Architecture Program Report

Division of Architecture

College of Architecture
University of Oklahoma

September 2008
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Section 1

Introduction to Program
1.1 History and Description of the Institution

In 1890, the University of Oklahoma was founded by an act of the first legislature of the Territory of Oklahoma. Seventeen years before Oklahoma became a state, this act stated that the purpose of the University was “to provide the means of acquiring a thorough knowledge of the various branches of learning connected with scientific, industrial, and professional pursuits.”

Beginning in the fall of 1892, the University started accepting students, and four years later awarded its first undergraduate degree. In 1900, the University conferred its first Master of Art degree, while its first Master of Science degree was conferred in 1906. Its first Doctor of Medicine degrees were conferred in 1911, while its first Doctor of Philosophy degree was conferred in 1929. In the past 25 years, the University of Oklahoma has granted more than 100,000 bachelor degrees.

The entire University currently has an enrollment of nearly 30,000 students between its three campuses and its off-campus outreach program. Among the three campuses are the Norman Campus, the Tulsa Campus, and the Health Sciences Center in Oklahoma City.

On the Norman Campus, the University currently enrolls over 23,000 students with almost 19,000 undergraduates and over 4,000 post-baccalaureate students. These students are spread among nearly 250 undergraduate and graduate degree programs. The University’s fourteen degree-granting colleges include: Academic Affairs, Architecture, Arts and Sciences, Atmospheric and Geographic Sciences, Business, Continuing Education, Earth and Energy, Education, Engineering, Fine Arts, Journalism & Mass Communication, Graduate, Law, and Liberal Studies.

Approximately 69% of the University’s students are from the State of Oklahoma. The remaining 31% of the student body represents the other 49 states, four U.S. territories, and 100 countries. Twenty-two percent of the students are minorities, while 6% are non-resident aliens.

In 1994, President David L. Boren, former U.S. Senator and former Governor of Oklahoma, became the University’s thirteenth president. Under Boren’s stewardship, “almost $1.5 billion in construction projects have been completed, are under way or are forthcoming on OU’s three campuses.” In 2007, the University endowment reached $1 billion and at present, it totals over $1.1 billion. With this heightened funding, endowed chairs and professorships increased from 116 in 1995 to 463 in 2007. Additionally, President Boren places an emphasis on international programs and study abroad opportunities. The University currently holds over 170 exchange agreements with universities in 66 countries.
1.2 Institutional Mission

The University of Oklahoma strives to:

Provide the best possible educational experience for our students through excellence in teaching, research and creative activity, and service to the state and society.

The University of Oklahoma recognizes, appreciates and actively pursues its special responsibility to help make Oklahoma a good place in which to live and work. The university is also part of a world community of scholars, and its activities make national and international contributions. Graduates of the university hold important leadership positions in the state and throughout the world. As the university meets its broad scholarly responsibilities, it targets many activities to bring maximum benefits to the state.

To encourage excellence, the university attracts, develops and retains outstanding faculty and staff; attracts capable students who will provide future leadership for the state, region and nation; provides superior library, laboratory, classroom, performance and computer facilities; and engages in ongoing planning, analysis and management for the effective use of its resources.12
1.3 Program History

Although a few Architecture courses existed in the Engineering College as early as 1922, the School of Architecture was not formally established as a part of the College of Engineering until 1926. During this time, Joseph Smay headed the School. From 1936 to 1946, Henry Kamphoefner was the Chairman of the School of Architecture. Studio courses during these years followed the Beaux Arts Institute of Design’s tradition, which was commonly taught in other American schools of architecture at the time. The objective of this teaching style was to gain national recognition for the School by winning design awards for student work from the Beaux Arts Institute's New York juries.13

In 1947,14 Bruce Goff was appointed Chairman of the School of Architecture. Goff brought an abrupt change to the School’s design philosophy, setting it apart from all other schools of architecture. This new approach stemmed from the American tradition of romantic individualism and was dominant in the School through the mid-fifties. During this era, the School’s educational goals shifted from the Beaux Arts model to a focus on developing imagination and creativity within a professional curriculum. From 1956 to 1969, the School continued to place an emphasis on individuality and creativity in design, with professionalism as the primary focus. James Palmer Boggs, Mendall Glickman, and John York served as directors of the School during this period.

In 1968, the University President appointed a committee composed of academic and professional leaders to investigate the role of the University in architectural education as it related to the changing needs of society. The committee recommended the establishment of a College of Environmental Design to serve the University as “an educational melting pot for creativity and diversity.” In 1970, the School of Architecture separated from the College of Engineering and was renamed the College of Environmental Design. Dr. Murlin Hodgell served as the first Dean and the Director of the College’s only academic unit, the School of Architecture.

The College’s Construction Science program began in 1978, followed by the incorporation of the University’s Interior Design program and the initiation of the Landscape Architecture — both in 1982. Also in 1982, Ron Hess was appointed acting Dean. The following year, Raymond Yeh was appointed Dean of the College with Tom Selland as Associate Dean and Richard Kuhlman as Interim Director of the School of Architecture. In 1984, the College was renamed the College of Architecture (COA) and divided into four professional divisions: Architecture, Interior Design, Landscape Architecture, and Construction Science. The Department of Regional and City Planning moved from the College of Arts and Sciences in 1987 and joined the College of Architecture as the fifth division. In 1988, the College began the slow process of moving out of its location underneath the north bleachers of the football stadium and into the old petroleum geology building, Gould Hall, a project completed in 1991. In 1990, the University of Oklahoma initiated a post-professional M.Arch program in Tulsa with Robert Lawton Jones serving as its Director.

In 1993, Raymond Yeh resigned as dean and Jim Kudrna was appointed Interim Dean followed by the appointment of Deborah Dalton as Dean in 1994. In 1997, Eleanor Weinel was appointed Interim Dean, followed by the appointment of Bob Fillpot as Dean in 1998.15 In the fall of 2007, Bob Fillpot announced his desire to return to teaching, and stayed on as Dean until the end of the academic year. In May 2008, Associate Professor Nick Harm was appointed Interim Dean until Charles Graham’s appointment in August 2008.
This summer also presents a new horizon for the physical facilities. After years of discussion and planning, the $33 million Gould Hall renovation project commenced in August of this year. These comprehensive renovations are expected to take between two to three years. In order for these renovations to occur, the three COA Divisions housed in Gould Hall -- Architecture, Construction Science, and Interior Design--moved into a temporary space in Downtown Norman, along with the College Library. During the renovations, Regional and City Planning and Landscape Architecture will remain in Carnegie Hall on Parrington Oval, and upon the completion of Gould Hall, Regional and City Planning and Landscape Architecture will join the other divisions in the same building. When the renovations are completed, for the first time the same facility will house all five Divisions of The College of Architecture. This has been a dream for the College since its inception.
1.4 Program Mission

“Advancing architecture and society through education, scholarship and service.”\textsuperscript{17}

On Tuesday, August 19, 2008, the faculty agreed that the Division’s mission could be further described in this manner:

The Division is dedicated to a comprehensive approach to architectural education which will instill in students the knowledge of and concern for the responsibilities of architecture and the related disciplines; train students to enter the profession and function effectively within multi-disciplinary teams; prepare students for lifelong learning; and develop students’ ability to engage the forces of change. The Division is committed to advancing the profession through research, scholarship, and creative activity.\textsuperscript{18}
1.5 Program Self-Assessment

The College of Architecture is at a crossroads in its distinguished existence. We have recently received commitments for $33,000,000 for additions and renovations to our building on central campus—Gould Hall. Although this puts the program in temporary facilities for two years, we have relocated and adjusted to the new location very well. The location is not without its problems: separation of faculty/administration from the main studio spaces and from central campus lecture courses, more difficult commuting to and from central campus housing and facilities, reduced office and studio space and continued separation from the two Graduate programs of Landscape Architecture and City and Regional Planning.

