shared with other programs on Campus
Below are descriptive summaries of the new spaces for the Architecture Department.

Entry
There are two main entries to the HAWAC: on the east, directly from the main entry lane to the campus, and a pedestrian entry from the heart of campus. Both of the entries are on level two of the HAWAC. (The main level is a public square of sorts.) Upon entry, one can choose between the main office for Art and Design, the main office for Architecture, the Gallery, a 50-seat campus classroom, the main library, restrooms, or stairs/elevator up/down to other levels.

Office Spaces and Support
These areas are located on the main concourse, level two and include the Department of Architecture reception office, the Department of Architecture Chair’s office, and a flexible office/conference room. Faculty offices are on levels three and four as well as the AIAS office. The Audio Visual Resource Collection (AVRC) is housed in the library but is accessible to staff and faculty from outside the library by a door on the level-three concourse.

Classrooms
Level four is the location of most academic spaces for the Department of Architecture. On the main concourse is a 50-seat classroom dedicated primarily for History/Theory lectures; it doubles as a critique space for studios. Also on this level are two small 16-seat seminar rooms, directly accessible from the studios, which are solely dedicated to architecture. On level three is another 50-seat capacity classroom for Technology/Structures; doubles as a critique space for studios. This classroom will have some shared use with other programs on campus. There is a computer lab on level three which will contain both Windows and Mac workstations and will be shared with the Art and Design Department for instruction and open lab use by students.

Studio Spaces
There are two types of studios in the HAWAC. The first-year studios are cellular in nature and are spread throughout levels one and two. They have a capacity of approximately 25 students each, and in their planned configuration will operate as dedicated studio spaces for the entire year. There are four first-year studios, which will support as many as 100 students from across the Division. The second through graduate studios are on level four of the library and are a single, contiguous space which will support approximately 150 students. A raised platform in the area that surrounds the central atrium serves as an acoustic buffer between the studios on level four and the library on levels two and three. Both the main floor and the raised platform will be occupied by dedicated student studios.

Jury, Gallery and Support
Each of the four main studios serving the second, third, fourth and graduate students will have pin-up space for in-class discussion. Other studio lectures and critiques will take place in the small seminar rooms. Additional space is dedicated in the level three and four classrooms for studio lectures and critique. Finally, there will be tack surfaces in the main concourses of each level for additional public critique spaces. The configuration of this facility will provide maximum (and greatly diverse) settings for discussion, lecture, and critique suiting the variety of teaching styles at work among the faculty.
The Gallery is a shared-use space which is primarily coordinated by the Department of Art and Design. It will host a variety of visiting artist and designer shows over the course of the typical academic year as well as an annual student show and annual faculty show. It is equipped with professional lighting and is located directly on the main entry concourse.

**Architecture Woodshop, Office, and Finishing Room**
Fabrication areas are provided for student projects involving model building, wood fabrication, and possible furniture fabrication. A shop technician or shop supervisor is present at all times during use by the students. The space is equipped with an array of woodworking equipment, power tools, hand tools and materials for student use. A shop office is included in the space for direct observation, with telephone and computer access. A finishing room for clean lab finishing is included in this space.

**Architecture Archive Room**
This area allows for the storage of selected projects for safekeeping and future displays. It also allows for the safe storage of two years of student projects as mandated by the NAAB. Wooden storage bins for three-dimensional models, 30” x 40” steel flat files, and shelving are included in this space.

**Jury Area**
This area is for formal/informal project presentations for all students in the Program. The space includes moveable seating that accommodates approximately xxx persons. It also includes xxx of wall space for the display of project boards and floor space for the display of three-dimensional models. This space also allows for the display of electronic or computerized presentations and viewing by other students, faculty or staff. The jury space is multi-functional. It can be subdivided for simultaneous juries or organized for one large combined presentation. It can accommodate exhibitions as well. It is equipped with flexible and controllable track and spot lighting.

**Darkroom**
This space is located on the first floor and is equipped with sinks, wall and base cabinets, photographic equipment, and the required chemicals for photographic work. The photography area has no natural light. Also, the space has the appropriate area for developing black and white pictures.

**Architecture Archives Room**
This area allows for the storage of selected projects for safekeeping and future displays. It also allows for the safe storage of two years of student projects as mandated by the NAAB. Materials that can be archived include 30” x 30” flat boards and three-dimensional models. Wooden storage bins, and steel flat files and shelving are included in this space.

**Student Lounge**
Primarily this space is used as a student snack and relaxation area. It includes vending machines, microwave ovens, tables and chairs. The space can comfortably seat sixteen students.
Woodshop Lab
Fabrication areas are provided for student projects involving model building, wood fabrication, and possible furniture fabrication. An outside construction area is provided for projects not suitable for the indoors. The interior space is an open area visible to the public with controlled student access to some areas. A shop technician or faculty member is present at all time during use by the students. A woodshop office is included for direct observation. The space is equipped with an array of woodworking equipment, power tools and hand tools, and materials for student use. Equipment storage is also included. The lab has telephone and computer access.

Architecture Reception
This space is part of a larger area that serves the Department Chair and the administrative assistant. It receives visitors, students, and faculty members. The waiting area is furnished with chairs, tables, pictures and various plants.

Administrative Assistant’s Area
This space is located in the architecture reception area. It is equipped with desk, chairs, cabinets, telephones, computer equipment and Internet access.

Department Chair’s Office
This space is used by the Department chair and has a seating area for three people. It is furnished with base cabinets, wall-mounted bookshelves, chairs, desk counter space, and a tack and display area.

Conference Room
This space is furnished with a large conference table and seating for ten people. It has a white board, wall and base cabinets, sink, refrigerator, and metal cabinets. It also houses faculty information and has a display case that lists job postings, lecture series notices, and other important faculty news.

Faculty Store/Copy Room
This area contains all Department files, architecture faculty mailboxes, copier, and general storage and supply cabinets.

Academic Faculty Offices
All faculty offices are located in the Department of Architecture on the first and fourth floors. Each full-time faculty member has an office. Each faculty member is furnished with a desk, chair, base cabinet, wall-mounted book shelving, and ancillary office furnishings. The offices are equipped with telephone and Internet access. Within each full-time faculty member’s office space there is a small seating area for student advising.

Part-Time-Faculty Work Stations
This is non-dedicated space where adjunct faculty members can work and meet their respective students. Within this area is a conference space with tables and chairs. Each work station has a fixed desk, base cabinets, a chair, telephone and Internet access. A typical work station contains a computer with zip drive, printer, slide scanner, and CD writer.

Student Waiting Area
In the corridors on the first and fourth floors adjacent to some of the faculty offices is a small waiting area equipped with seating and a display area.
Architecture General Classrooms
There are xxxx classrooms equipped for xxx students sitting in a lecture format. The classrooms are for academic lectures, discussions, and seminars. They are equipped with standard student desks and are also wired for Internet usage.

Library
Because of the high quality of the physical environment and the main library's close proximity to the Architecture Department, it has been decided to maintain the Architecture collection in the main library. It will be located in a light, airy space in the center of the main library complex. With this policy, the Architecture Department is able to promote interdisciplinary interface to all areas represented in the college library.
Interior views of the main atrium space
3.9 Information Resources  
Prepared by Karen Johnson, Architecture Resource Librarian

The department of Architecture at Judson College has two main information resource collections: the Art/Design/Architecture Collection in the Benjamin P. Browne Library and the Architecture Visual Resource Collection (AVRC) at the Creekside South building. Three areas will be addressed below: (1) the collections of architecture and architecture-related materials; (2) the type of library serving the Program; and (3) a self-assessment of the library: the collections themselves, services, staff, facilities, and budget/administration/operations.

3.9.1 The Collections

Art/Design/Architecture (ADA) Collection
The Benjamin P. Browne Library serves the curricular and information needs of all programs of Judson College. The Browne Library has wide holdings in support of the liberal arts education of Judson College. The holdings that support the Art (Pre-Masters), Art (General) and Art (Visual Communications) majors are of particular note to the architecture program.

Holdings in the ADA Collection of the Browne Library are being developed to specifically support the architecture program. As of July 28, 2006 they number 5,981 NA items, 4,976 items A-Z (excluding NA’s), 145 titles in reference, and 90 serial subscriptions. The architecture main stacks are shelved separately on the second floor, adjacent to the rest of the Browne Library’s main stacks, allowing for easy access to the broader information resources of the entire collection. The architecture reference titles are inter-shelved with the Browne Library reference section on the first floor. Current architecture periodicals are prominently displayed together in the Current Periodicals section on the first floor adjacent to the seated reading area. Back periodicals are shelved in the architecture section of the back periodicals room on the lower level.

The original collection of the Browne Library consisted of volumes donated by the library of Northern Baptist Theological Seminary. Collection development has matured from primarily donation-based in the first years of Judson College to a more precise selection process conducted by the librarians with great faculty involvement and use of professional resources, including professional library publications, book reviews, appropriate bibliographic guides, and publisher’s catalogues. The collection philosophy has been developed from the College’s mission statement to reflect the goals of liberal arts education and the particular Judson commitment to Christian scholarship and ministry. The written policy for collection development addresses the information needs of Judson College as a whole, guiding by principle and allowing bibliographers some discretion in tailoring specific subject areas.

For the library collection as a whole, items are collected on these levels:

- **Basic**—some auxiliary subjects, such as devotional literature and award-winning fiction (including Christian fiction).
- **Study**—most of the collection is developed at this level, since our primary focus in library collection development is to support the curricular needs of the faculty and students.
• **Advanced**—special collections in contemporary Christian music recordings, Baptist history, and the life of Adoniram Judson.

Ongoing evaluation of expenditures, circulation and holding figures, and student surveys all aid in ensuring continued excellence in collection development.

**Architecture Visual Resource Collections (AVRC)**
The AVRC provides services and resources to support teaching and research in the Department of Architecture. It is administered by the architecture librarian. Specific collections in the AVRC are the Slide Collection, Video and CD-ROM Collection, the Material Resource Collection, the Reference Collection, and the Audiovisual Equipment Collection.

The Slide Collection holds approximately 15,000 slides, most acquired through commercial slide vendors. Additional purchasing was suspended until basic records could be established in our database to avoid duplication of slides. The collection is classified according to an in-house system, entered into custom-built, searchable, relational databases that use standard and adapted authorities (*Art & Architecture Thesaurus, Union List of Artist Names, Thesaurus of Geographic Names*, and *MasterFormat*), and labeled. Complete records and labels for commercial slides were finished in July 2002.

The Video and CD-ROM Collection contains 300 titles, all acquired through commercial vendors. They are cataloged in the same database as the slides for ease of locating materials in slide, video or disk format.

The Material Resource Collection contains samples and product information of building materials, organized according to the *MasterFormat* system. Collection development is based on donations by the teaching faculty and administered by the architecture librarian.

A small Reference Collection is housed in the AVRC, including survey textbooks, language dictionaries, architectural standards, European study materials, and periodicals. Materials are held in the AVRC for the convenience of students and staff. They can be loaned from this collection, but usage within the AVRC is encouraged.

The Audio-Visual Equipment Collection is inventoried, stored and circulated from the AVRC. A large lecture classroom is equipped with two slide projectors that are permanently in place. Equipment currently available for use includes: 2 slide projectors, digital still camera, digital video camera, data projector, overhead projector, 2 TV/VCRs, and one VCR. This equipment is heavily used by the teaching faculty and students.

**3.9.2 Type of Library Serving the Program**

The Benjamin P. Browne Library at Judson College performs all functions to select, acquire, catalog and house all materials that are relevant to the Architecture program. The library supplies the architecture graduate and undergraduate program with materials of relevance to the Professional program. Book selection is a joint effort and decision between the faculty and the
Architecture Librarian. In the library’s Catalogue department, the books are received and processed for ease of access through the automated catalog known as GIL.

The local collection is housed in the Benjamin P. Browne Library on the second floor and cannot be accessed from an exterior entry/exit. The collection is not wheelchair accessible in the current building; but will be handicap-accessible in the new Harm A. Weber Academic Center currently under construction. Floor plans of the layout are in section 3.8. Occupancy is scheduled to take place in the Spring/Summer of 2007.

In addition to the circulating collection, some architecture materials are placed on reserve and made available to students at the Circulation desk. In the Reference area, art and architecture materials including single and multi-volume encyclopedia and other resources provides the basis of the research materials. Indexes such as Avery Index to Architectural Periodicals are available in either print format or online.

3.9.3 Library Self-Assessment

For the purposes of this self-assessment, the library collection is defined as books, periodicals, databases, video/DVDs, analog slides, and digital images.

Context and Institutional Relationships

1. Does the library collection support the mission, goals, and curriculum of the Architecture Program and the College?

   The library collection supports the curriculum, as stated in the collection development policy for all library materials. Materials are selected on the basis of faculty recommendation, current reviews, anticipated curriculum changes, and noted strengths and deficiencies of the current collection as it pertains to the Department mission and goals.

2. How does the funding size and growth rate compare with peer institutions? Does the librarian have input into and authority for decisions about the collection?

   The funding size and growth rate have been excellent in the initial development of the Art/Design/Architecture collection. The past two years have seen a reduction in the book purchasing budget, which could be problematic if it continues, yet is reflective of the natural development of any collection as it reaches the saturation point.

   The architecture librarian is the sole authority in determining which materials are ordered. Materials are requested by the faculty and entered on a cumulative database, from which purchase orders are generated by the architecture librarian. At the end of the last five years of requests, the database was analyzed with the input of the faculty; all materials still needed were ordered, and the database was then closed. The next five years will have a new database of requests from faculty, managed by the architecture librarian.
Library and Information Resource Collections

1. **Including both the current and retrospective collection, does the library have the breadth, scope and complexity of subjects in the curriculum? Is the collection adequate to support faculty research and professional development?**

   We are adequately meeting the needs of our students and professors when we examine the high number of materials that are borrowed each year. To further illustrate the breadth and depth of the collection, we have collected statistics of the number of interlibrary loans we have fulfilled by other institutions’ professors and graduate students requesting our materials. We granted 134 requests in 2002, 288 in 2003, 321 in 2004, 381 in 2005, and 208 in the first half of 2006. This indicates not only significant growth of our loaning capability, but of our finding a place among the established institutions with our collection.

2. **Is there sufficient depth in the collection to cover the following levels: minimum, basic, study, and research?**

   Yes.

3. **Does the collection have a sufficient number of volumes to meet the needs of the Program and the number of students?**

   The Benjamin P. Browne Library has almost 6,000 titles in the NA collection and over 10,000 titles in the entire ADA collection. These represent individual titles, of which we have two and three copies of high-use editions.

4. **Is the serial collection sufficient in coverage and scope? Are serial sets current, retrospective, and complete?**

   Using the standard core list of periodicals, as determined and published by the American Association of School Librarians (AASL), of the core list, we have 39 of 49 titles, 80 percent in current periodicals. Of the supplementary list of 26 titles, we have 11—42 percent—for a combined total of 67 percent of the AASL list. In addition, we have 38 titles not included on the core list that cover our curriculum in church architecture, urbanism, and environment. Most of the collection originated from 1998 with key periodicals in complete sets. We have purchased retrospective sets when possible and received a recent donation from the Graham Foundation.

   To assist our students and faculty in locating articles, we subscribe to Avery Index, Art Abstracts, Grove Dictionary of Art Online, and Illinois Sanborn Maps databases.

5. **Are the visual resources (slides, videos/DVDs, databases, digital images) part of the architecture library or separately administered? Availability?**

   The Architectural Visual Resource Center (AVRC) is located in the architecture building, a separate facility from the library. It contains analog slides, videos, DVDs, and a small
reference collection. It is administered by the architecture librarian and assistant. With the advent of the new facility opening in 2007, the AVRC will be located on the third level, adjacent to the ADA book collection. At that time it will contain analog slides and the video/DVD collection. The databases are managed by the library director, and the digital image file is managed by the architecture librarian from any network computer.

6. **Does the organization and cataloguing of the collections provide adequate physical, bibliographical, and intellectual access to information?**

All books are catalogued through the Online Computer Library Center (OCLC), with the records imported to our own catalog using Endeavor Information Systems software. We are part of CARLI, a consortium of 65 Illinois academic and research libraries, using the I-Share union catalog, accessible via our web pages from anywhere there is Internet access. Interlibrary loans can be made within the catalog with a student/faculty identification number. The entire circulating collection is located on the second floor of the library. Although there is no elevator in the current library building, there will be handicapped accessibility in the new facility.

The slide collection is currently catalogued in a FileMaker Pro database; but with the purchase of digital images from Archivision, a new software package was purchased. The digital images are in EmbARK software, and the analog slides cataloguing will be imported to EmbARK for one main database of images. We have purchased the WebKiosk so the images will be accessible from any location via password. Archivision and EmbARK use Cataloguing Cultural Objects standards, developed by the Visual Resources Association for image work.

7. **Is there adequate physical care of the collection through appropriate housing, storage, binding, mending, encapsulation, and other means of preservation?**

Yes, see previous response.

8. **Does a written collection development policy exist? Is it regularly used and reviewed? Is the policy appropriate to the Program’s mission, goals, and curriculum?**

The library has a current collection development policy that is structured with our mission, goals, and curriculum needs as relevant points.

**Services**

1. **Reference: Does the staff provide help in the use of library materials?**

The architecture librarian is a skilled reference librarian and assists students with research questions. The library reference desk is partly staffed by trained student assistants and is managed by a full-time reference librarian.
2. **Bibliographic Instruction:** Does the librarian provide library orientation, instruction in library skills, and research methods? Are there reference guides or pathfinders? Is bibliographic instruction incorporated into the Architecture Program curriculum?

Library orientation sessions are a component of the general education curriculum and are taught through Faith & Learning and Communication Arts classes. Basic skills and research strategies are taught within the curriculum for relevance and maximum benefit and retention. Reference guides for all the databases and catalogs are available online at the library website. Additional bibliographic instruction is available and is provided upon request.

3. **Access to Collections**
   a. **Is the library and AVRC barrier free? Do students have access to course reserves and other intensively used materials?**

   The current library has barrier-free access to reserves, reference, and current periodicals on the main floor. The circulating collection is on the second floor with only stair access. This will be resolved when the library occupies the new building and elevators will be available. The AVRC is currently in Creekside South with the Architecture Department and is handicapped accessible. As previously noted, the AVRC mainly contains technical manuals and reference works that are to be used in the studio setting.

   b. **Circulation:** Are written loan policies in place?

   Loan policies are posted on the library website. The AVRC loan policy and procedures are posted with the collection.

   c. **Convenience:** Are the hours of operation and references services convenient for faculty and students?

   The Benjamin P. Browne Library is open 80.5 hours per week, with reference services staffed for 50 hours per week. The AVRC is open when Creekside South building is open (7 a.m. to 2 a.m. week days) and staffed for 25 hours per week.

**Staff**

1. **What is the administrative structure of the library and how does it relate to the Architecture Program?**

   The library director is the administrator of the library and reports to the chief academic officer. The library staff is comprised of the director, technical services librarian, reference librarian, architecture librarian, acquisitions assistant, access services supervisor, and student assistants. The architecture librarian is part of the architecture faculty and attends the department meetings, lecture series, and conferences.
2. **Is there sufficient staff to manage the collection and services?**

In addition to the architecture librarian, a part-time assistant has been added to the staff to work ten hours per week in the AVRC and ten hours in the library. As an art graduate, this position has added greatly to the AVRC in its knowledge base. Although the library relies heavily on student staff in the circulation and reference departments, all students are carefully and thoroughly trained in providing service.

3. **What is the professional expertise of the librarians?**

All librarians have MLS degrees from American Library Association (ALA) accredited programs with the director having an additional Master of Divinity degree. Several of the librarians have worked in multiple libraries, and one librarian is on the board of directors at her local library. Work histories at Judson College range from 2.5 to 23 years. The librarians have full faculty status, attending faculty business meetings and full committee membership.

The architecture librarian has memberships in professional organizations that have set the standards for current practices. This includes the Visual Resources Association, Midwest VRA; the Association of Architecture School Librarians, the American Library Association, and the Association of College and Research Libraries. Attendance at the Midwest VRA, AASL, and ACRL in recent years has been essential in staying current. The four-day Summer Education Institute in 2004 by VRA was excellent preparation and training in digital resource management. The new EmbARK digital archive was a choice made with input by the architectural historians at the College and the architecture librarian. Book selection can be accomplished by CHOICE (online and print versions), and coordinated by the AVRC assistant across the campus.

4. **Are opportunities available for professional development and continuing education for all library staff?**

The library budget includes professional development funds for all staff. In addition, all library faculty receive an annual professional development fund of $700 to be used for professional memberships, materials, conferences and seminars.

5. **Are staff salaries commensurate with those of others in the College who have similar training and experience?**

Because the librarians have full faculty status, they are on the same pay scale as all other faculty, so they receive equal compensation.

**Facilities**

1. **Is there adequate space for all activities and services? Is the location convenient to the faculty and students? Is there an attractive, welcoming environment for users and staff? Are there proper environmental controls for the library collection?**
The current library does not have adequate space for all activities, and that is one reason why we are building a new library. The new library will include study rooms and more computer work stations. The current library is in the center of the original campus and has always been a center of activity on campus. Despite the handicap of an outdated building, the library staff has always been service oriented, initiating a Cyber Café and the relocation of a computer lab to the library. In the new Harm A. Weber Academic Center, the library will be located adjacent to the Architecture Department. The building itself will be located centrally on the entire campus. The heating and ventilation system in the current library is out-dated and inadequate, with window air conditioners and a boiler. Our new facility will be a great improvement on the comfort level of the library.

The AVRC contains one large room where small groups regularly meet, two workrooms for the slide collection, and a darkroom for slide production. This has always been a welcomed area for meetings, study, and discussion. In the new building, the AVRC will be the repository for the analog slides and a small work area.

2. **Is there sufficient and appropriate storage for all types of library materials? (include photocopiers, slide viewers, projectors, computer workstations, light tables)**

The library has expanded its shelving to accommodate the growing ADA book collection. Weeding and shelf shifting of the main collection, in preparation for the move into the new building, has increased the amount of usable space. The library has copiers on two floors, computer workstations, and a computer lab.

The AVRC includes light tables, slide viewers, portable TV/VCRs, and projectors. A photocopier for student use is available right outside the ARVC in the public hallway. The AVRC is the main storage of the analog slide collection and the video/DVD collection.

3. **Are there sufficient numbers of workstations for users and staff?**

Each office is equipped with a computer workstation with circulation and reference areas having two workstations each. Several campus buildings were equipped with wireless networks last year, and the library has been included in this technology.

