

Architecture Program Report

Institution:

Judson University
The Department of Architecture & Interior Design
1151 North State Street
Elgin, Illinois 60123

Date:

September 7, 2021



National
Architectural
Accrediting
Board, Inc.



Architecture Program Report (APR)

2020 Conditions for Accreditation

2020 Procedures for Accreditation

Institution	<u>Judson University</u>
Name of Academic Unit	Department of Architecture & Interior Design
Degree(s) Track(s)	<input type="checkbox"/> <u>Bachelor of Architecture</u> Track: <input checked="" type="checkbox"/> <u>Master of Architecture</u> Track: Bachelor of Arts degree with architecture major + 42 graduate credits <input type="checkbox"/> <u>Doctor of Architecture</u> Track:
Application for Accreditation	Continuing Accreditation
Year of Previous Visit	2013
Current Term of Accreditation	Continuing Accreditation (Eight-Year Term)
Program Administrator	Prof. Christopher Lauriat, AIA, Assistant Department Chair
Chief Administrator	Dr. Edgardo Perez-Maldonado, Associate AIA
Chief Academic Officer of the Institution	Dr. Gillian Stewart-Wells, Provost & VP of Academic Affairs
President of the Institution	Dr. Gene C. Crume
Individual submitting the APR	Prof. Christopher Lauriat, AIA, Assistant Department Chair
Name and email address of individual to whom questions should be directed	Prof. Christopher Lauriat, AIA, Assistant Department Chair clauriat@judsonu.edu Judson University Department of Architecture & Interior Design 1151 North State Street Elgin, IL 60123

Submission Requirements:

- The APR must be submitted as one PDF document, with supporting materials
- The APR must not exceed 20 MB and 150 pages
- The APR template document shall not be reformatted



INTRODUCTION

Progress since the Previous Visit (limit 5 pages)

Program Response

The architecture and interior design program at Judson University has taken the following actions since the previous visit to address identified Conditions Not Met and Causes of Concern listed in the 2013 VTR. In italics below is the exact text from the previous 2013 VTR, followed by a summary of the Program's actions to resolve these identified deficiencies.

2013 VTR Team Comments & Visit Summary

The School of Art, Design and Architecture (SoADA) at Judson University is seen as a flagship program for the institution. In addition, the iconic facility housing the SoADA is the newest on campus and is placed in a location giving strong presence to the program near the campus entry. While the faith-based foundation of Judson provides its identity as an institution of higher education, the Architecture Program is seen as a very strong element contributing to the unique and differentiating identity of Judson University internally by administration as well as externally by those seeking a Christian education in architecture.

The architecture program at Judson University is still a new program, with its vision as an accredited program, of less than a decade, still emerging. While its foundation has begun to be established, its ultimate form and strength will continue to be shaped in decades yet to come.

There are financial challenges that have placed the university and the architecture program under significant stress that will take time from which to rebound.

Conditions Not Met

SPC A.4	<i>Technical Documentation</i>
SPC B.4	<i>Site Design</i>
SPC B.6	<i>Comprehensive Design</i>
SPC B.7	<i>Financial Considerations</i>

Causes of Concern

- A. *Financial Resources are identified as a cause of concern. Although the team considers this Condition met, a complex mix of factors – listed below – contributes to ongoing financial strain for the institution. This stress results in the potential for continuation of observed degradation within the architecture program.*
- As an institution that relies on tuition for over 90% of its financial resources, the fiscal strength of the program is predominantly a function of enrollment. Enrollment at the university in general and to a lesser extent in the architecture program has significantly declined in recent years resulting in financial strain for the institution and for the program.*
 - Efforts to increase enrollment have anecdotally resulted in a lowering of entry standards, resulting in a greater challenge to the pursuit of excellence for architectural education.*
 - The architecture program, seen by the university as one of its flagship programs, has experienced a reduction in the percentage of university financial resources allocated to it.*
 - Architecture faculty salaries are considerably below those for peer programs. The desire by the university and the department to increase compensation levels is thwarted by the lack of financial resources.*
 - Tuition is relatively high when compared to many architectural programs, resulting in little ability by the university to increase tuition further if it is to remain competitive. To supplement tuition, student program fees were introduced and then had to be modestly discounted to reach a sustainable level.*

- *Below-average compensation and benefits, diminished support services in a number of areas, and minimal resources for faculty development, all contribute to impediments to faculty retention and recruitment.*
- *Because of financial strain, this year the university has delayed all tenure applications and has denied all sabbatical requests further eroding faculty development.*
- *In response to the financial crisis, the university's Board of Trustees has a larger role in university administration, and with it, there is a corresponding perception of reduced faculty governance.*
- *A new university president has been hired and will start in his position this spring (2013). One of the important criteria used in that selection was ability to secure outside funding for the institution. The result of this strategic move by the university is, of course, yet to be seen.*

The combination of reduced enrollment and reduced financial allocations to the architecture program creates the potential for a 'perfect storm' for the program. These conditions could be an alarming predictor of greater financial challenge as well as continued program quality degradation for architecture in the near future.

A downward spiral of reduced enrollment drives reduced financial resources and the lowering of entrance standards in an attempt to raise enrollment numbers. Reduced resources drives cost containment and reduction measures that potentially includes further erosion of already below average faculty salaries, reductions in support staff, reductions in part-time positions and either lack of or excessive reliance on adjunct faculty positions. The perceived need for the university administration to act aggressively to reduce faculty, staff and programs university-wide has been paralleled with a perceived reduction in faculty governance and participation in strategic planning.

Lack of resources and self-governance contributes to retention challenges with existing high performing faculty and likely increases the difficulty in recruiting qualified faculty in the future. Reductions in faculty qualifications and reduced student performance significantly risks future accreditation of the program.

These factors cumulatively drive down the attractiveness of the program to potential student applicants, thus leading to an even further weakening of the fiscal and academic strength of the institution. The ultimate consequences of such a downward spiral may not be evidenced for several years.

There is evidence that all factors described above exist currently. Whether they come together to create a downward spiral in the architecture program is uncertain. The potential however creates a significant cause of concern for the visiting team.

- B. *Erosion of quality in the architecture program is identified as a cause of concern. The prior NAAB visiting teams identified all conditions as being met. This creates an unusually high benchmark for any program. The 2013 NAAB visiting team has identified a weakening within the general realm of integrated building design practices. While the design work was strong among the high pass examples, there were few that were truly outstanding samples of exceptional integrated design efforts even among this group. This quality erosion is exacerbated by a number of the financial factors described previously.*
- C. *Erosion of Shared Governance at the University is identified as a cause of concern. As the university is reacting to financial pressures, long-range planning with faculty involvement has been reduced. The team is concerned that the future of the university is not embracing faculty abilities, interests, knowledge and commitments within the planning and governance processes.*

Program Response:

Below is a summary of the Program's actions to resolve the identified deficiencies.

Conditions Not Met

SPC A.4 Technical Documentation

The previous visiting team noted that they did not see students demonstrate the ability to write and author outline specifications. This performance criterion has been resolved and is demonstrated in ARC 322 Advanced Construction Tectonics and Assemblies and ARC 422 Environmental Technology III. These courses display the student's ability to make technically clear drawings; write outline specifications; and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

- ARC 322 Advanced Construction Tectonics and Assemblies: the coursework includes the introduction to outline specifications in Section 2G, "Material Selection & Specifications" of the *Emerging Professionals Companion* (EPC). Students are required to read this and are given a quiz on the content specific to material selection and specifications.
- ARC 422 Environmental Technology III: Faculty presents a lecture on the method for developing an outline specification, and the difference between an outline specification and a full project specification. Examples of outline specifications are also provided. The coursework includes an assignment requiring students to develop an outline specification for their ARC 452 Integrative Design Studies II, Phase IV Building Enclosure project.

SPC B.4 Site Design

ARC 351 Intermediate Architectural Design Studies, ARC 451 Integrative Architecture Design Studies I, and ARC 452 Integrative Architecture Design Studies II are courses that display the student's ability to respond to site characteristics (soil, topography, vegetation, watershed, etc.) in the development of a project design.

- ARC 351: Faculty presents a workshop on site design: technical documentation, grading / slope, spot elevations / contours, curbs / retaining walls, and several exercises for grading and site planning. Homework includes a grading plan and site section and a contour elevation drawing using interpolation. For application of site design principles, the primary studio design project engages an urban site with significant grade change. Final deliverables must show a site plan and site section.
- ARC 451: Students work in small groups to prepare pre-design research on site conditions. Students document the physical, cultural, and biological conditions for their site. The research booklet is available for reference during the ensuing design project. Students must include hardscape and landscape elements on a site plan and site section.
- ARC 452: Students must include hardscape and landscape elements on a site plan and in other drawings.

SPC B.6 Comprehensive Design

The previous visiting team noted weaknesses in integrating structural systems, historical conditions, and site design into the selected student design projects. The team also found little or no site design information such as surrounding buildings, topography, watershed or vegetation on the site plans, perspectives, building sections, or elevations.

ARC 451 Integrative Architecture Design Studies I and ARC 452 Integrative Architecture Design Studies II are courses that display the student's understanding and ability to produce a comprehensive architectural project. Skills demonstrated: architectural design skills, pre-design, site design, building envelope systems and assemblies, building materials and assemblies, building service systems, financial considerations, technical documentation, ordering systems, use of precedents, and codes and regulations.

- ARC 451: Student teams research site conditions including topography, demographics, contextual buildings, municipal history, zoning regulations, and other site considerations. Students compile site information with other research into a pre-design research booklet that serves as a resource for the ensuing design project. Faculty presents a structural design workshop and students produce a specific deliverable illustrating a schematic structural design for their final design project.
- ARC 452: Project deliverables include a detailed wall section with thermal and structural considerations, a ground floor plan with hardscape and landscape elements, and elevations with contextual buildings. Students produce a systems integration deliverable including enlarged plan,



section, and perspective drawings with annotations related to structural, mechanical, and environmental considerations.

SPC B.7 Financial Considerations

ARC 452 Integrative Architectural Design Studies II and ARC 656 Architectural Practice, Law and Management are courses that display the student's understanding of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with emphasis on life-cycle cost accounting.

- ARC 452 addresses this performance criterion. The coursework includes the development of a project construction estimate for the semester Phase IV + Phase V portions of the design deliverables. Faculty presents a lecture on the three methods of project estimating: unit, assembly and square foot. Students employ cost per square foot with allowances and assumed contingency percentages in the form of a spreadsheet. Students develop an overall project estimate based on these projected costs for their semester design project.
- ARC 656 addresses this performance criterion. The coursework includes a team-developed project estimate for a residential structure. Student teams are given a set of project design documents and are required to generate an overall project cost based on these design drawings. Faculty presents a lecture on estimating a project based on costs per square foot. In addition to this exercise, Assignment # 4 (Guest Speaker Summaries) requires students to identify content from firm visits and guest speakers that applies to the category of Financial Considerations.

Causes of Concern

A. Financial Resources

In recent years all NAAB architecture programs have experienced financial shifting because of smaller student enrollment, reduced state and federal funding, and COVID-related issues. Judson, however, remains solvent and has received numerous external financial gifts from generous donors; it has been able to use funds from its endowments to more than weather the current financial crisis. Below is additional financial data from our Higher Learning Commission report, which documents Judson's financial health.

Traditional Undergraduate Enrollment

For a number of years, traditional undergraduate enrollment has been facing significant challenges across the country, and those challenges have been exacerbated in Illinois due to out-migration trends among the general public and high school seniors choosing to study out-of-state. Judson has felt the impact of these trends, but it has implemented a number of academic and operational initiatives designed to stabilize its traditional undergraduate enrollment against these trends. Traditional undergraduate student enrollment declined by 1.7 percent between Fall 2011 and Fall 2016. It remained steady through Fall 2017, but declined by 3.6 percent in Spring 2018, 9.6 percent in Fall 2018, and 9.1 percent in Spring 2019. Traditional undergraduate enrollment then remained steady in Fall 2019 before increasing by 3.9 percent in Spring 2020.

At the outset of the COVID-19 pandemic, Judson's traditional undergraduate enrollment declined by 1.7 percent in Fall 2020. As noted above, this decrease is in line with the 1.3 percent and 2.0 percent enrollment decreases observed nationally and in Illinois, respectively, between Fall 2019 and Fall 2020 among students seeking a bachelor's degree from a private nonprofit four-year institution. Despite the continuing decline in traditional undergraduate enrollment, the initiatives implemented by the University have helped arrest the steep decline observed in AY2018-19. This is particularly evident in the *increase* in enrollment in Spring 2020 and the small, yet nationally comparable, decrease in Fall 2020 following the onset of the pandemic. Importantly, Judson will continue the initiatives already in place and implement new initiatives designed to continue stabilizing its traditional undergraduate enrollment.

Enrollment in Judson's graduate programs such as Architecture decreased by 14.3 percent between Fall 2011 and Fall 2016, but then increased by 18.3 percent in Fall 2017. In Spring 2018, 14.1 percent in Fall



2018, and 31.7 percent in Spring 2019. Continuing this jagged pattern, overall graduate program enrollment decreased by 18.5 percent in Fall 2019 and 31.3 percent in Spring 2020. Then it increased by 30.3 percent in Fall 2020 and by 73.7 percent in Spring 2021. Notably, Judson's 30.3 percent increase in Fall 2020 far exceeds the national rate of 2.7 percent and the state of Illinois rate of 0.5 percent among students seeking a graduate or professional degree from private nonprofit four-year institutions. Given the University's initiatives around growing and expanding its graduate programs, this growth appears to be systematic and provides assurance that Judson's graduate program enrollment will continue to grow and be sustainable.

While traditional undergraduate revenue increased by \$200,000 in FY2019-20, the overall decrease in gross tuition and fees revenue mentioned above is mainly attributed to the enrollment decrease observed in Judson's graduate programs and Adult Professional graduate programs, which accounted for decreases in revenue of \$640,000 and \$520,000, respectively, compared to the prior year. Due to reduced enrollment in the graduate programs in FY2019-20, Judson focused on new trends in the market and added a Doctor of Education in Computer Science program in FY2020-21. This new program had 38 students enrolled in Fall 2020 and 51 students in Spring 2021, resulting in an increase in gross revenue of \$311,000.

Revenue Enhancement Measures

Judson is making progress in its fundraising efforts. By restructuring the fundraising approach to be more intentional, relational and efficient, Judson has been able to maximize its return on investment. The direct-mail program is a good example: Between FY2013-14 and FY2015-16, nearly 69,000 direct-mail pieces were sent to potential donors at a total cost of over \$35,000 and a net revenue of just over \$81,000. Working to be more cost-efficient, Judson's Advancement Office brought the direct-mail operations in-house and began refining the contact list. Between FY2016-17 and FY2018-19, this strategic change resulted in half as many direct-mail pieces at a cost-savings of more than \$21,000, and, most importantly, a gain in net revenue of \$400,000, while increasing the number of donors by 150 percent. Similar strategies were applied to all areas of fundraising, and the results have been encouraging.

As part of Judson's restructured fundraising approach, the Judson Alumni Board has also become more engaged. The Board has developed a committee structure and is working to expand the number of members on the Board to help lead the conversation around alumni engagement, equip Class Delegates to serve alumni better, develop meaningful alumni events, and ensure better representation in Homecoming planning. All of these efforts are also extending the reach of the Advancement Department, which will hopefully lead to a stronger foundation for alumni giving in the future.

FY2019-20 saw strong fundraising results, with nearly 90 percent of the annual fundraising goal (\$1.60 million) having been reached by Spring 2020. By year's end, total fundraising revenue had increased over FY2018-19 by \$448,000 (from \$1.60 million in FY2018-19 to \$2.10 million in FY2019-20).

The FY2020-21 fundraising goal has already been surpassed thanks in large part to a sizeable estate gift of \$730,000 and two multi-year pledges totaling \$1.45 million over the next five years. Judson's *Shaping Lives Campaign* reached this milestone in January 2020 by exceeding the halfway mark of the total campaign goal of \$43.50 million. Such early strategic plan results suggest that the upward trend in fundraising will continue.

The Campaign Committee is meeting regularly to discuss potential donors, develop campaign materials, and begin the asking process. Campaign goals include adding to scholarship and department funds through endowments and real-time gifts, funding several growth initiatives, and promoting legacy giving. The Heritage Society list was updated to reflect 53 gift vehicles: an estimated \$7.60 million in future gifts, with an additional 115 gift vehicles, values yet to be determined.

CARES Act funding and PPP loan funding of \$1.60 million have been included in the operational cash-flow section of the FY2020-21 budget. The University is in the process of applying for forgiveness of the \$1.90 million PPP loan and estimates that 100 percent will be forgiven. The University also received a second



round of CARES Act Institutional funding in early 2021 totaling \$1.40 million. These funds will be used to defray ongoing technology and operational costs related to the COVID-19 pandemic and offset operational losses incurred during the fiscal year. The second round of CARES Act funding is not included in the Revised FY2020-21 Operational Budget.

Faculty Compensation

Faculty compensation differences with the national averages for architecture faculty have not changed significantly from the last NAAB visit. While faculty salaries are consistent with those of other disciplines at other accredited colleges in our region, they are 15-20 percent below the national averages published 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 very aware of the compensation variation with their peers in other architecture programs.

Additional Staff and Services

A new admission representative was hired to help stabilize and increase enrollment. A bookstore manager was hired to run the new bookstore/Spirit Store, which was launched in FY2020-21. These additions resulted in an overall increase of \$490,000 in expenses on the FY2020-21 budget from FY2019-20.

Budget Commitment

Based on the revised FY2020-21 Operating Budget, Judson University is committed to a break-even cash flow budget. The University is confident that this will be achieved due to significant estate gifts and pledges received during FY2020-21, the receipt of the first round of the CARES Act Institutional funding of \$655,000, the second round of CARES Act Institutional funding for \$1.40 million, as well as an additional \$230,000 available on the new line of credit due to the debt refinance in December 2020.

B. Erosion of Quality in the Architecture Program

The prior NAAB visiting teams identified all conditions as being met; therefore, the quality of education in the Architecture Program should be a moot point. A letter from the previous administration was sent in 2012 to the NAAB that strongly disagreed with this cause of concern. We have created a high benchmark of success for our Program and have fulfilled every NAAB condition and criteria. Our desire is to go beyond the minimum of the NAAB requirements.

The department exceeded its budget expectations. In 2020-2021 the Program shows a \$257,282 budget actual, which allowed for the recruitment of two new faculty members, including a new department chair, and secured a teaching and research grant to take in a third faculty member. With the integration of the new department chair and new international faculty members, the department was able to delegate relevant decision-making roles that will help achieve the expected goals laid out in the Strategic Plan. The new chair completed individual faculty interviews as the initial stage of a long-term Faculty Development Program that seeks to align the Program's curriculum with the faculty's scholarly interests and professional expertise. The strategic recruitment of senior faculty members has provided the appropriate technical expertise to solidify the Program's integrated building design curriculum. In addition, the integrated design practices curriculum has also been assessed and strengthened in an ongoing curricular revision to be implemented by Spring 2022. This revision initiates an expertise-driven curricular alignment where the faculty's technical experiences and areas of expertise are strategically identified and allocated to teach and assess advanced studio courses. Additional steps have been taken to strengthen architectural technology and visualization courses to support studio courses, including ARC 451 Integrative Design Studies I and ARC 452 Integrative Design Studies II.

C. Erosion of Shared Governance at the University

The erosion of shared governance at Judson University has never been a cause of concern among the faculty as was identified by the previous NAAB team. Faculty have always been involved in long-range planning at Judson. We have always had University Faculty committees and Assemblies in place that



collaborate with the University's administration concerning financial issues. In 2020 the Chief Academic Officer and Provost organized a faculty committee consisting of members from every academic unit to revise the University's overall strategic plan.

The University does embrace faculty abilities, interest, knowledge, and commitments within the planning and governance process. All tenure procedures have been reinstated, sabbatical requests have been honored, and faculty development funds placed in budget lines.

Governance

Judson University is governed by an elected Board of Trustees and administered by a President appointed by the Board. The Judson University Board of Trustees establishes and is responsible for the fulfillment of the mission, faith identity, and educational goals of the University. The Board determines basic policy and major strategic plans for the University, approving long-range plans and educational programs. It invests executive authority for the operation of the institution in the President, who in turn, at their discretion, may delegate authority to the faculty and to the administrative officers. The Board ensures the well-being of the University by each Board member providing expertise in accordance with their gifts and talents, as well as by providing regular financial support in keeping with their ability to give. The Board is composed of at least eighteen (18) and no more than twenty-three (23) Christian members.

The governance structure includes those administrative and faculty governance activities that serve the academic and operational functions of the University. Program or policy changes of major significance and recommendations may be considered first by the appropriate academic policy committee, then the Academic Cabinet if the program or policy change has financial implications, next to Faculty Assembly, and then to the responsible Leadership Team administrator for recommendation to the President. The President may recommend the change to the Board of Trustees for final approval. If the President decides not to bring the recommendation to the Board, the President will communicate the rationale to the faculty. The President is the CEO of the University, responsible to the Board of Trustees for all aspects of University operations and programs. The President also serves as the Chief Advancement Officer.

Program Changes

In 2013 during the last accreditation cycle, the Architecture Program was part of the School of Art, Design & Architecture (SoADA). In 2016, Judson University went through an organizational change led by the Provost and Chief Academic Officer. The University's organizational structure went back to a departmental structure. The Department of Architecture and Interior Design (DAID) was formed and led by a single Department Chair, with Interior Design being led by a Director. The Interior Design program will be seeking CIDA accreditation in 2023.

Program Response:

Though this university-wide organizational restructuring officially dissolved SoADA as an academic unit, it did not affect the curriculum or accreditation conditions. The Department of Art & Design and the Department of Architecture & Interior Design continue to work collaboratively.

We have responded to specific concerns noted by the NAAB 2013 visiting team. Our department's faculty, in concert with the University Provost, have articulated a Strategic Plan for DAID for the years 2020 to 2025. . Not only does the Strategic Plan establish the vision and direction for the next five years, but it will also serve as a guide for the university administration to understand the department's priorities and to allocate the relevant financial funds to support them. Although the architecture department's Strategic Plan responds to the Program specific needs, it also aligns with many of the university's action items for the coming years. The DAID's strategic plan also defines a specific goal to assess and promote new and permanent faculty members' interests and areas of expertise. Finally, the University Provost—along with the department chair—has coordinated a monthly report to collect implementation or action items to advance the plan's implementation phase. The architecture faculty are also actively involved in collecting new action items for these monthly reports.



1—Context and Mission

Context, Setting, Mission, Culture

Program Response:

Judson University is a private American Baptist-affiliated, urban, evangelical Christian university of the liberal arts, sciences and professions. It is coeducational and offers bachelor degree programs and five master degree programs in architecture, education, religion and business. The North Central Association of Colleges and Schools (NCA) accredits the University for a full 10-year term. The National Architectural Accrediting Board (NAAB) accredits the Master of Architecture degree. All seven master degree programs—the Master of Business Administration, the Master of Education in Literacy, the Master of Architecture, the Master of Arts in Human Services Administration, the Master of Leadership in Ministry, the Master of Arts in Clinical Mental Health Counseling, and the Master of Arts in Organizational Leadership—are approved by the Higher Learning Commission of the North Central Association of Colleges and Schools. Seven graduate programs and three Doctorate programs are currently offered at Judson University.