The primary mission of the Division of Architecture is to prepare creative professionals in architecture. Our educational focus has historically been the 5-year Bachelor of Architecture degree that is the most common path to licensing as an architect. Our accredited Masters degrees provide a similar path toward licensure for students that typically have a broader educational background from their previous degree and are thus generally better prepared intellectually to function as professionals. We have discontinued our 3-year Masters program in response to recent accrediting visits. We are working to focus our programs on more contemporary needs. Our post-professional Masters program helps us see beyond the constraints of the accredited degrees. We feel this degree is important to our personal growth and the growth of the profession and ultimately enhances our teaching in the accredited programs.

Strengths

Our strengths are a faculty committed to quality teaching and our location in a multi-disciplinary college. Although not formalized by curriculum there are many examples of inter-disciplinary academic experience that create unique opportunities for our students to work on team projects with other disciplines. Along with multi disciplinary opportunities, our minor requirements are often completed within other disciplines in the College.

Our foreign study programs have been a source of pride in recent years. Exchanges and field work have occurred in Istanbul, Germany, France and more importantly we have re-initiated our London program in the form a semester-long Euro studies program. This program allows students and a faculty member to study abroad while completing a semester of course work. In addition, we have completed two ‘virtual studios’ with students and faculty from Universities in Turkey and Isfahan. These are all significant pieces of a foreign enrichment process that we would like to expand and an official aspect of our curricula. We need to institutionalize these opportunities and make it easier for the students to integrate them into their educational experiences.

The Bruce Goff Chair and the new Blaine Imel Professorship bring outstanding practitioners to the Division each semester. These outstanding architects work directly with students at all levels of the curriculum. They impart a currency, a depth of knowledge, and a sense of the unlimited potential that architecture promises. Over the course of a student’s education at OU, these encounters can have a profound influence in shaping the lifetime career of each student.

We also have a work/study experience. During the fourth year, B.Arch students have a one-semester preceptorship. Architectural offices throughout the Oklahoma City area
accept students as temporary interns, agree to provide them with a wide range of professional experiences, and show them behind-the-scenes workings of an office. Students go to the office three days a week in place of design studio. This program has recently expanded to include summer internships to allow our students preceptorships in offices throughout the country. This experience often leads to part-time employment following the semester and to full-time employment after graduation.

The new dean of the College of Architecture, Charles Graham was given a number of commitments by the University to improve and expand all divisions within the College. They include: increased graduate assistantship money over the next three years, progressive amounts of funding to address faculty salary compression, five new faculty positions and $1.2 million over the next three years as discretionary money to improve physical facilities, address an expanded shop/building lab and, finally, funding for adjunct faculty.

**Weaknesses**

Our facilities and furnishings are a weakness for the program. With major commitments by the University to expand and renovate the building, this weakness will be eliminated. Ethnic diversity in our faculty has been considerably improved, but is still lacking. Gender equity is similar to that of the profession, but is not at the same level as in other University programs.

Self-assessment continues to be one area of the program that needs considerable work. We have had a history of not tracking student success rates, course revisions and administrative structure.

Under the previous administration of the College, a number of committees were abandoned or became dysfunctional. Most of those abandoned committees have been reconstituted and new undergraduate and graduate curriculum committees have been formed. Additional committee work is being established within the Division to create a Professional Advisory Board and expand strategic planning.

Since the last National Architectural Accrediting Board (NAAB) Visit, we have revised the curriculum twice in committee. We worked to realign NAAB accreditation criteria to be addressed in the appropriate courses. We also revisited course sequencing. For example, we realigned the structures sequences, which shifted the history sequence back one semester in the curriculum. Lower level studio courses are now given greater weight in terms of credit hours. The curriculum committee also established guidelines for graduate thesis committees—how those committees should interact with the graduate students, clarified evaluation of graduate student performance, and clarified graduate faculty responsibilities. When we were evaluating these curricular changes, we utilized the NAAB student performance criteria matrix. Though we have made a series of positive changes to our curriculum since the last NAAB Visit, we acknowledge that this is a continuous process and that we need to make revisions more often than in the past.

As mentioned above, we suffer from the lack of a Professional Advisory Board. We have relied on local professionals’ input to our program on an informal basis, with little continuity from year to year. A faculty committee to develop goals and responsibilities for the PAB has been formed recently. Though we are beginning to address the lack of formal professional involvement, it remains a deficiency of our program.
Presently, our faculty is small and does not contain redundant faculty expertise in most areas of study. This has led to a condition of limited discourse in areas of expertise within the Division. Strategic goals and the initiative established by Dean Graham are beginning to address this issue, but hiring new faculty to remedy this problem will depend on strategic goals, new faulty allocation, and finding suitable candidates.
Section 2
Progress Since the Previous Site Visit
2.1 Summary of Responses to Team Findings

Condition 2: Program Self-Assessment

Three self-assessment tools have been employed since the last NAAB accreditation team visit in 2003. The University requires a Campus Departmental Review (CDRP) by all departments to be completed every 5 years. Our most-recent CDRP report was submitted in the Fall semester of 2007 and will be reviewed and finalized during the Fall 2008 semester. Additionally, self-assessments are completed annually.19 Additionally, Division Self-Assessments are completed annually as a requirement of the University. Reports are done for both the undergraduate and graduate programs. Annual assessment is based primarily on strategic goals and success failure comments. It has been developed inconsistently until 2006 when surveys were administered more effectively.

Program Self-Assessment

Our program self-assessment in 2005 focused on the effectiveness of job placement mechanisms for our graduates and the success rate of graduates seeking employment in professional settings. This program assessment also gathered feedback from both alumni and students regarding their attitudes toward long-term commitment to the architectural profession, as well as whether alternative career tracks were followed. This assessment data was gathered in the Summer of 2005. The next such program assessment is planned for this fall (2008).

The results of this most-recent survey helped us to make both a significant and positive change in our handling of student career placement. For the first time, in February 2006, our annual career Fair was coordinated and operated by our University’s Career Services Office (UCS). The additional resources and expertise made available to us through UCS had a very positive impact on this placement event.20 In Spring 2008, the career fair’s participation had increased to 42 firms, an improvement over years past.21

The division has not been consistent with the development of assessment data. The history of the division has included administration that was responsible for normal divisional activity and teaching heavy loads without administrative assistants. Recent hires have alleviated part of the problem and we are beginning to tract assessment activities much better.

Faculty Work Sessions

Collaborative faculty work sessions took place from 2005 to 2007 on the development of curriculum coordination and program definition and identity. In Spring 2007, the faculty filled out a questionnaire about how they wanted the program to develop. A summary of these responses was presented to the faculty, and is currently under discussion in faculty meetings. One such discussion resulted in acknowledgement of our need for new recruitment practices for our masters program. We also identified the need to define our goals regarding the future of our study abroad programs. Beginning in Spring 2009, after receiving our Fall 2008 program self-assessment results and finalizing the College’s strategic plan, we will begin to address the Division’s strategic plan.22
Admissions Dossier Reviews

At the end of the second year of the Bachelor of Architecture curriculum, students submit a comprehensive dossier as part of their application for admission to the professional and pre-professional programs. All Architecture faculty members participate in the review of these application dossiers. This process serves to not only help determine student admissions, but also to focus our collective attention on the nature of our curriculum, especially the first two years. It also stimulates discussion regarding our expectations for students, our overall program and ourselves as faculty members. Additionally, it allows us to identify any deficiencies early on and quickly make adjustments. This process has led to identification of problems within our curriculum concerning the structures sequence. Curriculum revisions are now being made to address this problem.