4. **Is there adequate protection from theft, fire and natural hazards for users, staff and materials? Are there emergency procedures and disaster plans?**

The library is equipped with a security system and anti-theft materials system. In case of an emergency, Public Safety is immediately available, and an Elgin Fire Department substation is within one mile of the campus. Each building is inspected by the Fire Department on an annual basis, with emergency maps posted. Staff training includes emergency procedures.

**Budget/Administration/Operations**

1. **What is the source of funding? Are funds sufficient to maintain the collections and services? Does the librarian have adequate input into budget expenditures?**
An annual budget proposal is prepared with the participation of the library staff and is presented for approval to the Cabinet and Board of Trustees. Although the materials budget has been reduced in recent years from the initial start-up phase, it has been adequate to acquire new books as requested and needed for the curriculum.

2. **How does the budget compare with those of peer institutions?**

Two peer institutions (Drury University and Andrews University) have been identified. In 2004 the Judson library budget for architecture compared favorably with the peer institutions. Our budget was $50,000, while the budget of one peer institution was $35,760; and in 2005/2006 theirs decreased further, to $14,000. Figures for the peer institutions are not available for 2005 and 2006.

3. **Are there written goals and objectives for the library collections and realistic plans to achieve them?**

The library has consistently evaluated its operations, keeping detailed and current statistics, preparing comprehensive reports for the Office of Academic Affairs. These reports include future planning goals, initiatives and recommendations.

4. **How does the architecture library relate to the Program, and to other libraries on campus or the community?**

The architecture library is an integral part of the main library, housed on the same floor as the circulating collection, staffed by a librarian and staff that also are fully functioning members of the library. The collection is cataloged in the same system as the entire collection and the records are accessible from any networked computer.

5. **Does the library function smoothly and systematically?**

The library functions smoothly and systematically. The Benjamin P. Browne Library is open 80.5 hours per week, and a professional librarian is on duty 61 of those hours. During the weekends and the evenings when a professional librarian is not present, highly trained student workers are present to provide necessary services. The AVRC is open when Creekside South building is opened, 7 a.m. to 2 a.m., and staffed for 25 hours per week.

6. **Is there a library advisory committee or other means for user participation in the development and evaluation of the library policies, services, resources, and programs?**

The college Library Committee has scheduled meetings to ensure faculty participation in the development of library policies and plans. The Architecture Chairman sits as a member on this committee. The architecture librarian attends Architecture Department faculty meetings and Department of Art Design and Architecture meetings.
## Library Collections Expenditures

<table>
<thead>
<tr>
<th>Types of Collections</th>
<th>Number of Volumes</th>
<th>Expenditures 2004-2005 Year Before Last</th>
<th>2005-2006 Last Year</th>
<th>2006-2007 This Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books (ADA only)</td>
<td>10,814</td>
<td>$ 25,693</td>
<td>$ 15,819</td>
<td>To be budgeted</td>
</tr>
<tr>
<td>Periodical Subscriptions</td>
<td>89</td>
<td>$ 11,617</td>
<td>$ 11,129</td>
<td>To be budgeted</td>
</tr>
<tr>
<td>Other Serial Subscriptions (Online Database Subscriptions)</td>
<td>25</td>
<td>$ 2,200</td>
<td>$ 3,650</td>
<td>To be budgeted</td>
</tr>
<tr>
<td>Microfilm Reels</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Microfiche</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Slides</td>
<td>20,000</td>
<td>$</td>
<td>$ 15,000</td>
<td>$10,000</td>
</tr>
<tr>
<td>Videos</td>
<td>400</td>
<td>Included in slides</td>
<td>Included in slides</td>
<td>Included in slides</td>
</tr>
<tr>
<td>Drawings</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Photographs</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Other (CD-ROMs)</td>
<td>30</td>
<td>Included in slides</td>
<td>Included in slides</td>
<td>Included in slides</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>$ 39,510</td>
<td>$ 30,598</td>
<td>$</td>
</tr>
</tbody>
</table>
Staffing

<table>
<thead>
<tr>
<th>Types of Positions</th>
<th>FTE’S Year Before Last (FY 04-05)</th>
<th>FTE’S Last Year (FY 05-06)</th>
<th>FTE’s This Year (FY 06-07)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Librarians</td>
<td>.5</td>
<td>.5</td>
<td>.5</td>
</tr>
<tr>
<td>Para-Professionals</td>
<td>.25</td>
<td>.25</td>
<td>.25</td>
</tr>
<tr>
<td>Clerks</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Student Assistants</td>
<td>---</td>
<td>---</td>
<td>1</td>
</tr>
<tr>
<td>Volunteers</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>.75</td>
<td>.75</td>
<td>1.75</td>
</tr>
</tbody>
</table>

Library Salaries

For FY 2005/2006, the salary scheduled is listed below and managed by the Library Director.

<table>
<thead>
<tr>
<th>Salary Description</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries for full-time staff members total</td>
<td>$202,380</td>
</tr>
<tr>
<td>For Librarians:</td>
<td>$202,380</td>
</tr>
<tr>
<td>For Para-professionals</td>
<td>$57,753</td>
</tr>
<tr>
<td>For Clerks</td>
<td>$14,746</td>
</tr>
<tr>
<td>For Student Assistants</td>
<td>$41,492</td>
</tr>
</tbody>
</table>
3.10 Financial Resources

Below is data on the annual budgets and expenditures for each year of the Program since the last accreditation visit, including endowments, scholarships, one-time capital expenditures, and development activities.

Program Budget
The Architecture Department’s budget exists as a line-item budget entity within the College’s system; however, many other entities also support the Department (library, college maintenance, information technology, etc.). The operating funds indicated below are only those assigned to the Architecture Department and do not include full-time or part-time faculty wages, staff wages, fringe benefits, or facilities expansion. However, student wages are a part of the Department’s budget. Starting in 2004-05, architecture library book and periodical acquisitions were transferred from the Architecture budget to the Library budget.

The Department has received consistent and gracious financial College support since its existence, especially when the budget is compared with other departmental budgets on campus. The College’s upper administration is financially committed to the Architecture program as is evidenced by the Harm A. Weber Academic Center currently under construction, which will become the new home of the Architecture Program.

Architecture Operating Fund for 2006 – 2007 $184,450
Architecture Operating Fund for 2005 – 2006 $182,000
Architecture Operating Fund for 2004 – 2005 $169,500

See the chart at the end of this section for a detailed breakdown of the operating funds for 2004 – 2007.

Endowments and Scholarships
Merit scholarships and scholarships paid from endowments to Architecture majors are $20,000. The numbers of scholarships and the amount of funding have grown since the last accreditation visit.

One-Time Capital Expenditures
The College has just completed a major campaign to generate funds to construct the new Harm A. Weber Academic Center, which will be the new home of the Benjamin P. Browne Library and the Division of Art, Design and Architecture. A total of $22 million has been raised for the construction of the building.

Facilities Expansion: Phase One (completed 2006): $ 20 million
                           Phase Two (completed 2007): $ 4 million

Capital Expenditures $ 24 million
Development Activities
All development activities at Judson College are handled through the office of the Vice President for Advancement.

2006/07 xxxxxxx
2005/06 xxxxxxx
2004/05 xxxxxxx

Data on annual expenditures and total capital investment per student, both undergraduate and graduate, correlated to the expenditures and investments by other professional degree programs in the institution

Comparison of the Architecture Department expenditures to Teacher Education *

<table>
<thead>
<tr>
<th>Year</th>
<th>All Expenditures</th>
<th>Salaries Only</th>
<th>All Salaries</th>
<th>Department of Architecture</th>
<th>Department of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003/04</td>
<td>xxxxx</td>
<td>$747,733</td>
<td>xxxxx</td>
<td>xxxxx</td>
<td>xxxxx</td>
</tr>
<tr>
<td>2004/05</td>
<td>xxxxx</td>
<td>$735,929</td>
<td>xxxxx</td>
<td>xxxxx</td>
<td>xxxxx</td>
</tr>
<tr>
<td>2005/06</td>
<td>xxxxx</td>
<td>$803,818</td>
<td>xxxxx</td>
<td>xxxxx</td>
<td>xxxxx</td>
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<tr>
<td>2006/07</td>
<td>xxxxx</td>
<td>$832,500</td>
<td>xxxxx</td>
<td>xxxxx</td>
<td>xxxxx</td>
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</table>

Comparison per student, Architecture and Education

<table>
<thead>
<tr>
<th>Year</th>
<th>Students FTE</th>
<th>Spending Per Student</th>
<th>All FTE Expenditures</th>
<th>Students FTE</th>
<th>Spending Per Student</th>
<th>All FTE Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003/04</td>
<td>xxxx</td>
<td>xxxx</td>
<td>xxxxx</td>
<td>xxxxx</td>
<td>xxxxx</td>
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<tr>
<td>2004/05</td>
<td>xxxx</td>
<td>xxxx</td>
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<td>xxxxx</td>
<td>xxxxx</td>
<td>xxxxx</td>
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<tr>
<td>2005/06</td>
<td>xxxx</td>
<td>xxxx</td>
<td>xxxxx</td>
<td>xxxxx</td>
<td>xxxxx</td>
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<tr>
<td>2006/07</td>
<td>xxxx</td>
<td>xxxx</td>
<td>xxxxx</td>
<td>xxxxx</td>
<td>xxxxx</td>
<td>xxxxx</td>
</tr>
</tbody>
</table>

* Fringe benefits not included in these expenses
** FTE (full-time equivalent)
### Operating Fund Budget History

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
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<td>7441 PERIODICALS</td>
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<td>--------</td>
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<td>$ 3,000</td>
<td>$ 2,000</td>
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<td>$ 169,000</td>
<td>$ 182,000</td>
<td>$ 184,450</td>
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</table>
3.11 Administrative Structure

A statement verifying the institution’s accreditation from the regional accrediting agency for higher education

Judson College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The ten-year term of accreditation was received by Judson in 1997 and is the highest status granted. The College is currently preparing for its next NCA Accreditation Visit in 2006/07 with participation from the Architecture Department.

A description of the School’s administrative structure and its comparison with those of other professional programs in the College. A list of other degree programs, if any, offered in the same administrative unit as the accredited degree program in architecture

The organizational structure of Judson College is under the Board of Trustees, the President, and the Provost and Vice-President for Academic Affairs. Judson College is organized into nine divisions and departments. Departments are within multi-program units, with a Divisional Chair, and / or Department Chair. The Architecture Department at Judson College is the largest department both in number of students and faculty.

Architecture Program’s Administrative Structure
The Department of Architecture is within the Division of Art, Design & Architecture. There are no other professional programs comparable to Architecture. Teacher Education is the only other program that receives professional accreditation. The Master of Education and the Master of Arts in Organization Leadership are the only other master’s program at Judson College.

The Department Chair is recommended by the Departmental faculty and appointed by the Provost and Vice-President for Academic Affairs in consultation with the President. The Chair serves on a yearly eleven-month contract. The assistant department chair, architecture faculty members, the AVRC librarian, the wood model-shop coordinator and the Departmental Administrative Assistant report to the Department Chair. The Department Chair reports to the Division Chair and the Provost and Vice-President for Academic Affairs.

Division of Art, Design and Architecture
Undergraduate degree programs
Bachelor of Arts w/ majors in Visual Communication, General Art, Pre-Master Arts, Interior Design & Architectural Studies

Graduate degree
Master of Architecture

Chairs
Divisional Chair of Art, Design & Architecture
Chair of Architecture
Chair of Art & Design
Department of Architecture
Undergraduate degree program:
Bachelor of Arts in Architectural Studies
Graduate Degree:
Master of Architecture

Administration
Department Chair: Curtis J. Sartor
Assistant Department Chair: Jhennifer Amundson
Graduate Coordinator: Keelan Kaiser

Administrative Staff
Administrative Assistant: Cyndi Zarris
Architecture Librarian: Karen Johnson (until Spring 2006)

Faculty
Professors: Keelan Kaiser, Curtis Sartor, Ben Suzuki,
Jack Kremers (until Spring 2006)
Associate Professors: Jhennifer Amundson, David Ogoli, Christopher Miller, Marga Jann
Assistant Professors: Stacie Burtelson, Royce Earnest

Adjunct Faculty
David Amundson, Sergiu Burca, Chuck Cassell, Gus Domel, Craig Farnsworth, Linda Grubb,
Tom Jaeger, Bob Johnson, Melisa Kaiser, Tom Tristano

The Architecture chair is responsible for the development and administration of the following areas:

- **Budget**—The Department operating budget is distributed from the office of the Provost and Vice President for Academic Affairs

- **Curriculum**—The Architecture faculty develops the curriculum and courses. The Chair facilitates the documentation and approval process through the Division and the College Academic Policy Committee. The Registrar’s Office is responsible for enforcement of the curriculum. Assessment and adjustments occur through faculty review. Teaching assignments and Program tasks—such as lecture series organization, European Tour direction and computer resources—are made by the Chair, Vice President for Academic Affairs and Provost in coordination with the Chair of the Division and Chair of the Art and Design department.

- **Faculty**—Candidates are solicited by advertisements and personal contacts. A search committee reviews applicants and creates a short list. The Architecture Department faculty review the short list and select a candidate to recommend to the Provost for a visit to the
campus. Final approval is contingent on the approval of the Department faculty, the Provost and the College Faculty Appointment Committee.

- **Student Recruitment**—Prospective students are recruited through mailings, the College website and the increasing recognition and reputation of the Program. Both the College and the Department must accept a student to be in the Architecture major. Early acceptance is available for those with a minimum composite ACT of 24, a minimum of 22 in Math (required by the Math Department for MAT 211), and a minimum high school GPA of 3.0. Personal visits and interviews are encouraged. We receive 125 to 150 applications per year and accept 60 students for each freshmen class.

**Comparison to Other Programs at Judson College**

There are no other professional programs comparable to Architecture. Teacher Education and Business are the only other program that receives professional accreditation. The Master of Education and the Master of Arts in Organization Leadership are the only other masters program at Judson College.

In many ways the Architecture Department is an organizational anomaly as a professional program in the Christian liberal arts college at Judson College.

- It is the largest program in number of students.
- It is the largest program in number of faculty.
- It is the first Masters’ program at Judson College.
- It requires NAAB accreditation. It seeks to satisfy both academic and professional criteria.
- It requires and has been provided the largest resources in terms of facilities and equipment.
- It is has forged a new direction for the College.
- Evaluation of faculty members requires professional and disciplinary input.

The Department has full access to the Provost and other administrative entities, and the support from the administration is strong. The organizational structure provides the foundation for the Program, but the actual relationships are quite informal.
3.12 Professional Degrees and Curriculum

Judson College currently offers one Architecture professional degree, the Master of Architecture (182 credits) and one unaccredited pre-professional degree, the Bachelor of Arts in Architectural Studies, (140 credits).

Curriculum Overview
The undergraduate program is composed of a first year focused in art and design while years two through four are the core of the undergraduate program. The fifth year is a one-year internship that requires the student to fulfill the IDP guidelines defined by the NCARB. Six hours of distance learning also occurs during this fifth year. The sixth year is a graduate year focused on a cumulative design project and may include a thesis project.

The Architecture core curriculum parallels the College’s general education curriculum over the first two years; this allows for basic material in the liberal arts and in professional education to be introduced in a cohesive, coordinated manner. The Architecture core curriculum begins by introducing the discipline of architecture through drawing and design classes, which exposes the students to skills development and design fundamentals. All students complete shared introductory courses of art, design and architecture.

The chart below shows the percentage of credits for each of the three curricular components of the Program: general education, the professional architectural program and electives.

<table>
<thead>
<tr>
<th>Component</th>
<th>Undergrad</th>
<th>Graduate</th>
<th>Total</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>55</td>
<td>0</td>
<td>55</td>
<td>30%</td>
</tr>
<tr>
<td>Architecture – Professional Program</td>
<td>79</td>
<td>27</td>
<td>106</td>
<td>60%</td>
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<tr>
<td>Electives</td>
<td>6</td>
<td>15</td>
<td>21</td>
<td>10%</td>
</tr>
<tr>
<td>Totals</td>
<td>140</td>
<td>42</td>
<td>182</td>
<td>100%</td>
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</table>
Below are the general education course requirements for the undergraduate degree.

### General Education Course Requirements

<table>
<thead>
<tr>
<th>Year</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; year</td>
<td>Math 211 – Functions and Calculus I</td>
<td>5</td>
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<tr>
<td></td>
<td>General Studies 101 – Faith and Learning</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Art 111 – Drawing I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Speech 120 – Foundations of Speech</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Biblical Studies 101 – Old Testament</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>English 101 – Expository Writing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Art 211 – Drawing II</td>
<td>3</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; year</td>
<td>Physics 237 – General Physics with Lab</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>History 261 – History of Civilization I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>English 102 – Critical Thinking/Writing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>History 262 – History of Civilization II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Exercise / Sports Science – Elective</td>
<td>1</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; year</td>
<td>Philosophy 261 – History of Philosophy</td>
<td>3</td>
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<tr>
<td></td>
<td>Upper Division Literature Course</td>
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<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt; year</td>
<td>Sociology 151 or Psychology 111</td>
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<td></td>
<td>Biblical Studies Elective</td>
<td>3</td>
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<tr>
<td></td>
<td>Christian Religion and Philosophy 481—Faith and Life Issues</td>
<td>3</td>
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</tbody>
</table>

**Total: 55**
The charts below are a course overview of the entire six-year Architecture Program broken down by semester and components.

### FOUR YEAR PLAN

Note: The Academic Planning Sheet is designed as a guide for students planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time at which they entered the institution. Academic planning is the students’ responsibility.

**Bachelor of Arts in Architectural Studies**

<table>
<thead>
<tr>
<th>Semester</th>
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<th>Credits</th>
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<td><strong>Fall 2006</strong></td>
<td>ART 111</td>
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<td></td>
<td>ARC 101</td>
<td>Tools &amp; Media (w/ lab)</td>
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<td>Functions and Calculus I</td>
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<td></td>
<td>GEN 101</td>
<td>Faith &amp; Learning</td>
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<tr>
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<td><strong>Total</strong></td>
<td></td>
<td><strong>15</strong></td>
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<tr>
<td><strong>Fall 2007</strong></td>
<td>HIS 261</td>
<td>History of Civilization. I</td>
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<td></td>
<td>ARC 231</td>
<td>Arch. History/Theory I</td>
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<td>ARC 251</td>
<td>Architectural Design I</td>
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<td></td>
<td>ARC 222</td>
<td>Construction Technology I</td>
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<td></td>
<td>PHY 237</td>
<td>General Physics I (w/lab)</td>
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<td>DES 122</td>
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<td>BST 101</td>
<td>Intro to Old Testament</td>
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<tr>
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<td><strong>Total</strong></td>
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<td>Arch. History/Theory II</td>
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<td><strong>17</strong></td>
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<td>Construction Technology II</td>
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<td><strong>Total</strong></td>
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<tr>
<td><strong>Fall 2010</strong></td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>17</strong></td>
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**Total Credits:**

<table>
<thead>
<tr>
<th>Fall 2006</th>
<th>Spring 2007</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
<th>Fall 2008</th>
<th>Spring 2009</th>
<th>Summer 2009</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
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<td>17</td>
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<td>8</td>
<td>17</td>
<td>17</td>
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</tbody>
</table>

111
## TWO YEAR PLAN: M.Arch

Note: The Academic Planning Sheet is designed as a guide for students planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time at which they entered the institution. Academic planning is the students' responsibility.

### Master of Architecture

<table>
<thead>
<tr>
<th></th>
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<th>Spring 2010</th>
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<tr>
<td>ARC 561</td>
<td>Preceptorship I</td>
<td>0</td>
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<tr>
<td></td>
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### Summer 2010

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tr>
<td>ARC 556</td>
<td>Professional Practice I</td>
<td>3</td>
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<tr>
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<td>Community Outreach</td>
<td>4</td>
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<tr>
<td>ARC 580</td>
<td>Professional Development</td>
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<tr>
<td></td>
<td>Total 10</td>
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</table>

### Fall 2010

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>ARC 651</td>
<td>Cumulative Design I - OR</td>
<td>7</td>
</tr>
<tr>
<td>ARC 681</td>
<td>Architectural Thesis Project I</td>
<td></td>
</tr>
<tr>
<td>ARC 656</td>
<td>Professional Practice II</td>
<td>3</td>
</tr>
<tr>
<td>ARC ____</td>
<td>two ARC electives 500 level</td>
<td>6</td>
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<tr>
<td>ARC ____</td>
<td>or higher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total 16</td>
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</table>

### Spring 2011

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC 652</td>
<td>Cumulative Design II - OR</td>
<td>7</td>
</tr>
<tr>
<td>ARC 682</td>
<td>Architectural Thesis Project II</td>
<td></td>
</tr>
<tr>
<td>ARC ____</td>
<td>two ARC electives 500 level</td>
<td>6</td>
</tr>
<tr>
<td>ARC ____</td>
<td>or higher</td>
<td></td>
</tr>
</tbody>
</table>
Electives, Minors and Other Learning Experiences

The Architecture Program provides opportunity for electives in each semester of the senior and graduate years. Undergraduates may take any 300-level or higher course offered by the College to fulfill the elective requirements for graduation. Electives may be in any area in which the student chooses to concentrate. The Department of Architecture also offers a variety of elective courses that provide opportunities for increased depth and exploration. These typically include advanced technology, advanced history and theory, advanced representation, landscape architecture, and worship architecture. These courses are listed in the College course offerings at the time of pre-registration.

Minors in visual communications and business are most commonly undertaken by architecture majors, though biblical studies and fine art are also a possibility. A minor will likely involve an additional semester or two of studies on top of the four-year plan. Choices of minors should be coordinated early in the Program with the student’s architecture advisor and an advisor from the allied discipline.

In response to the mission statements of the College and the Department, and as a key distinctive of the Program, students take part in a variety of service learning experiences, including community-engaging coursework and College-sponsored mission trips. Many studio experiences include interaction with ministries as an opportunity for students to engage in design problem solving for real-needs situations.

The Department conducts a European study tour led by at least two architecture faculty to increase students’ awareness and understanding of precedent-setting buildings and urban environments as well as cultural differences across nations; such aims relate directly to the College’s mission statement. The tour lasts approximately four weeks and includes a variety of site and museum visits, and drawing and writing exercises, at the participating faculty members’ discretion. The Study occurs in the summer session immediately following the end of the third year. Students are required to complete the tour and receive credit in order to earn the B.A. degree. Academic preparation begins in the spring semester prior to departure with a variety of presentations, workshops and meetings. The cost of the tour is an added expense for which the student must prepare and plan (a budget of $4,000 per student was used in 2005). The costs include tuition and fees, international and local travel, lodging and most meals, special tours, entry fees to museums and sites of interest, and other miscellaneous travel expenses.