Judson University is located in Elgin, a city of over 110,000 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. The Metra commuter train line has three stations in Elgin, with about a 65-minute ride to Union Station in Chicago. To the east is the Chicago metropolitan area and to the west, a broad expanse of farmland. Judson students enjoy both the cultural and recreational advantages of metropolitan Chicago plus the openness of the Illinois countryside.

Judson University is on a 90-acre campus of rolling, wooded terrain and spacious lawns. Tyler Creek winds through the campus, forms a picturesque pond near the midpoint, and conducts into the Fox River on the east. Seventeen buildings and facilities dot the campus, including four student residence halls, a campus apartment building, a university commons, a science and mathematics building, a fine arts building, a fitness center, athletic fields, an education program building, the Lindner Center (a seven-story classroom, office and residential facility), a 700-seat chapel, and the Harm A. Weber Center which houses the art, design and architecture programs and the campus library. Judson University is home to over 1,250 traditional and continuing-education students from over 36 states and 30 countries.

As of the Spring semester of 2021, the Department of Architecture and Interior Design has 117 students in the undergraduate and graduate years with 1 full-time administrator, 1 full-time administrative assistant, and 8 full-time and 5 part-time faculty members. The main form of delivery is in-person on-campus classes. Since COVID-19, we do have hybrid online studio and lecture classes as needed by the students using “ZOOM” technology.

Department Mission

The Architecture Program provides Judson students with a Christ-centered comprehensive, professional architecture education. Delivered by a committed faculty, the program focuses on:

- Inspiring students to demonstrate their commitment to our natural environment, sustainability and the development of a quality-built environment
- Encouraging students in academics and community through an interdisciplinary approach that prepares leaders and tempers professionals
- Nurturing students in the exploration of architecture and its divergent approaches, their creativity in design, and their expressions of personal beliefs in their personal and professional activities
- Demonstrating a strong faith-based worldview through our program, teaching, and lives
- Continuously exploring and defining the intersection between Christianity and architecture education and service.



Department Vision

The Judson Architecture Program aspires to be a global leader in architectural education and Christian Service.

Academic Context & University Community

Program Response:

The Architecture and Interior Design Program's role in and relationship to its academic context and university community is through a broadly-based education in the liberal arts, sciences and professions, of which architecture is one among many disciplines. Students acquire ideas and concepts that sharpen their insights. They learn the knowledge and skills appropriate to their career goals, and develop their critical thinking abilities and commitment to lifelong learning. Such a liberal-arts path opens up to the architecture graduate the gamut of being an architect within a design firm to a working as a set designer.

The Architecture Program's role within the university community is not only seen as one "spoke" of the traditional liberal arts but it also revolves around a biblical worldview that embraces environmental stewardship or a creation-care focus.

The Judson University community experience challenges its graduates to become decisive leaders and active participants in church and society, articulate proponents of biblical Christianity, persuasive advocates for the sovereignty of God over all of life, and effective ambassadors for Christ.

The Architecture and Interior Design Department is located in the Harm A. Weber Academic Center (HWAC). The HWAC represents a milestone for Judson University by providing an environmental stewardship mission and vision that has attracted many visitors. It uses passive and active design systems to conserve and create energy. It is a LEED Gold building and features multiple environmental conservation strategies. It is a frequent destination for building tours by the AIA, ALA, USGBC, ASHRAE, local and state governmental representatives, and other groups interested in cutting-edge sustainable architectural design. Architecture and engineering faculty and students from IIT, Southern Illinois University, and local community colleges frequently visit the HWAC as part of their sustainability research.

Learning Inside and Outside the Classroom

Program Response:

The Program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities.

Students have placed in numerous scholarships and competitions: Our students have won the Chicago Women in Architecture Scholarship; they have placed in the AIA Chicago Student Competition; they have placed second in the USGBC MN-chapter student competition; a team of students placed in *eVolo* magazine's international Skyscraper Competition; and student works were published in *The Classicist* Journal.

The Program also launched a Facebook page, a related communication tool that also serves as one of the primary means by which alumni stay connected to the Program.

The Program established a formal end-of-year awards event for architecture faculty, students and their families. Taking place shortly prior to Commencement, this event honors faculty and students for their achievements.

The annual spring symposium, the "James Didier Symposium on Christ and Architecture," is held almost every year. It was named after the president responsible for Judson's launch of the Architecture Program. This symposium brings together the departments of Architecture, Biblical Studies, Art and



Design, and the campus community around areas of interest common to all programs. In 2019 David Minnigan AIA, IIDA, LEED AP of Earl Swenson & Associates was the symposium guest speaker along with Dr. Gene Crume, Jr.

The Architecture Program launched the Tau Sigma Delta Honor Society and awarded its first honors students with membership. It continues today under the leadership of an architectural professor.

In 2020, the Professional Advisory Council (PAC) added new members, Jenna Bentacourt and Robin Randall, bringing our council to 15 members. The PAC provides a valuable resource of networking and financial support to the Program and to our students. It also provides internship opportunities for our students and professional development opportunities for our faculty. Scott Feltheim is currently the chair of the PAC.

Judson developed a partnership with a mentoring and college-readiness program, Guidance Life-Skills and Mentoring (G.L.A.M. Inc.), that serves at-risk female youth in Indianapolis. G.L.A.M. collaborates with the Indianapolis Public Schools to provide weekend instruction related to empowerment, academic and life skills, risk reduction, health and financial literacy, and college preparation.

In March 2018, Judson sponsored the G.L.A.M. Architecture Workshop in Indianapolis. In September 2019, President Crume and a Judson Trustee, Dr. Darryl Jenkins, attended a G.L.A.M. fundraising event in which they bestowed on Alpha Coles Blackburn an honorary degree. Mr. Blackburn, a renowned architect and former CEO of Blackburn Architects, has been working with G.L.A.M. to provide opportunities for young women to attend Judson and major in architecture, art, and graphic design. Through Judson's partnership with G.L.A.M., the University is also hoping to expand its overall market presence into the Indianapolis area.

Every summer prior to the COVID-19 pandemic, the Architecture and Interior Design programs cohosted the Architecture and Interior Design Discovery Summer Workshop, a one-week workshop for high school students. The workshop exposes approximately 20 students to Judson's campus, culture, and professors, and allows participating students to explore Chicago's architectural and design features. The workshop has provided a high-yield pipeline for enrollment in the undergraduate Architecture and Interior Design programs.

Judson planned to expand its Summer Workshop to Colorado in Summer 2019. The expansion was made possible through a partnership formed by a Judson University donor who serves as a school board member for a blended learning high school in Colorado Springs (Springs Studio for Academic Excellence), Judson Architecture alumnus Joshua Wixom, who is a teacher at Springs Studio, and the high school superintendent, Peter Hilts. Judson Architecture faculty member Alan Frost will lead the workshop in partnership with Mr. Hilts, Mr. Wixom, and a selection of architects in the Colorado Springs region. The 2019 and 2020 Colorado summer workshops were postponed due to low enrollment and the COVID-19 pandemic, respectively, but the University has received a \$10,000 sponsorship to cover marketing costs and provide attendance scholarships for students from underserved populations.

Accordingly, Judson still expects that the workshop will be hosted by the Colorado Springs-based high school in future years, perhaps beginning in summer 2021. As the workshop gains traction, it is expected to become a promising initiative that will expose Colorado high school students to the Judson's Architecture and Interior Design programs while expanding the Judson's overall market presence.

Program Response

Summary Statement of 1 – Context and Mission

The Judson University Department of Architecture and Interior Design (DAID), home to undergraduate majors in Architecture and Interior Design, as well as the graduate Master of Architecture degree program, aspires to be a global leader in design education and Christian service. The Architecture Program provides



Judson's students with a Christ-centered, comprehensive professional architecture education. The architecture program was founded in 1997, and the professional Master of Architecture degree was initially accredited in 2004 by the National Architecture Accrediting Board (NAAB). The Architecture Program, both undergraduate and graduate, is now widely acknowledged for its innovative approach to architectural education, including a one-year preceptorship (internship) a program that enables our students to fully engage in professional contexts. The preceptorship program serves as a structured transition between academic studies, internship, licensure, and ongoing professional registration. Our department prepares future architects to participate in the much-needed change in our culture. The Department of Architecture and Interior Design's professional curriculum aims to develop leaders who can be responsive to the environmental and cultural changes of our greater global community.

2—Shared Values of the Discipline and Profession

The discipline and profession of architecture establish values as well as responsibilities. These are foundational for architects to know, pursue, and practice. Judson University's architecture and interior design programs share the common values of the profession: design, environmental stewardship, professionalism, innovation, leadership, collaboration, community engagement, lifelong learning, diversity and equity. Judson's architecture program encompasses a liberal arts stance, and a Christian worldview undergirds the entire foundation.

The Program's response to each value is stated below and is reflected as part of our on-going strategic and long-range planning.

Design:

Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession.

Program Response:

Design education is foundational in the teaching of our studios from the first-year experience in teaching drawing skills, visual compositions, design concepts, the creative process and critical thinking to our graduate studios in teaching project programming, new urbanism, community design collaboration, sustainability, and developing research and design methodologies for thesis proposals. We prepare them to be architects who design.

One of the Program's strategic goals has been to develop the visual and spatial imagination of the students. We provide students with knowledge about art, design, and architecture with an historical, environmental, religious, and social understanding that has shaped each period. Further, we teach students to make intelligent and critically informed decisions in problem solving: We maintain small design studios and use a variety of media and applications. We strategically purchase additional hardware and software programs for our digital laboratory.

Environmental Stewardship and Professional Responsibility:

Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them.

Program Response:

The Program provides opportunities throughout the curriculum for the students to learn about stewardship of the environment and how they can design for its greatest benefit. There is a conscious effort by the faculty to raise awareness in virtually every course about particular aspects of stewardship, and how the built environment is a major part of the environmental issues of our day. The Environmental Technology sequence of courses introduces environmental and energy-conscious design concepts that are studied simultaneously in the design studio and reinforced in each design studio thereafter. Comprehensive understanding of the spectrum of low-tech to high-tech tiers of approaches for sustainability are presented, along with current metrics with respect to the impact of design on the built environment and an understanding of the triple bottom line approach relative to the USGBC's LEED rating system. As Christians and responsible citizens, this is and will always be a vital part of the ethos of the department.

Equity, Diversity, and Inclusion

Architects commit to equity and inclusion in the environments we design, in the policies we adopt, in the words we speak, in the actions we take, and in the respectful learning, teaching, and working environments that we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.

Program Response:**Diversity**

Diversity at Judson University is a concept that embraces the uniqueness found in each person, whom God has created. One's uniqueness comes from a mix of influences such as ethnicity, sex, national origin, religion, physical ability, age, geography, and intellect. This mixture brings a richness of perspectives, talents, and ideas. It is an intentional and active commitment to honor personal uniqueness based on God's valuation of people. Social justice, equal rights, reconciliation, forgiveness, and redemption are important components to the quality of diversity. Judson University administration, faculty, and staff are committed to ensuring that the campus community – both within and outside of the classroom walls – creates a diverse, equitable, and inclusive learning environment for the students, faculty, and staff who represent the Kingdom of God. With this in mind, we affirm that diversity was created by God, that diversity is visible throughout God's creation, that diversity is modeled by God in creation, and that diversity celebrates human differences.

The DAID strongly pursues a multicultural and multinational educational experience. The Program has taken steps to encourage our students and faculty members to design, research, write, and teach in ways that increase all forms of diversity in our Program and our community. Strategic actions toward achieving diversity goals facilitate meaningful and sustainable impact throughout Judson University's community. As part of our 2020-2025 Strategic Plan, the DAID has strengthened the articulation of goals to increase and sustain diversity in our Program, including:

1. Use current data to facilitate the recruitment of underrepresented population for faculty and staff positions.
2. Incorporate multicultural and multinational content into our curriculum.
3. Cultivate an environment where our students, faculty, and staff can thrive academically, socially, and professionally regardless of their cultural background.
4. Continue to support plans, hiring practices, recruiting, retention, curricular revisions, partnerships, fund raising, and grants to support diversity.
6. Incorporate multinational library resources, such as books, journals, and periodicals.

For the years 2020 and 2021, the DAID has accomplished relevant goals in the Strategic Plan, including:

1. The appointment of a female faculty member from Brazil.
2. The appointment of a research and teaching fellow from Mexico focusing on community and social justice research and design.
3. The appointment of a new Department Chair from Puerto Rico.
4. Increasing recruitment of Hispanic and Latino students.
5. The integration of the new department chair to Judson University's Internal Diversity Committee.
6. The appointment of an adjunct female faculty member with both architecture and interior design majors. It is expected that this new adjunct will become fully integrated as a full-time faculty member.

Our architectural design studio courses have been strengthened by the valuable teaching experience of recently appointed international professors who bring multinational case studies, research methodologies, and technical precedents to their teaching. With this, our students have deepened their sensibilities, knowledge, and training, something that will prepare them to practice in both national and international professional contexts.

Equity

The Department of Architecture and Interior Design works closely with the Student Success Center to provide reasonable accommodations and resources for our students with disabilities in order that they may have equal opportunities for success. Partnerships among faculty, staff, and students with disabilities provide equity and access to the resources available to all students. Under the American Disabilities Act (ADA) of 1990, which was amended as ADAAA in 2008, and Section 504 of the Rehabilitation Act (1973), the DAID has made all necessary efforts to provide students with reasonable accommodations based on their individual needs. In past years, the Program has served students with hearing, learning, and physical-mobility disabilities. The DAID's equity and inclusion principles have been articulated on the following official departmental and institutional instruments:

1. DAID Student Handbook (printed annually and distributed to each student with a receipt signature required)
2. Faculty Handbook (digitally available)
3. Non-Discrimination policy
([https://www.judsonu.edu/Registrar/Adult_Catalog/Academic_Policy/Non Discrimination Policy/](https://www.judsonu.edu/Registrar/Adult_Catalog/Academic_Policy/Non_Discrimination_Policy/))
4. Disabilities policy
5. Academic Honesty/Plagiarism policy

Judson University's RISE program is a leading program that gives students with intellectual disabilities the college life experience in a Christian community and builds upon strengths for independent living and customized employment. The RISE program and its leadership serve as a close consultancy to devise additional strategies to achieve goals toward equity. Finally, some of our architecture students are volunteer leaders who serve the RISE program directly.

Finally, our physical facilities at the Harm A Weber Building were designed with the highest standards guaranteeing equal and safe access and mobility for staff, faculty, students, and visitors to all our classrooms, offices, library, and common spaces.

Inclusion

The Department of Architecture and Interior Design has maintained a firm stance in promoting all efforts toward inclusion. From Program administration to the classroom, the department has fostered clear principles and goals to ensure the inclusion of all groups within our community. The DAID is committed to sharing, defending, and celebrating all differences represented by ethnicity, sex, national origin, religion, physical ability, age, geography, and intellect. DAID's efforts to strengthen inclusion policies and concrete efforts is evidenced in the enrolled student populations. For the year 2020, DAID's student composition revealed the following figures:

Asian	2
Black/African American	5
Hispanic	44
Non-Resident Alien	9
Race unknown	7
White	52

Following our Strategic Plan for 2020-2025 and working closely with Judson University's Admissions Department Executive Vice President Dr. Nikki Fennern, the DAID is formulating additional strategies to reach a more diverse student population. The DAID's new chair and Dr. Fennern continue coordinating recruitment visits to high schools that reveal a higher number of students from underrepresented communities.



Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.

Program Response:

The Department of Architecture and Interior Design is committed to fostering creative research and innovation. The strategic integration of new faculty members has not only allowed DAID to expand the number of full-time faculty members, but also allowed them to assume research tasks in digital design, community design, and construction technology. The alignment of faculty members' specialties with relevant research niches also brings an opportunity to secure external funding that will allow researchers to maintain a technical intelligence output that is integrated into the classroom and can also be disseminated through publications, exhibitions, as well as conferences. For the year 2023, the department is preparing to sponsor a new conference series on Latin American Architecture in which DAID professors are already preparing their research to present at the event. On the other hand, the event will bring together presenters from other institution to share their research work. As in previous years, the department is coordinating a series of recurring conferences focused on the practice of architectural design, where professionals from the Chicago area and from other locations nationwide will present their work as well. These events have allowed DAID to provide students with a stream of design knowledge and professional practice as part of their education. It also allows the department to maintain an intellectual exchange among professionals, ensuring the continuous formulation of current technical, theoretical, and professional intelligence that serves as a threshold for innovation.

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

Program Response:

The Program, through a wide variety of real world and hands-on opportunities, provides students with multiple occasions to interact with the community as engaged citizens. In the fifth year, the Community Outreach Studio plans and completes a design project that provides the client with a building that improves the community. These opportunities culminate in the sixth year: students in the Urban Design Studio are actively involved with a community to make it a better place to live. Many design studio opportunities, professional practice course topics, and student organization engagements embrace the ethos of service to the community by the architecture profession and as individuals. It is the intention of the Program to continue doing projects that serve both local and global communities.

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.

Program Response:

The Programs of Art & Design and Architecture & Interior Design each host a Lecture and Exhibition Series. These are a means to facilitate presentations by noted artists, designers, architectural practitioners, filmmakers, educators, etc. As such, these events represent a significant supplement to the curricular experiences of students. Students are required to attend these co-curricular programs.

Student organizations offer participants additional opportunities to investigate, enjoy and serve within their chosen disciplines while also offering networking opportunities and leadership experience. Current official student organizations within the Program include: The American Institute of Architecture Students (AIAS), the International Interior Design Association (IIDA), Tau Sigma Delta Honor Society for Architecture and Allied Arts, Habitat for Humanity, and the Association of Christian Architects (ACA).



3—Program and Student Criteria

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

The Program matrix shown below identifies the appropriate NAAB Program Criteria (PC) and Student Criteria (SC) linked with architectural courses developed within the Program's curriculum course path. All SC's must be satisfied before receiving the appropriate degree.

The Program's curriculum is composed of four major areas of knowledge: design studies, tectonics and materials, history and theory, and sustainability. The early years of the curriculum are general and abstract, while the later years are more specific and concrete. A conscious effort has been made to imbed the majority of the SC in the third and fourth years of the Program.

The third and fourth years of the Program are also the places of knowledge development in terms of both breadth and depth. The third and fourth-year students begin the process of synthesis and integration, especially in the fourth year. Comprehensive design is a serious endeavor in the Program. Graduates need to be prepared to enter practice upon completion of the fourth year to succeed at the preceptorship. The year-long non-credit, paid practice experience is a requirement before returning to the in-residence portion of the M. Arch. degree program. The remaining graduate-degree requirements are earned in a three-term sequence of summer, fall, and spring. The highly focused nature of SC placement in the graduate coursework speaks to the Program's desire for advanced study beyond accreditation requirements, integration of high-level issues like faith and practice, and less regulated and prescribed intellectual growth.

Program Distinctives

A Christian Liberal-Arts Institution

The context for the delivery of the curriculum is arguably the most distinctive aspect of the Program. Students study and learn in a traditional liberal-arts format, yet the context is singular in many ways. First, the learning environment of the institution is unique due to its faith-based mission. Students participate in chapel services, ministry activities, mission service projects, and many forms of community outreach. Architecture students have been involved in design studio projects with local ministries and social-service organizations. The unique faith-based mission of the university draws students from around the country, increasing geographic diversity and breaking down some of the inherent homogeneity present in the student body.

Size

The size of the Program is small and personable. Students have courses with each of the professors multiple times, and this serves to strengthen the personal as well as the professional ties among the community. Pre-COVID, faculty and students often dined together in the Commons, and occasionally at faculty homes. Also pre-COVID, faculty and students worshiped together in their local churches.

LEED Gold Weber Academic Center

The ability to study architecture in a LEED Gold facility with daylighting and natural ventilation as key design strategies cannot be overstated. This "learning laboratory" is an appropriate expression as students and faculty learn together the strengths and weaknesses of the approaches employed in this low-energy green building.

Architectural Study Tour

Students in the Architecture and Interior Design Programs are required to complete an architectural study tour program. Graduate students who did not earn an undergraduate degree from Judson and who have not had an architectural study tour experience are also required to do so. Students may fulfill the requirement in one of two ways.

Most students enroll in the Department's annual Architecture Study Tour at the end of their third year. (The tour is also open to Art and Design students for elective credit.) Held at the start of the summer session, the tour is a 5-credit hour, 4-week course, typically taken following the spring term of a student's third year. Preparations, readings and sketch workshops take place throughout the academic year prior to this May-term course. The tour includes a variety of site and museum visits and drawing and writing exercises at the faculty's discretion. As the teaching faculty rotates from year to year, the focus, content, and destinations vary with each iteration of the course. (Typically, the course includes two weeks in Italy and two weeks elsewhere in Europe: recent past tours have included France, Spain, Switzerland, Germany, Austria, Hungary, the United Kingdom, the Czech Republic, and the Netherlands.)

The study tour is structured around three primary areas of learning: observational field sketching and watercolor rendering; focused visits to places significant in art and architecture history and contemporary practice; and an engaged understanding of how the built environment impacts place, culture, and cities.

Cross-over "4+2" and Preceptorship

The Program requires students to complete 1,600 hours of practice before earning the M. Arch. degree. This preceptorship requirement is normally accomplished in the first year of the two-year Master degree program. Students work in an office, experiencing the practice culture and work that cannot be emulated in the classroom. Typical observed outcomes include practice knowledge, maturity, networking, in-residence preparation for technology and practice methods, and a burst of practical knowledge to complement existing theoretical knowledge. The content of the students' work experience simply needs to fall within the intent of the NCARB-AXP program, fulfilling roughly one third of the requirements. ARC 556—Architectural Practice, Leadership and Ethics includes a project where the students record their work experiences in a Preceptorship matrix.

The Program also requires students to submit a resume documenting work experience that is AXP or equivalent. We prefer the format of NCARB Record, as this encourages the starting of a council record. We believe this record is critical for a professional program, as it is more detailed than a resume. However, a detailed resume will do if a student has not yet started a council record. Such documents are added as credentials to student files. The student records include an area that is marked *complete* when a student submits an adequate record. This is a credential requirement for M. Arch. graduation.