Condition 4: Social Equity

As indicated by the unanimous endorsement of our revised program Mission Statement, program self-assessment, and the 100% faculty participation rate in our admission review process, we believe the collaborative environment of our Division is quite healthy and increasingly inclusive of all faculty. A strengthened sense of “faculty ownership” of the program is seen as a high priority by Director Harm, so expectations are high for continued improvement of the collaborative environment within the program. The move into the temporary spaces has also contributed to a collaborative environment. With a majority of the College’s faculty offices in one location, faculty interaction has expanded, allowing the faculty increased opportunity to communicate more readily with one another within the Division, and with faculty in Construction Science and Interior Design Divisions.

Student/Administration

An Assistant Director position was created in January 2006 to assist with the administration of the Architecture Division programs. Filling this position, Assistant Director Nick Harm invested substantial energy during Spring 2006 enhancing faculty/student communications and strengthening the sense of student-connectedness to the program. In order to discuss major concerns, the Director began working with student leadership, formal and informal, and held several open faculty/student forums. In addition, a Student Task Force, was created to meet regularly to address a number of major issues raised by students. In 2007, Director Harm chose to increase the communication between the students and the administration by becoming the Faculty Advisor to the AIAS, and instituting a leadership class for the AIAS Executive Committee. This Fall 2008, Dean Graham has chosen to lead this course, titled ARCH 4970, Student Professional Organization. This course provides the AIAS with constant interaction with the administration. The lack of continuity in the past with changes in directorship is in the process of being modified, with the Dean’s endorsement, to include identification of faculty mentoring into administrative duties.
Student/ Faculty Handbooks

In 2005, our advising staff prepared a student handbook to help ensure that all students have equal access to the information they need in order to progress effectively through the program. For example, the handbook discusses the second-year dossier review process, NAAB accreditation, scholarship application, and a variety of other salient topics regarding the program. We have also completed a Graduate Student Handbook that covers the same information. Our next task is to prepare a comprehensive Faculty Handbook, which will be distributed beginning in the 2009-2010 academic year, to inform all faculty members of relevant policies, procedures, and opportunities in one convenient location.26

Advising

In Spring 2005, the College hired an additional full-time student advisor. The presence of this new position continues to ease the advisement process for our students. The increase in advisors positively impacted student and faculty access to program advising and general College and University information disbursement. It also allowed for an easier transition to the 2003 Curriculum, which included the addition of dossier review for entry into the third year of the program.27

Faculty Endowed Appointments

Funds for faculty development, both for tenured and tenure-track faculty, continues to be available through two endowed professorships. These endowed appointments, which have been awarded to two existing faculty members, include development funds for other faculty members.28 The holder of the professorship administers these funds. In 2007 – 2008, this totaled slightly over $26,000 for faculty and program development. Direct e-mail announcements to faculty members and open announcements and discussion at faculty meetings have made this opportunity known to all faculty members. The new dean has secured discretionary money to address faculty development. As a matter of policy, he wants participation in workshops, seminars, conferences, and travel by faculty to increase.

Faculty Tenure Track Hiring

Since the last NAAB visit, the College completed five tenure track hires. The college hired two faculty members during Summer of 2005; one of Asian descent, and one female. The College pressed onward, hiring one faculty member in Summer of 2006 and two during Summer of 2008. The addition of diverse and extraordinarily well qualified faculty members has, and will continue to provide a positive impact on the faculty. The new faculty adds a diverse background to the College. Their backgrounds include Architectural Engineering, Civil Engineering, Structural Engineering, Interior Design, philosophy, furniture design, and extensive competition experience. These welcomed additions allow, the College to approach student projects and research from a new perspective.
Faculty Collaboration

As previously alluded to under Condition 2, the Faculty has been fully engaged in several major collaborative program efforts during the past year. These sessions have been open to all faculty members and have addressed a variety of critical program concerns (e.g. as previously mentioned, work sessions on topics such as program mission statement, curriculum/studio coordination, processes for annual peer evaluation of teaching, criteria for faculty workload management, and in the implementation of our enrollment management and program admissions plan).29

Future Faculty Development

Since the appointment of Dean Graham, the University has committed to the hiring of new faculty and to increasing administrative staff and funding in order to address faculty salary compression within the Division. Most importantly, increased graduate assistant funding will be made available. These funds will be ramped up over the course of the next three years. For example, $60,000 will be made available for faculty salary relief for the 2009-2010 academic year, $70,000 for the 2010-2011 academic year, and $80,000 for the 2011-2012 academic year. Graduate assistantship monies will increase similarly—by $10,000 for the 2009-2010 academic year, $20,000 for the 2010-2011 academic year, and $30,000 for the 2011-2012 academic year.

Condition 5: Human Resources

Dean

In November 2008, Dean Fillpot announced his desire to step down as Dean of the College to resume his teaching responsibilities. The University began a national search for a successor to Dean Fillpot. In May 2008, Dean Fillpot stepped down as Dean of the College and Director Nick Harm was appointed Interim Dean of the College. In June 2008, Dr. Charles Graham was chosen to lead the college. Dean Graham began his service in August 2008.

Dean Graham comes to the University from Texas A&M University, where he was the executive Associate Dean of the College of Architecture and the Bryan N. and Sandra K. Mitchell Endowed Professorship in Residential Construction and Visualization Research. Dean Graham began his teaching career in 1978 at the University of Texas at San Antonio. In 1982, he joined the faculty at the Texas A&M University where he taught and administered in the Construction Science department until his appointment here at the University of Oklahoma.

Dr. Graham is both a registered architect and registered interior designer in the state of Texas. Additionally, he is a registered fallout shelter analyst with the U.S. Department of Civil Defense. He also is certified in the structural design of buildings in high wind and flood-prone areas of coastal environments.

As a founding member of the National Consortium of Housing Research Centers, a consortium of 17 universities and three private research labs that conduct housing research worldwide, Dr. Graham shows a commitment to the exploration of issues facing housing in the United States.
In addition to residential design and construction issues, Dr. Graham specializes in sustainable construction, alternative construction delivery systems, and building failure analysis. He is a well-known forensic architect, and conducts building failure investigations across the United States and abroad.

He is active in several state and national professional organizations, including the American Institute of Architects and its Brazos chapter, Texas Society of Architects, The Masonry Society, Design-Build Institute of America, International Code Congress, and Adobe Association of the Southwest.
**Assistant Director/Director**

In Spring 2006, Associate Professor Nick Harm was appointed as Assistant Director of the Division of Architecture. That following summer, Director Jim Kudrna decided to return to teaching and resigned as Director. He was succeeded by Assistant Director Harm. This allowed for an easier transition in leadership within the Division.

**Administrative Assistant**

In Summer 2007, the College hired an Administrative Assistant for all five Division Directors. This position assists the Director by assisting with the clerical work of the director, the writing of reports, and the scheduling of appointments. The addition of the assistant also allows administrative and faculty resources to be better utilized.

**Enrollment management**

Beginning with the incoming class of 2003, admission to the professional and pre-professional programs limited the number of students in upper division classes through the Admissions Dossier Reviews Program. This has allowed us to gain better control over studio student/faculty ratios (now at an average of 16 to 1 in undergraduate studios and 6 to 1 in graduate studios.)

**Full-time Lecturers/Instructors**

Over the past few years, the hiring of additional full-time lecturers and Instructors increased the number of faculty, which also helps to reduce the student/faculty ratios. While these appointments are not permanent, they are renewable positions for several years. These appointments allow us to build an increased faculty depth and a greater sense of program continuity.