The first year of the graduate program begins with a required preceptorship in an architectural office approved by the Department of Architecture. The approved office monitors the student’s experiences according to NCARB IDP requirements and input from the Department. This internship is documented in the Preceptor courses (0 credits) and is coordinated by an appointed faculty member.

While most graduate students will pursue a design project in the final year cumulative studio, some may elect to apply for the option of completing a master’s thesis. Theses should be the result of serious contemplation on a question in architecture. It should also be an extension of a pre-existing relationship with and interest in a faculty member’s area of expertise; that area and
faculty member will serve as the general descriptor and advisor for the thesis project. Students should secure their potential thesis advisor prior to writing a proposal, which will then be reviewed by the individual faculty member. Upon acceptance, the faculty member will become the Thesis Advisor for the student.
3.13 Student Performance Criteria

Overview of the Program’s Curricular Goals and Content
Judson College currently offers one accredited professional degree program in Architecture, the Master of Architecture. Given the mission and vision of the Program, the Architecture Department works diligently to embody these goals on a day-to-day basis. The Program endeavors to produce future architects who have been professionally trained with the tools and philosophy that are essential to their success.

The curriculum is founded on several basic principles:

- A common, shared curriculum with the Art & Design Department in the beginning year.
- Liberal arts integration throughout the curriculum
- Studio integration: The Architecture curriculum works to integrate course content into the studio environment, at all levels
- A Christian worldview is expressed by faculty in all courses that are taught in the curriculum

The Architecture core curriculum parallels the College’s general education curriculum over the first two years. This allows for basic material in the liberal arts to be introduced in a cohesive and coordinated manner into the Architecture Program.

The Architecture core curriculum begins by introducing the discipline of architecture through drawing and design classes, which expose the students to skill development and design fundamentals. All students complete shared introductory courses of art, design and architecture.

The table below, “Primary Coverage of NAAB Student Performance Criteria,” illustrates the way that the NAAB criteria are addressed within the structure of the curriculum; it also demonstrates that knowledge is acquired in various ways and at various stages within the curriculum.

A graphic Program matrix for the Master of Architecture follows the table. It cross-references each required course with the performance criteria it fulfills.
## Primary Coverage of NAAB Student Performance Criteria

### BA in Architectural Studies / Master of Architecture Curriculum

<table>
<thead>
<tr>
<th>NAAB Criteria</th>
<th>Required Coursework</th>
<th>Studio Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Speaking &amp; Writing Skills</td>
<td>Arc 331, 656</td>
<td>Arc 652, 682</td>
</tr>
<tr>
<td>2 Critical Thinking Skills</td>
<td>Arc 331, 656</td>
<td>Arc 652, 682</td>
</tr>
<tr>
<td>3 Graphics Skills</td>
<td>Des 231/Arc 310</td>
<td>Des 121, 122, Arc 251</td>
</tr>
<tr>
<td>4 Research Skills</td>
<td>Arc 321, 421</td>
<td>Arc 681</td>
</tr>
<tr>
<td>5 Formal Ordering Systems</td>
<td>Art 111, 211</td>
<td>Des 121, 122</td>
</tr>
<tr>
<td>6 Fund. Design Skills</td>
<td>Art 111, 211</td>
<td>Des 121, 122</td>
</tr>
<tr>
<td>7 Collaborative Skills</td>
<td>Arc 321</td>
<td>Arc 351, 352</td>
</tr>
<tr>
<td>8 Western Traditions</td>
<td>Arc 232, 331</td>
<td>Arc 451, 452</td>
</tr>
<tr>
<td>9 Non-Western Traditions</td>
<td>Arc 231, 332</td>
<td>Arc 451, 452</td>
</tr>
<tr>
<td>10 Nat. and Reg. Traditions</td>
<td>Arc 332</td>
<td>Arc 352</td>
</tr>
<tr>
<td>11 Use of Precedents</td>
<td>Arc 231</td>
<td>Arc 251</td>
</tr>
<tr>
<td>12 Human Behavior</td>
<td>Arc 332</td>
<td>Arc 352</td>
</tr>
<tr>
<td>13 Human Diversity</td>
<td>Arc 332</td>
<td>Arc 352</td>
</tr>
<tr>
<td>14 Accessibility</td>
<td>Arc 375/575</td>
<td>Arc 452</td>
</tr>
<tr>
<td>15 Sustainable Design</td>
<td>Arc 375/575</td>
<td>Arc 452</td>
</tr>
<tr>
<td>16 Program Preparation</td>
<td>Arc 580</td>
<td>Arc 452, 681</td>
</tr>
<tr>
<td>17 Site Conditions</td>
<td>Arc 421</td>
<td>Arc 351, 451</td>
</tr>
<tr>
<td>18 Structural System</td>
<td>Arc 342, 343</td>
<td>Arc 351, 352</td>
</tr>
<tr>
<td>19 Environmental Systems</td>
<td>Arc 421, 422</td>
<td>Arc 452</td>
</tr>
<tr>
<td>20 Life Safety</td>
<td>Arc 322</td>
<td>Arc 452</td>
</tr>
<tr>
<td>21 Building Env. System</td>
<td>Arc 421</td>
<td>Arc 452</td>
</tr>
<tr>
<td>22 Building Service System</td>
<td>Arc 422</td>
<td>Arc 452</td>
</tr>
<tr>
<td>23 Building Systems Int</td>
<td>Arc 321</td>
<td>Arc 452</td>
</tr>
<tr>
<td>24 Building Mat. &amp; Assemblies</td>
<td>Arc 222,322</td>
<td>Arc 452</td>
</tr>
<tr>
<td>25 Construction Cost Control</td>
<td>Arc 580</td>
<td>Arc 452</td>
</tr>
<tr>
<td>26 Technical Documentation</td>
<td>Arc 322, 656</td>
<td>Arc 452</td>
</tr>
<tr>
<td>27 Client Role in Architecture</td>
<td>Arc 656</td>
<td>Arc 451</td>
</tr>
<tr>
<td>28 Comprehensive Design</td>
<td>-----------</td>
<td>Arc 452</td>
</tr>
<tr>
<td>29 Architect’s Admin. Roles</td>
<td>Arc 656</td>
<td></td>
</tr>
<tr>
<td>30 Architectural Practice</td>
<td>Arc 556, 656</td>
<td></td>
</tr>
<tr>
<td>31 Professional Development</td>
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<tr>
<td>32 Leadership</td>
<td>Arc 556, 656</td>
<td></td>
</tr>
<tr>
<td>33 Legal Responsibilities</td>
<td>Arc 556, 656</td>
<td>Arc 651. 652</td>
</tr>
<tr>
<td>34 Ethics &amp; Prof. Judgment</td>
<td>Arc 556, 656</td>
<td>Arc 651, 652, 681, 682</td>
</tr>
</tbody>
</table>
MATRIX WILL BE “ONE PAGE”, FOLDED

SUE: NOTE THAT NEW MATRIX WILL NEED TO BE INSERTED TO REPLACE THE OLD ONE ABOVE.
SECTION FOUR: Supplemental Information

Graduate architecture student in action somewhere above Hawaii

Judson College
DEPARTMENT OF ARCHITECTURE
4.1 Student Progress Evaluation Procedures

4.1.1 Evaluating Transfer Credit

A transfer student applies to the College Admissions Office. A transcript of previous college work is required with the application. The Admissions Office schedules an appointment for the applicant with the Chair of the Architecture Department. At this interview the applicant is requested to provide a portfolio of his/her work plus a copy of the transcript.

This interview provides an opportunity for the Department to get to know the applicant personally. In particular, we seek to understand the applicant’s aptitude, passion for architecture and level of maturity. Previous work experience that is documented may indicate the maturity, knowledge and desire to complete an architectural education. The interview is also an opportunity to explain our Program and its philosophy, history and current accreditation status.

About four years ago, the Registrar’s Office created a new status for transfer students who already possess an undergraduate (BA or BS) degree: post-graduate student. They are accepted into the Graduate Program after they have completed specified undergraduate architecture courses before they begin the graduate coursework. Several students presently fall into this category. We are receiving applications from several others.

Transfer students who do not possess an undergraduate degree are also evaluated individually at an interview.

After the interview, the Chair of the Architecture Department evaluates the applicant’s transcript relative to the Judson Architecture Program curriculum. The personal interview and the applicant’s portfolio also play a role in this evaluation. The Chair also reviews the applicant’s previous program. The College Registrar’s office has the responsibility of granting credit for the general education courses.

The applicant is then given the results of these evaluations. The critical issue is typically the level of the design studio at which the student should enter. We are very aware of the level of design work at other institutions. We find that the quality and intensity of the beginning design studios at Judson College is very high. We seek to be very conservative in placing students in design. It is not an easy step for a student to enter an upper-level design studio, so we typically recommend that a student begin at the first or second-year design level.

4.1.2 Determining Advance Placement

Advanced placement only occurs with a clear and strong presentation of a student’s experience and credentials. The presented work is evaluated in comparison to the Judson work. Only after the Department Chair is convinced of a student’s capabilities is the student granted advanced placement.
4.1.3 Judson College Policies/Procedures for Academic Evaluation

Non-Discrimination Statement
Judson College complies with federal and state requirements for nondiscrimination on the basis of disability, sex, race, color, age, creed, and national or ethnic origin in admission and access to its programs and activities.

Admissions Procedure
All entering freshman need to provide the following:
- The completed application for admission.
- The non-refundable application fee.
- An official transcript (6 semesters or more) of their academic record sent by the high school from which they graduated (or will graduate). General Educational Development (GED) scores are acceptable if they meet the minimum admissions requirement.
- The official results of the American College Test (ACT) or the Scholastic Aptitude Test (SAT) sent by the ACT program or the College Board, respectively.

Students applying to the Department of Architecture Professional Program are required to submit both a Judson College application and an architecture application.

Transfer students with less than 28 semester hours will need to provide the following:
- The completed application for admission form.
- The non-refundable application fee.
- An official transcript of their academic record sent by the high school from which they graduated (or will graduate). GED scores are acceptable if they meet the minimum admissions requirement.
- The official results of the ACT or the SAT.
- Official transcripts of all college-level academic work.

Academic Standing
Each student admitted to Judson College is assumed to have the preparation, the desire and the ability to make satisfactory progress toward a degree. In practice, however, some students do not make the progress expected of them. Such students are notified, offered special assistance, provided academic counsel, and allowed time to improve their performance. Failing in that, they will be dismissed. Listed below are the Judson College Academic Standings and the consequences for students not in good academic standing. These standings are provided as a standard; in individual cases, however, the administration reserves the right to change a student’s standing based on the student’s academic performance and any extenuating circumstances.

- **Good Standing**—The minimum grade point average (GPA) required for good standing is 1.8 for freshmen and 2.00 for all other students. Architecture students must achieve a 2.5 GPA in General Education courses and 2.75 in Architecture courses to enter the third year of the Program and to receive the BAAS.

- **Warning**—A student will be placed on academic warning at the end of any term in which the semester GPA falls below the limit. These students are limited to 13 credit
hours of registration and are required to meet with the Director of the Learning Center by the end of the first week of each semester in which they are on warning.

- **Probation**—A student will be placed on academic probation at the end of any term in which the cumulative GPA falls below the limit. These students are limited to 13 credit hours of registration and are required to meet with the Director of the Learning Center by the end of the first week of each semester in which they are on probation. Additionally, students on probation will lose the privilege of participating in extracurricular activities such as athletics, music (beyond what is required in the student’s major), campus leadership positions, leadership in Chapel, yearbook, newspaper and intramurals.

- **Dismissal**—Until a cumulative GPA of 2.00 (1.8 for freshmen) is achieved, a student on probation must achieve a semester GPA of 2.00 (1.80 for freshmen) or above in all subsequent semesters. Failure to do so will result in dismissal. The student who is notified of dismissal may appeal the decision in writing to the Provost.

**Judson’s Grading System**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
<th>Grade points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
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</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>Satisfactory</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>Low passing</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td></td>
<td>.67</td>
</tr>
<tr>
<td>F</td>
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<tr>
<td>W</td>
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<tr>
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<td>Withdrawal Passing</td>
<td>*</td>
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<tr>
<td>WF</td>
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<tr>
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<tr>
<td>P</td>
<td>Pass</td>
<td>*</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>*</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit</td>
<td>*</td>
</tr>
<tr>
<td>NR</td>
<td>Grade not received</td>
<td>*</td>
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<tr>
<td>IP</td>
<td>Class in Progress</td>
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<tr>
<td>ADW</td>
<td>Administrative Withdrawal</td>
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<td>AWP</td>
<td>Administrative Withdrawal, Passing</td>
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<tr>
<td>AWF</td>
<td>Administrative Withdrawal, Failing</td>
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</tr>
</tbody>
</table>

*Not calculated in the grade point average.*
4.1.4 Architecture Program Policies/Procedures for Academic Evaluation

Admission to the Department of Architecture
To be admitted into the architecture program, a student must complete both a Judson College application and an architecture program application. Students are first admitted into Judson College before they are considered by the Department of Architecture for admission into the Architecture Program. Both applications must be received before the date specified in the architecture application. Space is limited in the Architecture Program, and not all applicants are admitted. The Department admits well-qualified students who meet certain academic standards in an Early Action Admission with an application deadline of November 30 and a second deadline of February 1.

Students admitted into the architecture program as freshmen are admitted first into the pre-professional years of the Program. Separate admission is required to be admitted into the professional and graduate years of the Program.

Transfer students without a background in architecture are placed as freshmen. Advance standing may be granted to transfer students with degrees or credit in architecture.

Requirements for Graduation with a BAAS Degree

Core Courses (General Education) Requirements*

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Core Courses (General Education) Requirements*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Christian Religion and Philosophy (12)</td>
</tr>
<tr>
<td>BST 101</td>
<td>Intro to Biblical Studies: Old Testament</td>
</tr>
<tr>
<td>BST 102</td>
<td>Intro to Biblical Studies: New Testament</td>
</tr>
<tr>
<td>BST Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>CRP 481</td>
<td>Faith and Life Issues</td>
</tr>
<tr>
<td></td>
<td>Communication Arts (12)</td>
</tr>
<tr>
<td>ENG ___</td>
<td>English Composition** (ENG 101 or higher)</td>
</tr>
<tr>
<td>ENG ___</td>
<td>English Composition** (ENG 102 or higher)</td>
</tr>
<tr>
<td>SPC 120</td>
<td>Foundations of Speech</td>
</tr>
<tr>
<td>ENG ___</td>
<td>an elective literature course: (ENG 360-363 or 461-463)</td>
</tr>
<tr>
<td></td>
<td>Exercise and Sport Sciences (1)</td>
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<tr>
<td>ESS ___</td>
<td>an elective activity course</td>
</tr>
<tr>
<td></td>
<td>General Studies (6)</td>
</tr>
<tr>
<td>GEN 101</td>
<td>Faith and Learning</td>
</tr>
<tr>
<td></td>
<td>Mathematics (3)</td>
</tr>
<tr>
<td>MAT 211*</td>
<td>Functions and Calculus I</td>
</tr>
<tr>
<td>PHY 237*</td>
<td>Physics (lab course)</td>
</tr>
</tbody>
</table>
Social Sciences (9)
- an intro course (ANTHRO 171, PSY 111, SOC 151) 3
- HIS 261 History of Civilizations I 3
- HIS 262 History of Civilizations II 3
- PHL 261* History of Philosophy 3

Art and Design (6)
- ART 111* Drawing I 3
- ART 211* Drawing II 3

* Architecture requirements

Successful completion of the CAAP exam (Collegiate Assessment of Academic Proficiency) is also required to receive the BAAS degree.

Credit Requirements for Graduation (BAAS)
- A minimum of 126 semester hours
- A minimum of 30 semester hours completed at Judson
- A minimum of 30 semester hours in courses at the 300 level and above
- A maximum of 66 hours of coursework in one discipline may be applied to degree requirements
- A maximum of 66 lower-division transfer hours may be applied to degree requirements
- A maximum of eight semester hours in physical education activity courses may be applied to degree requirements
- A maximum of eight semester hours of applied music and/or theatre (16 hours for fine arts majors) may be applied to degree requirements. Applied music and theatre courses are those in class and private study in music and music ensembles
- A maximum of 10 semester hours of independent study, readings in a divisional field, individualized study, or directed research may be applied to degree requirements

Admission to the Professional Program
During the spring semester of the second year of architecture study, students are required to apply to the Department of Architecture for admission into the professional years three and four. Applications are available in the Department office, and instructions are listed in the Handbook for Architecture Students. The following is required:

- A completed application form
- A portfolio of work completed by the student
- A letter of intent
- A transcript of grades to that point

Submissions will be evaluated by the Department of Architecture faculty. Criteria for entry into the professional years are the following:

- Scheduled completion of the pre-professional Program
- An overall GPA of 2.50 in liberal arts subjects
• An overall GPA of 2.75 in selected ARC subjects: ARC 231, 251; and DES 121, 122 and 231
• A portfolio of work that shows growing proficiency and promise of future success in the Program
• A letter of intent that indicates strong personal direction
• Approval by the Department of Architecture faculty based upon the applicant’s demonstrated commitment to the field of architecture through focus and perseverance and based upon demonstrated skills and understanding that would enable the applicant to successfully complete the Program

Conditional entry may be given to students of promise who do not fulfill the criteria. Students who receive conditional entry are expected to remove deficiencies after one semester.

Admission to the Graduate Program
Criteria for entry into the Judson College graduate year are the following:

• Successful completion of all requirements of the Judson College BAAS
• A cumulative Judson GPA of 2.75 or higher based on the last 96 credits taken
• A cumulative architecture GPA of 3.00 or higher based on the last 96 credits taken
• Presentation of a satisfactory portfolio of architecture design work
• Completion of a Judson College M.Arch. application form
• Completion of ARC 422, ARC 431, ARC 343, and ARC 452
• Written acceptance from the Judson College Department of Architecture faculty, based on the above
• Approval by the Graduate Council

The M.Arch application form is due by February 15 preceding the fall enrollment into the M.Arch program. Applicants will be notified by March 15.

Students must maintain a cumulative overall GPA of 2.75 and an architecture GPA of 3.00 to retain graduate status.

Requirements for Graduation
A student in both the Architecture Pre-Professional Program (BAAS) and the Architecture Professional Program (M.Arch.) must receive a C- or above in all subjects in the Architecture Core (i.e., subjects with a prefix of ARC) for that subject to count toward their graduation requirements. A grade of D+, D or D- is treated as an F grade and the course must be repeated satisfactorily.

Details of the above and other departmental policies and procedures are outlined in the Handbook for Architecture Students (See Section 4.7 of this Report.)
4.2 Studio Culture Policy

This policy has been included in the 2006-2007 Handbook for Architecture Students.

Preamble

The students, staff and faculty of the Architecture Department at Judson College share the responsibility of possessing and preserving the policies recorded in this Handbook. They build upon, rather than replace, the code of conduct stipulated in Judson College’s student handbook. Architecture faculty members are expected to model good behavior and hold students to the standards detailed in this Handbook. Students should encourage one another to maintain the Department’s policies. When policies are disregarded, it is a shared responsibility to bring the infraction to the attention of the proper authority and seek proper resolution.

Architecture Studio Culture

The most common definitions of “culture” include ideas of customs shared among a group of people separate from others in time and/or space, as well as the training or refinement of mind and manners. The Studio Culture policy affirmed by Judson College faculty and students is defined within both of these points of view: we recognize that our culture is distinct in architectural education as it responds to our unique college mission statement. Likewise it is consciously honed by faculty, staff and students as a place to instill, practice and gain expertise in best professional behaviors. This policy is established in an effort to preserve studios as productive work environments in which students cultivate the professional conduct expected in the practice of architecture. Judson’s studio culture responds to our overarching community principles (see above): most specifically the biblical mandates to love God and one another, and to thus engage one another in brotherly conduct. This will be manifest through a series of specific goals, and recognition of personal responsibility to ensuring the integrity of the culture, articulated here.

Faculty and students will pursue activities associated with the architecture studio in a manner which respects the broader goals of the Program and College.

Although the architecture curriculum maintains the traditional significance of the studio experience in a professional program, it will not institutionalize the common and destructive practice of elevating studio work over all other course-work, extracurricular activities and personal pursuits. Studio is recognized as the central part of a larger puzzle defined by college education and experience. To these ends, first and foremost, students are encouraged to work diligently during regular class time and normal waking hours as they pursue excellence in their architectural design. The studios will be closed by campus security at 2 a.m., leaving it to students’ better natures to ensure they receive proper rest during the night. Access to the building after the conclusion of classes each day is a privilege, not a right. If access to the Creekside building is not being used for coursework, the privilege will be revoked.
The physical setting of the architecture studio will express an open community that promotes positive self-expression and maintains a high-functioning workplace.

To formally represent the open environment which we strive to achieve, the studios will be maintained as open areas in which academic classes are clustered. Students may elect to bring bookcases or other small storage units into their work area but will not bring upholstered chairs, sofas, microwaves or the like into the studio; nor will they erect any wall, screen or other divider that visually disrupts the studio space or cordons them from the larger group physically and/or visually. Only partitions provided by the college will be permitted to divide studios by class level.

Arrangement of furnishings and equipment will be maintained to ensure their proper use by faculty and students who have classes in the building throughout the day. Furniture, equipment and other college property of all kinds may be moved only under the express approval of architecture faculty and for short-term arrangements to suit specific curricular goals, like studio reviews. It is every class’s responsibility to return furniture to its proper place at the conclusion of a review or other instance calling for the rearrangement of furniture.

Students who rearrange AV equipment must return it to proper working order at the conclusion of their meeting or class. This equipment is first and foremost for teaching and must be properly arranged for classes. It is inappropriate to use the classroom computer stations, slide projectors, digital projector, etc., for personal entertainment at any time of the day.

The overall environment of the architecture studio will respect everyone’s right to a professional space dedicated to focused and creative work.

At the start of each year, architecture majors are assigned to (or select) a work space which they can call their own for the academic year. It is each student’s privilege and responsibility to maintain a work space within the larger environment that is geared toward production, professionalism and intellectual exercise. Such academic discipline is in accord with relaxed attitudes, but with a recreational atmosphere.