Curriculum Program matrix:

2021-2022 Revised NAAB Matrix (01/22/2021)																
Judson University																
3.1 Program Criteria (PC)								3.2 Student Criteria (SC)								
	Career Paths	Design	Ecological Knowledge and Responsibility	History and Theory	Research and Innovation	Leadership and Collaboration	Learning and Teaching Culture	Social Equity and Inclusion	Health Safety + Welfare in Built Environment	Professional Practice	Regulatory Context	Technical Knowledge	Design Synthesis	Building Integration	Faculty member(s)	# PC's or SC's faculty notes as present in course
2021-2022 NAAB Matrix (sp'21, sum '21, fall '21)	PC.1	PC.2	PC.3	PC.4	PC.5	PC.6	PC.7	PC.8	SC.1	SC.2	SC.3	SC.4	SC.5	SC.6		
ARC 101 Shop Stewardship, Material, + Process							X								Meissner	1
ARC 122 Communication & Architectonics		X					X								Lauriat	2
ARC 222 Construction Tectonics & Assemblies			X						X			X			Gallagher	3
ARC 231 History of Architecture I				X		X		X							Petroli	3
ARC 232 History of Architecture II				X		X		X							Petroli	3
ARC 251 Heuristics and Architectonics		X					X								Loritsch	2
ARC 252 Architectural Design Explorations		X					X								Loritsch	2
ARC 310 Digital Design Simulation		X													Lauriat	1
ARC 321 Theories of Environmental Stewardship			X		X	X			X						Hussey	4
ARC 322 Advanced Construction Tectonics & Assemblies	X								X			X			Gallagher	3
ARC 331 History of Architecture after Industrial Revolution				X	X		X	X							Raffi	4
ARC 332 Architecture of Cities				X	X		X	X							Raffi	4
ARC 341 Theories of Architectural Structures		X							X			X			Frost	3
ARC 351 Intermediate Architectural Design Studies		X			X								X		Lauriat/Petroli	3
ARC 352 Elective Architectural Design Studies		X		X									X		Hussey/Petroli	3
ARC 381 Architecture Study Tour				X			X	X							Frost/Lauriat	3
ARC 421 Environmental Technology II				X	X				X			X		X	Loritsch	5
ARC 422 Environmental Technology III				X	X				X			X		X	Loritsch	6
ARC 441 Advanced Architectural Structures									X			X			Domel	2
ARC 451 Integrative Architecture Design Studies I		X			X	X			X		X	X		X	Frost/Juhl/Jaeger	8
ARC 452 Integrative Architecture Design Studies II		X			X	X			X		X	X		X	S.G./Juhl/Jaeger	8
ARC 462 Preceptorship Preparation	X														Sartor	1
1600 Hour Preceptorship																
ARC 556 Architectural Practice, Leadership, and Ethics	X					X		X	X	X	X				Gallagher	6
ARC 575 Community Outreach Studio		X				X		X							Lauriat	3
ARC 580 Programming and Research Methods									X	X	X				Hussey	3
ARC 651 Advanced Architecture & Urbanism Studio		X		X				X	X						Hussey	4
ARC 656 Architectural Practice, Law and Management	X					X				X	X				Gallagher	4
ARC 652 Advanced Architecture Studio		X			X	X		X					X		Frost	5
ARC 691 Christian Worldview and Architecture							X								Lindsey	1
	PC.1	PC.2	PC.3	PC.4	PC.5	PC.6	PC.7	PC.8	SC.1	SC.2	SC.3	SC.4	SC.5	SC.6		
ELECTIVES																
ARC 600 Full Small Scale		X		X											Frost	2
ARC 410/610 Advanced Digital Design		X													Lauriat	1
ARC 442/642 Advanced Drawing															Lindsey	0
ARC 616 Architectural Rendering in Watercolor															Lindsey	0
ARC 629 Multi-Culturalism + Architecture							X								Sartor	1
ARC 671 Advanced Case Studies in Sustainable Design			X		X								X		Hussey	3
Number of courses with PC or SC	4	14	3	10	10	9	8	10	12	3	5	8	6	5		



3.1 Program Criteria (PC)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

Program Response:

ARC 556 Architectural Practice, Leadership, and Ethics and ARC 462 Preceptorship Preparation prepares students for internship and preceptorship-based experiential learning as students complete their undergraduate program. Students explore histories of practice and professionalization, the topographies of contemporary practice, and strategies for professional development.

ARC 462 Preceptorship Preparation helps the student learn to prepare employment applications, write resumes and cover letters, prepare professional portfolio documentation of work, and prepare for interviews. Through in-person and off-site interviews of recent alumni of the Program, students will learn strategies for securing preceptorship employment. Students review the roles of the AIA and NCARB in the emerging professional's life and explore alternative career paths.

The object of ARC 556 is an understanding of the paths to becoming licensed as an architect in the United States and an awareness of the range of available career opportunities that utilize the discipline's skills and knowledge.

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

Program Response:

Design studios from first year through the graduate year are designed to increasingly integrate theories, systems, and skills gained in other coursework. The design studio is the place of application, where students explore a variety of typologies at various scales and in various settings. Each studio in the Program focuses on a specific set of skills and building types to foster a more comprehensive understanding of the discipline of architectural design.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

Program Response:

Environmental stewardship has been a hallmark of the Program since its inception. The care of natural world is a Christian value and is represented throughout the curriculum, faculty, and the facility.

The Harm A. Weber Academic Center, designed by British architect and Cambridge University Professor C. Alan Short, features a fully-integrated, hybrid natural ventilation design, significant natural daylighting, a photovoltaic system integrated into the southern building envelope, and an extensive landscape improvement scheme. It has been designed to achieve a LEED Gold rating by the U.S. Green Building Council, featuring a number of innovation credits.

ARC 101 Shop Stewardship, Materials, and Processes introduces students to working with physical materials and processes, encouraging a connection between raw material and the built environment.



Students creatively shape finite resources to produce design objects that embody material, function, and beauty.

ARC 321 Theories of Environmental Stewardship introduces students to the ecological and environmental systems with which the built environment interacts. Students learn concepts of sustainability and environmental stewardship. The course introduces the concept of human activity that meets the environmental needs of the present without jeopardizing the needs of future generations. This area includes ecological issues regarding green architecture, the Architecture 2030 challenge, and the LEED rating system (Leadership in Environmental and Energy Design).

ARC 421 Environmental Technology I focuses on user wellness and comfort through the lens of acoustics and lighting. Students learn strategies and techniques to achieve healthy and attractive environments for living and working.

ARC 422 Environmental Technology II teaches technical considerations of mechanical, electrical, plumbing, fire safety, conveyance, and communication systems. Students are made aware of choices in each of the systems which provide more sustainable buildings. The course begins with a lecture on design approaches that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

Program Response:

Judson Architecture has always maintained a robust history and theory curriculum, with four dedicated courses focused on the history of architecture and urbanism. All our students participate in a study tour, typically visiting two or more European countries. The tour allows for immersive engagement in foreign cultures while examining seminal works of architecture. The faculty boasts two full-time professors with expertise in architectural history and another focused on urbanism.

ARC 231 History of Architecture I covers the canon and customs from the ancient Mediterranean to medieval Europe, with additional studies on the Fertile Crescent, India, Japan and China, and Muslim empires. ARC 232 History of Architecture II examines architecture from the fifteenth century up to the Industrial Revolution, including the development of the profession. ARC 331 History of Architecture after the Industrial Revolution involves architectural practitioners, ideas, and structures from the late 1800s through the twentieth century.

ARC 332 Architecture of Cities introduces theories and practices of urban design throughout history and into the present. Students learn how cities are formed and reshaped by cultural, physical, and political forces.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

Program Response:

In several lecture courses, students engage in topical research in groups and as individuals. In all upper-level studio courses, students research site, social, programmatic, and technological concerns as a precursor to design. At Judson, architectural design flows from the examination of a variety and diversity of human needs and conditions. Students are encouraged to study precedents in terms of programmatic typology, tectonic approach, and urban context.

Students encounter both analog and digital means of fabrication in service of design and technical exploration. The use of the wood shop and digital fabrication lab is woven into multiple lecture and design studio courses. Student workers and graduate assistants operate both fabrication facilities.

ARC 580 Programming and Research Methods in Architecture is an introduction to architectural programming, project scheduling, cost estimating, and case study research. Students produce a research and program compendium in preparation for the Cumulative Studio or Thesis project.

The University has secured a multiyear grant for research related to manufacturing facilities in the United States. With a portion of this funding, the architecture department was able to add a faculty member, Dr. Luis Fernando Nunez. Dr. Nunez will incorporate his ongoing research in a yearly seminar for upper level and graduate students.

Resuming in academic year 2022-2023, the department will host a professional conference in association with the local chapter of American Institute of Architects. The tentative topic centers on Latin American Architecture. Additionally, the department plans to resume a long-running symposium, On Christ and Architecture. The symposium considers the role of Christian faith and worldview in the architectural academy and profession. On Christ and Architecture has historically hosted participants and speakers from across the country.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

Program Response:

In addition to the group research referenced above, students also interact with a variety of stakeholders in several studio courses. All upper-level design studios locate a project on a specific site, allowing for contextual studies and urban design considerations.

In ARC 451 Integrative Architectural Design Studies I, students interview multiple potential building users to gain empathy and understanding prior to conceptual design. This studio is sponsored by an architectural firm, and students benefit from interaction with multiple professionals throughout the term.

Building on research skills gained in ARC 580 Programming and Research Methods, ARC 575 Community Outreach Studio entails ongoing interaction with a real-world client, typically a not-for-profit organization seeking to initiate a building campaign. Recent examples of stakeholder interaction include neighborhood organizations, an urban grade school, and a municipal tourism bureau. Graduate students interview a panel of stakeholders before jointly developing a program. Stakeholders are involved in design reviews and provide critical feedback on student projects.

In ARC 652 Advanced Architecture Studio, graduate students consider urban design and architectural interventions in a specific locality. Often beginning with an onsite charrette, students engage with stakeholders and local subject matter experts. This studio is sponsored by an architectural firm, and students benefit from interaction with multiple professionals throughout the term.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

Program Response:



As a faith-based institution, the shared values of the faculty, students, administration, and staff engender strong comradery and respect throughout the Program. Full-time faculty serve as academic advisors and strive to connect relationally with students outside the classroom. Several faculty with active architectural practices regularly engage upper-level students in both short and long-term professional work.

In ARC 381 Architecture Study Tour, faculty guide students on a month-long sketching trip. Instructors and pupils travel, sketch, discuss, and dine together while exploring notable architecture and fascinating cities. Faculty model cultural engagement as the group encounters unfamiliar locales and customs.

PC.8 Social Equity and Inclusion—The program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

Program Response:

One of the objectives of the Program is to actively enhance diversity, equity, and inclusion in the Department. We will ensure that all curriculum is infused with diverse, equitable, and inclusive content, activities, and experiences. We will seek, prepare for, and support students who typically lack access to traditional college experiences due to race, ethnicity, gender, socio-economic status, etc., and we will actively pursue faculty from under-represented groups.

In ARC 429 Multiculturalism and Architecture, students develop an awareness and a beginning understanding of diverse non-western cultures, learning about the ways diverse cultures aesthetically communicate, occupy space, and occupy their built and natural environment. Such communities often approach the built form in unique and meaningful ways that reflect their cultural, environmental, and historical origins. This course is intended to encourage students to be sensitive to the diverse issues and patterns that generate the imagery of these built forms.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

See also the enclosed Program Curriculum's matrix that identifies the appropriate NAAB Program Criteria (PC) and Student Criteria (SC).

SC.1 Health, Safety and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

Program Response:

ARC 222 Construction Tectonics and Assemblies and ARC 322 Advanced Construction Tectonics and Assemblies together introduce students to construction methods and materials, with a focus on building performance. Topics include fire safety, thermal and moisture control, building maintenance, acoustical privacy, and other factors that influence human health, safety, and welfare.

ARC 321 Theories of Environmental Stewardship introduces concepts of sustainability in architecture, then focuses on human comfort and health in regards to mechanical systems. Students learn techniques that maximize thermal comfort, safety, and energy efficiency in buildings.



ARC 421 Environmental Technology I examines human welfare in regards to acoustical and lighting systems. Students learn that human comfort and productivity are deeply affected by sound and lighting in architectural spaces.

ARC 422 Environmental Technology II teaches technical considerations of mechanical, electrical, plumbing, fire safety, conveyance, and communication systems. Students are made aware of choices in each of the systems which provide more sustainable buildings. The course begins with a lecture on design approaches that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

ARC 332 Architecture of Cities teaches students how urban structures affect the physical, social, and economic well-being of people. Students learn how the design of public spaces such as parks, sidewalks, and plazas is integral to urban life.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

Program Response:

Preparation for professional practice has always been distinctive of Judson Architecture. The preceptorship year is a hallmark of the Program. Upon completion of the undergraduate degree, students work in professional firms for a minimum of ten months before returning for the Master of Architecture curriculum. The department hosts a job fair each February to connect students with firms from around the United States. Many of these firms are involved in design reviews, and some of their leaders provide support through our Professional Advisory Council.

ARC 462 Preceptorship Preparation prepares students for internship and preceptorship experiential learning as students complete the undergraduate program. Students explore histories of practice and professionalization, the topographies of contemporary practice, and strategies for professional development.

ARC 556 Architectural Practice, Leadership, and Ethics is an introduction to and survey of the professional practice of architecture. Course content includes a reflection upon the Preceptorship program; a survey of the history of professional practice; a review of the policies of NCARB, IDP, local and national AIA; a familiarization with the various routes to licensure; and exposure to a variety of practice types and career paths within the broad context of professional practice.

ARC 656 Architectural Practice, Law, and Management continues the content of Professional Practice I, extending the subject into areas of law, ethics, regulation, professional registration, marketing, finance, business accounting, business structure, project delivery methods, contracts, and client relations.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

Program Response:

ARC 656 Architectural Practice, Law, and Management includes topics of law, ethics, and regulation, illustrating the architect's role in land-use development, zoning compliance, construction permitting, and inspections. Students gain knowledge and understanding of the profession through faculty lectures, guest lectures, and site visits to projects and architecture firms. Site visits, lecture topics, and



assignments are developed to correlate with the *Architects Handbook of Professional Practice* (sections on the Profession, Firm Management, Project Delivery, and Contracts and Agreements), which is required reading for the course.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

Program Response:

ARC 222 Construction Tectonics and Assemblies is the first in a sequence of courses designed to provide an overview of the essential methods and materials for designing, detailing, and assembling buildings of various construction types. It is a class that embarks on the process of developing a student's practical vocabulary, knowledge, and understanding of architecture through reading, lectures, assignments, guest speakers, site visits, and in-class application. The content is broad and many different applications of materials, systems, and construction types are introduced. Architectural practices and methods are explored through the perspective of performance concerns and construction concerns.

ARC 322 Advanced Construction Tectonics and Assemblies is the second in a sequence of courses following ARC 222. Students continue to develop practical vocabulary, knowledge, and understanding of architecture through readings, lectures, guest speakers, project site visits, in-class application, workbook assignments, and exams. Students gain a working knowledge of the methods and materials for designing, detailing, and assembling building structural systems and building envelopes of commercial and institutional buildings. Many different applications of materials, systems, and construction types are introduced and examined.

ARC 321 Theories of Environmental Stewardship is an introduction to the ecological and environmental systems issues of architectural design. Lectures and problems are related to vernacular and environmental principles that impact architecture. Students gain an understanding of sustainable design principles in architecture, acquire skills in the principles and behavior of passive (solar) and active (HVAC) systems in buildings, and demonstrate ability of using techniques that maximize thermal comfort, safety, and energy efficiency in buildings.

ARC 421 Environmental Technology I introduces environmental systems that are part of architecture including acoustics, electric lighting, and daylighting. Students gain an understanding of sustainable design principles in architecture, acquire skills in the principles and behavior of sound and noise control strategies in buildings, and demonstrate ability in the use of techniques that maximize natural daylight and lighting systems in buildings.

ARC 422 Environmental Technology II is a comprehensive overview of environmental systems that serve large buildings including HVAC, electrical, conveyance, communication, and water systems. Students learn strategies for sustainable design and analysis as well as skills in the principles and behavior of passive (solar) and active (HVAC) systems in large buildings. Students gain understanding of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.

ARC 341 Theories of Architectural Structures is an introductory course in statics and strength of materials for architects, with a specific focus on the conceptual relationships between structure and form. Structural concepts including static systems, tension/compression, bending and shear stress, combined stresses, strain, cross-sectional considerations, and the physical behavior of structural materials are addressed abstractly.

ARC 441 Advanced Architectural Structures builds on ARC 341 with structural design and analysis of buildings for architects, including steel, concrete, timber, and long-span structures. Students learn applications of concepts of tension/compression, bending and shear stress, combined stresses, structural connections, load resolution, member sizing, and wind loading on multi-story buildings. Course content addresses traditional as well as current techniques, applications, materials and methods for designing structural solutions.

In ARC 451 Integrative Architecture Design Studies I and ARC 452 Integrative Architecture Design Studies II, students apply the systems and strategies taught in technical courses listed above. In these studio courses, students demonstrate understanding of technical systems and methods via specific deliverables, in coordination with the appropriate lecture course. For example, in ARC 451, students create an acoustic ray trace diagram and reverberation chart alongside the design of an auditorium.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

Program Response:

Upper-level studios are the primary vehicle for design synthesis, where students apply the technical, social, historical, and regulatory concerns of architecture to a specific program and site.

In ARC 351 Intermediate Architectural Design Studies, students apply a complex public library program to an urban infill site. Their design must illustrate an understanding of zoning principles, site planning, egress compliance, space planning, and contextual response.

In ARC 451 Integrative Architecture Design Studies I, students develop schemes for a large assembly program involving multiple user groups. The designs must account for an urban context, parking layout, site planning, and contextual response. Students must demonstrate facility with egress regulations and accessibility code.

In ARC 452 Integrative Architecture Design Studies II, students address an urban site in post-industrial midwestern city. The project begins with urban design considerations of contextual buildings, municipal history, and placemaking. The deliverables for final design include an array of diagrams, architectural drawings, charts, and models demonstrating acumen in relevant building codes, building envelope development, digital representation, and space planning.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

Program Response:

In ARC 451 Integrative Architecture Design Studies I, instructors provide workshops on acoustics, lighting, and building code related to assembly uses. Subsequent deliverables allow students to integrate these technical concerns with their design proposal. Students must demonstrate facility with construction type, structural systems, and building envelope development.

In ARC 452 Integrative Architecture Design Studies II, students design a mixed-use, high rise facility. They must integrate the design of multiple systems – structural, mechanical, electrical, daylighting, conveyance, and egress – in service of a complex program on an urban infill site. Deliverables include schematic layouts for mechanical and structural systems, as well as diagrams related to sustainability and lighting.



The integrative studios, ARC 451 and ARC 452, coordinate with ARC 421 Environmental Technology II and ARC 422 Environmental Technology III for several assignments and deliverables. For example, students in ARC 421 learn principles and techniques for acoustical reverberation and then produce a reverberation chart for the studio design project in ARC 451. Similar coordination occurs between ARC 452 and ARC 442 in service of deliverables covering mechanical, electrical, and plumbing systems.



4—Curricular Framework

4.1 Institutional Accreditation

Judson University is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA). The University is preparing for its next NCA accreditation visit in 2023. On the next page is a copy of the most recent institutional accreditation letter from the HLC written to the president of Judson University, Dr. Gene Crume.

Program Response:



HIGHER LEARNING COMMISSION

230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
312.263.0456 | 800.621.7440
Fax: 312.263.7462 | hlcommission.org

December 15, 2017

Dr. Gene Crume, President
Judson University
1151 N. State St.
Elgin, IL 60123

Dear President Crume:

This letter serves as formal notification and official record of action taken concerning Judson University by the Institutional Actions Council of the Higher Learning Commission at its meeting on December 11, 2017. The date of this action constitutes the effective date of the institution's new status with HLC.

Action with Interim Monitoring. IAC continued the accreditation of Judson University with the next Reaffirmation of Accreditation in 2027-28. In conjunction with this action, IAC required the following interim monitoring.

Interim Report. Interim Report due 1/30/2019 on finances outlining progress on the institution's Fiscal Stability Plan including: FY2019 cash flow projections/proforma that show the institution's progress toward building the projected positive cash flows, debt reduction progress and the status of global refinancing efforts. Since enrollment stability and growth is central to the Fiscal Stability Plan, the report must also include the Spring 2018, Fall 2018 and Spring 2019 enrollment numbers.

In two weeks, this action will be added to the *Institutional Status and Requirements (ISR) Report*, a resource for Accreditation Liaison Officers to review and manage information regarding the institution's accreditation relationship. Accreditation Liaison Officers may request the ISR Report on HLC's website at <http://www.hlcommission.org/Accreditation/institutional-status-and-requirements-report.html>.

Within the next 30 days, HLC will also publish information about this action on its website at <http://www.hlcommission.org/Student-Resources/recent-actions.html>.

If you have any questions about these documents after viewing them, please contact the institution's staff liaison Linnea Stenson. Your cooperation in this matter is appreciated.

Sincerely,

Barbara Gellman-Danley
President
CC: ALO



4.2 Professional Degrees and Curriculum

4.2.1 Professional Studies. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

Programs must include a link to the documentation that contains professional courses are required for all students.

https://www.judsonu.edu/uploadedFiles/_Judson_Public/Registrar/University_Catalog/University%20Catalog%202021-2022.pdf

Program Response:

The professional degree offered by Judson University is the M. Arch. degree. It builds upon the pre-professional Bachelor of Arts in Architectural Studies degree. Students from other accredited architectural programs may apply for the M. Arch. program, but they are considered on a case-by-case basis for placement in the pre-professional program and are appropriately classified by the Registrar's office. Transfer students are assessed against SPC courses met, or not met, at their previous institutions. Often, preparatory courses include the Structures and Construction Technology courses, occasionally a History/Theory course, and usually one or more design studios. In every case, a student graduating with the M. Arch. degree has taken, as a minimum, Judson's comprehensive design course ARC 452, Integrative Architecture Design Studies II, and the complementary course ARC 422, Environmental Technology III, to ensure that the intent of comprehensive design has been satisfied. A list of all required courses for each particular transfer students is recorded at the time of Program entry, documented in the Department file, and sent to the Registrar's office. The Registrar then initiates a student file with the required preparatory courses that the student can access for advising and completion requirements. Transfer students then formally apply to the M. Arch. degree program when their preparatory courses have been satisfied.

The pre-professional Bachelor of Arts in Architectural Studies is 132-134 credit hours. It includes 43-45 hours of *required* general education courses. The 2-credit variable relates to student placement in the entry-level Calculus course, which is 3 credit hours for advanced students (MAT 215) or 5 credit hours for the typical student (MAT 211). The volume of general education requirements, compared to the NAAB minimum, and the variety of elective choice within the general education requirements are a testimony to Judson's commitment and mission. This total includes 9 credit hours of biblical studies and 4 credit hours of mission-specific general education courses (GEN 101, Faith and Learning, and GEN 401, Faith and Life), evidencing the role of the faith-based mission in the ethical, moral, and spiritual development of the Judson undergraduate student. Of the 132-134 credit hours, 86 are earned in pre-professional and professional architecture-content courses, a variety of which meets SPC requirements.

The undergraduate degree requires international immersion and study. ARC 381, Architecture Study Tour, meets this curricular objective. The faculty guides and students attending the tour (typically four weeks abroad, normally originating in Italy and then proceeding to other destinations, most recently Spain, Germany, France, Switzerland, and/or the Netherlands) determine the course. Judson University does not maintain a remote campus or permanent facilities for this course.

The total credit hours taken by architecture students who complete both their B. A. and subsequent M. Arch. at Judson is 174-176 credit hours: 132-134 undergraduate credits plus 42 graduate credits. The courses with architectural content that are *required* of all students are 128 credit hours: 86 undergraduate credits and 42 graduate credits. In addition to these required 113 credit hours, students take 3 credit hours of architecture (non-architecture is also allowed) *electives* at the undergraduate level.



Transfer students will always meet this same requirement regardless of their previous institutional experiences since they are required to meet the graduation requirements of the Bachelor of Arts degree program. Transfer students are assessed for minimum general education requirements (a minimum of 45 semester credit hours) and architecture courses that transfer for Judson architecture courses, mindful of SPC coverage. The transfer admission process includes an assessment of student criteria met at previous institutions; this is evaluated by a combination of transcript, portfolio, and course artifacts such as quizzes, exams, and papers.