**Adjunct faculty**

In order to further add depth to the faculty, additional adjunct faculty member hires and the reassigning of existing faculty also contributes to the reduction in studio student/faculty ratios. These positions are generally short-term appointments on an as needed basis. In some cases, Adjunct Faculty teach courses related to “real world” experiences. Other Adjunct Faculty members bring a particular expertise to the Architecture program.
Condition 7: Physical Resources

Building Renovation

During Summer 2008, the College moved from its Campus location to a location in downtown Norman to allow for the renovation of Gould Hall, which has an estimated completion time of 2 to 3 years. Our temporary location is referred to as the “Arc on Main.” This site is composed of four leased spaces that house administration, faculty, library services, studios, and classrooms. Although this is temporary, it alleviates some of the more pressing code and accessibility issues that occurred in Gould Hall. It also allows us to have a larger presence in the community.

Condition 11: Professional Degrees & Curriculum

Curriculum Implementation

In Fall 2003, implementation of the new curriculum began. This year we will have fully implemented the first full iteration of this "new" curriculum that includes our enrollment management plans, minors requirement and the redistribution of professional hours within the curriculum. Our Minors Program, which resulted from these curriculum changes, is proving to be quite attractive to our students. It gives them a structured method to achieve a focused area of study.

Honors Program

Since 2005, two students have graduated with cum laude honors from the Honors Program. Currently, there are 16 students from the Division enrolled in the Honors program. Recently, several of our honors students participated in the Joe C. and Carole Kerr McClendon Honors College’s Student Research and Performance Day. To participate in this event, each student must complete a comprehensive research project, and submit an abstract of their project to be juried for entry. If selected for participation by the Honors College jury, the student presents his or her project to an interdisciplinary audience in the spring. Fifth year architecture student Rachel Grisso’s study of the spatial/architectural characteristics of dreams was chosen for the Spring 2008 Student Research and Presentation Day. Grisso’s presentation sought to establish how navigating the internet might be analogous to the spatial navigation of one’s dreams.

Condition 12: Student Performance Criteria

All of these issues require constant monitoring and attention, but we have taken several key steps since our last Accreditation Team Visit toward addressing these issues.

12.1 Verbal and Writing Skills (M.Arch only)

As implementation of the enrollment management for our undergraduate program began, we have redirected additional faculty resources to the M.Arch program. This provides more opportunity for faculty/student interaction and discussion.

As part of that resource redirection, we have assigned to the Graduate Studio the faculty member who is responsible for the course that oversees the development of the students’ thesis research and programming document. His presence and direct
participation in the Graduate Studio allows a more complete integration of the research and writing requirements into graduate studio projects.

We have utilized one of our newly added faculty members to focus on greater communication efforts with our international graduate students.

We have also introduced several special presentation and communication exercises for our graduate students.

Since 2004-2005, students had to present their work to external jurors. In 2004-2005 after students prepared designs for a state supported hospital/long-term care facility in an adjacent town, they were required to present their ideas to members of the facility’s Board. A similar requirement for presentation to outside parties has been a part of most graduate studio projects throughout the 2005-2008 academic years.

During Spring 2006, we began an international collaborative studio project with the Istanbul Technical University in Turkey. This project challenged our graduate students to strengthen their verbal and written communication skills by requiring them to convey their architectural ideas to the audiences (and cultural settings) far beyond school boundaries. 

12.14 Accessibility (M.Arch only)

With the introduction of required community-based projects into the Graduate Design Studio (e.g. state hospital/extended care facility in nearby town as mentioned earlier), we have strengthened direct application of ADA standards within studio project requirements.

The research/program document required of all graduate degree candidates for their thesis project includes consideration of ADA standards as part of project programming requirements.

12.16 Formal Ordering Systems (M.Arch & B.Arch)

In the graduate and upper-level studios, formal ordering systems are addressed early in the student’s design process. Students investigate formal ordering systems in the pre-design and schematic phases. Students evaluate existing conditions based on organizational concepts and are asked to present their own general program using three different design and organizational concepts. As the project progresses, students investigate ordering systems as used in circulatory systems, structural systems, HVAC systems, building orientation and site design. Furthermore, students identify the parti in other students’ projects.
The following are the Division’s responses to concerns identified by the previous NAAB visit:

**Condition 6: Human Resource Development**

**Faculty Development Funds**

Funds for faculty development (travel, resources, research, etc.), both for tenured and tenure-track personnel continue to be available through two endowed professorships. These endowed appointments have been awarded to two existing faculty members as salary increases and individual professional development allowances, but with the professorships also comes the responsibility of administering professional and program development funds, from the professorship endowments. In this past year, approximately $15,000 to $20,000 for faculty and program development has been distributed. Direct e-mail announcements to eligible faculty members and open announcement/discussion at faculty meetings have made this opportunity known to all faculty members. Over the past three years, 13 of 15 eligible faculty members have directly or indirectly benefited from these funds.32

**Development Leave**

The Division & College faculty and administration realigned faculty resources to continue support for a faculty development leave (pursuit of post-graduate study) for one of our junior faculty members. This is not an easy management exercise in a small faculty. It requires the support and cooperation of virtually everyone on the faculty to make these opportunities available. We believe it is indicative of the cooperative faculty and administrative attitudes, to support, routinely, faculty development opportunities.33

**Promotions/Tenure Decisions**

Since the last NAAB Visit, three faculty members were granted tenure, three faculty members were promoted to full professor, and two faculty members were promoted from Assistant Professor to Associate Professor.

**Condition 12: Student Performance Criteria**

**12.3 Research Skills**

Implementation of research skills into the curricula have improved due to several actions we have taken. These include:

- Introduction of a professional elective course in computer-based analytical methods, focused on LEED compliance strategies and sustainability. This course, which builds on the strengths of one of our new faculty members, is available to all professional program students (Pre-professional, B.Arch, M.Arch) and we intend to offer it annually.

- There is an increased research/analysis emphasis within studio courses. More thorough and professional documentation of project research and analysis is expected.
Students explored the development of cross-disciplinary research methods course that serve all Divisions of College.34

12.36 The Context of Architecture

We believe the perceived emphasis on professional registration may have never been as strong as the Team report suggests, but nonetheless, several initiatives have been implemented to broaden our students understanding of the larger context of architecture.

As previously discussed, our redefined program mission is fundamentally based on a broader sense of responsibility and opportunity for architects. We aspire to preparation of “citizen architects” graduates with a broadly informed understanding of community and social issues at large and a commitment to improvement of their community. Our newly implemented curriculum, with its minor requirement, is one tangible indication of our reaffirmed commitment to a broad education for our students.

Student/faculty enrichment opportunities and broadened program perspective have been enhanced through initiation of several new cross-disciplinary international study programs during summer terms.

Our 2005 assessment survey results indicate our graduates feel quite prepared to engage in professional opportunities both inside and outside traditional professional practice.

In 2005-2006, we were able to implement several community based studio projects. These projects typically provided design assistance to community-based, non-profit organizations that might otherwise not engage in professional services, or which need an initial vision of possibilities in order to move community projects forward. These experiences have provided students the opportunity for direct engagement with people in the larger community and an increased awareness of the "forces which shape the practice of architecture."35
2.2 Summary of Responses to Changes in NAAB Conditions

3.5 Studio Culture

“An atmosphere of honesty, trust, and support is necessary if most people are to make the most of their conceptual abilities.”