The building will be kept clean and orderly; students are responsible for their individual work stations. All trash must be disposed of properly and in a timely manner. Students should maintain their own materials and equipment, and must not borrow materials, supplies or tools from colleagues without their specific permission. Students shall not interfere with, touch or move anyone else’s work. Classrooms are not to be considered after-hours studio space. Students will work in other parts of the building only when it is impossible to complete a project at their tables. (Warning: In-process projects left on any surface except individual work stations may be mistaken for trash and thrown away.)

At the conclusion of each semester, each studio area will be thoroughly cleaned by the students who used it. Anything remaining after the conclusion of final exams will be removed and discarded.
Design projects and personal items cannot be stored in the studio space during the summer. Any projects or personal items that remain after final exams will be thrown away. No exceptions are given except for emergencies verified by architecture faculty.

Students are expected to enjoy and personalize their work environment, but must do so with respect to others. Students may decorate their work spaces, but must be mindful of the studio as a public space, and refrain from displaying any items which may be offensive.

During class meeting times, the use of cell phones, radios, CD players and the like is restricted. None of these should be used during class hours unless specific permission is granted by the professor. When such permission is granted, headphones should be employed and cell phones should be set to vibrate. Even after hours, those who enjoy music while they are working should show consideration for those who prefer silence by using headphones.

Students may invite guests to their studio during class hours upon approval of the instructor. Visitors may remain in the studio through the early evening; but to maintain the proper work environment, no visitors should be in the studio after 8 p.m.

Proper and respectful attire is required in all classrooms as well as the studio. This includes shirts and shoes at all times for hygienic and safety reasons. Individual instructors will set dress code guidelines for presentation days.

Beverages, but not food, may be consumed while studio is in session; eating is permitted in the studios when not in session, as long as students maintain personal hygiene and environmental cleanliness. The AIAS store offers snacks and beverages for purchase; they should be consumed at the appropriate times.

The Architecture studio will be a place of open communication.

In a college which promotes critical thinking, the healthy exchange of different points of view is as important as the reinforcement of shared opinions. Just as they value individual people, faculty and students in Judson’s architecture program will value individual opinions and judgment, and will be encouraged to share them in a non-threatening environment.

Students are encouraged to engage their regular classmates in debate and discourse. This can be challenging in a program of Judson’s scale, which ensures that students largely travel from class to class together, and in which it can be tempting to give in to the fatigue born of familiarity. It thus requires concerted effort to reject complacency and embrace healthy friction. Even when not directed by a professor, students can (and should) talk about one another’s work, offering support for positive points and constructive criticism for areas in need of development.

Students are encouraged to discuss architectural matters with vigor; they are encouraged to know which of their opinions are founded on good evidence and which might be founded on matters of taste, and act accordingly. Confusing the two is academically lazy and leads to broken relationships. Avoid *argumentum ad hominem* (literally an "argument against the person," one which responds to an assertion by attacking the person presenting the assertion rather than the
assertion itself). Criticism should always be focused on projects rather than on their authors. At the same time, students must be mindful of the fact that critique is not directed at them but rather directed at the project that is external to them; they should not interpret genuine architectural critique personally. Faculty will seek to model good critical behaviors, especially promoting inter-student dialogues in the first years of the program to better enable their critical development.

**Absolute Prohibitions**

The program’s behavioral policies are best communicated through the positive principles described above which the faculty and students of Judson College strive to achieve. Within this positive code, specific prohibitions of especially serious consequence must be outlined in no uncertain terms.

The following items are highlighted here as they are not simply annoyances or hindrances to the functioning of our program, but rather potential threats to the safety and welfare of individuals. **Each is absolutely, explicitly and unequivocally prohibited and has no place in this community.**

- **Vandalism or theft** of department, division or college property (including, but not limited to, wood shop tools, computer equipment and art supplies)
- **Any use of aerosol products inside the building:** spray-paint, fixative, spray-mount and the like are potentially harmful to the facility and, more important, to human health
- **The use of aerosol products outside of the building:**
  - without proper underlay to catch all overspray residue, and/or
  - in proximity to Creekside or the parking lot so as to threaten to damage either the building or vehicles
- **Intolerance of any sort**, including sexual harassment, religious prejudice and racial slurs. Such may take the form of written and verbal language as well as the display of images that could be regarded as offensive or degrading
- **Verbal threats and physical intimidation**
- **Unwelcome physical contact of any sort**

**Dispute Resolution**

Unfortunately, but inevitably, there will be times of discord in any relationship; this is especially likely in an environment which demands that people spend a significant amount of time in a concentrated area. When disputes arise, students should strive to openly confront one another to resolve the problem. When this fails to achieve a resolution, students should go to their
professor or a program administrator to act as a mediator at the earliest possible opportunity. Problems should not be permitted to smolder.

In most cases, in the open environment the Program strives to cultivate, differences of opinion can and should be worked out among the parties in question. However, in the occurrence of the serious abuses highlighted in the section entitled “Absolute Prohibitions”—each of which is in conflict with college policy and/or local or federal law—students are discouraged from handling the situation themselves, but should instead report such wrongdoing to an architecture department administrator (department chair, assistant department chair, or graduate coordinator) at their earliest opportunity. It is part of the administration’s job to move the matter through the appropriate college channels, reporting to either the Dean of Student Affairs (for charges against students) or the Dean of Academic Affairs (for charges against faculty). The reporting student’s anonymity will be protected.

Egregious offenses by students against any aspect of this Studio Culture Policy (and/or against biblical conduct in general) will be taken seriously and acted on swiftly by department administration, which may pursue such corrective routes as:

- Confronting the offending students to discuss and correct their disruptive/destructive behavior
- Recommending that the appropriate instructor consider assessing a grade penalty
- Barring the student from entering Creekside after 5 p.m.
- Advising the Dean of Students to consider suspension or expulsion from the College

In the interest of preserving the Program’s integrity and individuals’ safety, it is essential that any student who is aware of prohibited activities being willfully pursued by student peers, faculty or staff not ignore the problem, but actively seek its resolution by reporting the misconduct. The admonition from Ephesians 4:15 to speak the truth in love does not suggest that the virtues of truth and love offer the choice between one of two options: it is not love to turn a blind eye to a problem in one of your colleagues and call it grace. This is potentially disastrous for our Program in general, and more importantly, for individuals
4.3 Required Courses

ARC 101  Tools and Media  1 credit

Course Description

Introduction to a wide range of materials and their manipulation with hand and power tools; cutting, assembly and finishing in a model-shop setting. Introduction to the Architecture Program and faculty, the profession and the discipline.

Student Performance Criteria

24 - Building Materials and Assemblies

Course Requirements

Ability to use model-shop tools and equipment. Completion of wood crafting tasks in wood model shop. Class attendance for lectures and presentations.

Prerequisites

None

Dates Offered

Fall and Spring semesters

Bibliography

None

Faculty

David Amundson
Course Description

Building construction/structural systems, materials and assemblies with specific emphasis on residential-scale projects.

Student Performance Criteria

14 - Accessibility
21 - Building Envelope Systems
24 - Building Materials and Assemblies

Course Requirements

Completion of assigned projects. Successful passing of tests and quizzes.

Prerequisites

PHY 237

Dates Offered

Spring semester

Bibliography


Faculty

Sergiu Burca, Tom Tristano
ARC 231  Architectural History/Theory I  3 credits

Course Description

The historical development of architecture and art from prehistory through the Middle Ages, emphasizing Western and Christian culture, with an introduction to Asian, African, Pre-Columbian American, Islamic, Buddhist, and Hindu traditions. The cultural values which shape the arts and architecture are underscored.

Student Performance Criteria

1 - Speaking and Writing Skills
13 - Human Diversity
8 - Western Traditions
9 - Non-Western Traditions

Course Requirements

Successful passing of tests and quizzes. Completion of assigned projects.

Prerequisites

ENG 101, or permission

Dates Offered

Fall semester

Bibliography

Stokstad. *A History of Art*.

Faculty

Jhennifer Amundson, Christopher Miller
Course Description

The historical development of architecture from the Renaissance through the twentieth century, including both “high style” and vernacular architecture. Specific emphasis is placed on aesthetic and architectural theory, building technology, and the cultural and individual values that shape architecture.

Student Performance Criteria

1 - Speaking and Writing Skills
13 - Human Diversity
8 - Western Traditions

Course Requirements

Successful passing of tests and quizzes. Completion of assigned projects.

Prerequisites

ARC 231 (Co-requisite: ARC 252)

Dates Offered

Spring semester

Bibliography


Faculty

Christopher Miller, Jhennifer Amundson
ARC 251  Architectural Design I  4 credits

Course Description

A series of small, constrained design projects that focus on issues of space and place making; light and structure; the influence of creativity; design heuristics; and architectonic formal compositional devices such as: analogies, patterns, parti-generation and manipulation of forms. The projects are paralleled by a study of theoretical principles and analysis from the formal and figural traditions.

Student Performance Criteria

3 - Graphics Skills
5 - Formal Ordering Systems

Course Requirements

Completion of assigned studio design projects

Prerequisites

DES 122 (Co-requisite: ARC 231)

Dates Offered

Fall semester

Bibliography

Additional resources by faculty choice.

Faculty

Ben Suzuki, Keelan Kaiser, Stacie Burtelson, G.E. Colpitts, Melisa Kaiser
ARC 252 Architectural Design II 4 credits

Course Description

Design problems of the domestic scale and residential type. Emphasis given to the site, climate, human issues and place; client identity and expression; traditional and current typologies; and the appropriate use of structures, materials and technology.

Student Performance Criteria

3 - Graphics Skills
6 - Fundamental Design Skills
7 - Collaborative Skills
12 - Human Behavior
14 - Accessibility
5 - Formal Ordering Systems

Course Requirements

Completion of assigned studio design projects

Prerequisites

ARC 231, ARC 251 (Co-requisites: ARC 222, ARC 232)

Dates Offered

Spring semester

Bibliography

Rowe. Design Thinking.
Stein & Spreckelmeyer. Classic Readings in Architecture.
Additional resources by faculty choice.

Faculty

Keelan Kaiser, Ben Suzuki, Stacie Burtelson, Melissa Kaiser
ARC 321  Environmental Technology I  3 credits

Course Description

Introduction to the ecological and environmental systems issues of architectural design. Lectures and problems related to the vernacular and environmental principles that impact architecture.

Student Performance Criteria

8 - Western Traditions
10 - National and Regional Traditions
15 - Sustainable Design
19 - Environmental Systems
22 - Building Service Systems

Course Requirements

Completion of assigned projects. Successful passing of tests and quizzes.

Prerequisites

ARC 252, ARC 222, (Co-requisite: ARC 351)

Dates Offered

Fall semester

Bibliography


Faculty

David Ogoli, Jack Kremers
Course Description

Design and analysis of commercial and institutional architectural construction systems, materials and assemblies.

Student Performance Criteria

15 - Sustainable Design
14 - Accessibility
21 - Building Envelope Systems
33 - Legal Responsibilities
24 - Building Materials and Assemblies
26 - Technical Documentation

Course Requirements

Completions of assigned projects. Successful passing of tests and quizzes.

Prerequisites

ARC 321, ARC 351 (Co-requisite: ARC 352)

Dates Offered

Spring semester

Bibliography


Faculty

David Amundson, Tom Tristano
ARC 331  Architectural History/Theory III  3 Credits

Course Description

A chronological and thematic overview of architecture in the United States from the time of European settlement to the present day. Special emphasis is placed on developments in architectural theory, professional practice, and architecture in Chicago and the Fox River Valley.

Student Performance Criteria

1 - Speaking and Writing Skills
13 - Human Diversity
8 - Western Traditions
10 - National and Regional Traditions

Course Requirements

Successful passing of tests and quizzes. Completion of assigned projects.

Prerequisites

ARC 232, ARC 252 (Co-requisite: ARC 351)

Dates Offered

Fall semester

Bibliography

Braunfels. *Urban Design in Western Europe.*
Tzonis and Lefaivre. *Classical Architecture.*

Faculty

Jhennifer Amundson, Christopher Miller
ARC 332  Architectural History/Theory IV  3 Credits

Course Description

Topics in city and landscape-making are investigated chronologically: long-standing cultural habits; political and religious representation; and effects of the modern economy, American suburbanization, and Western intellectual history for the city. Major attention given to Western cities and landscapes, lesser to non-Western cities.

Student Performance Criteria

1 - Speaking and Writing Skills
13 - Human Diversity
8 - Western Traditions
9 - Non-Western Traditions
10 - National and Regional Traditions

Course Requirements

Successful passing of tests and quizzes. Completion of assigned projects.

Prerequisites

ARC 331, ARC 351 (Co-requisite: ARC 352)

Dates Offered

Spring semester

Bibliography


Faculty

Jhennifer Amundson, Christopher Miller
**ARC 341  Structures I**  

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<th>Course Description</th>
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<td>Introduction to the basics of architectural structural systems and concepts. The topics of statics and strength materials are the content of this course.</td>
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**Student Performance Criteria**

18 - Structural Systems

**Course Requirements**

Completion of assigned projects and problems. Successful passing of tests and quizzes.

**Prerequisites**

PHY 237

**Dates Offered**

Fall semester

**Bibliography**


**Faculty**

Tom Jaeger, Jack Kremers, Robert Johnson
Course Description

Design and analysis of steel and wood structural systems.

Student Performance Criteria

18 - Structural Systems
24 - Building Materials and Assemblies

Course Requirements

Completion of assigned projects and problems. Successful passing of tests and quizzes.

Prerequisites

ARC 341 (Co-requisite: ARC 352)

Dates Offered

Spring semester

Bibliography

Manual of Steel Construction. 9th edition. AISC.

Faculty

Robert Johnson
<table>
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<th>Course Description</th>
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<tr>
<td>Design and analysis of concrete and masonry structural systems.</td>
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<td>Gus Domel</td>
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ARC 351  Architectural Design III  5 credits

Course Description

An urban design problem of medium density (building type) that introduces issues of physical and cultural context, site and building-type analysis, land use, master planning, and programming. The development of a civic building within this context.

Student Performance Criteria

3 - Graphics Skills  
4 - Research Skills  
2 - Critical Thinking Skills  
6 - Fundamental Design Skills  
7 - Collaborative Skills  
12 - Human Behavior  
11 - Use of Precedents  
14 - Accessibility  
17 - Site Conditions  
5 - Formal Ordering Systems  
16 - Program Preparation

Course Requirements

Completion of assigned studio design projects

Prerequisites

ARC 222, ARC 232 and ARC 252 (Co-requisites: ARC 321, ARC 331)

Dates Offered

Fall semester

Bibliography


Faculty

Jhennifer Amundson, Ben Suzuki, Keelan Kaiser, Christopher Miller, Tom Jaeger
ARC 352  Architectural Design IV  5 credits

Course Description

Architectural design developed in an urban setting culminating in the design of a performing arts center, library or a medium-density civic building. The process includes the integration of acoustical, technical and historical aspects.

Student Performance Criteria

- 3 - Graphics Skills
- 4 - Research Skills
- 2 - Critical Thinking Skills
- 6 - Fundamental Design Skills
- 7 - Collaborative Skills
- 12 - Human Behavior
- 11 - Use of Precedents
- 14 - Accessibility
- 17 - Site Conditions
- 5 - Formal Ordering Systems
- 16 - Program Preparation

Course Requirements

Completion of assigned studio projects

Prerequisites

ARC 351 (Co-requisites: ARC 322, ARC 332)

Dates Offered

Spring semester

Bibliography

Dennis, Michael.  Court and Garden: From the French Hotel to the City of Modern Architecture.
Rowe, Colin and Fred Koetter.  Collage City.

Faculty

Ben Suzuki, Jhennifer Amundson, Keelan Kaiser, David Ogoli
ARC 381  European Tour  5 Credits

Course Description

Tour guided by Architecture faculty of selected significant architectural environments in Western Europe. The tour will generally be focused in Italy, Switzerland and France.

Student Performance Criteria

13 - Human Diversity
8 - Western Traditions

Course Requirements

Completion of sketchbook documenting experiences and analysis of scheduled sites. Presentation of assigned study project.

Prerequisites

Permission of Architecture faculty

Dates Offered

Spring post-term

Bibliography

Numerous Western European books and documents
Margaret Visser. The Geometry of Love.

Faculty

All Architecture faculty
ARC 421  Environmental Technology II  3 Credits

Course Description

The development and integration of environmental systems within the architectural design process including mechanical and electrical systems.

Student Performance Criteria

12 - Human Behavior
15 - Sustainable Design
19 - Environmental Systems
20 - Life-Safety
22 - Building Service Systems

Course Requirements

Successful passing of tests and quizzes. Completion of assigned projects. Integration of technical systems in ARC 451 is the focused project.

Prerequisites

ARC 322, ARC 352 (Co-requisite: ARC 451)

Dates Offered

Fall semester

Bibliography


Faculty

David Ogoli, Jack Kremers
ARC 422  Environmental Technology III                     3 Credits

Course Description

The development and integration of environmental systems within the architectural
design process including lighting, acoustics, mechanical, electrical, communication, fire
safety, transportation, plumbing, structures, and construction systems.

Student Performance Criteria

12 - Human Behavior
15 - Sustainable Design
19 - Environmental Systems
20 - Life-Safety
22 - Building Service Systems

Course Requirements

Successful passing of tests and quizzes. Completion of assigned projects. Integration of
all systems in ARC 452 is the focused project.

Prerequisites

ARC 421, ARC 451 (Co-requisite: ARC 452)

Dates Offered

Spring semester

Bibliography

Stein and Reynolds.  Mechanical and Electrical Equipment for Buildings.  New
York:  John Wiley and Sons.

Faculty

David Ogoli, Jack Kremer
ARC 451    Architectural Design V    5 Credits

Course Description
The design of institutional building types, particularly churches and schools. Emphasis is on the understanding of sacred spaces and places. Technology and planning issues are integrated with philosophical and religious foundations.

Student Performance Criteria

3 - Graphics Skills        19 - Environmental Systems
4 - Research Skills        20 - Life-Safety
2 - Critical Thinking Skills 21 - Building Envelope Systems
6 - Fundamental Design Skills 22 - Building Service Systems
7 - Collaborative Skills  23 - Building Systems Integration
12 - Human Behavior        33 - Legal Responsibilities
11 - Use of Precedents     24 - Building Materials and Assemblies
14 - Accessibility        28 - Comprehensive Design
17 - Site Conditions       26 - Technical Documentation
5 - Formal Ordering Systems 16 - Program Preparation
18 - Structural Systems    22 - Formal Ordering Systems

Course Requirements
Completion of assigned design projects

Prerequisites
ARC 352, ARC 322, ARC 332 (Co-requisite: ARC 421)

Dates Offered
Fall semester

Bibliography

Faculty
Keelan Kaiser, Ben Suzuki, Christopher Miller
ARC 452  Architectural Design VI  5 Credits

Course Description

The design of a high-density urban project including high-rise commercial and office space environments. This project is a synthesis of the design, technology and historical sequences. All aspects of architecture are integrated and presented in this culmination of the architectural-design educational experience.

Student Performance Criteria

3 - Graphics Skills  19 - Environmental Systems
4 - Research Skills  20 - Life-Safety
2 - Critical Thinking Skills  21 - Building Envelope Systems
6 - Fundamental Design Skills  22 - Building Service Systems
7 - Collaborative Skills  23 - Building Systems Integration
12 - Human Behavior  33 - Legal Responsibilities
11 - Use of Precedents  24 - Building Materials and Assemblies
14 - Accessibility
17 - Site Conditions  26 - Technical Documentation
5 - Formal Ordering Systems  28 - Comprehensive Design
18 - Structural Systems  16 - Program Preparation

Course Requirements

Completion of assigned design projects

Prerequisites

ARC 451, ARC 421 (Co-requisite: ARC 422)

Dates Offered

Spring semester

Bibliography


Faculty

Tom Jaeger, Chuck Cassell, Ben Suzuki, Royce Earnest, Keelan Kaiser
ARC 556  Professional Practice I  3 Credits

Course Description

An introduction to the organizational, economic, legal, and ethical issues involved in the process of delivering architectural services. The course also focuses on the role of internship in preparation for licensure and practice. This is an on-line course.

Student Performance Criteria

1 - Speaking and Writing Skills
33 - Legal Responsibilities
26 - Technical Documentation
27 - Client Role in Architecture
29 - Architect’s Administrative Roles
30 - Architectural Practice
32 - Leadership
34 - Ethics and Professional Judgment

Course Requirements

Successfully complete assignments on-line. Successfully pass final exam.

Prerequisites

Admittance to the Graduate Program

Dates Offered

Fall semester

Bibliography


Faculty

Linda Grubb, Keelan Kaiser
ARC 561  Preceptorship I  0 Credit

Course Description

Student completes a minimum of nine to twelve months of full-time internship under the guidance of an appointed preceptor.

Student Performance Criteria

24 - Building Materials and Assemblies
25 – Construction Cost Control
26 - Technical Documentation
29 - Architect’s Administrative Roles
30 - Architectural Practice
31 - Professional Development
32 - Leadership

Course Requirements

Reports of activity and experience documented in Intern Development Program format to Architecture faculty. Submission of a portfolio of work upon completion of internship.

Prerequisites

Admittance to Graduate Program

Dates Offered

Fall and Spring semesters

Bibliography

To be announced

Faculty

All Architecture faculty
Course Description

Student completes a minimum of nine to twelve months of full-time internship under the guidance of an appointed preceptor.

Student Performance Criteria

24 - Building Materials and Assemblies
25 - Construction Cost Control
26 - Technical Documentation
29 - Architect’s Administrative Roles
30 - Architectural Practice
31 - Professional Development
32 - Leadership

Course Requirements

Reports of activity and experience documented in Intern Development Program format to Architecture faculty. Submission of a portfolio of work upon completion of internship.

Prerequisites

Admittance to Graduate Program

Dates Offered

Fall and Spring semesters

Bibliography

To be announced

Faculty

All Architecture faculty
Course Description

Community-oriented service project including design and design/build.

Student Performance Criteria

2 - Critical Thinking Skills
7 - Collaborative Skills
12 - Human Behavior
13 - Human Diversity
14 - Accessibility
17 - Site Conditions
22 - Building Service Systems
26 - Technical Documentation
16 - Program Preparation

Course Requirements

Full participation in assigned projects

Prerequisites

None

Dates Offered

Spring post-term

Bibliography

Applicable building and zoning codes

Faculty

David Amundson, Stacie Burtelson
Course Description

This course combines the fourth-year preparation for the internship experience with the on-line discussion and analysis of the actual experience and the on-line presentation of an economics and cost analysis project based upon office procedures and experiences. The final third of this course is a dialogue with faculty members that develops and defines the culmination studio or thesis design project to be executed in the sixth year.