4.2.2 General Studies. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.

Programs must state the minimum number of credits for general education required by their institution and the minimum number of credits for general education required by their institutional regional accreditor.

Program Response:

Credit hours of the complete Program, sorted by degree:

Bachelor of Arts degree:	132-134 credit hours
M. Arch. degree:	42 credit hours
Total:	174-176 credit hours

Credit hours of the complete Program sorted by required and elective course type:

General Studies:	43-45 credit hours
Architecture required:	128 credit hours
Architecture elective:	3 credit hours
Total	174-176 credit hours

Credit hours of the complete Program, sorted by general education and professional education course type:

General Studies:	43-45 credit hours
Architecture elective:	3 credit hours
Architecture content:	128 credit hours
Total:	174-176 credit hours

Architecture Major 2020/2021

Important Notes: (1) 40% of major requirements must be completed at Judson. (2) 40% of major requirements must be upper division. (3) No grade lower than C- is accepted for major requirements. (4) A minimum major GPA of 2.50 is required. (5) Architecture courses are sequential. Therefore, students must successfully pass a course with a minimum of C- to meet the prerequisite of the next course in the sequence. Example: ARC 231 must be passed in order to take ARC 232, and ARC 251 must be passed in order to be eligible to take ARC 252, and so on throughout the curriculum. (6) Students may take up to 6 credits of graduate electives as an undergraduate, once they are seniors in credits earned.

Gen Eds required by major (non-degreed students)

(a) ART 111 Drawing I & DES 121 Design I (fulfill Gen Ed Visual & Performing Arts requirement). (b) HIS 261 History of Civilization I (fulfills Gen Ed History requirement). (c) PHY 237 General Physics I w/Lab (fulfills Gen Ed Science requirement). (d) MAT 211 Functions & Calculus or MAT 215 Calculus w/Analytic Geometry I (fulfill Gen Ed Math requirements.)

SHOP Required = 1 course, 1 hour

ARC 101	Shop Stewardship Materials and Processes	(1)	_____
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TECHNOLOGY Required = 6 courses, 18 hours

ARC 222	Construction Tectonics and Assemblies	(3)	_____
ARC 310	Digital Design Simulation	(3)	_____
ARC 321	Theories of Environmental Stewardship	(3)	_____
ARC 322	Advanced Construction Tectonics and Assemblies	(3)	_____
ARC 421	Environmental Technology II	(3)	_____
ARC 422	Environmental Technology III	(3)	_____

HISTORY/THEOLOGY/PHILOSOPHY Required = 5 courses, 15 hours

ARC 231	History of Architecture I	(3)	_____
ARC 232	History of Architecture II	(3)	_____
ARC 331	History of Architecture after the Industrial Revolution	(3)	_____
ARC 332	Architecture of Cities	(3)	_____
PHL 260	Introduction to Philosophy	(3)	_____

STRUCTURES Required = 2 courses, 8 hours

ARC 341	Theories of Architectural Structures	(4)	_____
ARC 441	Advanced Architectural Structures	(4)	_____

DESIGN/STUDIO Required = 9 courses, 38 hours

ART 111	Drawing I	(3)	_____
DES 121	Design I	(3)	_____
ARC 122	Communication and Architectonics	(4)	_____
ARC 251	Heuristics and Architectonics	(4)	_____
ARC 252	Architectural Design Explorations	(4)	_____
ARC 351	Intermediate Architecture Design Studies	(5)	_____
ARC 352	Elective Architecture Design Studies	(5)	_____
ARC 451	Integrative Architectural Design Studies I	(5)	_____
ARC 452	Integrative Architectural Design Studies II	(5)	_____

ARCHITECTURAL TOUR Required = 1 course, 5 hours

ARC 381	Architecture Study Tour	(5)	_____
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PRECEPTORSHIP PREPARATION Required = 1 course, 1 hour

ARC 462	Preceptorship Preparation	(1)	_____
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OPEN ELECTIVE Required = 3 hours

NOTE: Any combination of 300 or 400-level courses is acceptable. ART 211 and/or ART 223 are also acceptable, but not required. General Education courses may not be used to meet this requirement.

ART 211	Drawing II	(3)	_____
ART 223	Darkroom Photography	(3)	_____
***3**	300-level Elective	()	_____
***4**	400-level Elective	()	_____

REQUIRED:	GPA	Hours	Res Hours	Upper Div. Hours
	2.5	89	36	36

4.2.3 Optional Studies. All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

The program must describe what options they provide to students to pursue optional studies both within and outside of the Department of Architecture.

Program Response:

Students in the undergraduate program may choose to pursue a *Minor*. The most common minors for architecture students tend to be Interior Design, Studio Art, Graphic Design, and Business. Minors require additional credit hours following the minor requirements contained in the University Catalog.

Studio Art BA Minor

This is a 21-hour minor featuring study in fine-art concepts, practice, and history. Students who wish to deepen their understanding of the creative process and broaden the scope of their thinking about art, culture, and history typically choose this minor. <http://www.judsonu.edu/content.aspx?id=1694>

Graphic Design BA Minor

This is a 21-hour minor featuring study in basic graphic-design concepts, practice, and history. Students who plan to manage creative departments, want a deeper knowledge and understanding of contemporary media, or who desire a background in graphic design to augment their studies typically choose this minor. <http://www.judsonu.edu/content.aspx?id=1694>

Business BA Minor

This 18-hour minor introduces students to business terminology, rules and concepts. It provides exposure to basic accounting principles and management issues in areas such as administration and worker productivity. The minor also features a study in business law. In order to accommodate a variety of interests, 9 of the 18 hours are discretionary. This flexibility extends the learning experience to added exposure in management, finance, marketing, or accounting. The minor enhances communications with future clients and supervisors. Furthermore, the knowledge is essential to accommodate a move into management and /or ownership position in architecture or other professional practice. <http://www.judsonu.edu/content.aspx?id=331>

NAAB-accredited professional degree programs have the exclusive right to use the B. Arch., M. Arch., and/or D. Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

Programs must list all degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially pre-professional degrees in architecture and post-professional degrees.

Program Response:

The Program offers the pre-professional Bachelor of Art in Architectural Studies in the same administrative department as the accredited Master of Architecture degree. See the four-year plan on the following page.

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor. Programs must provide accredited degree titles, including separate tracks.

4.2.4 Bachelor of Architecture.



Program Response: Not Applicable

4.2.5 Master of Architecture. The M. Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

Program Response:

The information above is documented in the following curriculum plans for the Bachelor of Arts in Architecture Studies and the Master of Architecture.

JUDSON UNIVERSITY					FOUR YEAR PLAN				
Academic planning is the student's responsibility. This Four Year Plan is designed to be a guide to assist students as they plan their course selections. This is only a suggested schedule, and is not a substitute for a student's Degree Audit, nor the Judson University Catalog. Actual course selections should be made with the advice and approval of an academic advisor. Students should become familiar with the catalog in effect at the time at which they entered the institution. Course requirements and sequencing may vary with AP courses, transfer courses, English/math placement, or other conditions. Please read additional notes on the reverse side of this page.									
<i>Bachelor of Arts in Architecture</i>									
Fall 2021					Spring 2022				
ARC 101	Shop Stewardship Materials and Processes ³	1			ARC 122	Communication and Architectonics ⁴	4		
ART 111	Drawing I	3			ARC 222	Construction Tectonics and Assemblies	3		
DES 121	Design I	3			BST 110	Intro to the Christian Bible	3		
ENG 101	Expository Writing	3			ENG 102	Critical Thinking & Writing	3		
GEN 101	Questions of Life (<24 transfer hours)	1			SPC 120	Foundations of Speech	3		
MAT 211	Functions and Calculus I	5			NOTE: Calculus requirement must be completed as a prerequisite to PHY 237.				
OR MAT 215	Calculus w/Analytic Geometry I	3							
				Total					Total
14-16					16				
Fall 2022					Spring 2023				
ARC 231	History of Architecture I	3			ARC 232	History of Architecture II	3		
ARC 251	Heuristics and Architectonics ⁴	4			ARC 252	Architectural Design Explorations ⁴	4		
THS 110	Christian Faith: Understanding & Application	3			ARC 341	Theories of Architectural Structures	4		
HIS 261	History of Civilization I	3			HIS 262	History of Civilization II	3		
PHY 237	General Physics I w/Lab	4			PSY 111	Introduction to Psychology	3		
				NOTE: Physics requirement must be completed as a prerequisite to ARC 341.	NOTE: Mid-Program Review Application due.⁵				
				Total					Total
17					17				
Fall 2023					Spring 2024				
ARC 310	Digital Design Simulation	3			ARC 352	Elective Architectural Design Studies ⁴	5		
ARC 321	Theories of Environmental Stewardship	3			ARC 331	Hist of Arch after the Industrial Revolution	3		
ARC 322	Adv Construction Tectonics and Assemblies	3			PHL 260	Introduction to Philosophy	3		
ARC 332	Architecture of Cities	3			GEN 301	Reflecting on the Conversation	1		
ARC 351	Intermediate Arch Design Studies ⁴	5			ESS 101	Wellness	1		
					ELECTIVE	Any Elective 300-level or higher ⁷	3		
				NOTE: Complete the "Application for Graduation" prior to registering for fourth year.					
				Total					Total
17					16				
Summer 2024									
ARC 381 Architectural Study Tour ⁸ (5)					Total				
					5				
Fall 2024					Spring 2025				
ARC 421	Environmental Technology II	3			ARC 442	Environmental Technology III	3		
ARC 441	Advanced Architectural Structures	4			ARC 452	Integrative Arch Design Studies II ⁴	5		
ARC 451	Integrative Arch Design Studies I ⁴	5			ARC 462	Preceptorship Preparation	1		
ENG 36*/37*	Gen Ed English Elective	3			GEN 401	The Good Life: Continuing the Conversation	3		
ELECTIVE	Optional Elective or Incomplete Gen Ed	3			BST	Gen Ed Biblical Studies Elective	3		
					ESS	ESS Physical Activity course	1		
				Total					Total
15-18					16				

NOTE: See reverse side for notes pertaining to the Architecture major

NOTES pertaining to the Architecture major:

- ¹ Full-time course load is 12-18 credits per semester. Illinois residents receiving state aid should register for 15 hours per semester.
- ² Many architecture courses are sequential. Students must successfully pass all ARC courses with a minimum of a C- to meet the prerequisite of the next course in the sequence. For example, a student must earn a C- or better in ARC 231 in order to take ARC 232.
- ³ ARC 101 is required for all students new to the Architecture Department at Judson University, to address insurance, liability and safety concerns. However, students with facility with the wood shop, assembly tools and processes may test out of this course, as arranged with the instructor, at the first day of the course offering. Until then, ALL new students must register for and attend this course.
- ⁴ Designated Architecture and Interior Design studio courses carry a program fee resulting from the unique expenses of these majors. The fee is applied to studio courses from second semester of freshman year through graduate study. The program fee applies directly to the specialized programming, technology, materials and physical resources necessary to maintain the distinctive excellence of programs in the Department of Architecture. For ARC 122, the program fee is \$650. For all designated studios in the second year and above, the program fee is \$950.
- ⁵ During the spring term of the second year, all students must submit application for the Mid-Program Review, for acceptance into the third year, or professional portion, of the architecture program. Students must achieve an overall GPA of 2.50 in all coursework and a 2.75 GPA in all ARC coursework taken at Judson University, to date, including completion of all ARC courses taken with a C- or better. A portfolio of works and a letter of intent are also required with the Mid-Program Review application, as described in the Architecture supplement to the Judson University Student Handbook. Students must pass the mid-program review as a prerequisite for all 300 & 400 level ARC courses, except ARC 341.
- ⁶ The spring of the third year is designated for a possible study abroad option. The Department of Architecture has partnerships for a few high-achieving students to study abroad during the spring semester of the third year. Students interested in the possibility studying abroad must be in clear communication with their academic advisor and the Chair of the Department during the fall of the second year, to begin this process. Course selection and sequencing will be affected, and additional summer courses may be necessary. ARC 381 is not required for students who study abroad.
- ⁷ Students are encouraged to explore various elective offerings in architecture or in different disciplines. Common architecture electives are noted below [although each is not always offered]. Students who have satisfied the undergraduate elective requirement may take up to 6 credits of graduate elective credit, as an undergraduate, the permission of the instructor and Department Chair.

<p>Architecture electives:</p> <ul style="list-style-type: none"> °ARC 400 Topics in Architecture °ARC 410 Advanced Digital Design °ARC 416 Architectural Rendering in Watercolor °ARC 425 Advanced Architectural Acoustics I °ARC 426 Daylighting in Architecture °ARC 429 Multiculturalism and Architecture °ARC 442 Advanced Architectural Drawing °ARC 492 Architecture for Christian Worship 	<p>Graduate-level electives:</p> <ul style="list-style-type: none"> °ARC 630 Chicago Architecture After the Fire °ARC 671 Advanced Case Studies in Sustainable Design <p>Other eligible elective offerings include:</p> <ul style="list-style-type: none"> °ART 211 Drawing II °ART 212 Painting I °ART 223 Darkroom Photography I °ART 311 Drawing III °ART 315 Ceramics: Handbuilding °ART 316 Ceramics: Wheel Throwing
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- ⁸ The ARC 381 Architectural Study Tour is a distinctive of the Judson Architecture program, and it is a required course. ARC 381 is a 4-week foreign study course, in Europe, focused on field-sketching, watercolor, history and place. ARC 381 is usually taken during the May-term following the third year of undergraduate study, or as applicable in a transfer sequence. ARC 381 has a separate trip cost of \$5600 + \$1375 summer tuition + \$100 fee + personal spending. Initial details for ARC 381 will be communicated prior to the end of the students' second year, and planning and preparation will occur throughout the students' third year, prior to the execution of the course, following the third year of study.
- ⁹ Minors are available to Architecture majors. Commonly pursued minors include Studio Art, Graphic Design, Photography, Business, Worship Arts, or Biblical Studies. Advanced Placement courses or transfer of Gen Ed credit [from community college or summer courses] is highly encouraged for students seeking a minor along with a major in Architecture.

JUDSON UNIVERSITY		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 Judson 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			
Student must meet the Preceptorship requirement of 1600 hours of NCARB-IDP equivalent practicum experience prior to beginning in-residence graduate course work.			
Summer 2022			
ARC 556 Architecture Practice, Leadership and Ethics	2		
ARC 575 Community Outreach Studio	4		
ARC 580 Programming and Research Methods in Architecture	4		
Total	10		
Fall 2022		Spring 2023	
ARC 651 Advanced Architecture and Urbanism Studio OR		ARC 652 Advanced Architecture Studio or	
ARC681 Architectural Thesis Project I	7	ARC 682 Architectural Thesis Project II	7
ARC 656 Architecture Practice, Law and Management	3	ARC 691 Christian World View & Arch	3
ARC ARC Elective 600 Level	6	ARC ARC Elective 600 Level	6
Total	16	Total	16

4.2.6 Doctor of Architecture.

Program Response:
Not Applicable

4.3 Evaluation of Preparatory Education

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experience in non-accredited programs.

4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

Program Response:

Transfer students without a background in architecture are placed as first-year students. Advance standing may be granted to transfer students with degrees or credit in architecture from other NAAB programs.

Students who transfer into the Program's undergraduate Bachelor of Arts (B.A.) degree program or entering the Program's graduate accredited Master of Architecture (M. Arch.) program are classified as one of two types: B.A. classification or Post-B.A. classification. B.A. classified students are required to meet all of the graduation requirements of a B.A. graduate as monitored by the Registrar's office. Post-B.A. classified students are those who have applied to the M. Arch. degree program without completing the program's B.A. in Architectural Studies. These applicants are reviewed under a different process.

All architectural transfer students apply to the University's admission office to a dedicated admission representative. A transcript of previous college work is required with all applications. The admission office schedules an appointment with the Architecture Department Chair. The interview takes place, in person, by telephone, or virtually. Students are assessed based on official institutional transcripts, portfolios, and, if necessary, course syllabi and examples of written work in the form of quizzes, exams, and research papers. Transfer students who do not possess a degree such as an associate's degree are also evaluated individually at an interview.

After the interview, the Architecture Department Chair evaluates and assesses the applicant's transcript and portfolio on a worksheet document. The Chair then sends the assessment worksheet document to the architectural admission representative for review with the transfer student; if necessary, additional discussion with the Architecture Department Chair will be conducted.

4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.

Program Response:

The assessment of a student's preparatory experience takes two forms: (1) compatibility with course content for course substitution and (2) compatibility with the NAAB's Student Performance Criteria



(SPC) expectations for course substitution. While the Program does receive a number of applicants from a few regional community colleges, individual student records are still reviewed in each particular case. The Architecture Program does not streamline the review process for transfers from particular programs at this time. Articulation agreements are very loosely held due to the observed lack of consistent student performance among transfer students in general. As a rule, transfer students are not admitted to the third year directly.

All transfer students will meet all of the general education requirements as they earn the Judson B.A. degree. The Registrar's office has the responsibility of granting credit for the general education courses.

In the case of the M. Arch. degree program, applicants who have not completed the Judson B.A. in Architectural Studies must be assessed against the curriculum and SPC that are earned in the Judson B. A degree. The student is interviewed, records are reviewed, and adequate placement is determined based on compatible academic content and the equivalent achievement of the SPC. In many cases, a handful of classes such as structures, environmental technology, and comprehensive design are required to be taken as part of the Post-B.A. preparatory courses. All students who graduate from the Judson M. Arch. program have taken ARC 452, Integrative Architecture Design Studies II, and the companion ARC 422, Environmental Technology III, to insure comprehensive design competency regardless of educational origins. While the Program does receive a large number of applicants from a few regional schools, individual student records are reviewed in each case.

Below is a copy of the assessment sheet used for transfer students applying to the undergraduate B.A. program.

Transfer Assessment

Bachelor of Arts in Architecture, Judson University

Student: _____

Assessor: _____ Date: _____

FOUNDATION COURSES

ARC101	Shop Stewardship Materials and Processes	(1) _____
ART111	Drawing I	(3) _____
DES121	Design I	(3) _____
ARC122	Communication and Architectonics	(4) _____
MAT211	Functions and Calculus I	(5) _____
PHY237	General Physics I w/Lab	(4) _____

TECHNOLOGY COURSES

ARC222	Construction Tectonics and Assemblies	(3) _____
ARC310	Digital Design Simulation	(3) _____
ARC321	Theories of Environmental Stewardship	(3) _____
ARC322	Advanced Construction Tectonics and Assemblies	(3) _____
ARC421	Environmental Technology II	(3) _____
ARC422	Environmental Technology III	(3) _____

HISTORY/THEORY COURSES

ARC231	History of Architecture I	(3) _____
ARC232	History of Architecture II	(3) _____
ARC331	Hist of Arch after the Industrial Revolution	(3) _____
ARC332	Architecture of Cities	(3) _____

STRUCTURE COURSES

ARC341	Theories of Architectural Structures	(3) _____
ARC441	Advanced Architectural Structures	(3) _____

DESIGN (STUDIO) COURSES

ARC251	Heuristics and Architectonics	(4) _____
ARC252	Architectural Design Explorations	(4) _____
ARC351	Intermediate Architecture Design Studies	(5) _____
ARC352	Elective Architecture Design Studies	(5) _____
ARC451	Integrative Architectural Design Studies I	(5) _____
ARC452	Integrative Architectural Design Studies II	(5) _____

ARCHITECTURAL TOUR

ARC381	Architectural Study Tour	(5) _____
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ELECTIVES

Notes:



4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree content in the admission process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

Program Response:

The transfer applicant is sent the results of the assessment worksheet document prior to their completion of the admission process. Discussions are typically held between the dedicated admission representative and the Department Chair with the transfer students about the length of their education at Judson University for an accredited Master of Architecture degree. The critical concern is usually about the level of the design studio at which the transfer student should enter and what their student designation will be (1st year, 2nd year, or 3rd year).

5—Resources

5.1 Structure and Governance

Below is the description of the administrative and governance processes that provide for organizational continuity, clarity, and fairness. These processes also allow for improvement and change in the Program.

5.1.1 Administrative Structure: The administrative structure and key personnel in the Program, as well as the institution, are described below.

Program Response:

Judson University is an institution affiliated with the American Baptist Churches USA, governed by an elected Board of Trustees, and administered by a President appointed by the Board of Trustees. The Board establishes and is responsible for the fulfillment of the University's Mission and Educational Goals. The Board determines basic policy and major strategy, approving long-range plans and educational programs. It invests executive authority for the university's operation in the President, who in turn, at the Board's discretion, may delegate authority to the administrative officers and faculty. The Board is composed of at least 18, and no more than 23, members who may serve up to three terms of four years each, with years of service prior to 2013 not included in the calculation of term limits.

The Board meets at least three times annually, participates in Board retreats and is in communication on a regular basis throughout the year. The standing Board committees provide opportunities for more thorough review and discussion of key issues and include the following: Executive Committee, Academic Life Committee, Business Affairs Committee, Student Life Committee, and Trusteeship Committee. Each standing committee is supported by a Cabinet Member liaison. There are two subcommittees, the Audit Subcommittee and the Honorary Degree Subcommittee. The University engages in enterprise risk assessment on a regular basis, and oversight of regulatory compliance and risk rests with the Audit Subcommittee. Board records include the bylaws (most recently revised February 10, 2018), board portal information, meeting agendas and minutes, directory of trustees, conflict of interest forms, and trustee profiles. The Board reviews and evaluates the President every two years and brings in an external consultant to perform the review during the sixth year.

The President is the CEO of the University, responsible to the Board of Trustees for all aspects of the University's operations and programs. The President relies on senior administrators responsible for the following areas: Academics, Registrar, Finance, Advancement, Student Life, Enrollment and Marketing, Technology, Diversity and Spiritual Formation, and Assistant Secretary to the Board of Trustees.

Additional University committees, including the Strategic Planning Committee, Diversity Council, Staff Assembly Committee, Wellness Committee, and University Council, are responsible for carrying out an array of responsibilities.

The University President is Dr. Gene Crume. The University Cabinet consist of the Vice President for Academic Affairs & Provost Dr. Gillian Stewart-Wells, the Vice President of Student Success & Registrar, Mrs. Ginny Guth, the Vice President for Advancement, Mrs. Kristen Egan, the Vice President of Enrollment & Marketing, Dr. Nikki Fennern, the Chief Financial Officer and Vice President for Business Affairs, Mrs. Sarah Sorkburg/Taylor, the Executive Assistant to the President and the Assistant Secretary to the Board of Trustees, Tena Robotham; and finally the Associate Vice President for Diversity & Spiritual Development, Dr. Curtis Sartor.

In Spring 2017, the University changed its governance structure from three schools administered by Academic Deans to two divisions (the Division of Education and the Division of Professional Studies) and a number of departments. An Associate Provost of Faculty and an Associate Provost of Curriculum administer these divisions and departments.