The above quote from James Adams’ Conceptual Blockbusting serves as the initial operational premise for the development of our Studio Culture Statement. In our first discussions within the faculty, it was decided that the students should have a significant role in the formation of the Studio Statement, given the degree of impact the statement has on the formation of the ethos of the studio. In order to accomplish this we have charged our AIAS to form a committee to develop the first draft of the statement. The AIAS proposed statement will be completed near the end of the Fall 2008 semester. A faculty committee will review the draft and make changes by the end of February 2009. The faculty and AIAS committees will then meet to agree upon the statement. The goal is to have the entire faculty approve the statement no later than May 1, 2009. During the summer 2008, the AIAS developed a blog website to gather student ideas. The blog is available at http://oustudioculture.blogspot.com.
Section 3

The Thirteen Conditions for Accreditation
3.1 Program Response to NAAB Perspectives

3.1.1 Architecture Education and the Academic Context

Multi-disciplinary Context

Given the multi-disciplinary structure of the College and the University’s interest in cross-disciplinary exposure for our students, one of our priorities is to strengthen our participation in multi-disciplinary activities, both within the College and across campus. Our curriculum components, course offerings, student projects, and faculty hiring demonstrate our commitment to creating a multi-disciplinary educational experience. We are currently formalizing courses taught in Construction and Architecture graduate programs that are mutual. We are developing strategies for inter-disciplinary curricular modifications that avoid redundancy and enhance professional awareness of other disciplines. Currently, we are developing a joint Interior Design/Architecture curriculum and are in the process of preparing to co-teach the basic design and the history sequences of our curriculum.

Curricular Components

All undergraduate students in our College are required to complete a series of University General Education (UGE) courses defined by a university-wide committee. Among these requirements are courses in Western and Non-Western Civilization, Communication, Humanities, Science, and Social Sciences. All students must also have completed at least two years of foreign language in high school, or two semesters at the college level.

The College of Architecture’s undergraduate curriculum expects students to develop a thorough understanding of a specific area of study outside the field of architecture. The College requires each student complete a minor in order to broaden his or her perspective. Presently, the University offers 79 approved minors from which the students may choose (See Appendix D).

The multi-disciplinary structure of our College offers our students a convenient opportunity to pursue supplemental studies in several related disciplines. While all architecture students are required to complete minors, some choose to pursue dual degrees in architecture and one of the other 98 majors offered at the University. Among dual degrees pursued by our students have been math, anthropology, philosophy, and fine arts.

The architecture curriculum is enriched by the participation of students from outside the College in a variety of architecture courses. For example, the College of Engineering offers an Architectural Engineering Bachelor of Science degree. These students are required to participate in a number of architecture courses, including architecture studios, Introduction to Building Technology, Environmental Controls I and II, and History of the Built Environment I and II. By involving students from outside the architecture degree program in an assortment of architecture courses, unique perspectives are brought both into the studio culture and into the classrooms.

Early in their architecture education, students are exposed to the full range of the College’s offerings though the course Design, Construction, and Society (ARCH 1143). This opportunity to learn more about the history, principles, and practices of architecture, construction, and interior design helps students discern whether their interests truly lie
within the College. After participating in this course and other experiences in the College, some students are able to refine and redirect their choices of majors into areas more suited to their interests. Additionally, one of the new goals of the College, as set forth by our new Dean, is to provide students with as many as reasonably possible multi-disciplinary experiences. While in the past, faculty from all Divisions have integrated some courses, the new goal will, and is, spurring new possibilities of integration.

**Course Offerings**

Several architecture courses are approved as University General Education (UGE) courses. Consequently, students from other majors, both inside and outside the College, enroll in these courses as a part of their UGE studies. The following is a list of the courses currently approved as UGE courses:

- ARCH 2243  History of the Built Environment I
- ARCH 2343  History of the Built Environment II
- ARCH 3013  Architecture for Non-Majors
- ARCH 4183  Survey of Middle Eastern Architecture
- ARCH 4443  History of American Built Environment
- ARCH 4754  Studio VII Building Systems Integration
- ARCH 4970  Middle Eastern Architecture
- ARCH 4970  Asian Design
- ARCH 4970  Study abroad—Chinese Architecture, Landscape Architecture, and Cities
- ARCH 4970  Study abroad—Istanbul Design

In order to extend the Division’s exposure to the University at-large, our faculty members regularly offer courses to students outside the College. For example, Associate Professor Eleanor Weinell is a regular contributor to the University’s Interdisciplinary Perspectives on the Environment (IPE) program and teaches a course on the history of museum architecture for the College of Liberal Studies Master of Arts program. Professor Weinell also routinely teaches classes available to students in the Joe C. and Carole Kerr McClendon Honors College Program. Professor Khosrow Bozorgi’s Middle Eastern Architecture course is part of the College of Arts and Sciences’ Minor in Middle Eastern Studies curriculum.

Architecture faculty members routinely teach courses that are degree requirements for both the Interior Design, City and Regional Planning, and the Construction Science programs in the College. Developing ideal course content that simultaneously meets the needs of all three accredited programs has not been a simple task; however, the Division of Architecture sees the success of all College programs as important to the success of our program. Since these courses bring together students from Architecture, Interior Design, City and Regional Planning, and Construction Science, cross-collaboration among students from these three fields is possible. Currently the Divisions of Architecture and Interior Design are discussing ways to integrate students in their first year studios. The integration of the studios is scheduled for fall 2009.

**Dream Courses**

In 2004, the University began offering additional funding for 10 courses a year. The additional funding is made available to enhance existing courses by providing up to $20,000 for visiting lectures, generally 3-5 experts in a given field. Since the inception of the program, two Architecture courses have been approved for funding.37
In 2006 – 2007, Associate Professor Marjorie Callahan was awarded “dream course” funding for the Professional Practice sequence. For these classes, she teamed with Professor Richard Ryan, Construction Science, to co-teach the Professional Practice courses for Architecture and Construction Science students. This course allowed students from Architecture and Construction Science the opportunity to understand the differences in architecture contracts and construction contracts. It also provided students with the opportunity to understand the perspectives that each fields approaches the construction process.

In fall 2008, Associate Professor David Boeck is teaming with Assistant Professor Tammy McCuen, Construction Science, and Associate Professor Hans-Peter Wachter, Interior Design. Together they are investigating the use of BIM programs in the design of health care facilities. The course allows students the opportunity to experience working on a project along with other students in allied fields. Students from 3rd year architecture studio, 4th year Interior Design studio and 3rd year Cost Estimating students work in teams to develop an 8,000 square foot pediatric center. One of the aims of the course is for the Architecture and Interior Design students to understand the effects of their design decisions on the cost of the project.

**Graduate Program**

In 2006, M. Arch students Josh Mazur and Tim Moone worked with fourth year Interior Design students in the development of their thesis project, of an urban Casino and High-Rise Hotel. The projects were successful in exposing both the Architecture and the Interior Design students to the realities of multi-disciplinary practice. This type of multi-disciplinary collaboration is one of the models currently being investigated for future implementation, not only with the Interior Design program, but also with all of the Divisions within the College’s graduate programs.

**Faculty Hiring**

Recent faculty hiring in the Division of Architecture has focused on bringing multi-disciplinary or cross-disciplinary expertise to our faculty. Our new dean, Dr. Charles Graham, brings a multi-disciplinary background to the College with his own experience in both architecture and construction.

Our recent hires and their basic credentials and experience are as follows:

Professor Lee Fithian, who joined the faculty in May 2005, has Bachelors of Science degrees in both Engineering and Computer Science from the University of Oklahoma. She also earned a Master of Architecture with emphases on Urban Planning and Historic Preservation from OU, and is a registered architect in both Massachusetts and Oklahoma. Fithian first began working for the Division in 2003, when she taught a sustainable architecture course at the graduate level. Now, as an assistant professor, she is teaching several graduate-level studio courses and a course regarding sustainable design analytics. In addition to her teaching, Fithian authored the *Illustrated 2008 National Electric Code Handbook* (McGraw-Hill, 1000 pgs.) which is scheduled for release on September 30, 2008. Fithian is also the principal of her own firm, Fithian Architecture and Urban Design. Her firm specializes in sustainability consulting, which includes energy modeling,
sustainable architecture, urban design, facilities operations and historic preservation.