Student Performance Criteria

16 - Program Preparation
25 - Construction Cost Control
29 - Architect’s Administrative Roles
31 - Professional Development
34 - Ethics and Professional Judgment

Course Requirements

Participation in internship preparation presentations and assignments. Completion of economics and cost analysis project. Development of design project definition.

Prerequisites

ARC 352

Dates Offered

Spring semester

Bibliography


Faculty

Keelan Kaiser, Jack Kremers
ARC 651    Culmination Design I  7 Credits

Course Description

An architectural design studio wherein the student explores his/her design philosophy in a two-semester design project. This is a culmination of the design studio experience under the direction of the studio faculty.

Student Performance Criteria

3 - Graphics Skills
4 - Research Skills
2 - Critical Thinking Skills
6 - Fundamental Design Skills
12 - Human Behavior
11 - Use of Precedents
14 - Accessibility
17 - Site Conditions
5 - Formal Ordering Systems
7 - Collaborative Skills
16 - Program Preparation

Course Requirements

Preliminary review and approval of design and/or thesis project according to criteria set by studio faculty

Prerequisites

Acceptance into the M.Arch. Program. Preceptorship.

Dates Offered

Fall semester

Bibliography

Varies

Faculty

Royce Earnest, Keelan Kaiser, Ben Suzuki
ARC 652  Culmination Design II  7 Credits

Course Description

Continuation and completion of ARC 651. Includes final presentation to and approval of the project by the faculty.

Student Performance Criteria

3 - Graphics Skills  5 - Formal Ordering Systems
4 - Research Skills  18 - Structural Systems
2 - Critical thinking Skills  19 - Environmental Systems
6 - Fundamental Design Skills  20 - Life-Safety
12 - Human Behavior  21 - Building Envelope Systems
11 - Use of Precedents  22 - Building Service Systems
14 - Accessibility  23 - Building Systems Integration
17 - Site Conditions  24 - Building Materials and Assemblies

Course Requirements

Approval of final design and presentation

Prerequisites

ARC 651, Culmination Design I

Dates Offered

Spring semester

Bibliography

Varies

Faculty

Royce Earnest, Keelan Kaiser, Ben Suzuki
ARC 656  Professional Practice II  3 credits

Course Description

A continuation of Professional Practice I with a focus on professional experiences and standards. A variety of viewpoints and disciplines is considered.

Student Performance Criteria

1 - Speaking and Writing Skills
33 - Legal Responsibilities
26 - Technical Documentation
27 - Client Role in Architecture
29 - Architect’s Administrative Roles
30 - Architectural Practice
32 - Leadership
34 - Ethics and Professional Judgment

Course Requirements

Completion of class assignments and reports. Successful passing of exams and tests.

Prerequisites

ARC 556

Dates Offered

Fall semester

Bibliography

The Architect’s Handbook of Professional Practice, Student Ed. 13th, John Wiley & Sons; 2002
Ethics and the Practice of Architecture, Barry Wasserman et. al.

Faculty

Curtis Sartor, Ed Shannon, Tom Jaeger
Course Description

Development of an architectural thesis that involves an architectural design project.

Student Performance Criteria

1 - Speaking and Writing Skills  5 - Formal Ordering Systems
3 - Graphics Skills           18 - Structural Systems
4 - Research Skills          19 - Environmental Systems
2 - Critical Thinking Skills  20 - Life-Safety
6 - Fundamental Design Skills 21 - Building Envelope Systems
12 - Human Behavior          22 - Building Service Systems
11 - Use of Precedents       23 - Building Systems Integration
14 - Accessibility          24 - Building Materials and Assemblies
17 - Site Conditions        28 - Comprehensive Design

Course Requirements

Preliminary review and approval of thesis project

Prerequisites

ARC 580

Dates Offered

Fall semester

Bibliography

To be announced

Faculty

All Architecture faculty
ARC 682  Thesis Project II  7 Credits

Course Description

Completion and presentation of thesis project begun in Thesis Project I.

Student Performance Criteria

- Speaking and Writing Skills
- Graphics Skills
- Research Skills
- Critical Thinking Skills
- Fundamental Design Skills
- Human Behavior
- Use of Precedents
- Accessibility
- Site Conditions
- Formal Ordering Systems
- Structural Systems
- Environmental Systems
- Life-Safety
- Building Envelope Systems
- Building Service Systems
- Building Systems Integration
- Building Materials and Assemblies
- Comprehensive Design

Course Requirements

Successful review and approval of project by Architecture faculty

Prerequisites

ARC 681, Thesis I

Dates Offered

Spring semester

Bibliography

To be announced

Faculty

All Architecture faculty
4.3.2 ARCHITECTURE ELECTIVES

ARC 691 Christian Worldview and Architecture 3 Credits

Course Description

The Christian worldview is defined, examined and compared to other worldviews. The impact of a worldview and how it is expressed in architectural design is discussed in a seminar setting. Issues such as imagery, stewardship, social service, aesthetic theory and proclamation are included. A final paper presenting the student’s individual worldview and its relationship to one’s architectural design process, product and goals is required.

Course Requirements

Participation in all seminar discussions and completion of assigned readings. Completion of final paper as a culmination of the M.Arch degree.

Co-requisites

Culmination Design II (ARC 652) or Thesis Project II (ARC 682)

Dates Offered

Spring semester

Bibliography

Ryken. The Liberated Imagination.
Finney. Seeing Beyond the Word.

Faculty

Kremers, Torgerson
Course Description

This course extends the representational capabilities of the student through various means of advanced explorations of visual, spatial and formal constructs, particularly using the digital media of modeling and graphics. The student will complete this course with experience in and improved communication skills through the use of digital technology and through the critical integration of a variety of representational methods.

Student Performance Criteria

3 - Graphics Skills
5 - Formal Ordering Systems

Course Requirements

A series of problems and explorations in freehand sketch, design media and communication media utilizing modeling software and graphic design software on Windows systems.

Prerequisites

ARC 352, Graduate standing or permission of instructor

Dates Offered

Fall or Spring semester, annually

Bibliography


Faculty

Keelan Kaiser, Stacie Burtelson
Elective

Course Description

This course extends the representational capabilities of the student through various means of web-related media, particularly using the digital media of modeling, graphic and web systems. Students will explore communication and publication strategies through Internet and Intranet systems as they potentially relate to architectural practice. Students will visit offices in the region that use web resources in creative and critical ways. They will become familiar with the different possibilities for digital architectural communication. Students will utilize Adobe Go-Live, Live Motion, Auto CAD 2000, Form-Z, Photoshop and Illustrator.

Student Performance Criteria

3 - Graphics Skills
5 - Formal Ordering Systems

Course Requirements

A series of problems and explorations in design media and communication media utilizing modeling software, graphic design software and web publishing software on Windows systems.

Prerequisites

ARC 352, Graduate standing or permission of instructor

Dates Offered

Fall or Spring semester, annually

Bibliography

Various Web resources.

Faculty

Keelan Kaiser, Stacie Burtelson
ART 425/625 Architectural Acoustics 3 credits

Elective

Course Description

This course consists of lectures, seminars, readings and field trips to large meeting rooms for speech and/or music, such as places of worship, theatres, concert halls, auditoriums. The purpose is to learn how to use sonic and physical changes that enhance the quality of the built environment. Topics include providing comfort and environmental protection to support human activities, through architectural forms that are aesthetically pleasing in the community and society at large.

Student Performance Criteria

19 - Environmental Systems
21 - Building Envelope Systems
23 - Building Systems Integration
26 - Technical Documentation

Course Requirements

Two tests, three case studies, several field trips and several homework assignments. Students will work individually on an assigned project, competition project or an actual building project by establishing acoustical design goals for different spaces in a building.

Prerequisites

ARC 321, ARC 352 or Graduate standing or permission of instructor.

Dates Offered

Fall or Spring semester, annually

Bibliography


Faculty

David Ogoli
ARC 426/626  Daylighting in Architecture  3 credits

Elective

Course Description

This course is part of the building sciences that relate architectural design to the physics of heat, light and sound. Environmental Technology I introduced students to theoretical, conceptual and practical relationships of the lighting environment that connect people, technology and architecture. Purpose: to learn how to use visual and physical changes that enhance the quality of the built environment. Aalto, Kahn, Mies and Wright, and others, have controlled the sensory environmental qualities such as heat, light, sound, etc., to accentuate their design concepts. Architectural lighting studies and practice should include the tasks of providing comfort and environmental protection to support human activities through architectural forms that are aesthetically pleasing to the community and society at large.

Student Performance Criteria

19 - Environmental Systems  23 - Building Systems Integration
21 - Building Envelope Systems  26 - Technical Documentation

Course Requirements

Lectures, seminars, readings, and field trips to buildings that integrate daylighting and electric lighting systems. Two tests, three case studies, several field trips and homework assignments. Individual work on an assigned project, competition project or an actual building project to establish lighting design goals for different spaces in a building.

Prerequisites

ARC 321, ARC 352, or Graduate standing or permission of instructor

Dates Offered

Fall or Spring semester, annually

Bibliography


Faculty

David Ogoli
### ARC 432/632  History of Architectural Theory  3 credits

**Elective**

**Course Description**

Study of primary works of architectural theory from antiquity to the modern period, considering how each reflects its writer’s culture and personal values, and informs his/her architectural design. Major thinkers (Vitruvius, Palladio, Laugier, Ruskin, Le Corbusier, etc.) and themes (the classical tradition, human analogy, materialism, morality, historicism) will synthesize this chronological study. Historical values will be considered within a contemporary Christian worldview.

**Student Performance Criteria**

1. Speaking and Writing Skills
2. Critical Thinking Skills
8. Western Traditions

**Course Requirements**

Papers, discussion and reading assignments

**Prerequisites**

ARC 331, ARC 332, ARC 352, Graduate standing in Architecture or permission of instructor

**Dates Offered**

Fall or Spring semester

**Bibliography**

Extensive reading list

**Faculty**

Jhennifer Amundson
Elective

Course Description

Humanity has chosen to worship the Triune God communally through the design and use of particular built environments. Our class is designed to provoke critical reflection on how these spaces for worship have helped to articulate and shape people’s understanding and experience of God. We will examine many different architectural expressions of worship space through time with an eye toward discerning how church buildings of the past may provide insight for church designs in the present and future.

Student Performance Criteria

1 - Speaking and Writing Skills
2 - Critical Thinking Skills
8 - Western Traditions

Course Requirements

Historical model assessment; design a renovation of a worship space; design a new worship space; participate in all class discussions and presentations.

Prerequisites

ARC 352 or Graduate standing or permission of instructor

Dates Offered

Fall semester

Bibliography

Vosko, R. Designing Future Worship Spaces. Selected readings.

Faculty

Mark Torgerson
Arc 600 Multiculturalism and Architecture 3 credits

Elective

Course Description

True architecture transcends different cultures, civilizations and time. Architecture is practical in a global community and in a pluralistic society. This course is intended to encourage awareness of and sensitivity to the images, patterns, and aesthetics that impact a pluralistic society as well as the diverse issues and patterns that generate the imagery of built forms. Students are challenged to both create responsive architecture and design responsibly. This course is an architectural exploration of the ethnicity and the unique cultural significance of three contemporary global communities/civilizations: the African community, the Asian community; and the Native American community.

Student Performance Criteria

<table>
<thead>
<tr>
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<td>1 - Speaking and Writing Skills</td>
<td>12 - Human Behavior</td>
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</table>

Course Requirements

Two-dimensional graphic composition; field trip with photographic assessment of selected culture; creation of three-dimensional artifact of selected culture; participation in class discussion and oral presentations.

Prerequisites

Arc 331, Arc 352, Arc 322, Arc 343

Dates Offered

Spring semester

Bibliography


Faculty

Curtis Sartor
4.4 Faculty Résumés

For the most part, these faculty vitae are not full résumés. Their purpose is to highlight new accomplishments and information since the previous APR (September 2003).

The Division of Art, Design and Architecture

The Architecture Department Administration
  Curtis J. Sartor, PhD., Department Chair & Professor
  Jhennifer Amundson, PhD. Assistant Department Chair & Associate Professor
  Keelan Kaiser, Professor & Graduate Coordinator

Full-time Architecture faculty teaching courses counting toward Architecture requirements
  Amundson, Jhennifer, Ph.D., RA
  Burtelson, Stacie
  Earnest, Royce, RA
  Jann, Marga, RA
  Kaiser, Keelan, AIA
  Kremers, Jack, AIA
  Miller, Christopher, Ph.D., RA
  Ogoli, David, Ph.D., Assoc. AIA
  Sartor, Curtis, PhD, NOMA, Assoc. AIA
  Suzuki, Ben

Part-time Architecture Faculty teaching courses counting toward Architecture requirements
  Amundson, David
  Burca, Sergio
  Cassell, Chuck
  Domel, August
  Farnsworth, Craig
  Grubb, Linda
  Jaeger, Thomas
  Johnson, Robert
  Kaiser, Melisa
  Torgerson, Mark
  Tristano, Thomas
<table>
<thead>
<tr>
<th>Courses taugnt at Judson</th>
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<td>ARCH 398 Pre-design Issues</td>
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<td>ARCH 398 American Architecture</td>
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<td>ARCH 272 Construction Systems &amp; Materials</td>
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<td>ARCH 201, 202, 203 Second Year Studio</td>
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</tbody>
</table>

**Educational Background**

- Ph.D. in Environmental Design w/ minors in Cultural Anthropology & Multi-Cultural Studies, 2002, Union Institute & University, Cincinnati.
- Certificate in Solar, Georgia Solar Coalition (Sustainable Design Coalition), Atlanta, 1981.
- Bachelor of Arts in Architectural Science, 1976, Tuskegee Institute.

**Teaching & Admin. Experience**

- **SPSU**, 8/88–5/05, Associate Professor, School of Architecture, Civil Engineering Technology and Construction.
- Promoted to Associate Professor, 1993, Tenured Associate Professor, 1995.

**Institutional & Public Service**

- Participant, Architecture Discovery Workshop, Summer 2006.
- Design Charrette Participant for Elgin Academy, Media, Science, and Fine Arts Center, Dr. John Cooper, Head of School, Elgin IL, January 2006.
- Judge, storefront design for Window Wonderland, Downtown Neighborhood Assoc., Elgin, IL.
- Doctoral Committee member for the Union Institute & University, 2002-2006.
- Participant, AEC/CADD College Night 2005, Joliet Junior College, Joliet, IL.

**Professional Experience**

- **President, Sartor & Sartor, Inc./Vice President, Mecurrius Design Inc.**, 1985–2005.
- **Stanley, Love-Stanley, P.C.**, Atlanta, Consulting, 1979-1986. **Project Architect** for the Atlanta-Fulton County Public Library, Peachtree Branch (in association with TVS&A); the Grammy Museum & Hall of Fame (in association with Aeck Associates); Law Offices for Arrington, Biggins & Horn; Club Atlanta Entertainment Complex; &
Morehouse Medical School Multi-Media Center (in association with Dorothy McDuffie Associates).

**Richard Rothman & Associates, P.C., Atlanta, 1983-1985. Project Architect** for renovation of the Biltmore Hotel, the Piedmont Condominiums, the Clenet Townhouses, & St. Andrews Apartments, all in Atlanta. **Project Architect** for new construction of Jyan Film Studio, Atlanta, & bus shelters for the City of Tampa, FL.

**Harris & Partners, P.C., Atlanta, 1979-1983. Job Captain** for renovation of Old Stanton High School, Jacksonville, FL; Hamilton High School, Scottsdale, GA, & Lynwood High School, Atlanta. **Job Captain** for new construction projects including Jason’s Restaurant & Disco, Tuskegee, AL; Hiram Grand Lodge, Baltimore; Boulevard North Medical Building, Atlanta, & Vine City Streetscaping in Atlanta.

**Lawrence Halprin & Associates, San Francisco. Project Draftsman** for Pedestrian Skyways, Sioux City, IA & Pedestrian Mall & Street Graphics, Greenville, SC.

### JHENNIFER A. AMUNDSON, PhD
Associate Professor of Architecture & Assistant Department Chair

#### Courses Taught
- ARC 231 Architectural History/Theory I
- ARC 232 Architectural History/Theory II
- ART 325 Art History I
- ARC 331 Architectural History/Theory III
- ARC 351 Architectural Design III
- ARC 352 Architectural Design IV
- ARC 381 European Architectural Study Tour
- ARC 432/632 History of Architectural Theory

#### Educational Background
- M.Arch, University of Illinois, Urbana-Champaign, 1993.
- BSAS, University of Illinois, Urbana-Champaign, 1990.

#### Teaching Experience
- **Judson College**, Elgin, IL
  - Division of Art, Design and Architecture, Dept. of Architecture
  - Associate Professor, 2004–Present. Assistant Professor, Fall 2001–2003.
- **North Carolina State University**, School of Design
  - Assistant Professor of Architecture, Spring 1999 - Spring 2001.
- **University of Delaware**, Art History Department
- **University of Illinois**, School of Architecture, Architectural History Dept.

#### Registration
- Registered Architect, Illinois

#### Research, Scholarship & Publications


<table>
<thead>
<tr>
<th>Institutional &amp; Public Service</th>
<th>AY 0607, College Assessment: Criterion 4 Committee (faculty &amp; staff development.).</th>
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<tr>
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<td>AY 0405, 0506, Assistant Chair, Architecture Department.</td>
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<td>AY 0405, Search Committees in Architecture (for faculty and chair positions).</td>
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<td>AY 0304-0405 President’s Advisory Committee.</td>
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<tr>
<th>Professional Memberships</th>
<th>Society of Architectural Historians</th>
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<td>Institute of Classical Architecture</td>
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<td>Vernacular Architecture Forum</td>
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| Honors & Awards               | 2006, Homer and Margaret Surbeck Summer Research Program.                       |
|-------------------------------| 2003, National Endowment for the Humanities Summer Stipend.                    |
|                               | 2003, Winterthur Museum and Library Research Fellowship.                        |
|                               | 2003, Graham Foundation Grant (with Athenæum of Philadelphia).                 |
|                               | 2003, Athenæum of Philadelphia Charles E. Peterson Fellowship.                 |
| STACIE L. CAMPBELL BURTELSON  
Assistant Professor of Architecture |
|---|---|
| **Courses Taught** | ARC 251 Architectural Design I  
ARC 252 Architectural Design II  
ARC 231 Digital Tools I  
ARC 575 Community Outreach |
| **Educational Background** | M.Arch, Mackintosh School of Architecture, Glasgow School of Art, University of Glasgow, 1998.  
B.S.A.S., University of Illinois, Champaign-Urbana, 1992. |
| **Teaching Experience** | Judson College, Elgin, IL  
Division of Art, Design and Architecture, Dept. of Architecture  
Assistant Professor of Architecture, 2003–present |
| **Professional Experience** | Macintosh School of Architecture, Glasgow, Scotland, 2001–02, Lead research assistant: study examining and proposing a restructuring of the architecture student part-time mode that utilizes Distance Learning and Open University type teaching methods.  
Macintosh School of Architecture, Glasgow, 1998-02, Digital & CAAD Lecturer/Tutor: Student & staff development trainer / lecturer in CAAD & various digital media including Autodesk applications, MicroStation, Adobe CS2 applications and Macromedia Director  
Campbell Glasshouses Inc., Lincolnshire, Illinois, 1993-present Design Consultant: project design for commercial and residential glass structures |
| **Honors, Awards & Proficiencies** | American Women Overseas, grant award for postgraduate studies.  
Children’s Memorial Hospital Scholarship Award  
Earl Prize Award Nominee  
Architectural Desktop, MicroStation, 3DStudioVIZ, Rhino, PageMaker, Photoshop, Illustrator, Macromedia (MAC&PC) Director, Shockwave, PowerPoint, SPSS, MiniTab |
| **Professional Membership** | Royal Institute of British Architects (RIBA) associate member  
Education in Computer Aided Architectural Design in Europe (eCAADe) |
Royal Incorporation of Architects in Scotland (RIAS), member
Computers in Art & Design Education (CADE)
Professional American Women Oversees (AWO), member

**Institutional & Public Service**
- RAW—Reality at Work in Scotland, leader
- Habitat for Humanity, McHenry Affiliate Project Leader
- Awana, youth leader
- Bedrock Leader, Harvest Children’s Ministries
<table>
<thead>
<tr>
<th>ROYCE M. EARNEST</th>
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<td>Assistant Professor of Architecture</td>
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</table>

**Courses Taught**
- ARC 251 Architectural Design I
- ARC 252 Architectural Design II
- ARC 452 Architectural Design VI
- Graduate seminar: Readings in the History of Landscape Architecture

**Educational Background**
- Master of Architecture, North Carolina State University, 1985
  - Thesis: *The Dialectic of the Circumstantial and Ideal*, an investigation of campus planning, and its adjustment over time to accommodate changes; particularly investigating the interaction of design concepts with pragmatic and programming concerns.
- Polytechnic of the Southbank, London, one semester of study.
- BS in Architecture, University of Virginia, 1979.

**Teaching Experience**
- **Judson College**, Elgin, IL
  - Division of Art, Design and Architecture, Dept. of Architecture
  - Associate Professor of Architecture, 2002 - Present
- **North Carolina State University**
  - Teaching Assistant
  - **Teaching, professional juries**
    - Judson College, Elgin, IL. North Carolina State University.
    - University of Wisconsin-Milwaukee, guest critic on undergraduate reviews.
    - AIA jury for awards program for Central Pennsylvania AIA.
    - AIA jury for awards program for Kansas AIA.

**Professional Experience**
- **R.E. Architects**, Racine, WI, 2000–Present
  - Principal: Design competitions, residential and public development projects
- **Architectural Associates Ltd**, Racine, WI, 1996-1999
  - Project Architect: managed the projects from planning and development through construction observation. Marketing.

**Awards, Professional Activities & Publications**
- Session moderator, ACSA regional meeting, Fall 2004.
- Carroll County Library & Senior Center, featured in *Architecture*, June 1995.
- Baltimore AIA award: Carroll County Library.
- Baltimore AIA award: Bryn Mawr School Library & Administration Building.
Wood Council Award: The Klein Residence.
Baltimore Chapter AIA Newsletter: various book reviews.
AIA School Medal for Excellence at North Carolina State University

**Professional Membership**

Member of the Society of Architectural Historians
Member of Baltimore Architecture Foundation. Member of committee to catalog and exhibit drawings in the Foundation archives.
Board Member, Northeastern Pennsylvania Chapter of the AIA.
MARGA JANN, AIA, RIBA
Assistant Professor of Architecture

Courses
ARC 451 Design Studio V
Taught
DES 121

Educational Background
Master of Studies (Architecture & Engineering), Interdisciplinary Design for the Built Environment, Cambridge University, Cambridge, UK, 2006
Bachelor of Arts (with Honors) in Art & Sociology/Anthropology, Swarthmore College, Swarthmore, PA, 1972.