Prior to this change in governance, the University's three schools were the School of Liberal Arts and Sciences and Education (SoLASE), the School of Art, Design and Architecture (SoADA), and the School of Business and Professional Studies (SoBPS). The latter became the Division of Professional Studies, and Education moved out from under SoLASE to become the Division of Education. That left SoADA and the remaining SoLASE to stand as departments. These include Architecture, Art and Design, Biblical and Theological Studies, Business, Christian Ministries, Communication Arts, English, Exercise and Sport Science, History, Music, Psychology and Sociology, Science and Mathematics, and Worship Arts.

As a professional program, the Architecture Program has autonomy. The Program has equitable financial support with other academic programs at the university and is often referred to as a "flagship" program at Judson.

The Program is structured in a traditional departmental format. The program administrator is a Department Chair with an Assistant Department Chair and a committee structure composed of full-time faculty members. Currently, Dr. Edgardo Perez-Maldonado is the Department Chair. His tenure began in July 2021. The Department Chair is recommended by the faculty members to the Provost, who in turn recommends them to the President. The Department Chair serves an indefinite term based on performance. The Assistant Department Chair is Prof. Christopher Lauriat. The Assistant Department Chair serves at the pleasure of the Department Chair. The Administrative Assistant is Ms. Cyndi Zarris. Following is a written description of the governance structure.

Department Chair

The administrative head of the Program is the Department Chair, whose time is distributed among his administrative duties throughout the year and having a limited teaching load. 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; supports and coordinates annual, ongoing faculty development activities; and monitors Program compliance with NCACS (North Central Association of Colleges and Schools) and NAAB accreditation requirements. The Department Chair attends the ACSA (Association of Collegiate Schools of Architecture) Administrators Conference regularly for professional development and best practices in architecture education leadership. Department-chair responsibilities are further defined in Judson's Faculty Handbook. A full-time Administrative Assistant, Ms. Cyndi Zarris, supports the Department Chair's responsibilities. She also shares the management of the program with the Assistant Chair.

Assistant Chair for Undergraduate Programs

The Assistant Chair for Undergraduate Programs provides undergraduate curriculum assessment and guidance; study-abroad program leadership; academic advising and mentoring guidance for the upper-level students in the undergraduate program; and career planning and networking assistance for students and graduates. The Assistant Chair is a full-time faculty member who is selected by the Department Chair and receives an additional stipend for serving in this role.

AXP Coordinator/ Architect Licensing Adviser (ALA)

The AXP Coordinator/ Architect Licensing Adviser (ALA) connects students to the opportunities associated with the NCARB and the AXP program. As a State of Illinois ALA, that person regularly works with Illinois Department of Professional and Financial Regulations to assist and facilitate questions that candidates for licensure may have regarding specific Illinois standards or for candidates wishing to have "endorsement" to practice in the State of Illinois. In addition, that person present lectures to schools and organizations in the State to help educate and clarify the process of architectural licensure in the State of Illinois. Through workshops and presentations, the coordinator presents internship/preceptorship opportunities to students at all levels of the Program, conducts meetings with graduating seniors prior to internship/preceptorship, and works with returning graduate-

level students in progress toward the completion of AXP requirements. The AXP Coordinator is appointed by the Department Chair and frequently teaches in the Professional Practice course(s).

Administrative Assistant

The Administrative Assistant devotes the majority of time in administrative duties for the Department by serving as a secretary, receptionist, and as an organizer of events, activities and hospitality planned by the Department. The Administrative Assistant supervises several student assistants. This person also works collaboratively with other departmental administrative assistants or secretaries.

Shop Steward

The Shop Steward is responsible for the preparation of both the Shop and the Digital Fabrication Laboratory (Fab Lab), assuring that all pieces of equipment are in full-service working order, safe, and ready. As part of the job description, the Steward is there to mentor, guide, and teach advanced processes and skills related to various course projects in art, studio, interiors, architecture, and graphic design. The shop is open to those students who have taken ARC 101 Shop Stewardship, Materials and Processes.

Maintaining adequate supplies and materials for the various courses throughout the semester and managing in particular the availability of the shop to the students in these courses is critical. Preparedness includes having the required project materials on hand when needed, in some cases precutting and making the materials available for distributions to classes. The steward must also train and schedule assistants during the rush and crunch times of each semester. The Shop Steward is a key resource for other faculty members; besides providing their courses with the resources of the Shop and Lab, the Steward is called on to give timely lectures to their classes. The administration of the Shop and Fab Lab (planning, budgeting, inventory control, purchasing and hiring/managing/scheduling assistants) contributes to the smooth running of the Architecture Program.

5.1.2 Governance: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

Program Response:

The Program operates as various committees for most of its business aspects: Program changes/evolution, curriculum changes, study-abroad structure and opportunities, program-development opportunities, advising and mentoring of students, job placement and outreach, ministry-related opportunities, and course assignments and scheduling.

Individual or groups of faculty members or students, or the Department Chair initiates changes. Regardless, faculty vote, consensus when possible and majority when necessary, and address all matters of policy. Occasionally particular task forces or ad-hoc committees are called upon to address special items.

Students participate in the governance of the Program through student leadership in AIAS and Tau Sigma Delta, as well as monthly Majors Meetings. All of these venues are used to elicit feedback and input of various forms. At students' requests, the Department Chair meet frequently with them on topics of student interest. And because of the culture at Judson, students and faculty mix in a degree that is supportive and mutually respectful. Because of the size of the Program, the quality of personal interaction and community lends toward more communication and shared problem-solving when challenges do occur. The students are periodically surveyed for direct feedback: from critical issues like meeting the mission to assessment of the symposia and lecture series. Recent direct input by students into the development of the Program includes study-abroad options, symposia review and comment, and the changes to the Architecture Program fee.

5.2 Planning and Assessment

The program must demonstrate that it has a planning process for continuous improvement.

Program self-assessment takes place in two distinct categories. First, department meetings and faculty workshops are the primary place of discussion, debate and policy setting. Second, “Majors Meetings” between the Department Chair, Administrative Assistant and the student body are held monthly. These can take the form of presentations on a variety of subjects such as academic advising, study abroad, career planning, and other student-centered items. Often, the Majors Meetings are feedback venues for the students to “tell the Chair” what needs improvement. This feedback—whether it takes the form of building repairs, technology improvements or curriculum concerns—is invaluable to the operation of the Department.

The assessment process is composed of multiple elements. They range from continuous assessments to periodic surveys, varying 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. Examples of regular assessment include the following:

1. All studios have opportunities for formal review by persons from outside the class. Invitations to participate in reviews are given to faculty and students from other studios and other departments of the University.
2. The members of the faculty collaborate 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 HWAC and occasionally off campus. This allows a formal and open venue for discussion of student performance and possible curriculum development.
4. The Architecture Department operates as a curriculum committee responsible for the educational flow of the whole learning experience. The committee addresses many issues brought forward by the Chair, Assistant Chair, faculty and students. It also provides a forum for the curricular review process.
5. Course evaluation: Using a standard college evaluation form, course content and instruction are evaluated each semester. The information from the surveys is, according to University policy, used to improve instruction and course design.
6. Exit interviews: As part of the graduation process, the Department Chair conducts informal exit interviews with graduating students. Students freely express themselves in an intimidation-free environment. This process reveals substantive feedback about the Program and is particularly useful in monitoring the institutional climate.

5.2.1 The program’s multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

Program Response:

Our multiyear objectives have been defined by our 2020 to 2025 strategic plan. For the next five years our departmental objectives include: 1.) affirm in our relationship and community building experience through our faith-based curriculum, 2.) encourage our faculty and staff to expand in our relational and communal development, 3.) actively enhance diversity and inclusion in our curriculum and our community, 4.) foster pedagogical innovation through research, 5.) establish agreements that attract students to enroll in our interior design program, 6.) establish an urban design major to complement our current curriculum, 7.) will focus our curriculum to work in relation with local professional practices, 8.) continue to recruit faculty from underrepresented groups, 9.) strengthen our research output, and 10.) strengthen our advanced technical curriculum to support our graduate program, and 11.) achieve financial sustainability.

These multiyear strategic objectives are continuously evaluated and discussed through regular faculty meetings, curriculum reviews, and major's meetings. Sustained faculty and student discussions have allowed us to evaluate the priorities in the multi-year strategic objectives and proceed with their implementation. Previous accreditation reports have been initial instruments to assess our performance and success to continuously meet current NAAB requirements. Curricular reviews have allowed us to examine course content and evaluation rubrics by study level and align them to relevant student performance criteria prescribed by NAAB. This has proven to be an exceptional opportunity to continually re-evaluate the content of the graduate and undergraduate curricula to strengthen the courses, exercises, and evaluation.

5.2.2 Key performance indicators used by the unit and the institution

Program Response:

Judson University and the Department of Architecture and Interior Design rely on key performance indicators (KPI) to measure and successfully achieve and assess the goals laid on both, the departmental and institutional strategic plans. Judson University and the DAID has organized those key performance indicator in the following categories: 1.) financial and budgeting indicators; 2.) student success rates; 3.) recruitment and enrollment percentages; 4.) student-to-faculty ratios; and 5.) physical facilities and general resources management and sustainability; 6.) faculty evaluations; and 7.) commuting and housing percentages.

The Department of Architecture and Interior Design Program has relied on additional indicators relevant to architectural education and practice, including: 1.) regional ARE Passing Rates; 2.) Design Discovery Summer Camp matriculation & retention rates; 3.) research grant acquisition and publication; 4.) preceptorship program matriculation & completion; and .5) continuing intercollegiate agreements. The DAID continues to identify additional KPI's to advance overall performance assessment and strategic goal implementation.

5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.

Program Response:

The DAID's Strategic Plan for 2020 to 2025 has been instrumental to progressively move towards meeting its priorities and objectives. The Strategic Plan has allowed it to prioritize the most essential points to maintain the quality of the program's teaching and operations, as well as to sustain the on-going development of its faculty. The plan has also allowed the administrators to establish concrete steps to obtain and allocate financial resources and relevant donations.

The DAID has also been successful in maintaining its central mission of providing a Christ-centered program of excellence where technical growth goes hand in hand with spiritual growth. Students continuously reflect high leadership skills in their professional and spiritual character, which also attest to the success of the faculty in modeling the principles set forth in the Judson University Strategic Plan.

Since the last accreditation visit 2013, the DAID has accomplished relevant goals contained in the Strategic Plan, including: 1.) increasing the number of full-time faculty members; 2.) recruiting a more diverse full-time faculty; 3.) establishing a long-term administrative leadership; 4.) diversifying the faculty's professional and research interests; 5.) gradually increasing the number of incoming students from underrepresented groups; 6.) increasing its pool of sponsors and advisors; 7.) improving the program's structure of planning and governance.

5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

Program Response:

One of the most evident strengths of the program is the way it has structured the transition from education, experience, to examination. The preceptorship (internship) program has remained one of the most important and attractive experiences for students entering the program. The strength of the

preceptorship is evidenced by the passing rates of the program's graduates, which continue to be among the highest in the Midwestern region. On the other hand, the firms that host our students as preceptorship interns continually highlight their technical and professional strengths as they perform in professional architectural, engineering and construction firms.

An important challenge still is how to strategically plan to maintain important learning experiences such as the Study Tour and Preceptorship programs, in the face of the Covid-19 pandemic restrictions. On the one hand, placement of interns in architecture firms has become a challenging endeavor after the Covid-19 pandemic and its lateral restrictions. Many architectural firms were forced to restrict the number of employees and interns practicing face to face. On the other hand, the Study Tour, another of our program's signature learning opportunities, was also limited by the closing of international borders. Nevertheless, steps were taken to capitalize on local, rather than international, study tours to continue to provide students with comparable alternatives.

The program has set definite goals to strengthen its learning opportunities by bringing in new programs that complement the existing curriculum, including: 1.) combined majors for architecture and interior design students; 2.) a program/center focused on community design; and 3.) the articulation of an urban research program/center on the Chicago vicinity.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:

The Department of Architecture and Interior Design maintains recurrent dialogues with the Advisory Council each semester. The Advisory Council is comprised of industry leading architects, including architectural firms, construction consultants and technical consultants, located in different states nationwide. In each semester, faculty members and the Advisory Council members discuss different strategies pertaining the department operations, strategic planning, and curricular content to advance the projected program goals. The department also has consultants from the Chicago area who participate on a recurring basis in the review of student projects. This contact allows us to evaluate the performance of students and instructors at different levels of study. For the department, direct contact with practicing architects has allowed it to maintain consistent observation and input to more comprehensively evaluate the work produced and the way it relates to the complex requirements of professional practice. Finally, direct contact with these architectural firms and practicing professionals has opened opportunities for students to have access to architectural firms and studios where they hold reviews and juries of architectural design studio projects. The department has capitalized on the input of its alumni. Many graduated students working in different professional settings nationwide remain close our department bringing relevant planning input responding to the current opportunities and developments in the professional practice and how these affect the curriculum.

5.2.6 The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

Program Response:

The department maintains a series of simple but useful self-assessment tools that allow for the identification of areas of improvement and promote student success, and to provide the faculty with suitable alternatives for professional and personal growth. These instruments can be summarized as 1.) surveys, student rubrics, 3.) one-to-one interviews, and 4.) faculty development plans (short or long term) and 5.) course surveys.

Students receive written evaluation rubrics with specific criteria that help them identify the points for which they are being evaluated and the weight they have in their final grades. Student work is evaluated according to the content specified for the level of study for each course. Instructors assess the quality and content of completed coursework and their respective exercises to establish gaps or areas for improvement.

The evaluation rubrics are also the instruments that instructors use to highlight points of improvement, either in specific exercises or in the course in general. Students are handed these rubrics to self-monitor their growth during the semester. In preliminary and final reviews, the peer



review process has been promoted among students to teach them the value of collective and individual reflection.

All faculty members have provided a self-evaluation report - either written, oral or both - of their completed courses to the Department Chair during recurrent one-on-one interviews. The professor and the Department Chair discuss the strengths, weaknesses and opportunities identified during the semester. Through the interviews, professors could make and receive recommendations for improving course content and student outcomes. The record of these interviews can be contained in minutes that are returned to the instructor to maintain a written instrument to measure and self-monitor their performance.

Faculty professional development is also promoted through direct student evaluations. These evaluations are received by the Department Chair, who is responsible for making recommendations in the form of a written professional development plan.

The DAID holds recurring faculty meetings where all faculty members share their observations of the program, from their success to meet course objectives or to suggest curricular changes for the benefit of students and the program.

As in previous years, the DAID has also redacted written evaluations of its Advisory Council to redefine and reinforce the role and participation of the body and its members.

Finally, course surveys are a common tool to receive input from the students regarding existing courses or proposals for new courses. Students provide feedback and comments that inform decision-making and curricular revisions if applicable.

5.3 Curricular Development

The program has a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment. It is documented below.

Program Response:

The curriculum is reviewed on a regular basis by the faculty. Often, curricular adjustments occur as a result of an individual or small group of faculty members, the Department Chair, or at times, students. The Program had experimented with numerous forms of shared governance. The faculty operated as a committee of the whole for many years. For a few years, the faculty tried to divide into committees for curricular review, to varying degrees of success. One of the primary barriers to committee-led curricular review and development has been the relatively small number of faculty, each with varying experience levels and areas of expertise.

Some of the most recent changes have involved an effort to map the curriculum by major focus areas: design, history, tectonics, and sustainability. The other major effort that grew out of curriculum mapping was a renaming and rewriting of course descriptions. These had not been updated for several years; and as a part of the department's ongoing efforts at continuous improvement, the faculty took on the challenge of updating these to validate current course content and to discuss the continuous evolution of the curriculum.

The work of approving changes happens in two settings: annual summer retreats before the fall semester and Faculty Business Meetings. Curricular discussions have been more productive using this format. Curriculum changes are approved at the department level by the full-time faculty, and then are reviewed by the University committees responsible for that area; and for major changes, by the Judson faculty at the Faculty Business Meeting. The procedure for changing curricular items is contained in the Faculty Handbook/Manual.

5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.

Program Response:



Following the 2013 NAAB visit and accreditation cycle, faculty reviewed the curriculum in light of the four areas of deficiency noted in the Visiting Team report. In a series of departmental meetings, the faculty determined which courses would most effectively enhance or incorporate the topics of concern. As described in the Introduction above, the four areas of deficiency were addressed in multiple courses. While the 2020 NAAB program and student criteria differ from the previous standards, the faculty have been attentive to the adjustments suggested by the 2013 accreditation process.

5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

Program Response:

As described above in response to 5.3, the departmental faculty, led by the chair, has primary responsibility for curriculum. Any major changes to a course, including its introduction or removal, must be approved by the relevant university curriculum committee: the Undergraduate Academic Policy Committee or the Graduate Academic Policy Committee. These committees then seek approval from the Faculty Assembly.

A departmental curriculum review is planned for 2022-2023, and will incorporate feedback from the current NAAB accreditation process. This review will be completed by a task force composed of a subset of department faculty, including the chair. The curriculum review will address the timing and progression of digital representation instruction, continuing integration of technical requirements in upper level design studios, and assimilation of transfer students in the foundational semesters.

5.4 Human Resources and Human Resource Development

The program must demonstrate that it has appropriate and adequately funded human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff.

Program Response:

Judson University does not discriminate in its hiring practices for faculty and staff, as defined by Equal Employment Opportunity (EEO) and Affirmative Action (AA) policies. The University's faculty and staff employment application form states: "Judson University does not discriminate on the basis of gender, race, color, national or ethnic origin, age, or disability in the administration of its employment policies."

The faculty and staff of the Architecture Program are diverse in terms of gender and ethnicity. Providing students with a variety of mentors/practitioners and examples of professional academics contributes to the strength of the Program. The faculty currently includes four women and three minorities; the interior design faculty is included in these numbers. The most recent faculty hires include the new Architecture Department Chair and one faculty member, representing hiring decisions that include the hire of a minority woman which meets the Program's long-range planning and strategic goals of maintaining and diversifying the faculty.

The Program provides adequate human resources for a professional degree program in architecture, including a sufficient faculty component, a faculty member appointed as Department Chair with reduced teaching load and an eleven-month contract for effective administration, one faculty member as the Assistant Chair and compensated by additional stipends for this service, and an administrative staff person. The Shop has a full-time adjunct faculty member serving the Architecture and Interior Design Department as well as the Art and Design Department.

Below are the resumes for each full-time member of the instructional faculty who teach in the professional degree program.

M. Alan Frost, AIA, NCARB**Courses Taught**

Spring 2020: ARC 652 Advanced Architecture Studio
Spring 2020: ARC 341 Theories of Architectural Structures
Fall 2019: ARC 451 Integrative Architecture Design Studies I
Fall 2019: ARC 600 Full Small Scale
Summer 2019: ARC 381 Architectural Study Tour
Spring 2019: ARC 652 Advanced Architecture Studio
Spring 2019: ARC 341 Theories of Architectural Structures
Fall 2018: ARC 451 Integrative Architecture Design Studies I
Fall 2018: ARC 600 Full Small Scale

Educational Credentials:

1999: Master of Architecture with Distinction, Taubman College of Architecture and Urban Planning, University of Michigan, Ann Arbor, MI
1997: Bachelor of Science with Honors (in Architecture), Lawrence Technological University, Southfield, MI
1993: Pre-Engineering focus, David Lipscomb University, Nashville, TN

Teaching Experience:

2020 – Present: Associate Professor, Judson University, Department of Architecture and Interior Design, Elgin, IL
2017 – 2020: Assistant Professor, Judson University, Department of Architecture and Interior Design, Elgin, IL
2012 – 2019: Director of the Digital Fabrication Laboratory, Judson University, Department of Architecture and Interior Design, Elgin, IL
2012 – 2013: Adjunct Professor of Architecture, Wilbur Wright College (City Colleges of Chicago), Department of Visual and Performing Arts, Chicago, IL

Professional Experience:

2009 – Present: Owner, studioBUILD, Chicago, IL
2006 – 2009: Project Designer, Perkins+Will, Chicago, IL
2004 – 2006: Associate, DeStefano+Partners, Chicago, IL
2000 – 2004: Project Designer, Angelini & Associates, Ann Arbor, MI

Licenses/Registration:

Licensed Architect (Illinois #001-021553)

Selected Publications and Recent Research:

"Regional Infrastructure as a Response to Climate Change and Displacement"; panel discussion moderator, Chicago Architecture Biennial, Think Tank 2019: Mega-Region, Chicago, IL
"Lessons in Humility: the 2018 CCCU New Faculty Institute"; Faculty Colloquium, Judson University, Elgin, IL
"Empathy and Creativity: Design Thinking Workshop"; Legat Architects Design Leadership Retreat, Elgin, IL
"Connect/Commune" for Elevate: Bringing Urban Spaces to Life; Buon Uni Design Competition [shortlisted], Chicago, IL

Professional Memberships:

American Institute of Architects (AIA)
National Council of Architectural Registration Boards (NCARB) certified
U.S. Green Building Council LEED Accredited Professional



Sean M. Gallagher, AIA, NCARB

Courses Taught:

Spring 2019:

ARC 222 Construction Tectonics and Assemblies

ARC 452 Integrative Architecture Design Studies II

Summer 2019:

ARC 556 Construction Tectonics and Assemblies

Fall 2019:

ARC 652 Advanced Architecture Studio

ARC 656 Architectural Practice, Law, and Management

ARC 322 Advanced Construction Tectonics and Assemblies

Spring 2020:

ARC 222 Construction Tectonics and Assemblies

ARC 452 Integrative Architecture Design Studies II

Summer 2020:

ARC 556 Construction Tectonics and Assemblies

Fall 2020:

ARC 656 Architectural Practice, Law, and Management

ARC 322 Advanced Construction Tectonics and Assemblies

Educational Credentials:

M. Arch. 1993: University of Illinois at Urbana-Champaign

B.S.A.S. 1991: University of Illinois at Urbana-Champaign (High Honors)

Teaching Experience:

Judson University (adjunct): Fall 2008 – Spring 2010

Judson University (full-time): Fall 2010 – Present

Professional Experience:

Gallagher Associates Architect PC (2003 – Present)

R. Scott Javore & Associates LTD. (1995 – 2003)

OKW Architects (1993 – 1995)

Licenses/Registration:

Licensed Architect State of Illinois

Licensed Design Firm State of Illinois (Gallagher Associates)

Professional Memberships:

American Institute of Architects (AIA)

Association of Licensed Architects (ALA)



Daniel M. Hussey

Courses Taught:

ARC 321 Theories of Environmental Stewardship
ARC 352 Elective Architectural Design Studies
ARC 580 Programming and Research Methods
ARC 651 Advanced Architecture & Urbanism Studio
ARC 671 Advanced Case Studies in Sustainability

Educational Credentials:

Master of Science in Architecture, 1985, Columbia University, New York, NY
Bachelor of Architecture, 1983, University of Notre Dame, Notre Dame, IN

Teaching Experience:

2021 – Present: Visiting Assistant Professor of Architecture, Judson University
2019 – 2021: Adjunct Assistant Professor of Architecture, Judson University
1992 – 1994: Adjunct Professor of Architecture, Andrews University
1990 – 1992: Adjunct Professor of Architecture, University of Notre Dame

Professional Experience:

1986 – Present: Daniel Hussey Architects
2004 – 2009: Stonehenge Homes, LLC
1988 – 1989: Serena Sturm Architects Ltd.
1985 – 1988: Skidmore, Owings & Merrill



John Loritsch, AIA

Courses Taught:

ARC 452 Integrative Architecture Design Studies II
ARC 580 Programming and Research Methods
ARC 421 / ARC 422 Environmental Technology II and III
ARC 251 / ARC 252 Heuristics and Architectonics / Architectural Design Explorations

Educational Credentials:

Bachelor of Arts in Architecture, Iowa State University, 1975

Teaching Experience:

2018 – Present: Judson University, Department of Architecture and Interior Design

Professional Experience:

1977 – 1979: Staff Architect, Schwartz Weber Architects, Minneapolis, MN
1979 – 2009: Partner, Otis Koglin Wilson (OKW) Architects, Chicago, IL
2009 – 2018: Technical Director, Risinger Associates, Chicago, IL

Licenses/Registration:

Illinois Licensed Architect

Selected Publications and Recent Research: NA

Professional Memberships:

American Institute of Architects (AIA)



Christopher D. Lauriat, AIA, NCARB

Courses Taught:

ARC 122 Communication and Architectonics
ARC 310 Digital Design Simulation
ARC 351 Intermediate Architecture Design Studies
ARC 352 Elective Architecture Design Studies
ARC 381 Architecture Study Tour
ARC 410 Advanced Digital Design I
ARC 451 Integrative Architectural Design Studies I
ARC 452 Integrative Architectural Design Studies II
ARC 575 Community Outreach Studio
ARC 600 Topics in Architecture: Church Architecture Since 1950
ARC 610 Advanced Digital Design I
ARC 695 CPT Application/Experiential Learning
INT 351 Interior Design Studio I: Space Planning, Ergonomics

Educational Credentials:

M. Arch. 2008–2009: College of Architecture, Art, and Planning, Cornell University, Ithaca, New York
B. Arch. 1998–2003: College of Architecture and Planning, Ball State University, Muncie, Indiana
B.S. in Environmental Engineering 1998–2003: College of Architecture and Planning, Ball State University, Muncie, Indiana

Teaching Experience:

2018 – Present: Assistant Professor, Department of Architecture and Interior Design, Judson University, Elgin, Illinois
2017 – 2018: Visiting Assistant Professor, Department of Architecture and Interior Design, Judson University, Elgin, Illinois
2010 – 2017: Adjunct Faculty, Department of Architecture and Interior Design, Judson University, Elgin, Illinois
2015 – 2017: Guest Instructor in Physics, Department of Physics, Wheaton College, Wheaton, Illinois
2010 – 2011: Adjunct Faculty, School of Design, Westwood College, Chicago, Illinois

Professional Experience:

2021 – Present: Senior Architect, Risepointe, Algonquin, Illinois
2008 – Present: Principal, Christopher D. Lauriat, Architect, West Chicago, Illinois
2012 – 2020: Vice President of Architecture, Church Building Consultants, Glen Ellyn, Illinois
2003 – 2008: Project Architect, Pappageorge Haymes Partners, Chicago, Illinois

Licenses/Registration:

Registered Architect, State of Illinois License No. 001-020772

Professional Memberships:

Board Member, American Institute of Architects, Northeast Illinois (2016–2017, 2021–present)
Member, American Institute of Architects, National/Illinois/Northeast Illinois (2010–present)
National Council of Architectural Registration Boards Certificate (2010–present)



Andressa Carmo Pena Martinez, DS.c

Courses Taught:

DES 121 Design I
ARC 451 Integrative Architecture Design Studies I

Educational Credentials:

DS.c. Urb. 2009–2013: PROURB, Federal University of Rio de Janeiro (UFRJ), Rio de Janeiro, Brazil
M. Urb. 2006–2008: PROURB, Federal University of Rio de Janeiro (UFRJ), Rio de Janeiro, Brazil
B. Arch. 2000–2005: School of Architecture, FAU/UFRJ, Rio de Janeiro, Brazil
B.S. in Planning, 2000–2005: School of Architecture, FAU/UFRJ, Rio de Janeiro, Brazil

Teaching Experience:

2021 – Present: Assistant Professor, Department of Architecture and Interior Design, Judson University, Elgin, IL
2014 – 2021: Assistant Professor, Department of Architecture and Planning, DAU/UFV – Federal University of Viçosa, MG, Brazil
2012 – 2013: Adjunct Faculty, School of Architecture, FAU/UFRJ – Federal University of Rio de Janeiro, Rio de Janeiro/ RJ, Brazil.
2009 – 2009: Adjunct Faculty, School of Architecture, FAU/UFRJ – Federal University of Rio de Janeiro, Rio de Janeiro/ RJ, Brazil.

Professional Experience:

2008 – 2014: Independent Architect, Rio de Janeiro/RJ, Brazil
2005 – 2006: Architect Full-Time, Miriane Flores Design, Rio de Janeiro, RJ/ Brazil

Licenses/Registration:

Licensed Architect, CAU-RJ, Brazil, Registration #A45376-5 (2006–current)

Selected Publications and Recent Research:

Lucarelli, C. C., Carlo, J. C., Martinez, Andressa. Carmo Pena. "Simulation-based optimization for an origami-shaped canopy." PARC: Pesquisa em Arquitetura e Construção. v. 11, p. e020013, 2020.
Souza, M. F., Santos, D. M., Martinez, Andressa Carmo Pena, Souza, D. L.. "The operationalization of 'A Pattern Language' by using network analysis tools." Proceedings of XXIV SIGraDi - International Conference of the Iberoamerican Society of Digital Graphics, v. 1, p. 128-135, in Medellín, Colombia, 2020.
Matos, E. B., Martinez, Andressa Carmo Pena. (2020). "Gridshell structural evaluation criteria based on Upward and Downward Modeling Methods in Karamba3D." Proceedings of XXIV SIGraDi - International Conference of the Iberoamerican Society of Digital Graphics, v. 1, p. 188-195, in Medellín, Colombia, 2020.
Iasbik, M. P., Martinez, Andressa Carmo Pena, Gazel, J. L. T. E. "Integration of BIM and Algorithmic Design logics through data exchange between Grasshopper plugin and Revit and Archicad software." Proceedings of XXIV SIGraDi- International Conference of the Iberoamerican Society of Digital Graphics v. 1, p. 470-477, in Medellín, Colombia, 2020.
Martinez, Andressa Carmo Pena, Souza, D. L. ; Santos, D. M. ; Miyasaka, E. L. "Responsive Object in the teaching process - NÓ.LAB, BRAZIL." In: Rodrigo Scheeren; Pablo C. Herrera; David M. Sperling. (Org.). Homo faber 2.0: politics of digital in latin america. 1ed. São Carlos: IAU/USP, 2018, v. 1, p. 24-25, 2019.
Martinez, Andressa Carmo Pena. "Urban Connectivity." In: Frederico Braidá; Fernando Lima; Juliane Fonseca; Vinicius Moraes. (Ed.). 101 conceitos de arquitetura e urbanismo na era digital. 1ed.São Paulo: ProBooks, 2016.
Souza, D. L; Martinez, Andressa Carmo Pena; Dos Santos, D. M., "The Potential Use of Laser Scanner in Urban Contexts". Proceedings of 16th International Conference CAAD Futures." The next city - New technologies and the future of the built environment. p. 124-134, in São Paulo, Brazil, 2015.

Professional Memberships:

Member, SIGraDi - Sociedad Iberoamericana de Gráfica Digital (2016-current)



(John) Michael Meissner

Courses Taught:

ARC 101 Shop Stewardship Materials and Processes
ARC 122 Communication & Architectonics
ARC 252 Architectural Design Explorations
ARC 600 Full Small Scale

Educational Credentials:

B. Arch. in Design 1977: University of Illinois, Chicago Campus

Teaching Experience:

2020 – Present: Full-time Visiting Professor of Architecture, Judson University, Elgin, IL
2020 – Present: Director of the Model Shop and Fab Lab, Judson University, Elgin, IL
2019 – 2020: Adjunct Architectural, Professor Judson University, Elgin, IL
1990 – 1992: Assistant Adjunct Professor, College of DuPage, Glen Ellyn, IL

Professional Experience:

J. Michael Meissner Architects/Owner, 1986 - present

As a Principal, Design Architect, Consultant, and Project Manager, J. Michael Meissner has been commissioned to facilitate the development of projects valued at over \$55M. Clients have included Fortune 500 companies and other small, medium, and large enterprises. Projects include libraries, conference centers, computer rooms, offices, and large retail stores. Provided special consultation in areas including master planning, facility evaluations, roof evaluations, maintenance budgeting, and zoning and land planning.

- Successfully implemented the design, development, and documentation of a 450-room Congregate Care Retirement Facility, 250 new custom single-family residences, and 350 remodel/additions to single-family residences.
- Engineering and land-planning efforts resulted in the design and development of residential subdivisions.
- Completed more than 1,000 projects valued at over \$55M.
- Generated more than \$2.25M in revenue.

Licenses/Registration:

Registered Architect Illinois; NCARB; Nationally Certified Architect, 1983 - Present

Selected Publications and Recent Research:

Holder of several U.S. Patents for EagleRail TransEnergy, a Multilayered Infrastructure System

Professional Memberships:

AIA (American Institute of Architects), 1983 – Present
President, Northeastern Illinois (NEIAIA) Chapter (1998)
NCARB (National Council of Architectural Registration Boards), 1984 - Present

Luis Fernando Nunez Ph.D. in Arch.**Courses Taught:**

Texas A&M University:
ENDS 105 Design Foundations I
ARCH 305 Architectural Design III
Savannah College of Art and Design:
ARTH 240 Treasures of Provence
ARLH 353 The Architecture of Provence
Cuauhtemoc University and Monterrey Tec University (Mexico):
LA0635 Architectural Composition III
LA0636 Architecture in Mexico
LA0848 Capstone Projects
AR2024 Projects IV

Educational Credentials:

Ph.D. in Architecture: 1998–2002, College of Architecture, Texas A&M University, College Station, TX
M. Arch. 1983 – 1985: Faculty of Architecture, National University of Mexico, Mexico City, Mexico.
Graduated with honors.
B. Arch. 1977 – 1981: Faculty of Architecture, National University of Mexico, Mexico City, Mexico.
Graduated with honors.

Teaching Experience:

2020 – 2021: Full Professor, Cuauhtemoc University, Queretaro City, Mexico
2019: Part-time Faculty, Savannah College of Art and Design, Lacoste, France
2018: Special Guest Lecturer, Museum of Sacred Art, Queretaro, Mexico
1998 – 2000: Graduate Lecturer, College of Architecture, Texas A&M University
1990 – 2017: Full Professor, Monterrey Tec University, Queretaro City, Mexico

Professional Experience:

1990 – present: **Luis Fernando Nunez, Office of Architecture.** Queretaro, Mexico. More than 20 residential houses designed and built; an apartment tower condominium, a school building, two office buildings, an electrical supplies store, a candy shop, a shopping plaza.

Licenses/Registration:

Licensed professional Architect registered # 169. Queretaro Institute of Architects, since 1990.

Awards and Grants:

Fulbright Scholarship. Ph.D. in Architecture, Texas A&M University from 1998 to 2000.
William Caudill Fellowship, College of Architecture, Texas A&M University. Year 2000.
“Star Award” (Reconocimiento Estrella). Given to the best Professor in the School of Architecture and Design, Monterrey Tec, Queretaro Campus. Years 1996, 2003, 2005, 2006, 2007, 2009, 2010, 2011, 2012, 2013, 2014, 2015.

Selected Publications and Recent Research:

Space and Place in the Mexican Landscape. Nunez, Fernando, Arvizu, Carlos, Abonce, Ramon. Texas A&M Press, 2007.
The response of 25 Cities, Querétaro. Nunez, Fernando, in Carmona, Marissa (coord.). In collaboration with Abonce R., Arvizu C., and Biondi S. Centro de Investigación en Redes Urbanas, ALFA-IBIS, 2006.
*Segregation. Campo-Ciudad-Metropolis, retos y perspectivas. Nunez, Fernando. in Arvizu, C. e Iracheta, A. Gobierno del Estado de Querétaro, El Colegio Mexiquense. México 2005.

Edgardo Perez Maldonado, M. Arch., Ph.D.

Courses Taught:

ARQU 6314 Architectural Thesis II, SOA, University of Puerto Rico, San Juan, PR.
 ARQU 6313 Architectural Thesis I, SOA, University of Puerto Rico, San Juan, PR.
 ARQU 4136 Building Anatomy. Advanced Design Studio, SOA, University of Puerto Rico, San Juan, PR.
 ARQU 4135 Advanced Design Studio, SOA, University of Puerto Rico, San Juan, PR.
 ARQU 6142 Genealogy of Modernity. Arch. History II, SOA, University of Puerto Rico, San Juan, PR.

Educational Credentials:

Ph.D. in History: 2017 – 2019: Inter American University of Puerto Rico, Metro Campus, San Juan, PR
 M. Arch. 2004 – 2005: Savannah College of Arts & Design, Savannah, GA
 B. A. 2003 – 2004: Savannah College of Arts & Design, Savannah, GA

Teaching Experience:

Present: Associate Professor, Department of Architecture & Interior Design, Judson University, Elgin, IL
 2019 – 2020. School of Architecture, University of Puerto Rico, Rio Piedras Campus, San Juan, PR
 2009 – -2015. International School of Design & Architecture, UAGM, Gurabo, PR
 2008 – 2011. School of Architecture, University of Puerto Rico, Rio Piedras Campus, San Juan, PR

Professional Experience:

2005 – 2006. Coastal Heritage Society, Savannah, GA
 2005. Sottile & Sottile Architects, Savannah, GA
 2003 – 2004 Integra Group Architects & Engineers, San Juan, PR

Selected Publications:

Perez-Maldonado, E. *The International Airport: The Isla Verde International Airport 1945-1955*. Bogota: Stilo Impresores, 2020.

Perez-Maldonado, E. "Colonization/Urbanization of Latin America: Seventeen Century Baroque Temples," History Department, Inter American University, Puerto Rico. 2018.

Perez-Maldonado, E. "Ephemeral Nations: Latin American Architectural Pavilions in the World Expos., History Department, Inter American University, Puerto Rico. 2017.

Perez-Maldonado, E. "Sedated Algorithmia: Architectural Metaphors in Digital Space." Critical Digital Conference, Graduate School of Design, Harvard University, Cambridge, Harvard GSD: 2009.

Perez-Maldonado, E. "The Fear of the Virtual and Radical Typologies." Critical Digital Conference, Graduate School of Design, Harvard University, Cambridge, Harvard GSD: 2007.

Selected Honors & Awards:

2019. Honorable Mention: Metal-Meccanica Alba International Design Competition, Ca' Rainati, Treviso, Italy.
 2013. Award | Outstanding Faculty. Academic Board, International School of Design & Architecture Universidad del Turabo, Gurabo, PR.

Professional Memberships:

Social Sciences & History Association (SSHA)
 Global Housing Strategies (GHS)
 ACSF-Architecture, Culture, and Spirituality Forum

Curtis J. Sartor, Ph.D., Min., Assoc. AIA, NOMA

Courses Taught:

Fall 2020

Arch 429 Multiculturalism & Architecture

GEN 101 Questions of Life: Entering the Judson Conversation

Spring 2021:

ARC 462 Preceptorship Preparation

Educational Credentials:

Ph.D. 2002, Interdisciplinary Studies in Environmental Design w/ minors in Cultural Anthropology & Multicultural Studies, The Union Institute & University, Cincinnati, OH

M. of Arch. 1978, Tuskegee Institute w/ concentration in Historic Preservation, Tuskegee, AL

B. of Arts in Architectural Science 1976 Tuskegee Institute, Tuskegee, AL

Administrative and Teaching Experience:

Judson University, 7/2005- 5/2021, Architecture Department, Elgin, IL. (Department Chair, Dean, & Professor)

Southern Polytechnic State University, 1988-2005, Architecture Department, Marietta, GA (Professor & Dept. Chair)

Morris Brown College, 1/2000 – 5/2000, Joint appointment, Visiting Professor, Department of Architecture, Atlanta, GA

Professional Experience:

2011 – 2013, Design Consultant for Rev. Calhoun, Salem Baptist Church renovations in Baltimore, MD in conjunction w/ Mecurrius Design, Inc., Atlanta, GA

1985 – 2005, President, Sartor & Sartor, Inc. Design/Build Practice

1985 – 2007, Vice President, Mecurrius Design Inc. Interior Designers & Space Planners, Atlanta, GA

1983 – 1985, Richard Rothman & Associates, Architects & Planners, P.C., Atlanta, GA

1979 – 1983, Harris & Partners, Architects, P.C., Atlanta, GA

Licenses/Registration:

2007 – 2012, Minister's License with International Ministerial Fellowship, Minneapolis, MN

Selected Publications and Recent Research:

November 2017, Presentation Speaker & Paper Presentation: "Environmental & Spatial Micro-Aggressions in Architecture"; Associated Colleges of Illinois, Fall Conference, Chicago, IL

August 2015, Paper Submittal, "*Multicultural Education from a Preservation & Sustainable Perspective: The Architecture Curriculum*"; School of Architecture and Planning, Morgan State University, Baltimore, MD

March 2013, Lecture & Paper Presentation, James Didier Symposium, On Christ and Architecture, "*Can Christ Be Seen in the Architecture of Frank Lloyd Wright? A Hermeneutical Interpretation*"; Judson University, Elgin, IL

Professional Memberships:

2016-2018, Associate Director, AIA, NEI Chapter

2011 - 2013, Member, National Board of Diversity and Inclusion Council, AIA

2008 – Present, Assoc. Member, National NOMA

2008 – Present, Assoc. Member, National AIA

Marcos Amado Petroli, Ph.D.**Courses Taught:**

ARC 231 History of Architecture I
ARC 232 History of Architecture II
ARC 331 History of Architecture after the Industrial Revolution
ARC 251 Heuristics and Architectonics
ARC 351 Intermediate Architecture Design Studies
ARC 352 Elective Architecture Design Studies
ARC 381 Architecture Study Tour

Educational Credentials:

Ph.D. in Architecture, History, Theory, and Criticism 2016-2020: Illinois Institute of Technology College of Architecture, Chicago, IL
M. Arch. 2011 – 2014, School of Architecture, Federal University of Rio Grande do Sul (UFRGS), Porto Alegre, Brazil
B. Arch. 2005 – 2010 School of Architecture, UFRGS, Porto Alegre, Brazil
B. S. in Planning, School of Architecture, UFRGS, Porto Alegre, Brazil (2005 – 2010)

Teaching Experience:

2020 – Present: Assistant Professor, Department of Architecture, Judson University, Elgin, IL
2019 – 2020: Adjunct Faculty, Department of Architecture, Judson University, Elgin, IL
2019 – 2020: Lecturer, Sam Fox School of Design and Visual Arts, Washington University, St. Louis, MO
2014 – 2015: Assistant Professor, Center of Art and Architecture, University of Caxias do Sul, Campus Bento Gonçalves/RS, Brazil
2014 – 2015: Adjunct Faculty, School of Architecture, UNIVATES, Lajeado, Brazil

Professional Experience:

2011 – 2015: Co-founder Architect, Ponto 6 - Atelier de Projeto, Porto Alegre/RS, Brazil
2010 – 2011: Architect full-time, Maena Arquitetura e Design, Porto Alegre, RS, Brazil

Licenses/Registration:

Licensed Architect, CAU-RS, Brazil, Registration #A67173-8 (2010 – current)

Selected Publications and Recent Research:

Petroli, Marcos Amado. "Modern *Venatio* and the Case of Dorton Arena in Raleigh, NC (1949-52)." 16th International Docomomo Conference, Tokyo, Japan, September 10–13, 2020 (postponed to Aug 29–Sept 2, 2021).

Petroli, Marcos Amado. "In Search of Sigfried Giedion's 'Third Space Conception,'" paper submitted to *Joelho, Journal of Architectural Culture*, n. 13, Memory, Memorabilia and the Making, Department of Architecture Press, University of Coimbra, Portugal, 2021.

Petroli, Marcos Amado. "*Un Pavillon – Un Monument*: The Modern Palace and the Case of The U.S. Embassy in Karachi, Pakistan (1955–59)," paper submitted to the ICACA 2021: International Conference on Architecture and Critical Approaches, June 24-25, 2021 in Paris, France.

Professional Memberships:

Board Member, Docomomo US/Chicago (2017–current)
Member, Docomomo International, Lisbon, Portugal (2020–current)
Member, Society of Architectural Historians, Chicago Chapter (2018–current)

5.4.1 Demonstrate that the Program balances the workloads of all faculty in a way that promotes student and faculty achievement.

Program Response:

Faculty members are on a professional track, tenured or tenure-track, typically holding a nine-month contract including standard benefits. Their time is distributed among teaching, academic achievement, service, and other related responsibilities. Faculty members teach 18 load hours per year, 9 each semester. A studio is typically 6 load hours, and a lecture/seminar is typically 3 load hours. Overload contracts are issued to faculty members teaching more than an 18-hour schedule. Overloads are offered most frequently during the summer sessions, and occasionally in the fall or spring semester. Occasionally, and by mutual negotiation, faculty may seek release time for scholarship, research, or practice opportunities by banking more courses in one semester to lighten a load for another semester. Faculty members are eligible for sabbatical leave every seven years.

Faculty members maintain office hours for student mentoring and academic advising; they average about 20 students each. They also serve on Department and campus-wide task forces/committees.

Faculty-to-student ratios:

First-year studios	1:15	4-6 sections offered
Second-year studios	1:15	2-3 sections offered
Third-year studios	1:15	2-3 sections offered
Fourth-year studios	1:15	2 sections offered
Sixth-year studios	1:10	1-2 sections offered
Lectures/seminars	1:25	multiple sections offered

5.4.2 The Program has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

Program Response:

Throughout an architecture student's undergraduate course of studies, the student receives three lectures on the underpinnings of the process for licensure through NCARB's AXP (Architect Experience Program). The Architect Licensing Advisor (ALA) presents these lectures in ARC 222 (Construction Tectonics and Assemblies), ARC 322 (Advanced Construction Tectonics and Assemblies), and in ARC 462 (Preceptorship Preparation). In addition to these lectures, the ALA also facilitates visits and presentations by NCARB leadership to speak to students and the AIAS leadership. Due to the pandemic, this year's visit was done virtually. The Program coordinates the visit with the AIAS member leadership, and the event is held as a joint effort with students taking the helm, ensuring good attendance and participation by the student body. Staying connected with NCARB is key, and the ALA participates regularly in NCARB's weekly Architect Licensing Advisors Community online chats and the yearly conferences. The ALA has regularly attended the NCARB summer conferences since August 2013.

5.4.3 The faculty and staff have opportunities to pursue professional development that contributes to program improvement as indicated below.

Program Response:

Faculty members are encouraged to attend professional conferences, workshops, and symposia both at Judson and through other venues relevant to their research agenda. Faculty members and staff have access to funds from the Provost's office for specifically designated professional development support per faculty member per year. The Department Chair and Assistant Department Chair have



slightly higher professional development funds. In addition, the Department maintains a discretionary travel fund as part of annual operations for above-and-beyond funding of faculty and staff travel.

5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

Program Response:

The small scale of Judson University is a major factor in characterizing the quality of the educational experience and support services available to students. 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 University. Social events, common dining facilities, and compulsory chapel services also draw the academic community together.