Professor I-Kwang Chang joined the Division’s faculty in the fall of 2005. Professor Chang earned his Ph.D. in Civil Engineering (Structural) from Stanford University. Prior to earning his Ph.D., Professor Chang earned a Master of Science in Architectural Engineering from the University of Illinois-Urbana and a Bachelor of Science in Architectural Engineering and City Planning from the University of Chinese Culture in Taipei, Taiwan. Professor Chang is widely published, with nearly twenty publications. He has published regarding a variety of topics, including buildings which reduce tsunami damage impacts, real world design issues in virtual environments, and low-cost, total collapse reduction design for old reinforced concrete. Given his expertise in structural engineering, he fittingly teaches each of the three required structures courses.

While Professor David Boeck joined the Division’s faculty in the fall of 2006, he was not new to the College of Architecture. Boeck had been a professor in the College’s Interior Design Division since 2001, teaching Design and Graphics I (ID 1145) and Design and Graphics II (ID 2143). Since joining the Architecture Division’s faculty, he has taught Design, Construction, and Society (ARCH 1143), Studio I (ARCH 1153), Studio V (ARCH 3554), Studio VI (ARCH 3654), and Rendering (ARCH 4970). In addition to his teaching, Boeck is a partner in 3 Level Design, an Oklahoma City firm which focuses on sustainable retail, commercial, and residential design. Recently, Boeck’s paper titled “Thresholds of Connection: A Socio- Psycho- Architectural Consideration of the Door,” was presented at the fall 2007 American Art Therapy Association’s 38th Annual meeting.

New to the faculty in fall 2008, Assistant Professor Anthony Cricchio actively creates explorative mixed-media collages. A number of these collages have been selected for display at the International Museum of Collage, Assemblage and Construction in Fort Worth, Texas. Educated in architecture, Professor Cricchio’s present research interests lie in the creation of metaphoric explorations of space, object, and material. The objective of this research is to expand the manner in which students’ abstract architectural representations are portrayed. Currently, Cricchio is teaching fourth-year design studio.

Another new faculty member in fall 2008, Assistant Professor Thomas Cline has degrees in architecture, building science, and furniture design. He is also a candidate for his Master of Philosophy at Georgia State University (GSU). Professor Cline brings with him teaching experience in a variety of areas, including architecture studios, furniture design, making and fabrication, and 3-D foundations. In view of the importance of critical thinking in architecture, Professor Cline’s experience teaching Critical Thinking (Philosophy 1010) at GSU should prove beneficial throughout each course he teaches at our College of Architecture. Cline will be teaching architecture design studios and developing a furniture design course with Interior Design faculty member Hans-Peter Wachter.
Governance

Architecture faculty members regularly serve on a number of University committees at several levels. For example, several of the committees that Associate Professor Hans Butzer has served on include the University of Oklahoma Periodicals Advisory Committee, Interior Design Faculty Search Committee, and the Edwin Amaya Scholarship for International Students Selection Committee. Professor Marjorie Callahan has served on the Otis Sullivan Award Committee, the OU Libraries “Books to Inspire” Committee, and the OU Presidential Professorship Board. Professor I-Kwang Chang has served on the OU Graduate Council. Eleanor Weinel has served on the Academic Program Council, University Research Council, Faculty Appeals Board, and the Oklahoma Scholar-Leadership Enrichment Program Advisory Board. Due to the small nature of the Interior Design faculty, Professor Weinel also served as the Committee A member for the Division. Professor Iver Wahl has served on the Provost’s Textbook Committee. Associate Professor David Boeck currently serves on the Academic Regulations Committee, the Conflict of Interest Advisory Committee, the Film Review Committee, and the Environmental Concerns Committee.

Students are given periodic roles in the governance and development of the Architecture program. For example, throughout rounds of hiring, students are given an opportunity to participate in the search process by attending candidate presentations, hosting candidate lunches (without existing faculty present) and offering direct feedback to the Faculty Search Committee. Beginning in Fall 2007, 5th year Architecture student Susan Torres served as an active participant on the Dean’s Search Committee. In recent years, students also served on the Dean’s Advisory Council and the Dean’s Student Leadership Council.

Another important manner in which students have been involved in the governance of the school is through their review of the recent renovation proposal for the College’s primary facility, Gould Hall. After holding student reviews of the initial proposal for the renovations, student recommendations were taken under strong consideration when re-evaluating the design. For example, the facility’s circulation has been reconfigured due to student input.

Contributions of the Institution to the Program

Information for support services provided to faculty is typically included in campus-wide "New Faculty" orientations. These campus-wide mailings allow all new faculty members the opportunity to learn about the opportunities the University contains. In addition to these mailings, the Program for Instructional Innovation, PII, holds semester long workshops to provide additional assistance. Currently, Associate Professor David Boeck is working with the Director of PII to initiate new research activities in the area of BIM.

Professor Marjorie Callahan has garnered more than $40,000 in such funding since 2003. From campus offices such as the Provost’s office, the Vice President of Research Faculty Grants for Conference Travel, and, as previously mentioned, the University Dream Course program, this funding has made it possible for Callahan to participate in a variety of endeavors. For example, Callahan received funding which allowed her to travel to several conferences to present papers, to study at Harvard under Pro-Practice Scholar Carl Sapers, and to conduct her own professional practice research.
The University also offers substantial support to the College’s technological needs through their campus-wide implementation of Information Technology (IT) services. The College of Architecture has its own dedicated IT staff to help with all of its technological needs — including answering questions about software, equipment, and the University’s network. Faculty can borrow instructional equipment free of charge for teaching purposes. In 2005, the University studied different course management systems and determined that the system in use at the time, Blackboard, did not provide adequate resources for the University. In response to the findings of the committee, the University switched to the “Desire to Learn” system. This course management system allows faculty and students to post course content and submit assignments online.

The IT Office also makes software instruction available to faculty. The IT department makes available a variety of current software, allowing students and faculty to stay up-to-date with software for either no charge or a nominal fee. Other IT support to the faculty includes: assistance with technology questions, consultations and workshops on software, faculty computer maintenance, hosting for student and faculty webpages, scanning and imaging support, video conferencing services, and online grade books.

Lectures

Although the College is the primary resource for Architectural lectures, occasionally, the University does provide lectures that are related, directly or indirectly, to architectural education. These opportunities provide an additional resource for students to explore. Since the last Accreditation Team Visit, some of the lecturers have included:

- Paul Goldenberg, Pulitzer Prize winning architecture critic
- Hugh Newell Jacobsen, F.A.I.A.
- Al Gore, Former Vice-President of the United States of America

Academic Standards

The University’s Academic standards states:

- Students’ grades in all courses are filed in the Office of Academic Records and become a part of the official records of the University.

- The passing grades used are A, B, C, D, and under certain conditions, P and S. Nonpassing grades are F, U and NP. W, meaning withdrawal, is a neutral grade assigned when the student is passing at the time of withdrawal. A student who withdraws from a course with failing grades will receive the grade of F.

The University’s full policy on Academic Standards is available in the provided copy of the 2006 – 2008 General Course Catalog, on pages 46-48.
3.1.2 Architecture Education and the Students

Academic Program: Student Responsibility & Choice

Students in Architecture must assume responsibility for selecting nearly half of their curriculum. Students guide approximately 45% of their coursework by making elective choices within general education and non-professional topic areas. Students are also required to choose from among the 79 approved minor programs and 98 other major programs of study currently available on the OU campus (See Appendix D for full listing). Some students use their electives and the 4th year Studio options to create a study abroad opportunity for a semester or a year. This allows students to continue on-track with their curriculum, while gaining the experience of learning about diversity in Western/Non-Western Cultures. The ability for students to choose from such a large and diverse number of programs allows students to develop their own interest.