Teaching & Admin. Experience
Colombo School of Architecture & University of Moratuwa, Sri Lanka, Fulbright Senior Scholar Visiting Professor; 05-06.
C. S. Lewis Summer Institute, Oxford & Cambridge, UK, Faculty Seminar Leader, Summer 2005.
Department of Civil & Environmental Engineering / Institute of Design
Affiliate, Center For Social Innovation (Graduate School of Business), Stanford.
Taught ART 249 Live Project Design Studio: Mexico, CEE 137.
Design Studio Critic / Lecturer: Spring 99-01 (Art), 02-05 (Cee); Summer 00-03 (Haas Center for Women and Gender; Institute for the Environment; World Association for International Studies (Wais), to date.
Stanford Overseas Studies Program, Paris, in Conjunction with Sciences Po – Cycle d’Urbanisme, Paris; Fall Quarters 99, 03 (language of instruction: French)
(with Interns/Tutorials Summer 99 Mexico / Fall 00 Paris / Summer 03 & 04 Paris)
Ecole Nationale des Ponts et Chaussées – Dfi ; Paris, Design Studio Critic / Maître de Conférence: Architecture Studio; Winter Quarter 99-00, Fall Semesters 00-05; Mba Program, Fall Semester 01-02, (language of instruction: English).

Professional Experience
Poetic License (Poetic License International Architecture & Design Collaborative), 1979 to date (www.PoeticLicenseIntl.com); Principal numerous projects.

Honors & Awards (1978 to date)
Numerous French Competition prizes and exhibitions (Biennale de Paris, Espace Cardin, Agora d’Evry; National Academy of Design, NY).
Design Awards include (partial listing):
Centre de Quartier des Hauts Toupets (10 Public Works Competitions), Cergy-Pontoise.
Award: Prototypical Design for Social Tourism (“Plan Construction”)/Ski Lodge, Savoie.
Award for 5000 Solar Houses (Ministry of Housing and Urbanism), Maison Echo, France
Award for Reconstruction of a City Block and Factory Conversion, Calais.
Fourth Prize Winner, Ministry of Finance (with MBA), Paris.
AIA (Roch NY Chapter) Design Award for Orphanage in Pune, India.
Laureat, Groupe scolaire “Le Manet”, Montigny le Bretonneux, France.
“HOT 5” Winner for 143 Solar Housing Units (“Plan Construction”), Chambery, France.

**Fulbright Senior Scholar Professorship** (tsunami-related reconstruction live projects, Sri Lanka / S Asia), 2005-2006.

**International Federation of University Women Recognition Award** (Switzerland), 2005.

**Fello, Cambridge European Society, 2004.***

**C.T. Taylor Fellowship, Cambridge, UK, 2004.***

**William George Collins Endowment Fund Grant, Cambridge, UK, 2004.***

**French Embassy Award, Cambridge European Trust, 2004.***


**Program in Ethics in Society Course Development Award** (w/ D Nieh & M Fischer), Stanford, 2002-2003.


**Haas Center for Public Service Fellowships** (with K Branch, D Nieh & M Fischer), Stanford, 2000-2002.

Numerous grants for design development for and through the Open Door Mission, including Eastman Kodak Foundation, Rochester Council on the Arts, Mobile Corporation; Roch, NY, 1995-1998.

New York State Council on the Arts; two grants for design research/development for a Native American Cultural Centre, at Tonanwanda Indian Reservation, NY, 1992, 1993.

---

**Professional Membership**
- Ordre des Architectes (Inactive) - Numéro Général D’inscription 27123
- New York State License Certificate No. 016420-1 (1983)
- Royal Institute of British Architects No. 6325467
- International Federation of University Women
- American Institute of Architects #30018080
- Current Registration: New York
- Maison des Architectes (Paris)
- Architects Without Borders

**Publications, partial listing**
- “Sacred Architecture in the Contemporary World,” paper delivered at Theology and the Built Environment Colloquium, Calvin College, MI, May 2004.

**About my work, partial listing**
- Fulbright Annual Report 2005-2006; Sri Lanka Sunday Observer (Sl);
- Architectural Digest (Us/Fr); A + U (Japan); Connaissance Des Arts (Fr);
- Sunday Observer (Sri Lanka) ; Stanford Report (US); Palo Alto Weekly (US);
- Le Journal De L’équipement (Fr) ;Lettre Des Ponts (Fr) ;Journal Des Grandes Ecoles (Fr) ;Moscow Times (Russia); Old House Journal (US); Rochester Business Journal (US)
- Democrat And Chronicle (US); Le Nouvel Observateur (Fr); Architektur + Wohnen (Germany); Architectural Painting (Grow, Rizzoli); Architecture Interieure - Cree (Fr);
- Ornamentalism (Jensen & Conway, Potter Inc); Urbanism (US);Albums de la Jeune Architecture (Fr) ; Der Spiegel (Germany) ;Amc (Architecture Mouvement Continuite) ; Chantiers Cooperatifs (Fr) ; H (Revue De L’habitat Social) ; Domus (It)L’architecture d’Aujourd’hui (Fr) ; Architectural Design (UK) ; Urbanisme (Fr) ; Dupe Demain L’architecture (Fr); Casabella (It); Domus (It); Progressive Architecture (US);
- Recherche et Architecture (Fr) ; Connaissance des Arts (Fr) ; The New York Times (Home Section); Plan Construction Architectu Et Climat (Hot 5 Supplement) ; Evry Ville Nouvelle La Lettre D’epevry (Fr).
KEELAN KAISER, AIA
Professor of Architecture, Graduate Coordinator

Courses Taught
ART 121 Design I
DES 231 Digital Tools I
ARC 252 Architectural Design II
ARC 410/610 Advanced Digital Representation I
ARC 451 Architectural Design V
ARC 651/652 Cumulative Design Studios

Educational Background
Master of Architecture, University of Nebraska—Lincoln, 1993
Emphasis: History and Theory/Computer Technology
BS in Architecture, University of Nebraska—Lincoln, 1991
Emphasis: Design and Structural Systems

Teaching Experience
Judson College, Elgin, IL
Division of Art, Design and Architecture, Dept. of Architecture
Associate Professor of Architecture, 2001–Present
Assistant Professor of Architecture, 1998–2001
University of Nebraska—Lincoln, College of Fine & Performing Arts
Department of Art and Art History
Visiting Assistant Professor 1996 - 1998
University of Nebraska—Lincoln, College of Architecture
Department of Architecture
Adjunct Assistant Professor 1994 - 1996

Professional Experience
Kaiser/Wang Architects, Chicago, IL, 1998–Present
(formally common DIVERGENCE). Principal: Residential, Light Commercial,
Community/Ministry Planning and Design

Registration & Membership
Registered Architect: Illinois, Tennessee, Nebraska
AIA, Chicago
Chicago Green Building Council

Professional & Creative Activities
Presenter at the U.S. Green Building Council, Chicago Chapter LEED Extra
Credit Seminar Series, October 2005.
Co-Editor, Quickened Sense of Place, Judson College Dept. of Architecture
Conference Co-Chair, 2004 ACSA Central Regional Meeting, hosted by Judson
College Dept. of Architecture.
Judson College, Annual Faculty Shows.

Institutional & Public Service
ACSA/AIA Teachers Conference, Cranbrook Academy of Art, 2001
Masterpiece Ministries, Board of Directors, Lebanon, TN, 2000–Present
Harper College, Department of Architectural Technology, Board of
Advisors, Palatine, IL, 1999–Present
JACK ALAN KREMERS
Assistant Professor of Architecture

Courses Taught
- ARC 561 Preceptorship I
- ARC 562 Preceptorship II
- ARC 580 Professional Development
- ARC 691 Christian Worldview and Architecture
- ARC 341 Structures I

Educational Background
- Master of Architecture, University of Michigan, May 1966
- Bachelor of Architecture, University of Michigan, May 1964
- Calvin College, two years, liberal arts

Teaching Experience
- Judson College, Elgin, IL
  Chair, Department of Architecture, 2000–2003
- Professor of Architecture, 1999–2006.
- Kent State University, School of Architecture & Environmental Design
  Emeritus Professor of Architecture, Kent State, January 1999
  Associate Professor of Architecture, Kent State, Sept. 1973–1980

Professional Experience
- Jack Alan Kremers, AIA, September 1969–Present
  Architect and consultant / design and environmental analysis.

Registrations
- Registered Architect: Illinois, Ohio, Michigan; NCARB certified

Research, Scholarship & Publications
- “The Arts, Aesthetics and Public Worship,” 2002 summer seminar at Calvin College, directed by Dr. Nicholas Wolterstorff.
- Evangelical Worship and Church Architecture: The Role of the Architect” Paper as a result of summer seminar.
- Author of two chapters in Encyclopedia of Architecture, Chicago.
- “The Sears Tower” and “Boston City Hall”, 2003.

Honors

Professional Membership

Academic, Professional & Public Service
- Judson College, Academic Policies Committee, Chairs Committee, Committee on Committees, Honorary Degree Committee.
- Friendship Village Retirement Community Board of Directors
- AIA, N.E, Illinois, Board of Directors, 2000-2002
CHRISTOPHER MILLER, Ph.D.
Associate Professor of Architecture

<table>
<thead>
<tr>
<th>Courses Taught</th>
<th>Courses Taught</th>
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</thead>
<tbody>
<tr>
<td>ART 326 History of Art II</td>
<td>ARC 332 Architectural History/Theory IV</td>
</tr>
<tr>
<td>ART 328 History of Design II</td>
<td>ARC 351 Architectural Design III</td>
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<td>ART 381 European Study Tour</td>
<td>ARC 400 Practicing Theory</td>
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<table>
<thead>
<tr>
<th>Educational Background</th>
<th>Educational Background</th>
</tr>
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<tbody>
<tr>
<td>PhD in History of Art, McIntire Dept. of Art, Univ. of Virginia, Charlottesville, 1999.</td>
<td>Dissertation—Virtues of civil architecture: rhetoric and persuasion in Alberti’s theory of ornament.</td>
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<table>
<thead>
<tr>
<th>Teaching Experience</th>
<th>Teaching Experience</th>
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<tbody>
<tr>
<td>Judson College, Elgin, IL</td>
<td>Division of Art, Design and Architecture, Dept. of Architecture</td>
</tr>
<tr>
<td>Associate Professor of Architecture, Fall 1999–Present, Tenured, 2005.</td>
<td>Associate Professor of Architecture, Fall 1999–Present, Tenured, 2005.</td>
</tr>
<tr>
<td>University of Virginia, McIntire Dept. of Art, Instructor, upper-level undergraduate seminar, Spring semester 1997.</td>
<td>University of Virginia, McIntire Dept. of Art, Instructor, upper-level undergraduate seminar, Spring semester 1997.</td>
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<table>
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<th>Professional Experience</th>
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<th>Registrations</th>
<th>Registrations</th>
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<tr>
<td>Registered Architect: Commonwealth of Virginia</td>
<td>Registered Architect: Commonwealth of Virginia</td>
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<table>
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<tr>
<th>Publications</th>
<th>Publications</th>
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<tbody>
<tr>
<td>“A tempered architecture as a tool for conviviality in a trans-modern world: morphogenetically typological, culturally sustainable, and localistic.” Provisional title for manuscript in draft.</td>
<td>“A tempered architecture as a tool for conviviality in a trans-modern world: morphogenetically typological, culturally sustainable, and localistic.” Provisional title for manuscript in draft.</td>
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<tr>
<th>Research &amp;</th>
<th>Research &amp;</th>
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<tr>
<td>Professional Membership</td>
<td>Congress of New Urbanism; member Chicago Society of Architectural Historians Institute of Classical Architecture &amp; Classical America, member Society of Architectural Historians</td>
</tr>
</tbody>
</table>
# DAVID MWALE OGOLI, PhD
**Associate Professor of Architecture**

| Courses Taught | ARC 321 Environmental Technology I  
ARC 425/625 Architectural Acoustics  
ARC 400/600 Architectural Lighting  
ARC 421 Environmental Technology II  
ARC 422 Environmental Technology III  
DES 231 Digital Tools I  
|

| Educational Background | PhD, University of Florida, 2000  
Master of Philosophy, Cambridge University, United Kingdom, 1994  
Bachelor of Architecture, University of Nairobi, 1988  
|

| Teaching Experience | Judson College, Elgin, IL  
Division of Art, Design and Architecture, Dept. of Architecture  
Associate Professor of Architecture, 2005–present  
Assistant Professor of Architecture, 2001–2005.  
Cornell University, Department of Architecture  
University of Florida, School of Architecture  
University of Nairobi, 1994, Visiting Lecturer in Architecture.  
|

Consultant in Architectural Acoustics  
|

| Registration | Registered Architect: Kenya  
|

“Building (thermal mass) in dynamic diurnal cycles,” in ASHRAE Transactions at the 2003 ASHRAE Annual Meeting, August 2003, Kansas City, MO.  
|

| Honors & Awards | Fellowship Award for ACSA 2002 Technology Conference on Technology and Housing” Oct. 2002, Portland, OR.  
|
Professional Membership
American Institute of Architects
American Society of Heating Refrigerating, and Air-conditioning Engineers (ASHRAE)
International Society of Building Science Educators (SBSE)
Acoustical Society of America (ASA)
International Solar Energy Society / American Solar Energy Society
Illuminating Engineering Society of North America (IESNA)
International ASTM (American Standards and Testing Methods)
U.S. National Fire Protection Agency (NFPA)
Fellow of the Cambridge Commonwealth Society in United Kingdom
Architectural Association of Kenya (AAK)
Board of Registration of Architects and Quantity Surveyors, Kenya
BEN KIM SUZUKI  
Professor of Architecture

<table>
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<th>Courses Taught</th>
<th>DES 121 2D Design</th>
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<td>DES 122 3D Design</td>
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<td>ARC 251 Architectural Design I</td>
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<td>ARC 252 Architectural Design II</td>
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<td>ARC 352 Architectural Design IV</td>
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<td></td>
<td>ARC 400 East Meets West: A Search for Authenticity in Architecture</td>
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<td>ARC 452 Architectural Design VI</td>
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**Educational Background**  
Master of Architecture, Harvard University  
Graduate School of Design, 1986  
Admission with advance standing, Fall 1982.  
BS in Architecture, University of Michigan, 1982  
College of Architecture and Urban Planning  
Class Honors, March 26, 1982.

**Teaching Experience**  
Judson College, Elgin, IL  
Division of Art, Design and Architecture, Dept. of Architecture  
Associate Professor of Architecture, Fall 1999–Present  
Adjunct Professor of Architecture, Fall 1998

**Professional Experience**  
President/Principal Designer: architecture and urban design consultant for architectural companies in Korea, Japan, and USA. Projects involve commercial, institutional, and residential buildings.  
SK-Telecom Dae-Jeon regional Office Tower Design Competition, South Korea, 2002 Principal Designer, First Place.

**Publications**  

**Professional & Creative Activities**  
American Institute of Architects, Northeast Illinois.  
Celebrate Architecture 2001 Honor Awards.
DAVID M. AMUNDSON
Adjunct Professor of Architecture

Courses Taught
ARC 101 Tools and Media
ARC 375 Community Service

Educational Background
Master of Architecture, University of Illinois, Urbana-Champaign, 1993
Emphasis: Housing Design.
BSAS, University of Illinois, Urbana-Champaign, 1990. High Honors.

Teaching Experience
Judson College, Elgin, IL
Division of Art, Design and Architecture, Dept. of Architecture
Adjunct Professor of Architecture, 2002–Present.
North Carolina State University, School of Design

Professional Experience
Architektur, PA, Raleigh, NC, 1999–2000
Commercial and residential work.

Registration
Registered Architect: Illinois

Institutional & Public Service
Habitat for Humanity of Northern Fox Valley, Member, Board of Directors,
August 2002–Present.
Judson College Habitat for Humanity Student Chapter, Faculty Advisor,
October 2002–Present.
AUGUST W. DOMEL, PhD, P.E.
Adjunct Professor of Architecture

Courses Taught
ARC 343 Structures III

Educational Background
JD, Attorney at Law, Loyola University, 1992
PhD, Civil Engineering (Structural), University of Illinois at Chicago, 1988
MS, Civil Engineering (Structural), Illinois Institute of Technology, 1985
BS, Civil Engineering, Bradley University, 1982

Teaching Experience
Judson College, Elgin, IL
Division of Art, Design and Architecture, Dept. of Architecture
Adjunct Professor of Architecture, 1999–Present.
Illinois Institute of Technology, Chicago, IL
Adjunct Professor, 1992–present.

Professional Experience
Engineering Systems, Inc., Aurora, Illinois
Manager of Structural Engineering, 1996–present.

Registration
Registered Structural Engineer: Illinois.
Registered Professional Engineer: Illinois, Indiana, Iowa, Michigan, Minnesota,
Missouri, Wisconsin, New York, Louisiana, Texas.
Safety Training: Department of Labor (OSHA) Authorized Construction Trainer:
Fall Protection, Excavation Safety, Confined Space Hazard, Scaffolding, Concrete
Hazard Awareness, Steel Erection Hazard Awareness.
Building Code Certification.
BOCA One & Two Family Building Inspector.

Professional Membership
Structural Engineers Association of Illinois, Member
American Concrete Institute: ACI 370 Concrete Pedestal Water Tanks
American Bar Association:
Member, Forum on the Construction Industry
Member, Construction Litigation Committee
<table>
<thead>
<tr>
<th>LINDA F. GRUBB</th>
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<tr>
<td>Lecturer – Architecture</td>
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**Courses Taught**
- ARC 556 Professional Practice I
- ARC 461 Introduction to Historic Preservation

**Educational Background**
- B.Arch., Kansas State University, Manhattan–1968
- Emphasis: Design, Structural Systems and City Planning

**Teaching Experience**
- Judson College, Elgin, IL, Division of Art, Design and Architecture, Dept. of Architecture, Lecturer, 2000 – Present

**Professional Experience**
  - Sole-proprietor: residential, museums, historic preservation.

**Registration**
- Registered Architect: Illinois, Virginia

**Professional Conferences**
- APT / Heritage Preservation Conference, scheduled speaker and panelist, 2003, Portland, ME

**Continuing Education**
- Historic Preservation Courses: Campbell Center for Preservation Studies; Iowa State University Extension; National Trust for Historic Preservation; Association for Preservation Technology; American Institute of Architects; Colonial Williamsburg Foundation.
- Architectural Design & Construction Technology Courses: Harvard Graduate School of Design; American Institute of Architects; Western Wood Products Association; APA – engineered Wood Products Association; Midwest Environmental & Industrial Health Training Center, UIC School of Public Health; Access Living.

**Professional Membership**
- American Institute of Architects, national chapter; Northeast Illinois Chapter, Director; Co-Chair, Historic Resources Committee.
- National Trust for Historic Preservation.
- Association for Preservation Technology.
- Landmarks Preservation Council of Illinois.
- Barrington Area Historical Society; Board of Trustees, Preservation Committee.

**Institutional & Public Service**
- Elgin Academy, Elgin, IL, Board of Trustees, 1985–Present
- Our Town Barrington Volunteers, Barrington, IL, 2001–Present
- Design Committee
R. THOMAS JAEGER
Adjunct Professor of Architecture

Courses Taught
ARC 341 Structures I
ARC 656 Professional Practice II
ARC 351 Architectural Design III
ARC 451 Architectural Design V

Educational Background
Master, in Architectural Design; Postgraduate Studies in Architecture, City Planning and Visual Design, Massachusetts Institute of Technology
BS, University of Illinois

Teaching Experience
Judson College, Elgin, IL
Division of Art, Design and Architecture, Dept. of Architecture
Adjunct Professor of Architecture, 2000–Present.
University of Illinois, Chicago Circle
Emeritus Professor of Architecture
Chair in Structures and Design for the Graduate & Undergraduate Programs.
National Faculty of Humanities, Arts & Sciences, Atlanta, GA,
By appointment.
Michigan State University, East Lansing, MI
Visiting Professor of Environmental Studies.

Professional Experience
Jaeger, Nickola & Associates, Ltd., Architects, Park Ridge, IL,
President. Practice in the U.S. & Middle East

Registration
NCARB certified.

Professional Membership
American Institute of Architects
Interfaith Forum on Religion, Art and Architecture

Current Public Service
City of Park Ridge, IL, Appearance Commissioner, Presently.
Friendship Village of Schaumburg, IL, Chairman and member of the Board of Directors
ROBERT I. JOHNSON, P.E.
Adjunct Professor of Architecture

Courses Taught
ARC 341 Structures I
ARC 342 Structures II

Educational Background
Graduate Studies, University of Illinois of Chicago, 1997 – Present:

Teaching Experience
Judson College, Elgin, IL
Division of Art, Design and Architecture, Dept. of Architecture
Adjunct Professor of Architecture, 2001–Present.

Harper College, Palatine, IL
Department of Architectural Technology
Adjunct Professor of Architecture, 1998–Present.

Professional Experience

Registration
Licensed Structural Engineer: Illinois.

Professional Membership
Structural Engineers Association of Illinois
National Council of Engineering Examiners
American Society of Civil Engineers
Forensic Practice Committee-Co-chairman
American Institute of Steel Construction
MELISA K. KAISER  
Associate Adjunct Professor of Architecture

<table>
<thead>
<tr>
<th>Courses Taught</th>
<th>ARC 251 Architectural Design I</th>
<th>ARC 252 Architectural Design II</th>
</tr>
</thead>
</table>

**Educational Background**  
Master of Architecture Candidate, Illinois Institute of Technology; Thesis study in high-rise façade technology; 45 of 60 credit hours completed, 2001-present.  
Graduate Art Studio in Drawing, University of Nebraska-Lincoln, 1998.  
Bachelor of Science in Architectural Studies; University of Nebraska-Lincoln, 1997.

**Teaching Experience**  
Judson College, Elgin, IL
Division of Art, Design and Architecture, Dept. of Architecture  
Associate Adjunct Professor of Architecture, 2005–present.