Scholarship support has been provided by the AIA—Northeastern Illinois chapter, the Fox Valley Contractor's Association, and the University through academic achievement awards. The Advisory Council has also provided scholarships to architecture students.

Students are provided with a sound preparation for the transition to internships and licensure by maintaining a professional relationship with the Illinois Department of Financial and Professional Regulation (IDFPR). Students are exposed to internship requirements through the Architecture Licensing Advisor (ALA) and through a yearly visit from a representative of the state registration board, who gives advice and information regarding licensure and the state requirements. On an as-requested basis, former students and other interested parties are given advice by the Department Chair and representatives from the IDFPR regarding education and/or state requirements.

The best evidence of the Program's support services for students is the commitment to the including the fifth-year internship requirement within the Program. The "Preceptorship" requires each student to complete a minimum of 1,600 hours of documented Intern Development Program (IDP) experience or equivalent. All of the Master of Architecture graduate students have completed this requirement. Additionally, we maintain a dialogue with these students through social media, personal visits to the offices, and individual conversations. 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.

In addition, student have numerous contacts with the professional community through our lecture series and trips to area offices associated with our professional practice courses. Some of our lecturers have visited our design studios and participated in design presentations.

5.5 Social Equity, Diversity, and Inclusion

5.5.1 Describe how this commitment is reflected in the distribution of its human, physical and financial resources.

Program Response:

Support for social equity is one of Judson's most important educational missions and a unique characteristic of the school. In recent years, students with hearing, learning, and other intellectual disabilities have been served by the University and the Architecture & Interior Design programs. The RISE program is one of our major university initiatives that supports this community.

The RISE Program has built a great reputation in the Chicago area, and beyond, as an outstanding program for students with intellectual disabilities. In June 2018, RISE was certified as a Comprehensive Transition Program (CTP); a key benefit of this certification is that RISE students now qualify for federal student aid. In addition to this benefit, RISE was also awarded scholarship monies



from the Foglia Family Foundation and the Barrington Area Community Foundation. Further, the Rise Program now has four endowments.

Judson University views diversity as an expression of its mission and educational goals as a Christ-centered institution of higher learning. The university is committed to equipping students to be ambassadors for Christ in this diverse world God has created. The university is dedicated to providing an educational environment and learning experience that encourages cultural and intercultural engagement in the curriculum, co-curriculum, and the entire learning and living student experience. The paragraph below is from Judson's diversity statement on their website:

Diversity at Judson University is a concept that embraces the uniqueness found in each person that God has created. One's uniqueness comes from a mix of influences such as race, ethnicity, sex, national origin, religion, physical ability, age, geography, and intellect. This mixture brings a richness of perspectives, talents, and ideas. It is an intentional and active commitment to embrace personal uniqueness based on God's valuation of people. Social justice, equal rights, reconciliation, forgiveness and redemption are important components to the quality of diversity.

Judson University's Diversity Plan

Vision:

Judson University is committed to creating a diverse and inclusive learning environment for its students, faculty and staff that represents the kingdom of God.

Mission:

To establish and embrace diversity and inclusion as a core value at Judson University that pleases God and to foster a caring Christian campus environment that respects God-given differences and encourages inclusiveness.

Goals:

1. Develop an Office of Diversity and Spiritual Development as a clearinghouse of information on diversity matters.
2. Create an internal and external diversity council under the direction of the Associate Vice President for Diversity & Spiritual Development to provide assistance as needed.
3. Develop and implement a comprehensive program of diversity education and training on diversity relevant issues for students, faculty, and staff.
4. Develop and execute a diversity action and communication plan.
5. Build and strengthen existing relationships with diverse communities, organizations, and businesses to support diversity and multiculturalism at the university.
6. Increase the recruitment, retention and representation of people of color, ethnic minorities, women, people with disabilities, faculty, and administrators and staff.
7. Advertise and publish yearly the outcomes and results of the diversity action and communication plan.
8. Recruit and retain a diverse student body reflective of the Elgin community and environmental context.

Objectives:

1. Conduct campus-wide and departmental-specific conversations and listening sessions about diversity (expectations, concerns, current plans, racism, race relation, gender inequities, etc.).
2. Administer reflective exercises and privilege and self-assessment tests for cultural intelligence.
3. Administer campus-wide surveys on diversity topics and evaluate answers.
4. Meet regularly with campus student diversity groups to make sure cultural and curriculum needs are met.
5. As needed, inform staff and faculty about how to address student needs/concerns from the diverse populations represented among the current student body.
6. Establish campus-wide sensitivity and cultural competency training provided by an outside consultant
7. Collect measurable departmental diversity goals.
8. Organize a funded diversity lecture as part of an existing lecture series on campus.
9. Provide partial scholarships for inner-city residents funded by local businesses.



10. Facilitate bimonthly campus diversity webinars.
11. Develop a targeted diversity weekend event on campus.
12. Develop a racially aware and inclusive curriculum for all majors on campus.

5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

Program Response:

The Architecture Program and the University as a whole have pursued strategies with the potential for increasing diversity among students, faculty, staff, 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 been working with the National Organization of Minority Architects (NOMA) and have held local chapter meetings on our campus. We hope to develop a future student NOMA chapter on Judson University's campus supported by local African American architects. The University has also begun working with Hispanic organizations such as Arquitectos and with local colleges to expose some of their students to the Judson community as well as to investigate means of minority access to the professional Program.

As of fall 2020, 36% of students in the department identified as Hispanic. Across the university, 26% of students identify as Hispanic, though the actual proportion appears to be considerably higher. In part as a response to the changing demographics of students, the DAID has recruited four Latino full time faculty in the past two years.

5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

Program Response:

The ethnic diversity of students in the Program has dramatically increased in the past decade. In part as a response to an increasing proportion of Latino students, the department added four Latino faculty members in the past two years. As of this report, there are no other full time Hispanic or Latino faculty in other units of the University. Judson is an Emerging Hispanic Serving Institution, and a University task force was established three years ago to study our changing demographics and understand better how to serve all our students.

5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

Program Response:

We uphold all Judson University's policies on Non-Discrimination described here: <http://www.judsonu.edu/About/Diversity/Diversity/>, and we emphasize the value of diverse points of view and lived experiences to engender a vibrant environment that reflects the diversity of Creation.

The following are not simply annoyances or hindrances to the functioning of the Programs, but potential threats to the safety and welfare of individuals. Each is absolutely, explicitly and unequivocally prohibited and has no place in this community: verbal threats and physical intimidation; unwelcome physical contact of any sort; vandalism or theft; intolerance of any sort, including gender, religious, ethnic, or racial prejudice; and sexual harassment or misconduct of any kind, described in the university policy on Sexual Harassment and Assault described here: https://www.judsonu.edu/uploadedFiles/Judson_Public/Campus_Life/Residence_Life/Student%20Handbook%202019-2020_revised%2001.23.20.pdf

These are serious abuses, potentially in conflict with local and federal laws.

5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

Program Response:

In accordance with the Americans with Disabilities Act (ADA), the University has taken steps to accommodate the needs of the physically challenged. A ramp was built at one dorm to accommodate ADA needs for the RISE program. Several buildings are equipped with elevators for those unable to use the stairs. Newly constructed buildings are in full compliance with the ADA, and as older buildings are renovated, they are brought into compliance.

Per Federal law, the University issues letters of accommodation for students with documented physical, mental, and emotional needs. Instructors in all courses throughout the Program strive to make reasonable accommodation for students with specific impairments or conditions.

5.6 Physical Resources

Below is a description of the Program's physical resources and how they safely and equitably support the Program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

5.6.1 Space to support and encourage studio-based learning.

Program Response:

The physical resources of the Architecture & Interior Design Department are among its most significant assets. The Harm A. Weber Academic Center (HWAC) houses the departments of Architecture as well as Art and Design, and is contiguous with the campus library. The building is LEED Gold rated and consumes about 50 percent of the energy of a typical campus building.



Harm A. Weber Academic Center Aerial View

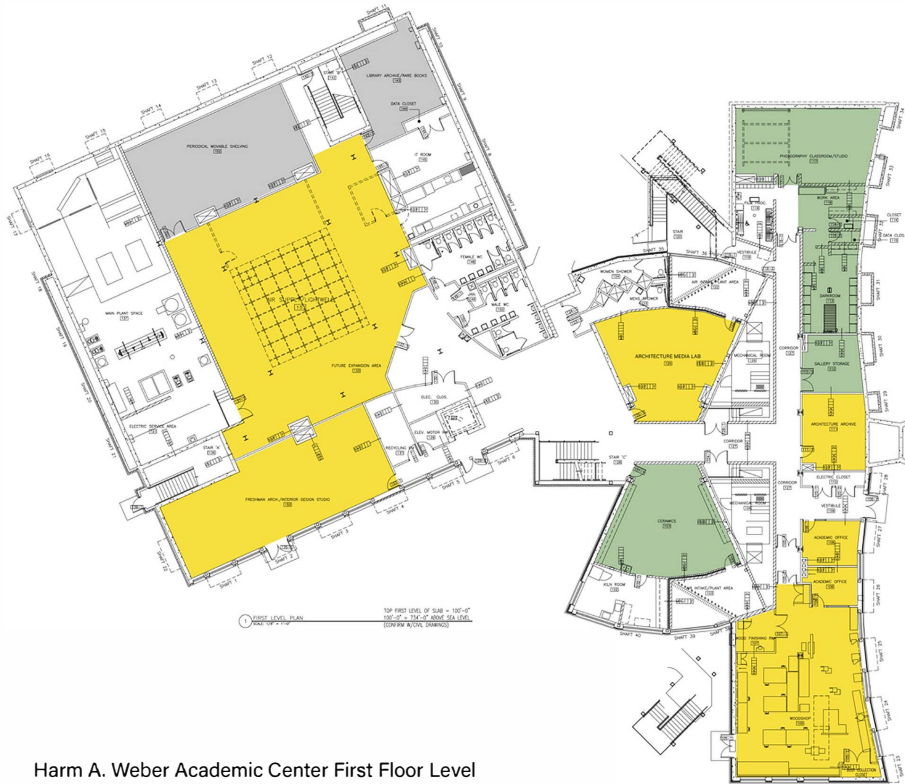
The HWAC facility can support approximately 350 students at full capacity as designed by the architect. The maximum population of the Architecture Program is estimated to be 250 students, based on spaces available taken in aggregate, the structure of the curriculum, the culture of the Program, and available/future faculty and staff. One of the controlling factors is a desire to grow the graduate program to approximately 30-42 in-residence students (sixth year). The benefits of this growth to the Program include additional elective choices for students in terms of both elective courses and studio trajectories, a higher critical mass of the student body for mutual encouragement



and challenge, and additional on-site faculty expertise through an expanded full-time and adjunct faculty.

5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

The following floor plans indicate dedicated and shared spaces related to the Program within the Harm A. Weber Academic Center.



Harm A. Weber Academic Center First Floor Level

architecture department

art & design department

shared spaces

Architecture uses:

Faculty Offices
106,108, -100sf

Archive 111-340sf

Woodshop-1500sf

Freshmen Studio-1400sf

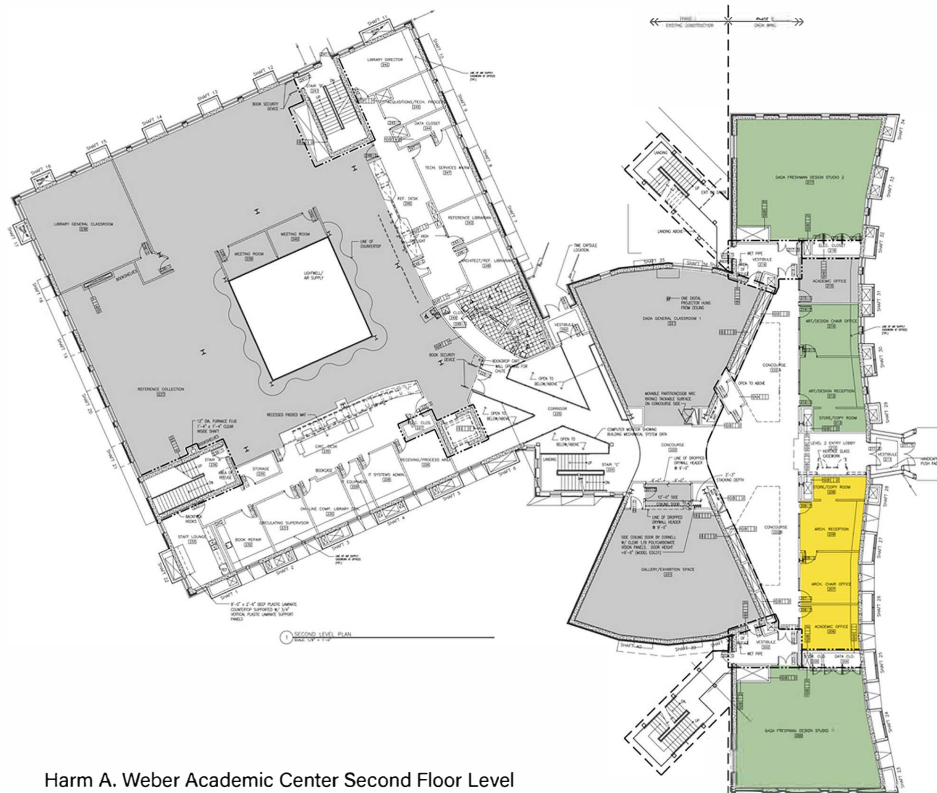
Art & Design uses:

Ceramics-90sf

Photography-1600sf

Gallery Storage-240sf

Faculty Office-1100sf



Harm A. Weber Academic Center Second Floor Level

architecture department

art & design department

shared spaces

Architecture uses:

Admin. Office-180sf ea.

Reception/Office/Storage
300sf

Art & Design uses:

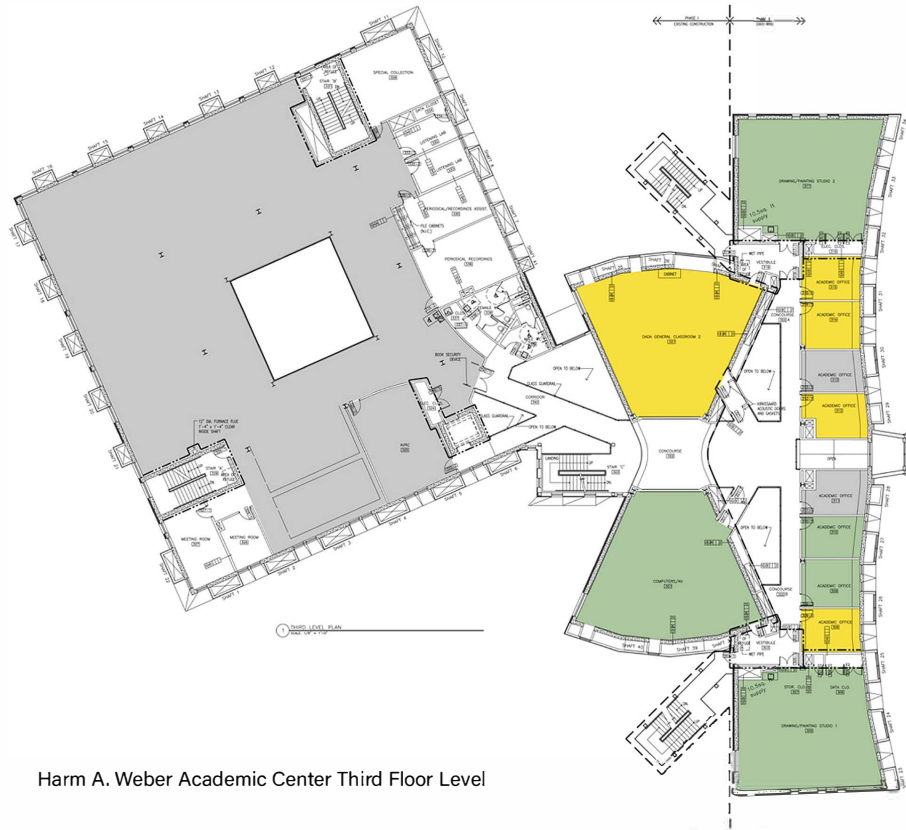
Admin. Office-180sf ea.

Reception/Office/Storage
300sf

Shared Spaces:

Freshmen Studios 203,217
1100sf

Gallery/Exhibition
1000sf



Harm A. Weber Academic Center Third Floor Level

architecture department

art & design department

shared spaces

Architecture uses:

Faculty Offices:
308,312,314,315 -150sf ea.

General Classroom-1200sf

Art & Design uses:

Faculty Offices:
309, 310-110sf ea.

Drawing/Painting Studio
1100sf

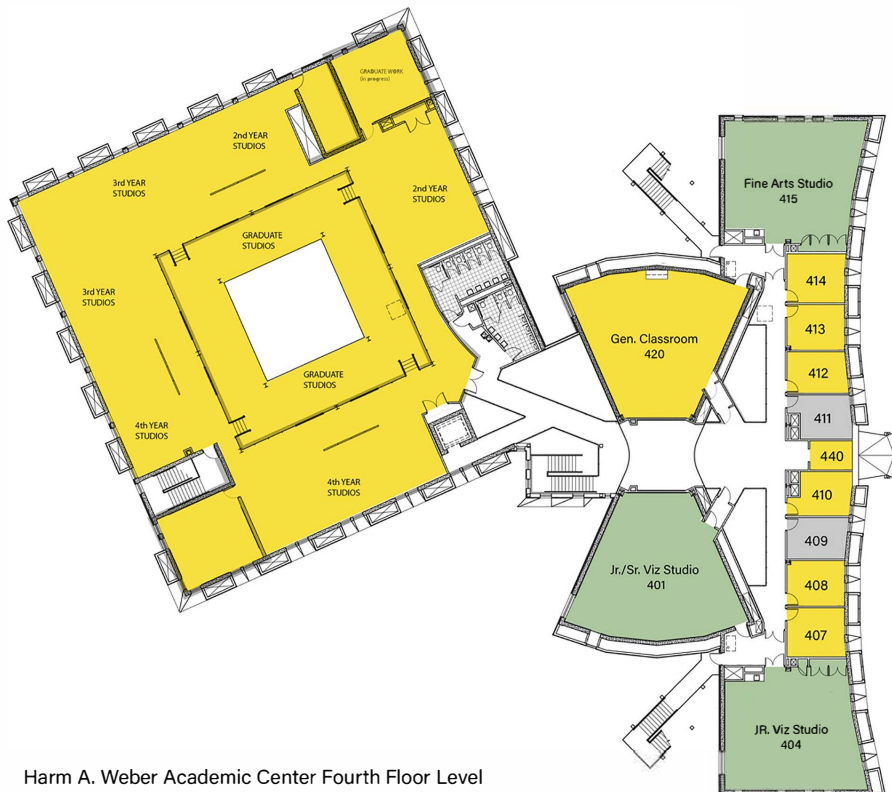
Computer/AV 301-1200sf

Shared uses:

Offices 311, 313- 110 sf ea.

Audio Visual 325-500sf

Circulation Collection



Harm A. Weber Academic Center Fourth Floor Level

architecture department

art & design department

shared spaces

Architecture uses:

Faculty Offices-
412,413,414,410, 408,407-110sf ea.

General Classroom 420-1200 sf.

AIAS Office/Storage-80sf.

Architecture Studios:
424,427, 428, 431, 435:
8500sf.

Seminar/Critique 425, 433:
750 sf. ea.

Art & Design uses:

Fine Arts Studio 416- 1100sf.

Jr/Sr. Viz Studio 401-1200sf.

Jr Viz Studio 404-1100sf.

Shared uses:

Offices 411, 409-sf. ea.

Program Response:

The HWAC has three multipurpose classrooms that seat 50 students each, two seminar rooms that seat 20 students each, a gallery, multiple and diverse types of pin-up and critique spaces throughout, and most importantly to the culture of the Judson program, a contiguous studio space for second-year through sixth-year students. Plotters, scanners, printers and copiers are located within the studio space for student access. A dedicated print/media lab and a wood/metal/plastic shops are located on the lower levels of the HWAC. The shop is a shared function with the Architecture and Interior Design programs.

The Program has high-end prototyping capacity, including laser cutters, a CNC router and multiple 3D printers (fused deposition modeling). The wood shop area has also received a significant amount of new equipment.

Because of the size and scale of the University, the Program relies on the centralized services of the library, Information Systems & Technology, Counseling, Wellness, Career services, and the Student Success Center rather than staffing and funding such services itself. The Program is generally satisfied with the level of service provided by the University.

5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

Program Response:

Harm A. Weber Academic Center Department of Architecture Dedicated Spaces

DESCRIPTION OF SPACE	NO.	NET S.F./EA.	TOTAL NET
Office Spaces & Support			
Entry Lobby	1	1000	1000
Security /Building Reception	1	80	80
Reception/Administrative Assistant Office	1	250	250
Store/Copy Room	1	100	100
Department Chair's Office	1	200	200
Faculty Offices	9	150	1350
Shared Adjunct Faculty Office	1	150	150
AIAS Student Organization	1	80	80
Visual Resource Collection	1	500	500
Classrooms			
Lecture Classroom/Studio Critique Space*	1	1200	1200
Seminar Classroom/Studio Critique Space	2	750	1500
Lecture Classroom/Studio Critique Space**	2	1200	2400
Digital Media Lab*	1	1200	1200
Dedicated Studio Spaces			
Shared 1 st Year Design and Drawing Studios*	4	1200	4300
2 nd Year Contiguous Studios	1	2100	2100
3 rd Year Contiguous Studios	1	2100	2100
4 th Year Contiguous Studios	1	2100	2100
Graduate Contiguous Studios	1	2100	2100
Jury, Gallery & Support			
Gallery/ Exhibition Space*	1	1200	1200
Gallery Storage/Work*	1	100	100
Jury Areas in contiguous 4th floor studio	4	200	800
Jury Area in various concourses	3	300	900
Wood Shop Area	1	1350	1350



5.6.4 Resources to support all learning formats and pedagogies in use by the program are listed below.

Program Response:

The University's Information Systems & Technology (IST) support, in particular, has improved in the past several years. The Architecture Program is heavy user of equipment, networks, and specialized software. Because the Program is small compared with other architecture programs, there has not been justification for a dedicated staff person in this area. Support from campus IT for the curricular and co-curricular needs of the Program is adequate. The Program is fully supported with both wired and wireless service throughout the HWAC.

Students have a required laptop purchase in their second/third year with a prescribed set of specifications and software. The common software of the Program is Autodesk Suite and Adobe Creative Suite. Students are also exposed to Revit, Sketch-up and Rhino as well as specialized software for engineering-related functions like energy scheming and acoustic analysis.

The HWAC building is closed to all between 2:00-7:00 am and when the University is not in session. Access to facilities during holidays must be requested, and arranged beforehand with the Department Chair and Campus Safety.

The Benjamin P. Browne Library holds a substantial number of books and periodicals on subjects of art, design, and architecture within the general University collection. For information on such additional resources as Interlibrary Loan Services, see the University Catalog. The David J. and Betty M. Draewell Gallery of Art is housed within the HWAC. This gallery hosts exhibitions of local and national artists, designers, photographers, and others throughout the year. It also provides regular opportunities for the exhibition of student work.