Beginning in Fall 2007, 5th year and Graduate students who show exceptional abilities in their coursework are selected to work as Teaching Assistants in 1st year studios. In its first year, the students proved to be an excellent additional resource for the incoming students. To enhance this process, students who are interested in becoming Teaching Assistants are now selected from the AIAS Mentoring Program. Selection of the students from the mentoring program also allows faculty to observe and judge the student’s abilities before selecting participants for the following year. Furthermore, as of Fall 2008, students who are selected participate in a semester long Teaching Assistant Workshop that was developed in coordination with the Program for Instructional Innovation. In the coming year, the program will expand to allow Graduate students who are interested in working in academia to participate in the University’s College Teaching Certificate program.

Cross-disciplinary Exposure

As stated in the section 3.1.1, students regularly interact with and learn about the priorities and practices of the five related disciplines represented in our College. In the past few years, several courses have directly integrated two or more divisions.

In the 2006-2007 academic year, Associate Professor Marjorie Callahan’s Professional Practice course integrated with the Construction Science Program’s Professional Practice course. The course looked at the professional practice of construction and architecture through invited lecturers and panel discussions and received funding as a university “dream course”.

This coming year, Associate Professor Dave Boeck is working with Construction Science and Interior Design to develop another University funded “dream course” for studio. In this course, Architecture, Interior Design and Construction Science students are paired together to explore issues design and construction issues from a multi-disciplinary perspective.

In 2006-2007, graduate students Joshua Mazur and Tim Moone combined with 4th year Interior Design students to develop their thesis projects. Their projects focused on interdisciplinary coordination and subsequent solutions and presentation of a casino gaming floor and a Hotel Lobby. The intent of the projects was to provide a destination resort in close proximity to the ongoing development in Downtown Oklahoma City. Beyond the Interior Design students, outside consultants were part of both Thesis projects including a Casino developer.

In 2007, 5th year student Ali Thurman worked with Assistant Professor Reid Coffman to develop a research project titled “How to Save a Bird Species: Ecoroofs, reconciliation ecology and the dickcissel.” “The study provides a template for ecoroof habit design based on the
ecoregional and physical opportunities and constraints of current ecoroof technology. It profiles the habitat creation for the Dickcissel (Spiza americana) of the southern Great Plains due to the species adaptability, height threshold, and conservation status." Ms. Thurman also received the Architectural Research Centers Consortium undergraduate Medal for her effort on this project.

In the first through fourth year of the Bachelors program, Architecture students have a minimum of one required course with either Interior Design or Construction Management. The instruction of these courses with students in other disciplines allows the students the opportunity to hear the perspective of the other disciplines. These courses include:

- Arch 1143 Design, Construction & Society
- Arch 2233 Architectural Structures I
- Arch 2333 Architecture & the Environment
- Arch 2243 History of the Built Environment I
- Arch 2343 History of the Built Environment II
- Arch 3443 Modern & Contemporary Architecture
- Arch 3633 Architectural Structures II
- Arch 4733 Architectural Structures III

Additionally, Architecture students frequently enroll in elective courses in other disciplines. Some of the most frequently enrolled courses are the Interior Design Lighting Design and Furniture Design course.

**National and International Exposure**

A large part of the additional information students receive comes from their exposure to outside lectures. Since the last NAAB Visit, students have had extensive lectures from internationally and nationally respected lecturers. The complete list of lecturers is included in section 3.7. Some of these lectures expose students to the related fields. A few of the lecturers from related professions include:

- Shannon Nichols, Director, Gustafson, Guthrie, Nichol
- Heinz Emigholz, Film Director/Cinematographer, *Goff in der Wüste*
- Susan Szenasy, Editor in Chief, *Metropolis Magazine*
- Timothy MacFarlane, Architectural Engineer, Dewhurst, Macfarlane and Partners
- Fred Dust, Designer, IDEO
- Jeff Speck, Director of Design, National Endowment for the Arts

**Curricular Cultural Diversity**

In Spring 2008, Arch 4970 Site Design worked with a predominately African-American church to help develop a master plan and site specific design for a 87-acre parcel of land in Northeast Oklahoma City, a predominately African-American community. Students presented and interacted with the congregation and learned about specific needs and sensitivities of the community.
Other projects that expose students to different cultures include:

- the Native American Campus planning and building design with the Bureau of Indian affairs BIA in Albuquerque, N.M.;
- the 2006-2007 5th year Studio that studied the city of Isfahan, Iran from an urban scale to a local scale;
- and the 2008-2009 work by the 5th year studio that is working on developing a plan for The Chickasha Nation.

**Cultural Diversity and Student Organizations**

All students in design related professions can choose to participate in the Organization of Black Designers Student Association, OBDSA, whose faculty coordinator is Abimbola Asojo, the director of the Interior Design program. This organization is multi-disciplinary and multi-ethnic in its structure and promotes awareness of the design professions among students of color. The multi-ethnic structure of the organization allows students from different cultures to learn, work, and explore design together.

In recent years, OBDSA students provided assistance to other campus organizations in designing stages and scenery for events. Lecturers have participated in discussion groups, and given lectures for the entire College. Currently the OBDSA is in the process of developing the lecturer program into an annual event in addition to the Goff Lecture program. Although OBDSA is primarily an African-American organization, it has a history of being open to members of all ethnicities. Over the years, South American, Caucasian, and Asian students have all participated in the organization. OBDSA has a standing agreement with AIAS where the student leaders of both organizations are members of both organizations and actively work together to provide programs.

**Student Organizations and Leadership**

Our AIAS organization is in the main voice for all architecture students. The chapter has a strong history of providing leadership for the students and advising the Director and the Dean. As the representatives of the student body, the AIAS provides assistance in welcoming incoming first year students through purchase of 1st year packets of supplies and a student mentorship program. Over the years, the AIAS has developed a series of events for students to participate in. These events include:

- **Beaux Arts Ball** — a masquerade-themed social event that allows students, faculty, and staff to interact off-campus
- **Design Week** — an annual themed event that focuses on informing people outside of the College of Architecture on the value of architecture to society
- **Urbanite** — an annual end-of-the-year banquet for 5th year students that reflects upon their college careers and introduces the graduates to local professionals.
- **Annual end of the Year ‘Post Mortem’** — Joint Faculty Student review of selected studio/lecture projects for content and discussion of project intent and success.

The AIAS is also a central point for discussions about improving the College. Recent discussions included the renovation of Gould Hall, the studio policies and security, the Goff Lecture Series, and Freedom by Design. In order to develop student leadership skills further, the AIAS Executive Board enrolls in a leadership course taught by Dean Graham, who began teaching the course in Fall 2008. Dean Graham wanted to develop the course further to allow students to further focus on the necessary skills to lead an organization effectively. They
are the only AIAS Executive Board to receive credit for their leadership course. As the official student representatives for the Division, Director Nick Harm asked the Executive Board to form a Task Force to develop our Studio Culture Statement. The AIAS also serves as an active conduit for review and comment on plans, elevations, and space allocations of the remodel plans for Gould Hall to the Dean. As a testament to their leadership abilities, two of the Executive board members have served on NAAB Accreditation Teams and on National AIAS committees.

Other organizations within the College that students may participate in include ASID (American Society of Interior Designers), CSA (Construction Students Association), APA (American Planning Association), American Indian Council of Architects and Engineers (AICAE), and the ITE (Institute of Transportation Engineers).