**Professional Experience**  
de Giulio kitchen design, inc. Chicago, IL, 1998-2001
Project Manager; Presentation, project delivery (client interaction, material Specification and implementation, construction documentation) and construction coordination.

Intern Architect: Schematic design and construction documentation.

Intern Architect: Part-time project assistance.

Michael Bott and Associates Architects, PC, Lincoln, NE, 1996-1997
Intern Architect: Part-time project assistance.

**Digital Media**
AutoCAD 2002, FormZ r.4, Microsoft Office 2002 Adobe In-Design, Photoshop and Illustrator, digital communication and file transfer.

**Honors**
Graduated With Distinction, BSAS
Certificate of Superior Scholarship, University of Nebraska-Lincoln
Department of Architecture Faculty Award for Scholastic Achievement
Tau Sigma Delta Architecture Honorary Society
Dean’s List, UNL Architecture College

**Institutional & Public Service**
Leadership Council, Moody Church, Chicago, Young Marrieds Adult Bible Fellowship, 2000-2003.
American Institute of Architecture Students: Secretary, 1995; Class Representative, 1993-1997.
MARK A. TORGERSON, Phd  
Assistant Professor of Communication Arts

Courses  
ARC 691 Christian Worldview and Architecture
ARC 492/692 An Exploration of Christian Architecture for Worship

Educational Background  
PhD, Theology, University of Notre Dame, May 1996
Master of Arts, Theology, University of Notre Dame, 1993
Master of Divinity, North Park Theological Seminary, Chicago, May 1988
B.S., Agricultural Science, California State University, Fresno, May 1982

Teaching Experience  
Judson College, Elgin, IL
Department of Religion and Philosophy
Assistant Professor, 2002–Present.
Division of Art, Design and Architecture, Dept. of Architecture
Adjunct Professor, 2002–Present.
Institute for Worship Studies, Wheaton, IL, 2000–2002,
Faculty doctoral program for worship studies.

Hillside Covenant Church, Naugatuck, CT,
Solo pastor, Evangelical Covenant Church, 1997–2002.

Asbury Theological Seminary, Wilmore, KY, Summer 2003,
Adjunct Assistant Professor, Liturgical Studies (taught via the Internet).

Garrett-Evangelical Theological Seminary, Evanston, IL,
Adjunct Assistant Professor, Liturgical Studies, course integrating worship and the arts, Spring 2004)

Recent Publications  

Professional & Creative Activities  
Garrett-Evangelical Theological Seminary, Evanston, IL, Solo show, April–May 2003.

Professional Membership  
American Academy of Religion
Christians in the Visual Arts
North American Academy of Liturgy
THOMAS M. TRISTANO  
Adjunct Professor of Architecture

| Courses Taught | ARC 222 Construction Technology I  
ARC 322 Construction Technology II |
|----------------|----------------------------------|
| Educational Background | Bachelor of Architecture, University of Illinois, Chicago Circle, 1979  
Ecole des Beaux Arts UP3, Versailles, France  
Associate of Arts, College of DuPage |
| Teaching Experience | Judson College, Elgin, IL  
Division of Art, Design and Architecture, Dept. of Architecture  
Adjunct Professor of Architecture, 2001–Present |
| Professional Experience | Williams Construction Management, Inc., Carol Stream, IL  
Selected project experiences with other firms: A.O. Smith Automotive Products Manufacturing Plant, Baltimore, MD; Carl A. Haas Formula One–Assembly Plant/Repository, Lincolnshire, IL; CHSD 230–High School additions / renovations, Orland Park, Tinley Park, Palos Park, IL; CTS–High Tech Plant Design-Build, Bloomingdale, IL; Dundee Place–Office Complex, Northbrook, IL; Fox Valley Press–Newspaper Facility, Plainfield, IL; McGill Company–Bearing Manufacturing Facility, Valparaiso, IN; Midwest University, Medical College –Library, Lab, Visitors Center & Chiller Plant, Downers Grove, IL; Register-Guard –newspaper Production Facility, Eugene, OR. |
| Registration | Registered Architect: Illinois and Wisconsin  
NCARB certified |
| Professional Membership | American Institute of Architects  
National Trust for Historic Preservation  
Chicago Architectural Foundation |
| Current Academic & Public Service | Missionary support services, Quito, Ecuador, 5 trips from 2000-04;  
design/construction expertise: master plan, drawings and construction for a youth/church leadership camp.  
Missionary support services, Cambodia, 2004: construction, teaching and evangelism.  
High school boys’ small group leader, 2004–Present. |
GAIL ELIZABETH COLPITTS  
Associate Professor & Department Chair of Art

<table>
<thead>
<tr>
<th>Courses Taught</th>
<th>Art 111, Art 211</th>
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</table>

| Educational Background | Northern Illinois University, DeKalb, Illinois, M.F.A. 1990  
Concentrations: Ceramics and Drawing  
Northern Illinois University, DeKalb, Illinois, M.A. 1984  
Concentration: Ceramics  
Greenville College, Greenville, Illinois, B.A. 1976  
Major: Studio Art (emphasis in drawing) |

| Admin-Strative/Teaching Chair, Department of Art and Design, 2001 - Present | Division of Art, Design and Architecture, Judson College, Elgin, Illinois.  
Reporting to the Division Chair and Provost, duties include budget development and management; scheduling of courses and faculty; supervision of full-time faculty, including annual performance reviews and professional development; chairing search committee for full-time faculty; interviewing and hiring adjunct faculty; chairing monthly department meetings; editing catalog copy and ensuring accuracy of course descriptions and prerequisites; ensuring accuracy of four-year program plans for advising; representing department concerns at monthly Chairs’ meetings with Provost. |

| Associate Professor of Art and Design, 2001 – Present | Division of Art, Design and Architecture, Judson College, Elgin, Illinois.  
Teaching responsibilities include foundations courses in drawing and two- and three-dimensional design, all levels of ceramics, beginning sculpture (when offered), intermediate and advanced studio methods, directing senior projects (including senior exhibitions), and directed research for advanced students in drawing, color theory, ceramics, and glaze calculation. |

| Assistant Professor of Art and Design, 1996 – 2000 | Division of Art, Design and Architecture, Judson College, Elgin, Illinois.  
Teaching responsibilities included foundations courses in drawing and two- and three-dimensional design; all levels of ceramics; sculpture; figure drawing; art history survey (prehistoric through late Gothic); intermediate and advanced studio methods; and directing senior projects (including senior exhibitions). Managed gallery; trained and oversaw gallery assistants, staff assistant (secretarial support), student proctor for foundations classes, and ceramics technician. |

| Artist/Lecturer, Judson College, Elgin, Illinois. | Drawing III/Figure Drawing. Taught one class per week (four contact hours per week) with an emphasis on development of skill in rendering the human figure, creative thinking, and expressive issues. Basic anatomy of skeleton and muscles also covered. Provided group and individual instruction and critiques, discussions, and readings; wrote curriculum; evaluated students' work; made final assessment of students' achievements. |

firing clay materials to isolate low-fire fluxes as a basis for added materials testing and creating glazes for more personalized surface treatments. Slide lecture and critique of student work included, 2000.


29th Annual Plaza Exhibition, Beverly Arts Center, Chicago, 2005.

Day of the Dead/Samhain: A Celebration of Ancestors, Irish-American Heritage Center, Chicago, 2005 (curated by Frank Crowley)

Publications


*The Best of New Ceramic Art (featuring winners of the Monarch National Ceramic Competition)*, Toni Fountain Sikes, Editor, published by Hand Books, Inc. (in cooperation with the Kennedy-Douglass Center for the Arts of Florence, Alabama), Madison, WI, 1997.

*Art Calendar* Internet Website (www.artcalendar.com) and Fourth Annual Crabbie Awards CD-ROM; *Vessel Form #46*, 1998.


...*Let The Earth Bring Forth*, CIVA website ceramics exhibition, Aaron Lee Benson, Associate Professor of Art, Union University, Jackson, Tennessee, curator, 2003.


Professional Membership

Chicago Artists’ Coalition, member

Illinois Higher Education Art Association (IHEAA), Board Member

Foundations in Art: Theory and Education (FATE), member

Christians in the Visual Arts (CIVA), member
JEFFERY CARL  
Associate Professor of Art  

**Education**  

**Teaching Experience**  
**Judson College**, Elgin, IL  
Division of Art, Design & Architecture  
Associate Professor of Art. August 2001 - present.  
Drawing I, II, and III, Painting I, Intermediate and Advanced Studio Methods and Critique, Illustration, Senior Proposal/Project, Design I  
**Northern Illinois University**, DeKalb, IL  
Graduate Teaching Assistant.  

**Honors & Awards**  
Surbeck Summer Stipend, 2006  
Golden Key National Honors Society Member. October 1997 - present.  
Second Place and People’s Choice Award, 50th Quad-State Juried Exhibition. 2000.  

**Solo Exhibitions**  
Stained Glass (partial installation). Grace Lutheran Church. River Forest, IL. 2001  
*All That Remains*. Holmes Student Center, Northern Illinois University. 1998.  

**Duo Exhibitions**  

**Juried Group Exhibitions**  

**Non-Juried Group Exhibitions**  
*Judson College Faculty Exhibition, 2002 - 03*. Draewell Gallery, Judson College.  
*Judson College Faculty Exhibition, 2001 - 02*. Draewell Gallery, Judson College.  
*Judson College Faculty Exhibition, 2000 - 01*. Draewell Gallery, Judson College.

Publications

Related Professional Experience
Graduate Assistant, Graduate Programs in Art Office, Northern Illinois U.

Professional Affiliations
College Art Association. April 2001 - present.
FATE (Foundations in Art, Theory and Education). October 2001 - present.

Service
KAREN M. JOHNSON
Architecture Librarian

Educational Background
- Master in Library and Information Science, Northern Illinois University, DeKalb, IL 1993
- B.S. in Education, Northern Illinois University, DeKalb, IL 1976
- Teaching certificates:
  - Type 10 - Media
  - Type 03 - Elementary
  - Type 10 - Special Education

Professional Experience
- Judson College, Division of Art, Design and Architecture
- Department of Architecture
- Reference/Architecture Librarian, 2000 - present

Scholarship & Creative Activity
- Seminar presenter at conferences; topics include: Internet, search engines, library careers, and staff training in new technologies.

Professional Activities
- Coordination of student assistants in the Architectural Visual Resource Center (AVRC) with cataloging projects
- Visual Resource Association, annual meeting, St. Louis, March 2002

Professional Memberships
- American Library Association
- Midwest Art Cataloguers
- Visual Resource Association
4.5 Visiting Team Report from the Previous Visit

This section contains a complete copy of the Visiting Team Report dated March 31, 2004.
# 4.6 Annual Reports

## 4.6.1 2006 NAAB STATISTICAL REPORT

**SCHOOL:** Judson College  
**ACSA REGION:** WC  
**COMPLETED BY:** Dr. C. Sartor

**STUDENT DATA:**

<table>
<thead>
<tr>
<th></th>
<th>4 Year</th>
<th>M.Arch</th>
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<tbody>
<tr>
<td>Full Time Students</td>
<td>118</td>
<td>22</td>
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<tr>
<td>Part-Time Students</td>
<td>8</td>
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<td>FTE Students</td>
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<td>ARCH Design Studio Students</td>
<td>110</td>
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<td>Students Working Part-Time</td>
<td>50</td>
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<td>Outside Stud. Serv. By Dept.</td>
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<td>African-American Students</td>
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<td>Native American Students</td>
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<td>Asia/Pacific Isle Students</td>
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<td>Hispanic Origin Students</td>
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<td>Women Students</td>
<td>47</td>
<td>8</td>
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<tr>
<td>Foreign Students</td>
<td>1</td>
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<td>Total Degrees Awarded</td>
<td>16</td>
<td>15</td>
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<td>Grads. Fin. Estab. No. Yrs.</td>
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<td>Degrees Awarded Women</td>
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<td>Degrees Awarded Afri-Amer</td>
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<td>Degrees Awarded Amer. Ind.</td>
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<td>Degrees Awarded Asi/Pac. Isl</td>
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<tr>
<td>Degrees Awarded Hispanics</td>
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<tr>
<td>Min Req. SAT/ACT/GRE Score</td>
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<tr>
<td>Number of Applicants</td>
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<td>Number Accepted</td>
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<td>Student Studio/Faculty Ratio</td>
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**Judson College**  
**2006 Report, continued**

**FACILITY/RESOURCE DATA**

<table>
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Completed by: Dr. C. Sartor
Judson College
2006 Report, continued

FULL TIME FACULTY SALARIES

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<th>Number</th>
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FACULTY DATA

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Completed by: Dr. C. Sartor
4.6.2  2005 NAAB Statistical Report

**SCHOOL: JUDSON COLLEGE**  
**COMPLETED BY: Dr. C. Sartor**

ACSA REGION: WC

**STUDENT DATA:**

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<td>Native American Students</td>
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Judson College
2005 Report,
`continued

**FACILITY/RESOURCE DATA**

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
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<tbody>
<tr>
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<tr>
<td>Total Architecture Collection in Departmental Library</td>
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<tr>
<td>University Library LCNA or 720-729 Collection</td>
<td>10,000</td>
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<tr>
<td>Total Architecture Collection in University Library</td>
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<tr>
<td>Departmental Library Architecture Slides</td>
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<tr>
<td>University Library Architecture Slides</td>
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Completed by Dr. C. Sartor
**FULL TIME FACULTY SALARIES**

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Minimum</th>
<th>Average</th>
<th>Maximum</th>
<th>Univ. Avg</th>
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**FACULTY DATA**

- Full-Time Faculty: 7
- Part-Time Faculty: 13
- Ph.D.: 4
- D.: 0
- ARCH: 0
- Tenured Faculty: 1
- M.A. or S.: 1
- Tenure-Track Positions: 6
- Prof. M. ARCH.: 7
- B.: 0
- FTE Administrative Positions: 1
- ARCH: 0
- Faculty Engaged in Service to Comm.: 10
- Post Prof. Masters: 3
- Faculty Engaged in Service to Univ.: 10
- Other: 0
- FT Faculty--US Licensed Registered Architects: 6
- PT Faculty--US Licensed Registered Architects: 4
- Practicing Architects: N/A
- FTE Graduate TAs: N/A
- FT Faculty Avg. Contact Hrs/Wk: 15
- PT Faculty Avg. Contact Hrs/Wk: 14.1

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<tr>
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Dr. C. Sartor
### Student Data:

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<td>ARCH Design Studio Students</td>
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<td>African-American Students</td>
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<td>Asia/Pacific Isle Students</td>
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### FACILITY/RESOURCE DATA

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<td>Total Architecture Collection in Departmental Library</td>
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<tr>
<td>University Library LCNA or 720-729 Collection</td>
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<tr>
<td>Total Architecture Collection in University Library</td>
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<td>Departmental Library Architecture Slides</td>
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<td>Departmental Library Architecture Videos</td>
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<td>Per-Capita Financial Support Received from University</td>
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**SCHOOL:**

**COMPLETED BY:**
### FULL TIME FACULTY SALARIES

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<th>Maximum</th>
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### FACULTY DATA

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<td>Practicing Architects</td>
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4.7 Program Catalog

2005-2006 Handbook for ARCHITECTURE STUDENTS

Department of Architecture
Division of Art, Design and Architecture
Judson College
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Program Culture

Mission Statement

The mission of the Architecture Department of Judson College is to:
- prepare students to positively contribute to the church, profession and community through leadership and service by maximizing their talents for the betterment of our world
- provide a balanced and integrative curriculum in a rigorous but supportive environment
- graduate competent designers who are critical thinkers, caring individuals, sensitive to physical and cultural contexts and committed to ethical practice and the stewardship of the planet

Aims and Objectives

To provide an education that:
- is comprehensive (including a strong Liberal Arts and Art/Design base) and professional (fulfilling NAAB objectives)
- is focused and integrative
- prepares graduates for successful architectural practice and continued lifelong learning
- supports Judson College’s commitment to Christian education within the context of a biblical world view

To provide a curriculum that:
- sees design as the architect’s core activity
- balances and integrates the art and science of architecture
- recognizes that architecture not only represents human aspirations but is a positive force in society
- promotes a sensitivity to physical and cultural context
- encourages responsibility and stewardship of the environment and natural resources
- integrates theory and techniques into design with innovative pedagogy

To produce graduates who are:
- competent designers
- conceptual and critical thinkers
- creative problem solvers
- articulate communicators
- knowledgeable in technology
- ethically responsible Christian professionals and citizens

Community Principles

This is my commandment, that you love one another, just as I have loved you.

John 15:12 (NASB)

Members of the Department of Architecture strive to apply Christ’s words and teachings in daily interactions with others in our community. Community principles are founded on the application of this straightforward directive to love one another, ideally approaching a community in which all participants reflect Christ’s love for His people.

Love God. To truly love God means submitting to His work and will in our lives, shedding our inherent selfishness, depending on Him rather than on ourselves and considering God’s will to be more important than our own. Faculty strive to emphasize his presence in this program by integrating their faith with classroom activities as well as conducting devotions in class. Loving God will encourage students to be mindful of his presence in their work and activities, to act as if He were actually (not just conceptually) present and to rejoice in the talents and abilities with which God has gifted them.
Love one another. Jesus directs his followers to love one another as He loves them: perfectly, completely, selflessly and sacrificially. It is a high calling to love as Christ loves.

Engage in brotherly and sisterly conduct. Christ’s command can be exercised by engaging in brotherly and sisterly conduct. Students can manifest respect for the entire campus by treating facilities with care. Students should always treat one another fairly and without partiality, with honor and respect for differences in custom, gender, race, ethnicity, tradition, person and views, which are all a reflection of God’s beautiful variety.

Any form of sexual harassment is totally unacceptable and is, in fact, a Federal offense. This includes language and display of images that could be regarded as offensive or degrading, none of which will be tolerated in this community.
# Faculty and Staff

## Department of Architecture

**Main Office**

- **Dr. Curtis Sartor**  
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  ext. 1010

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  ext. 1021

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  ext. 1011

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  ext. 1015

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  CSS 110  
  ext. 1018

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  CSS 111  
  ext. 1016

- **Ben Kim Suzuki**  
  Professor  
  bsuzuki@judsoncollege.edu  
  CSS 112  
  ext. 1014

**Adjunct Architecture Faculty**

- David Amundson, Model Shop Supervisor
- August Domel
- Craig Farnsworth
- Linda Grubb
- Tom Jaeger
- Robert Johnson
- Mark Torgerson
- Tom Tristano
Admission and Progress

Admission into the Pre-Professional Years (Years 1 and 2) of the Architecture Program:

To be admitted into the architecture program, a student must complete both a Judson College application and an architecture program application. Students are first admitted into Judson College before they are considered by the Department of Architecture for admission into the architecture program. Space is limited in the architecture program, and not all applicants are admitted. The department admits well-qualified students who meet certain academic standards in an Early Action Admission with an application deadline of November 30 and a second deadline of February 1.

Students admitted into the architecture program as freshmen are admitted first into the pre-professional years of the program. Separate admission is required to be admitted into the professional and graduate years of the program.

Transfer students without a background in architecture are placed as freshmen. Advanced standing may be granted to transfer students with degrees or College coursework in architecture that satisfy the applicable NAAB criteria.

Admission into the Professional Years (Years 3 and 4) of the Architecture Program

During the spring semester of the second year of architecture study, students are required to apply to the Department of Architecture for admission into the professional years three and four. The following application materials are required:

1. Completed application form.

2. A portfolio of work that shows growing proficiency and promise of future success in the program, and documents coursework in a professional format; 11x14 is recommended.

3. A letter of intent that indicates strong professional determination and focus.

4. Transcript of grades including:
   a. An overall GPA of 2.50 in liberal arts subjects.
   b. An overall GPA of 2.75 in selected ARC and DES subjects:
      • ARC 231, 251; and
      • DES 121, 122

5. Approval by the Department of Architecture faculty based upon the applicant’s demonstrated commitment to the field of architecture through focus and perseverance and based upon demonstrated skills and understanding that would enable the applicant to successfully complete the program.

Conditional entry may be given to students of promise who do not fulfill the criteria. Students who receive conditional entry are expected to remove deficiencies as specified in their acceptance letter.

Students who are not admitted from the pre-professional years into the professional years may transfer into another degree program.
Admission into the Graduate Architecture Program

Application to the Graduate Program is a separate process. During the semester a student will complete their B.A. degree, students are eligible to apply to the Graduate Program. Criteria for entry into the Judson College graduate program are:

1. Successful completion of a B.A. or B.S. degree in Architectural Studies or equivalent.
2. A cumulative undergraduate GPA of 2.75 or higher.
3. A cumulative architecture course GPA of 3.00 or higher.
4. A comprehensive portfolio of both academic and professional work.
5. A Judson College M.Arch. application form.
6. A letter of support from the Judson College Department of Architecture faculty or three (3) letters of recommendation if the applicant completed their undergraduate degree elsewhere.
7. Written acceptance by the Graduate Dean in consultation with the Graduate Council.

The M.Arch. application form is due by February 15 preceding the fall enrollment into the M.Arch. program. Applicants will be notified by March 15. (Applicants who have completed an Architecture degree from another institution may apply to the graduate program. Their applications, and the requirements for completing the M.Arch. degree, will be considered on a case by case basis collectively by the Department Chair and the Graduate Council/Graduate Dean.)

Continuation of Good Standing in the Graduate Program

Students must maintain a cumulative graduate GPA of 3.00.

Permission to Take Graduate Credit

Students are permitted to take graduate credit on the following basis:

Completion of third year of the B.A.A.S. program evidenced by:

1. Completion of 96 credits.
2. Completion of ARC 352.
3. A minimum cumulative GPA of 2.75.
4. A maximum of 6 graduate credits may be taken as an undergraduate student.

Credit of Architecture Subjects towards Graduation

A student in both the Architecture Pre-Professional Program and the Architecture Professional Program must receive a C- or above in all subjects in the Architecture Core (i.e., subjects with a prefix of ARC or DES) for that subject to count toward their graduation requirements. A grade of D+, D or D- is treated as an F grade and the course must be repeated satisfactorily.

Architecture Probation

Architecture probation applies to a student in the Department of Architecture and relates to academic progress in the department. Architecture probation is a warning that a student is not progressing acceptably and that a concerted effort will be needed in the immediate future to remain in the architecture program. Architecture probation lasts for the next semester in which a student takes a requirement of the
architecture core. A student has one year to successfully repeat a class (earning a C+ or better grade) and is not permitted to advance to the next year of studio classes until the probationary hold is removed. One semester after a student has been placed on probation or has repeated a studio class, the student's work is assessed by the architecture faculty and a decision by the faculty is made whether the student will continue in the architecture program.