5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

Program Response:

Judson University is largely a tuition-driven institution of higher education. As such, the financial resources and allocation are straightforward. The Architecture & Interior Design (AID) program budget is a line-item budget in the Judson University system. The AID program budget has historically included everything except faculty and staff wages and benefits. Other items directly related to the AID program budget but not controlled through the Architecture Operating Budget (AOB) include Architecture Acquisitions, Architecture Periodicals, Facilities Improvements, Information Systems & Technology support, the Wood Shop, and the Visual Resources Collection (VRC). The Acquisitions and Periodicals budgets are managed from within the Central Library budget. Facilities Improvements and Information Systems & Technology are both managed by those respective departments. The Wood Shop and the VRC are managed by the AID program budget.

The Program's operational funding model is supplemented by an Architecture Program Fee (APF). In 2020, the APF was directed toward the purchase of high-quality materials at advantageous pricing when purchased in quantity, in order to offset costs associated with field trips, and to purchase and maintain equipment required for the courses. This includes both analog and digital equipment, tools, computers, printers, furniture, and software, as well as the costs of paper, toner, ink, and any other requirements that may arise from semester to semester.

The Architecture Program Fee is a differential fee that currently applies to AID majors, resulting from the unique expenses of these programs, and applies directly to the specialized programming, technology, materials, and physical resources necessary to maintain the distinctive excellence of programs in the Department of Architecture & Interior Design. The fee is applied to studio courses from the second semester of first year through graduate study.



The amount of the AID operating budget that was previously dedicated to Architecture Program but was returned to Academic Affairs for redistribution is an amount equivalent to between \$100,000-150,000. The fees generate revenues that are used to fund the substantially different curricular, co-curricular, and professional expectations of the architecture degree programs. The operating budget for the years since the last visit is noted below:

2012 - 2013 Actual	\$ 251,112.00
2013 - 2014 Actual	\$ 258,274.80
2014 - 2015 Actual	\$ 264,762.50
2015 - 2016 Actual	\$ 230,299.12
2016 - 2017 Actual	\$ 217,282.74
2017 - 2018 Actual	\$ 375,831.89
2018 - 2019 Actual	\$ 326,539.59
2019 - 2020 Actual	\$ 228,205.88
2020 - 2021 Actual	\$ 257,282.61

The AID program budget is developed each year as a portion of the operating expenses for the University. These resources indicated below are directly managed by the Department, including student-related wages, but not including staff and faculty wages.

The following pages include the Program's revenue allocation and expense allocation comparisons viewed longitudinally over the time of the Architecture Program. The Architecture and Interior Design Programs remain the most substantially supported academic programs at Judson University.



The Architecture & Interior Design Revenue Allocation 2016-2021

	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>
Traditional Tuition Revenue	20,394,99	19,751,393	18,089,863	18,294,469	17,713,729
Graduate Tuition Revenue	3,725,225	4,103,834	5,201,667	4,008,451	3,584,691
Room & Board	4,535,538	4,265,301	4,004,900	4,140,888	3,612,633
Traditional Students - total	787	768	691	688	673
Students - total	1,286	1,283	1,257	1,234	1,174
Graduate Students - total	134	158	183	152	150
Architecture Students - undergraduate	110	106	104	110	102
Architecture Students - graduate	7	11	18	12	8
Architecture Students - total	117	117	122	122	110
Interior Design (ID) Students	14	14	15	10	9
Total Arch. & ID Students	131	131	137	132	119
Architecture - % of Traditional	14%	14%	15%	16%	15%
Architecture - % of Graduate	5%	7%	10%	8%	10%
Architecture - % of Total	9%	9%	10%	10%	9%
Arch. & ID Budget allocation (a)	30,370	51,873	49,146	35,742	35,338
Graduate Revenue-actuals	311,325	527,906	850,500	540,500	346,500
Course/Supply Fees-allocation (c)	15,968	16,005	20,030	19,578	16,731
Technology Fee-allocation (a)	42,402	50,476	50,937	53,494	49,635
Graduate Fee-allocation (b)	48	78	295	148	87
Masters App. Fee-allocation (b)	78	150	92	74	21
Total Revenue	400,190	646,488	971,001	649,537	448,312

(a) Based on percentage of total traditional students.

(b) Based on percentage of total graduate students.

(c) Based on percentage of total Architecture & Interior Design students.



Architecture & Interior Design Expense Allocation 2016-2021

	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>
Financial Aid	11,875,173	11,867,448	11,146,851	11,967,778	11,563,981
General Instruction	9,825,899	10,168,393	8,892,409	9,662,403	8,351,087
Academic Support	1,228,047	1,147,648	855,645	965,873	1,603,938
Student Services	4,138,010	4,597,401	3,903,064	4,251,301	4,486,547
Institutional Support	5,411,932	4,531,005	4,465,032	4,981,598	5,323,873
Auxiliary Enterprises	3,685,819	3,440,856	2,307,582	2,908,315	2,737,638
<hr/>					
Traditional Students - total	787	768	691	688	673
Students - total	1286	1283	1257	1234	1174
Graduate Students - total	134	158	183	152	150
Architecture Students - undergraduate	110	106	104	110	102
Architecture Students - graduate	7	11	18	12	8
Architecture Students - total	117	117	122	122	110
Interior Design (ID) Students	14	14	15	10	9
Total Arch. & ID Students	131	131	137	132	119
Architecture - % of Traditional	14%	14%	15%	16%	15%
Architecture - % of Graduate	5%	7%	10%	8%	5%
Architecture - % of Total	9%	9%	10%	10%	9%
<hr/>					
Financial Aid (a)	1,659,808	1,637,955	1,677,674	1,913,453	1,752,639
General Instruction (c)	1,397,603	1,438,509	1,393,890	1,518,378	1,207,508
Academic Support (b)	111,727	104,656	83,046	95,492	150,284
Student Services (b)	376,475	419,249	378,818	420,307	420,375
Institutional Support (b)	492,376	413,194	433,360	492,508	498,830
Auxiliary Enterprises (b)	335,335	313,780	223,966	287,532	256,508
Total Expenses	4,373,326	4,327,344	4,190,754	4,727,669	4,286,144

(a) Based on percentage of total traditional students.

(b) Based on percentage of total students.

(c) Based on percentage of total traditional & graduate



Alumni and Professional Sponsorship Model

Since the last accreditation visit, the Department of Architecture and Interior Design has built on the close relationship with its alumni, professional practices and advisors. This relationship has allowed us to maintain academic dialogues through review visits and juries that have provided our students with crucial professional knowledge and academic support. But it has also allowed the DAID to devise an additional sponsorship model to complement the financial resources of the allocated budget. Earlier this year, during the Design Discovery Camp, one of DAID's alumni became the recurring sponsor of the camp reaffirming his commitment with a \$10,000 donation for the planning and coordination of the architecture camp experience. Other alumni have continued to support the department with scholarships that endow architectural design studios. This Fall 2021 semester, a \$1,000 design studio sponsorship grant was received to cover travel expenses for visiting resources, field trips and other associated costs. The DAID continues to develop this sponsorship model to build on its relations with alumni and advisor and to increase the allocation sponsorship funds in the future.

5.8 Information Resources

The program demonstrates that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Program Response:

The context of Information Resources at Judson is shaped by two major factors: the size of the campus does not necessitate remote libraries for specialized programs, and the central library is physically located in the HWAC facility. In this way, the Architecture Program has both a dedicated and a whole library system within the same building.

All students, faculty, and staff in the architecture program have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research. This is documented below.

The Benjamin P. Browne Library, including the Architecture Collection, is located in the Harm A. Weber Academic Center (HWAC) along with the Architecture Department.

The Architecture Collection comprises three collections, all housed in the library under the care and administration of the library director and library staff:

1. The book collection
2. The print journal collection
3. The back periodicals collection

The Architecture book collection currently contains 15,275 circulating books and 230 reference books. The Architecture print journal collection contains 26 current-print periodical subscriptions. The back periodicals collection contains back issues of all the journals in the print journal collection, and back issues of dozens of architecture journals not currently in subscription. All of the books and periodicals are accessible through the online library catalog.

Approximately 54 percent of the books in the Architecture book collection are on architecture ("NA" according to the Library of Congress Classification system). The Architecture book collection covers a variety of other architecture-related subjects as well: museums; philosophy; psychology; aesthetics; ethics; religions; worship; history of civilizations; archaeology; regional history; geography; environmental science; human ecology; dwellings and building design; leisure; business; land use; transportation; sociology; communities; political geography; public administration; law; education; schools; music and acoustics; fine arts; interior design; literature; science; mathematics; physics; engineering; civil engineering; environmental technology; highway, railroad, and bridge engineering; construction; mechanical engineering; electrical



engineering; chemical technology; photography; hospitality industry; military engineering; and libraries and library design.

In addition to print resources, the library provides 24/7 access to 42 electronic databases, including these specifically related to architecture:

Art & Architecture Complete provides full-text coverage of 380 periodicals and more than 220 books. In addition, this database offers cover-to-cover indexing and abstracts for more than 780 academic journals, magazines and trade publications, as well as for over 230 books. Art & Architecture Complete also provides selective coverage for 70 additional publications and a collection of over 63,000 images provided by Picture Desk and others.

Avery Index to Architectural Periodicals, published by the Getty Research Institute, is the only comprehensive American guide to the current literature of architecture and design. The index covers international, scholarly and popular periodical literature, including publications of professional associations; nationwide, state and regional periodicals; and major international serial publications of architecture and design.

Saskia Digital Image Archive from Scholars Resource is located in the CARLI (Consortium of Academic and Research Libraries in Illinois) Digital Collections database. The collection contains 30,000 digital images of paintings, sculpture and architecture, including images from many important collections: the Prado, the Kunsthistorisches Museum, the Uffizi, and the Louvre, as well as archaeological sites in Greece, Italy, Turkey, and Egypt.

The Sanborn Fire Insurance Maps Online Checklist provides a searchable database of the fire insurance maps published by the Sanborn Map Company housed in the collections of the Geography and Map Division of the Library of Congress. Sanborn maps were created to assist insurance underwriters in determining fire insurance rates for individual buildings by examining the buildings' construction methods, heat and lighting sources, use, and those same attributes in nearby buildings. Their purpose was to determine how likely it was that a building might catch fire. Sanborn maps are especially useful in providing a record of urban development from the 1880s through the 1950s.

GreenFILE offers well-researched information covering all aspects of human impact to the environment. Its collection of scholarly, government and general-interest titles includes content on global warming, green building, sustainable agriculture, renewable energy, recycling, and more. The database provides indexing and abstracts for more than 384,000 records, as well as Open Access full text for more than 4,700 records.

Films on Demand Master Academic Package includes over 8,000 videos on architectural subjects, available as streaming video to students and faculty 24/7.

All library resources are searchable through the Primo discovery service on the library website. Through Primo, faculty, staff, and students can also search for and request materials in I-Share. I-Share is the shared library catalog of 89 college and universities throughout Illinois, containing over 38 million physical and electronic resources. Normally, requested physical materials arrive at the Judson library within one week.

The Benjamin P. Browne Library staff includes two faculty librarians: the Library Director and the Instruction / Reference Librarian. Both librarians hold an M.L.S. degree from an ALA-accredited institution, and the director holds an additional M.A. degree. The librarians share functions of collection development, digital and electronic services, cataloging, and technical processes. Access Services is staffed by four experienced and well-qualified paraprofessionals. The library staff supports its resource offerings by providing in-person, virtual, e-mail, and telephone research and reference help to Judson University library patrons. The library reference desk is partly staffed by trained student assistants and is managed by the Instruction / Reference



Librarian. The library website provides a series of information literacy tutorials that allow students the opportunity to receive asynchronous research instruction at their convenience, and it also provides a collection of subject guides, including one for the field of Architecture, that describe the many information resources available to students in particular subject areas. At the invitation of instructors, librarians visit classes and provide advanced information literacy and research instruction to students related to specific assignments.

Computer Labs and the Digital Fabrication Laboratory

Only students enrolled in courses offered by the Departments of Art & Design, and Architecture & Interior Design may use equipment in the HWAC computer labs and Digital Fabrication Laboratory, or *Fab Lab* (including large format ink jet printers and MFP printers/copiers/scanners). Students who are conducting work to meet deadlines have preference when computer labs are busy.

These computers and printers are self-service. Students are responsible for replacing and replenishing paper and ink for the printers. Instructions and documentation for each printer is accessible by on-screen instruction or by an attached manual. The University's IST Help Desk should be alerted to any issues with this equipment, including software and hardware malfunction. Campus policies on computing are enforced in the labs and studios.

Access to the Fab Lab is strictly limited to students and faculty who have attended an orientation that is usually held during the first week of classes. Fab Lab technicians will implement projects during posted operating hours. Direct interaction with the fabrication equipment is not permitted without personal approval from the Director of the Fab Lab. Under limited circumstances, currently enrolled students may be trained for unsupervised laser and 3D printer use. The Director of the Fab Lab determines eligibility for unsupervised use of the equipment, and to schedule an individual training session. All users of the Fab Lab must abide by policies communicated in the training and posted within the Lab.

Users of the Fab Lab should remain up to date with procedures and policies established by the staff and posted at the Fab Lab front desk. Failure to adhere to these policies may result in an immediate loss of Fab Lab privileges. Failure to defer to Fab Lab policy or the Fab Lab Director 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 Fab Lab by the student as determined by the Fab Lab Director and the Chair of the Department of Architecture & Interior Design.

Model Shop

A fully equipped Model Shop supports both required classwork and personal projects. Only faculty, staff, and students who have received passing credit in ARC 101 may use the Model Shop. Passing credit for ARC 101 can be gained by taking the class and earning a grade of at least C-, passing the course challenge assessment, or receiving transfer credit. Students who have earned passing credit for ARC 101 will be allowed to use the Model Shop during its posted hours of operation. Students who have not successfully completed ARC 101 are not allowed access to the Shop. All users of the Model Shop are required to follow the posted Model Shop Rules. Failure to obey Model Shop Rules or direction of the Director of the Model Shop 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 Director of the Model Shop.

Hand tools, some small portable power tools, and safety gear are available for a loan of up to three days to students, faculty, and staff within the Department of Art and the Department of Architecture and Interior Design, who are then responsible for the equipment. Failure to return borrowed equipment will result in monetary fines for replacement costs.



A wide variety of lumber and modeling supplies are available for purchase in the Model Shop. Sales are limited to students (current and former), staff, and faculty. All purchases are for personal or scholastic use.

Photography and Film Studio and Equipment

The Photography and Film Studio contains green screens, backdrops, lighting rigs, and a cooperative workspace. Art & Design Digital Labs contain editing stations, recording equipment, and additional workspace. The photography and film equipment in these studios is only available to students enrolled in Photography and Film and Video courses; but may be used by students in the Architecture program with special permission from the Chair of the Art Department.



6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2, in catalogs and promotional media, including the program's website.

Program Response:

All required public information is available at the following URL:
<http://www.judsonu.edu/Undergraduate/Architecture/NAAB/>

In the United States, most 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 professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture.

A program may be granted an eight-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards. Doctor of Architecture and Master of Architecture degree programs may require a pre-professional undergraduate degree in architecture for admission. However, the B.A. in Architectural Studies is not, by itself, recognized as an accredited degree.

The Department of Architecture & Interior Design at Judson University offers the following NAAB accredited degree program: M. Arch. (pre-professional degree + 42 graduate credits). The next accreditation visit for the M. Arch. degree program will be in 2022.

6.2 Access to NAAB Conditions and Procedures

The program makes the following documents available to all students, faculty, and the public, via the program's website:

- a) Conditions for Accreditation, 2020 Edition
- b) Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
- c) Procedures for Accreditation, 2020 Edition
- d) Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

Program Response:

The 2020 and 2009 editions of the Conditions for Accreditation and the 2020 and 2012 Procedures for Accreditation are listed on the Program's website at:

<https://www.judsonu.edu/Architecture/NAAB/>

6.3 Access to Career Development Information

The program demonstrates that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

**Program Response:**

The Student Success Center houses advisors and counselors available to the entire Judson student body. The mission of the Student Success Center (SSC) at Judson University is to assist students in achieving their academic, personal, and professional goals. The SSC is an integrated approach, combining curricular and co-curricular experiences to serve students through a variety of personalized and structured resources. The Student Success Center is located on the second floor of the Lindner Tower. The center is staffed from 9:00 a.m.- 5:00 p.m. Monday through Friday. Students from all programs at the university are welcomed to use this space. Computers are available for use as well as individual and group study spaces.

https://myjudson.judsonu.edu/ICS/Student_Success_Center/

In addition to the previously mentioned curricular content related to preceptorship and the profession, the DAID hosts an annual job fair for upper-level students. 15-20 firms from across the country spend a day on campus, visiting with graduating students at the undergraduate and graduate levels. Several of the firms have hired Judson graduates in the past and continue to seek the caliber of student the Program produces. Several alumni return for the job fair to recruit current students. Upon request, the DAID also facilitates interviews with architecture and design firms throughout the academic year.

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the Program makes the following documents available to all students, faculty, and the public, via the program's website, if necessary:

- a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
- b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
- c) The most recent decision letter from the NAAB
- d) The Architecture Program Report submitted for the last visit
- e) The final edition of the most recent Visiting Team Report, including attachments and addenda
- f) The program's optional response to the Visiting Team Report
- g) Plan to Correct (if applicable)
- h) NCARB ARE pass rates
- i) Statements and/or policies on learning and teaching culture
- j) Statements and/or policies on diversity, equity, and inclusion

Program Response:

Previous Annual Reports and NAAB Responses to the Annual Reports are posted online and publicly accessible on the University website at:

<http://www.judsonu.edu/Undergraduate/Architecture/NAAB/>

All interested parties may contact the Department Chair to access any documents not readily accessible through the Program website.

6.5 Admissions and Advising

The Program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

- a) Application forms and instructions



- b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
- c) Forms and a description of the process for evaluating the content of non-accredited degrees
- d) Requirements and forms for applying for financial aid and scholarships
- e) Explanation of how student diversity goals affect admission procedures

Program Response:

First-year students in the Architecture and Interior Design Programs, as well as transfer students in these majors, are advised by the Chair of the Department for placement and entry into their major. Following Fall Break of the initial fall semester, first-year students are placed with the primary and secondary academic advisors for the remainder of their undergraduate programs. Students transferring more than 12 academic credits into the Architecture or Interior Design majors are advised by the Department Chair through the completion of their degree. The Department Chair serves as a tertiary advisor for all students with a declared major in Architecture or Interior Design.

All students in the Architecture & Interior Design Programs, at every level, must earn a C minus (or above) in all Architecture or Interior Design program courses (i.e., subjects with a prefix of DES, ARC, or INT) for that course to count toward their graduation requirements. Courses in which a student earned a grade below C minus Mid-Program must be repeated until a satisfactory grade is earned. Course prerequisites are completed before taking subsequent courses.

Architecture and Interior Design Program majors complete a Mid-Program Review that formally assesses each student's likelihood of success in completing the B. A. degree in Architecture or Interior Design and for future effectiveness in the field. For most students, the Mid-Program Review occurs in the spring semester of the second year, at the threshold between the foundational course curriculum (first and second years) and the advanced/professional course curriculum (third and fourth years). A limited number of transfer students are evaluated for the Mid-Program Review completion upon the point of transfer into the Department. For most transfer students, however, the Mid-Program Review occurs during the semester when the student is enrolled in the ARC 252 studio course.

Mid-Program Review materials are due no later than 12:00 noon on February 15 of each year (or on the Monday following, if the 15th falls on a weekend). Each student eligible for the Mid-Program review submits the following to the Department office in a simply bound, 8½ x 11-inch portfolio:

- A signed letter of intent that indicates strong professional determination and focus toward the student's field of choice, outlining professional direction and any unique/external activities or accomplishments that further demonstrate commitment to the field and that supplement the academic record.
- A transcript of grades from Judson and any other institution from which major or transferred credits are considered. A copy or print of the transcript is acceptable. The transcript record should demonstrate an overall GPA of 2.50 in liberal arts and non-major subjects; an overall GPA of 2.75 in DES, ARC and INT courses; completion of ARC 101, DES 121, ARC 122, ARC 222, ARC 231 and ARC 251 (or their transferred substitute), with no single grade lower than C minus (except for rare cases)
- A portfolio of designed, drawn and/or constructed academic work that evinces growing proficiency and promise in the Program, and also documents creative works in a clear, professional format. Each work should indicate the course, medium, scale, and project title



(as appropriate), for which it was created. Limited personal and/or professional creative works may be included to supplement academic creative work, as appropriate.

Mid-Program Review applications will be reviewed first by a committee of faculty, whose recommendations are forwarded to and discussed by the full Department for endorsement. During this review, faculty considers:

- Commitment to the field as described through a written testimony and as evidenced through the focus and perseverance in major coursework completed to-date
- Academic record by way of a transcript(s)
- Design skills and understanding, as demonstrated by a submitted portfolio of works.

The Department Chair communicates the results of the Mid-Program Review to each applicant by letter between March 1 and March 15. Success in the Mid-Program Review is required for students to proceed into the advanced levels of the Interior Design or Architecture Program, also referred to as the professional curriculum. (Advanced years of the latter contain a substantial portion of the NAAB-accredited course content necessary for ultimately pursuing the professional Master of Architecture.)

Students who are not admitted into the advanced/professional years may choose to repeat unsatisfactory classes and/or to improve their GPA deficiencies, prior to re-applying for the Mid-Program Review in the following year. Unsuccessful students may choose to transfer into another major. Only in rare circumstances is a conditional or probationary acceptance issued.

<https://www.judsonu.edu/admissions/undergraduate/>

Graduate Program

Students both from within and from outside the University make separate application to the Graduate Program. To be considered complete, applications must include:

- A complete Judson University M. Arch. Application form;
- Transcripts recording successful completion of a B.A. or B.S. degree in Architectural Studies or equivalent;
- Cumulative undergraduate G.P.A. of 2.75 or higher, a cumulative architecture course G.P.A. of 3.00 or higher;
- A comprehensive portfolio of both academic and professional work; and
- Three letters of recommendation, if the applicant is not from Judson University.

Applications are accepted no later than February 15 for fall semester priority enrollment, July 1 for fall semester late enrollment, and November 15 for spring semester enrollment.

https://www.judsonu.edu/Admissions/Graduate/MArch/Master_of_Architecture_Landing/

6.6 Student Financial Information

- 6.6.1** The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

Program Response:

About 95 percent of Judson students receive some type of financial assistance in the form of merit scholarships, institutional awards and grants, federal and/or state assistance, as well as low-interest student loans and work-study. Examples of merit scholarships and grants are detailed on the website at:

http://www.judsonu.edu/Admissions/Undergraduate/Financial_Aid/Scholarships_Grants/.



In addition to merit-based scholarships, the university provides special scholarships for participation in choir, music, and theater as well as sports. International students have additional scholarship and grant opportunities. Judson University also participates in tuition exchange programs with other colleges and universities in the Council for Christian Colleges and Universities (CCCU). Children and spouses of faculty members from other CCCU schools may apply for the tuition waiver program at Judson. Several architecture students have qualified for these benefits.

6.6.2 The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

Program Response:

Information regarding tuition and fees may be accessed on the Judson University website: https://www.judsonu.edu/Admissions/Undergraduate/Financial_Aid/Tuition_Fees/.

Addition fee information is found here: <https://www.judsonu.edu/content.aspx?id=296>.