**Participation In Outside Activities and Employment**

Because of the demanding nature of the program, the department advises students to be highly selective about committing to extra-curricular activities, including work, sports, theatrical productions and other events. As a general rule of thumb students should not commit to more than 10-15 hours per week in such activities and expect to perform well academically. Students in the Graduate Program must be particularly mindful of the demands of graduate education and, when possible, limit outside work to a minimum.
Accreditation

North Central Association of Colleges and Schools (NCACS)

The NCACS accredited Judson College for a full ten-year term in 1997 during its normally scheduled visit. The next institutional accreditation visit is scheduled for 2007. The M.Arch. Degree program was reviewed and approved by NCACS during a visit to campus during 2001.

National Architectural Accrediting Board (NAAB)

The department has membership with the Association of Collegiate Schools of Architecture and is fully accredited by the National Architectural Accrediting Board (NAAB). The accreditation process as governed by the NAAB is defined in the two publications: “2004 NAAB Conditions for Accreditation,” and “2005 NAAN Procedures.” The next accreditation visit is scheduled for fall of 2007. The part of this document that specifically relates to Student Performance Criteria is reproduced here in full with permission.

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. The school must provide evidence that its graduates have satisfied each criterion through required coursework. If credits are granted for courses taken at other institutions, evidence must be provided that the courses are comparable to those offered in the accredited degree program.

The criteria encompass two levels of accomplishment:

- **Understanding**—means the assimilation and comprehension of information without necessarily being able to see its full implication.
- **Ability**—means the skill in using specific information to accomplish a task, in correctly selecting the appropriate information, and in applying it to the solution of a specific problem.

The NAAB establishes performance criteria to help accredited degree programs prepare students for the profession while encouraging educational practices suited to the individual degree program. In addition to assessing whether student performance meets the professional criteria, the visiting team will assess performance in relation to the school’s stated curricular goals and content. While the NAAB stipulates the student performance criteria that must be met, it specifies neither the educational format nor the form of student work that may serve as evidence of having met these criteria. Programs are encouraged to develop unique learning and teaching strategies, methods, and materials to satisfy these criteria. The NAAB will consider innovative methods for satisfying the criteria, provided the school has a formal evaluation process for assessing student achievement of these criteria and documents the results.

For the purpose of accreditation, graduating students must demonstrate understanding or ability in the following areas:

1. **Speaking and Writing Skills**
   
   Ability to read, write, listen, and speak effectively
2. Critical Thinking Skills
   *Ability to* raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards

3. Graphics Skills
   *Ability to* use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process

4. Research Skills
   *Ability to* gather, assess, record, and apply relevant information in architectural coursework.

5. 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

6. Fundamental Design Skills
   *Ability to* use basic architectural principles in the design of buildings, interior spaces, and sites

7. Collaborative Skills
   *Ability to* recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team

8. Western Traditions
   *Understanding of* the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them

9. Non-Western Traditions
   *Understanding of* parallel and divergent canons and traditions of architecture and urban design in the non-Western world

10. National and Regional Traditions
    *Understanding of* national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition

11. Use of Precedents
    *Ability to* incorporate relevant precedents into architecture and urban design projects

12. Human Behavior
    *Understanding of* the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment

13. Human Diversity
    *Understanding of* the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects

14. Accessibility
    *Ability to* design both site and building to accommodate individuals with varying physical abilities

15. Sustainable Design
    *Understanding of* the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities
16. Program Preparation
Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria.

17. Site Conditions
Ability to respond to natural and built site characteristics in the development of a program and the design of a project.

18. Structural Systems
Understanding of principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

19. Environmental Systems
Understanding of the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope.

20. Life Safety
Understanding of the basic principles of life-safety systems with an emphasis on Egress.

21. Building Envelope Systems
Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies.

22. Building Service Systems
Understanding of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems.

23. Building Systems Integration
Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design.

24. Building Materials and Assemblies
Understanding of the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse.

25. Construction Cost Control
Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating.

26. Technical Documentation
Ability to make technically precise drawings and write outline specifications for a proposed design.

27. Client Role in Architecture
Understanding of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user.

28. Comprehensive Design
Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies and the principles of sustainability.
29. Architect’s Administrative Roles
Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts

30. Architectural Practice
Understanding of the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others

31. Professional Development
Understanding of the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers

32. Leadership
Understanding of the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities

33. Legal Responsibilities
Understanding of the architect’s responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws

34. Ethics and Professional Judgment
Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice.
### Bachelor of Arts in Architectural Studies

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# Two Year Plan (M.Arch.)

**JUDSON COLLEGE**

**TWO YEAR PLAN**

Note: The Academic Planning Sheet is designed as a guide for students planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time at which they entered the institution. Academic planning is the student’s responsibility.

## Master of Architecture

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## Community Service and Outreach

In response to the College and Departmental missions, and as a key distinctive of the program, students take part in a variety of service learning experiences including community-engaging coursework and College sponsored mission trips. Many studio experiences include interaction with real ministries, and the needs associated with those organizations, as an opportunity for students to engage in design problem solving for relevant constituencies.

## European Study

The department conducts a European Study lead by at least two architecture faculty to increase students’ awareness and understanding of precedent buildings and urban environments as well as cultural differences across nations; such aims relate directly to the college mission statement. The tour lasts approximately four weeks and includes a variety of site and museum visits, and drawing and writing exercises, at the participating faculty’s discretion.

The Study occurs in the summer session immediately following the end of the third year. Students are required to complete the tour and receive credit in order to earn the B.A. degree. The cost of the tour is an added expense for which the student must prepare and plan (a budget of $4000 per student was used in 2005). The costs include tuition and fees, international and local travel, lodging and most meals, special tours, entry fees to museums sites of interest, and other miscellaneous travel expenses.

Students are typically required to put down a deposit of about half of the tour costs in the fall semester prior to the tour and the full amount must be paid prior to departure. A schedule of payments is provided.
Electives and Minors

The architecture program provides opportunity for electives in each semester of the senior and graduate years. Undergraduates may take any 300-level or higher course offered by the College to fulfill the elective requirements for graduation. Electives may be in any area in which the student chooses to concentrate. The Department of Architecture offers a variety of elective courses that provide opportunities for increased depth and exploration. The courses typically offered include advanced technology, advanced history and theory, advanced representation, landscape architecture, and worship architecture. These courses are typically listed in the College course lists at the time of pre-registration.

Minors in visual communications and business are most commonly undertaken by architecture majors, though biblical studies and fine art are also a possibility. A minor will likely involve an additional semester or two of studies in addition to the 4-year Plan schedule. Plans for minors should be coordinated early in the program with the student’s architecture advisor and an advisor from the allied discipline.

Internship/Preceptorship

The first year of the graduate program begins with a required preceptorship in an architectural office approved by the Department of Architecture. The approved office monitors the student’s experiences according to NCARB IDP requirements and input from the department. This internship is documented in the Preceptor courses (0 credits) and is coordinated by an appointed Faculty member.

Cumulative Studio and Thesis Option

While most graduate students will pursue a design project in the final year cumulative studio, some may elect to apply for the option of completing a master’s thesis. Theses should be the result of serious contemplation on a question in architecture. It should also be an extension of a pre-existing relationship with and interest in a faculty member’s area of expertise; that area and faculty member will serve as the general descriptor and advisor for the thesis project. Students should secure their potential thesis advisor prior to writing a proposal which will then be reviewed by the individual faculty member. Upon acceptance, the faculty member will become the Thesis Advisor for the student.

Architecture Lecture Series

The Architecture Lecture Series is a means by which the department brings in noted practitioners and educators to discuss architectural subject matter, and as such represents a significant supplement to the curricular experiences of the student. A great deal of effort and resources is expended each year to provide a superior Architecture Lecture Series for the students in the department. Students are required to attend these lectures as part of the requirements of studio. Any excuses must be submitted to and approved by an individual student’s studio faculty member.

Retention, Ownership and Use of Student Work

As part of the process of obtaining initial and continuing accreditation by the National Architecture Accrediting Board (NAAB), the Department of Architecture is required to make an extensive exhibition of student work for each NAAB accreditation visit. Samples of student work for every course assignment completed during their full six years of the B.A. and M.Arch. programs is required. Consequently, a comprehensive archive of student work must be kept.

All student work produced as part of course work in the Department of Architecture is subject to archiving. The work of a student does not permanently remain the property of the department and school, and will be made available to the student, if possible, after it has served for accreditation purposes. The possibility
exists that a student's work may be kept for up to six years. The student retains the copyright to the work, but the department may use the work at its discretion for any non-commercial purpose.

The department will endeavor to keep the work in the best possible condition, but cannot be responsible for any loss or damage. All students may check out their work from the archive for a short period and have it photographed/document for their portfolio.

**Studio and Technology Course Fees**

The College assesses course fees which cover the costs of delivery of particular courses in the curriculum that require materials above and beyond a conventional College course. The courses ARC 101, DES 121, DES 122, ARC 251, and ARC 252 have fees related to the materials, equipment and model building supplies necessary to complete these courses. These fees are charged as an alternative to the student procuring the required materials on their own. The courses ARC 351, ARC 352, ARC 451, ARC 452, ARC 651, ARC 652, ARC 681, and ARC 682 have a technology fee which is primarily used to offset a portion of the costs maintaining and upgrading digital equipment, computers, software; and also offsetting the costs of printer paper, plotter paper, printer toner, and plotter ink.
Resources

Creekside South

Until completion of the Harm A. Weber Academic Center (scheduled for occupancy in Fall 2006) Creekside South is the home of the Department of Architecture. An entry card is provided each architecture student for times when the building is reserved for architecture students only (typically from 8 PM to 2 AM). Architecture students must not abuse this privilege by providing access to non-architecture majors during these times. The facility closes every morning at 2 AM and remains closed until 7 AM. During holidays and the times when the building is otherwise scheduled to be closed, permission for access must be requested of the Department and Campus Safety.

Model Shop

To gain eligibility for use of the model shop, students (of any major) must successfully pass ARC 101 (Tools and Media) either by taking the course, or by successfully completing a course challenge and being waived from the requirement to take the course.

Students who possess a good degree of well-rounded shop experience are encouraged to attempt the course challenge. Students whose only experience with woodworking equipment has been gained while working construction are generally discouraged from attempting the course challenge. Successful completion of the course challenge will result in credit being granted for having taken the course. There is no penalty (monetary or otherwise) for failing the course challenge. Such challenges must be completed prior to the start of the semester in which the student is scheduled to take the course. Students wishing to attempt the challenge must make their intentions known to the Shop Supervisor well before the start of the term.

Upon successful completion of the course or the course challenge, students will be able to use the shop during the posted hours of operation for the shop. Students who have not successfully completed ARC101 are not allowed access to the shop.

Rules of Use

• Use is permitted only when a Model Shop Supervisor is present• Architecture students working on school projects will have first priority of use unless prior arrangements have been made with the Model Shop Supervisor.
• Failure to obey Model Shop Rules or directions of the Model Shop Supervisor will result in disciplinary action. Minor offenses will result in a warning. Serious offenses or repeated minor offenses will result in suspension of use of the shop by the student as determined by the Model Shop Supervisor and the Chair of the Department

• Students using the model shop must:
  • follow directions established by the Model Shop Supervisor at all times
  • read and follow posted Model Shop Rules
  • read and follow all additional safety rules displayed in the shop

Students are responsible for the equipment they use and check out from the shop. Failure to return borrowed equipment will result in monetary fines for replacement costs.

**Studio**

The following policies are established in an effort to preserve studios as productive work environments and for cultivating the professional conduct expected in the practice of architecture. The architecture faculty encourages the use of studio as a place of work; regular and needed rest and relaxation should be conducted elsewhere.

• Audio and Video devices may be played only with headphones and only when class or studio is not in session, or with the permission of the professor
• During studio sessions student guests are permitted only at the discretion of the professor
• Aisles in the studio must be clear at all times, and extension cords may not be placed in traffic areas
• Proper and respectful attire, including shoes and shirts, is required in studios
• Beverages, but not food, may be consumed while studio is in session
• Eating is permitted in the studios when not in session. Studios must be kept tidy; all trash must be disposed of properly
• Students shall not “borrow” one another’s materials, supplies, or tools without permission
• Studio is for course work and study; students should respect one another’s need for a work-oriented environment
• The use of spray paint, fixative, spray-mount or any aerosol product inside the building or outside on pavement or grass is prohibited
• Students must use an adequate underlay material when using products with over-spray residue
• Student behavior in studio should reflect the purpose of the environment. The college offers a variety of opportunities to burn off extra energy; Creekside is not the place for it
• Moving furniture, equipment, computers, or school property of any kind is prohibited
• When projects are displayed for presentation, they may not be taken down without faculty permission
• Critique spaces and Classrooms may not be used for model building or additional personal design space

**Classrooms**

The following policies are established in an effort to preserve classrooms as productive work environments and for cultivating the professional conduct expected in the practice of architecture.

• Proper and respectful attire, including shoes and shirts, is required in classrooms. All faculty members have the right to eject a student from a class or studio if their attire is deemed inappropriate
• Beverages, but not food, may be consumed while class is in session
• Eating is permitted in the classes when not in session. However, classrooms must be kept tidy; all trash must be disposed of properly.
• When furniture, equipment, or school property of any kind is rearranged in a classroom it must be returned to its original position immediately after the activity which required its change.

Computer Labs and Studio Computer Pods

The Department/College is committed to supplying and maintaining the latest technology in digital tools for applications in architecture. Campus policies are enforced in the labs and studios. Inappropriate internet use, downloading and installing software is not acceptable without permission from the Department Chair. If hardware and software needs exist, or maintenance and repairs are necessary, the Department Chair must be notified so the equipment may be serviced.
Architecture Visual Resources Center (AVRC)

The AVRC maintains a collection of slides, videos, reference materials and photographic equipment that can be checked out by architecture majors with a Judson ID. The AVRC is staffed up to 30 hours per week and can be used for small group instruction as well as quiet study.

Priority of use of equipment and materials is:
1. architecture faculty
2. architecture students
3. other faculty
4. other students

Architecture Library

The Architecture Library is housed on the second level of the Benjamin P. Browne Library and presently contains over 10,000 titles. The first level houses over 80 subscriptions to architecture and related periodicals. The college and department have made a significant investment in the purchase of architecture books and subscriptions to periodicals to establish a strong core collection of architecture resources. A significant additional resource is available through interlibrary loan from all of the participating Illinois Colleges and Universities. The Architecture Librarian’s office is adjacent to the collection and is available for research assistance.

American Institute of Architecture Students (AIAS)

The mission of the American Institute of Architecture Students is to promote excellence in architectural education, training, and practice; to foster an appreciation of architecture and related disciplines; to enrich communities in a spirit of collaboration; and to organize students and combine their efforts to advance the art and science of architecture. For more information see www.aias.org or email current officers at aias@judsoncollege.edu.

Officers for the 2005-2006 academic year:

President: Grant Saller (Sr.)
Vice President: Tracy Mau (Jr.)
Treasurer: Matt Kidd (Jr.)
Secretary: Madison Gleason (So.)
Publicist: Jennifer Price (So.)
Advisory Council of Excellence

Charles Cassell, AIA (Council Chair ‘05-‘08)
Senior Partner/Burnidge Cassell Associates, Elgin IL

Thomas Jaeger, AIA (Council Vice-Chair ‘05-’08)
Emeritus Professor of Architecture, UIC
Senior Partner/Jaeger, Nickola & Assoc Ltd., Park Ridge IL

David Schultz, AIA
Senior Partner/David F. Schultz Associates, Barrington IL

Linda Grubb, AIA
Linda Grubb & Associates, Barrington IL

Carl Johnson, FASLA (Honorary member)
Emeritus Professor/University of Michigan
Senior Partner (retired)/Johnson, Johnson & Roy, Planners, West Bloomfield MI

Robert Schill
Missionary TECH Team, Longview TX

Martin Serena, AIA
Senior Partner/Prisco, Serena Sturm Architects/Sustainable Design Consultants, Northbrook IL

Richard Smits
Associate Partner/Skidmore Owings & Merrill, Chicago IL

Lee Waldrep, Ph.D.
Assoc. Dean/Assist. Director/University of Maryland School of Architecture, College Park MD

John Zils, FAIA
Partner/Skidmore Owens and Merrill Associate, Chicago IL

Dr. Jerry Cain
Judson College President (Ex Officio)

Dr. Dale Simmons
Provost and V.P. Academic Affairs (Ex Officio)

Del Rey Loven
Division of Art, Design and Architecture Chair (Ex Officio)

Dr. Curtis Sartor
Department of Architecture Chair (Ex Officio)
4.8 The Architecture Advisory Council

The Advisory Council is composed of architects, professionals in fields related to architecture, alumni and friends of the College who have shown an interest in supporting the Architecture Program. Appointments to the Advisory Council are made by the Architecture Department Chair and approved by the President of the College. Advisors serve for a two-year term beginning with the Fall semester of the academic year. The Advisory Council meets once each semester and at other times designated by the Architecture Department Chair or Chairman of the Advisory Council.

The duties and responsibilities of the Advisory Council are to address issues and offer guidance relating to the Architecture Program. In meeting these objectives, the Council selects a chairperson who has served at least one year on the Advisory Council. The chairperson appoints committee chairs who direct the activities of the following committees:

Lecture Series Committee
The committee works with the faculty member in charge of lectures in identifying outstanding speakers who are willing to make presentations at Judson College to students, faculty and guests. This committee assists in developing the annual lecture series calendar and poster and in seeking sponsorship/funding for an academic year. The poster for the Lecture Series is published by the first day of September of each academic year.

Studio Jury Committee
This committee compiles a list of architects and intern architects who are willing to visit the design studio to critique student work in the evening as well as serve as jurors for mid-term and final design review juries. In collaboration with Studio Faculty, the committee publishes a calendar each semester that identifies the names of individuals and dates on which these individuals will visit.

Scholarship / Fellowship Committee
Working with the Department Chair, Faculty and the Advancement Office, this committee develops and administers existing scholarships and develops new scholarships and fellowships.

Foundation / External Resource Committee
This committee initiates action to develop an independent Architecture Program Foundation that will raise funds to supplement funds from Judson College’s resources.

Mentoring Committee
In order to guide students through the education process and into professional practice, this committee seeks architects that mentor students while the students complete their education. The committee develops the guidelines for the mentoring program, implements them and tracks their results. This committee works with the AIAS chapter of the Architecture Department.
Office Tours Committee
This committee contacts architectural firms that are willing to offer guided tours for students through architectural offices. The goal of the committee is to establish two tours per semester to diverse types of architectural practices.
### Advisory Council Membership

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
<th>Address</th>
<th>Phone</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Chuck Cassell, AIA</td>
<td>(Chair) Senior partner, Burnidge, Cassell Associates</td>
<td><a href="mailto:Cwcjr1@aol.com">Cwcjr1@aol.com</a></td>
<td>2425 Royal Blvd. Elgin</td>
<td>(847) 695-2339</td>
<td>(847) 692-2002</td>
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<tr>
<td>Mr. Robert Schill, AIA</td>
<td>(CSI Board Chair, Missionary Tech Teams)</td>
<td><a href="mailto:RJSchillAZ@cs.com">RJSchillAZ@cs.com</a></td>
<td>25 FRJ Drive Longview</td>
<td>(903) 757-4530</td>
<td>(903) 758-2799</td>
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<tr>
<td>Mr. Thomas Jaeger, AIA</td>
<td>(Vice Chair) Emeritus Professor of Architecture, UIC</td>
<td><a href="mailto:Jaeger@jaeger-nickola.com">Jaeger@jaeger-nickola.com</a></td>
<td>104 South Main Street</td>
<td>(847) 692-6166</td>
<td>(847) 692-2002</td>
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<tr>
<td>Mr. David Schultz, AIA</td>
<td>Senior Partner/ David Schultz &amp; Assoc., Ltd.</td>
<td><a href="mailto:dfsal@sbcglobal.net">dfsal@sbcglobal.net</a></td>
<td>202 S. Cook St., Suite 201 Barrington, IL 60010</td>
<td>(847) 381-8808</td>
<td>(847) 381-1579</td>
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<tr>
<td>Mrs. Linda Grubb, AIA</td>
<td>Senior Partner, Linda Grubb &amp; Associates</td>
<td><a href="mailto:lgrubbarch@aol.com">lgrubbarch@aol.com</a></td>
<td>102 North Cook Street</td>
<td>(847) 381-6939</td>
<td>(847) 381-6989</td>
</tr>
<tr>
<td>Mr. Martin Serena, AIA</td>
<td>Senior Partner, Serena Sturm Architects</td>
<td><a href="mailto:Mserena@serenasturm.com">Mserena@serenasturm.com</a></td>
<td>3351 Commercial Ave.</td>
<td>(847) 564-0307</td>
<td>x-17</td>
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<tr>
<td>Dr. Lee Waldrep, Dean for</td>
<td>School of Architecture, University of Maryland</td>
<td><a href="mailto:jwaldrep@umd.edu">jwaldrep@umd.edu</a></td>
<td>College Park, MD 29742</td>
<td>(301) 505-6308</td>
<td>(301) 314-9583</td>
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<tr>
<td>Mr. Richard Smits, AIA</td>
<td>Associate Partner, Skidmore, Owings &amp; Merrill, LLP</td>
<td><a href="mailto:john.zils@som.com">john.zils@som.com</a></td>
<td>224 South Michigan Ave.</td>
<td>(312) 360-4337</td>
<td>(312) 360-4545</td>
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<tr>
<td>Mr. John Zils, FAIA</td>
<td>Associate Partner, Skidmore, Owings, &amp; Merrill, LLP</td>
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**Ex Officio Members:**
- President of Judson College: Dr. Jerry Cain
- VP of Academic Affairs & Provost: Dr. Dale Simmons
- Chair, Department of Architecture: Dr. Curtis Sartor
- Student Representative: Voted by Students
4.9 Preceptorship Program

The following page shows where the current fifth-year students are working as interns (academic year 2006-07).
SUE—PULL THIS PAGE OUT AND REPLACE WITH PRECEPTORSHIP MATRIX—HAND PAGINATE IT.
4.10 Projected Growth of the Architecture Program

The chart on the following page refers to students in the Studio Sequence only. No transfer students are included in the data. These figures are projections and may vary by two to five percent.
### Department of Architecture, Judson College—Projected Growth

Students in the Studio Sequence only. No transfer students included in the data. These figures are projections and may vary by 2-5%.

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