Non-Architectural Student Leadership

Some of our students are able to apply the leadership abilities they form in the College to organizations within the University and in their communities. Fernando Sarmiento, a 2008 graduate, was very active in one of the University’s student organizations. During his college career, he held several positions in the Pan-American Student Association. These included secretary, Vice-President, and President. He also served on the University’s International Advisory Committee Executive Board, a representational board for all University international students. Another of our outstanding student leaders is 4th year student Eric Schmid. Eric serves as President of his fraternity, Phi Gamma Delta. As President, he led the fraternity’s fundraising efforts to raise money that totaled $4.5 million in three months. His other works for the fraternity include planning philanthropic fundraising, and coordinating efforts with the University’s Big Event. Brandon Coates, a 3rd year student, is also active in his fraternity. He is the current Vice-president and directed activities that include the a pageant to benefit the Big Brothers and Big Sisters club, the canned food drives, and the Campus Restoration Project.
3.1.3 Architecture Education and Registration

Our process of educating students regarding the National Council of Architectural Registration Board’s Intern Development Program (IDP) and registration begins with our initial contact with students. Perspective students and parents who tour the College with our advising staff are informed about the process of becoming an architect. If students do not have the opportunity to tour with an advisor, they are first informed of the educational, IDP and registration requirements beginning in their first year of study. Normally in the first semester of each first-year studio, one of the initial lectures is devoted to an overview of the process of becoming an architect, including schooling, IDP, and examination procedures. Discussion of this process often continues in various studios and other lecture courses throughout the curriculum. Beginning in the third year, there is a significant emphasis placed on disseminating information to students about IDP and examination procedures.

IDP Liaison & Professional Faculty

Associate Professor Marjorie Callahan is the College IDP Liaison. She carries professional credentials in both Architecture and Interior Design and anchors the teaching faculty in our professional practice course sequence. She is responsible for informing students and faculty of any changes to IDP and is the first point of contact for students with questions regarding IDP and registration. Until our recent relocation from Gould Hall, Professor Callahan maintained a bulletin board outside of her office with information on registration and IDP, including the IDP registration documents. Professor Callahan also teaches the Professional Practice sequences, Arch 5162 and Arch 5262, which includes issues on licensing, the IDP program and recent changes to both programs.

Invited Lecturers

In recent years, it has been typical for both our AIAS Chapter and the Professional Practice courses to host a representative of the Oklahoma Board of Architects, Landscape Architects, and Interior Designers as a guest speaker. These sessions are extremely helpful in communicating registration concerns to our students.

Additionally, the College’s required professional practice courses actively engage area professionals to give guest lectures. Among recent guest lecturers are:

- Melissa Hunt, Executive Director of AIA Central Oklahoma
- Cara Shimkus Hall, Managing Principal, GH2/Tulsa (Contracts)
- Greg Blevins, ADG Quality Assurance Director (Construction documents)
- Pat Rogers, ATT Worldwide (Negotiating)
- Steve Knox, Councilmember, City of Edmond
- Michael Laird, Crowe & Dunlevy Law Firm (Construction law)
- Joe Flores, Director of Human Resources for Beck Group/Dallas (HR today)
- Daryl Bray, Oklahoma State IDP Coordinator (Intro to IDP)
- Jean Williams, Executive Director, Oklahoma Board of Architects, Landscape Architects, and Interior Designers (Licensure)
- Mike Bell, Bell & Rhoades, Accountant (Career development and financial management)
- Debbie UpChurch, Character First Non-Profit, Director (Character and ethics)
Studio "Charette" projects

Arch 3554 and 3654 courses typically include short “Charette” problems modeled after past NCARB examinations. The topics of these Charettes address questions where aspiring professionals are commonly less successful on the exams. The Charettes provide an easy method for introducing students to the types of questions on the exams, while teaching students important designing skills.

Preceptorship

Associate Professor Joel Dietrich also reviews the IDP program in the 4th Year Preceptorship program. This is an elective “Studio” choice for our students, but the majority of our students do leave our program with either preceptorship or part-time office employment experience. Some aspects of the preceptorship are modeled after the IDP program. Typically, participating students document their preceptorship experiences by thinking across several categories of professional experience. This documentation occurs on a weekly basis utilizing the IDP weekly worksheet.

AIA

In order to enhance students' exposure to the professional components of the field, the school engages the AIA in a number of ways. A member of the AIAS typically serves as a voting member of the AIA Central Oklahoma Chapter, AIA COC. Furthermore, while as Dean of the College, Bob Fillpot served on the Board of the AIA Oklahoma. Additionally, all of the Goff lectures are co-sponsored with the AIA COC. Moreover, Associate Professor Marjorie Callahan serves as the IDP/Intern Development Program, Oklahoma Educator for AIA, NCARB and the AIA Knowledge Community Advisory Board, Practice Management for the College.
3.1.4 Architecture Education and the Profession

Our program communicates the role of the practicing architectural professional in several ways. First, by requiring a number of courses that directly address the professional aspects of the field — such as Design, Construction and Society (ARCH 1143) and Professional Practice I & II (ARCH 5162 and ARCH 5262), the Division strives to impart the dynamics of the profession on students. Additionally, interaction with professional architects who work as adjunct faculty within the college and serve as visiting jurors allow students access to the perspectives of practicing architects. To orient students to the requirements of licensure, guest speakers such as Melissa Hunt, Executive Director of the AIA of Central Oklahoma and Daryl Bray, Oklahoma State IDP Coordinator are invited to speak to the Division’s Professional Practice classes. Members of a number of professions from outside the field of architecture that architects may find themselves working with—such as city officials, engineers, and area businessmen and women—also jury projects in the studio classes and give presentations in the Professional Practice courses.

Multi-disciplinary Context

The basic multi-disciplinary structure of the College makes visible the roles and concerns of several of the related built environment disciplines. For example, in the introductory class Arch 1143, Design, Construction and Society, students become acquainted with the roles that architecture, construction, and interior design have in shaping the built environment. Students from both Architecture and Interior Design enroll in this course. This course utilizes invited professionals from the fields of architecture, construction, interior design, and developers to discuss their responsibilities.

Another multi-disciplinary aspect of the program is Adjunct Professor Ed Hilliard who contributes to the Division on a regular basis. He is a licensed Landscape Architect, who offers a course in Site Design (ARCH 4970). In his Site Design course, students develop a deeper understanding of the relationship between site and structure. Furthermore, he regularly participates as a Studio Instructor in the first and second year studios.

Preceptorship

As mentioned in the section 3.1.3, Architectural Education and Registration, 4th year students have the option of participating in the Preceptorship program. We are constantly refining the course in order to offer students more opportunities to participate, including the addition of a summer fieldwork option. This allows students to have national and international opportunities in architectural firms. After completing the Preceptorship, students typically return to their 5th Year comprehensive project with a renewed energy and fresh view of the roles and responsibilities of the profession they are preparing to enter. Graduate students may also benefit from similar experiences, but purely on an elective basis. This may occur either as part-time employment or through an elective enrollment in Architecture 4940, Field Work.
Board of Visitors & Professional Consultation

The College of Architecture maintains a professional Board of Visitors (BOV) to advise and assist the College with program development. The BOV typically includes members of all disciplines represented in the College and provides financial support (i.e., scholarships, endowments, etc.) as well as advice from a professional point of view on issues such as program development and curriculum. Beginning in Fall 2008, the BOV will be restructured with the new Dean. The Dean intends the BOV to be constituted of other professionals and members of the various professional advisory boards in the college. Also beginning in Fall 2008, the division is implementing a Professional Advisory Board (PAB). The PAB will address the immediate needs of the Division of Architecture concerning academic, professional development, and curricular goals.

Adjunct Faculty Appointments & Invited Jurors

The Division of Architecture has long maintained a policy of including adjunct faculty members from area architecture firms on our teaching faculty. Between the 2004 and 2008 academic years, the Division has averaged nine adjunct faculty members per year. Within a team of three studio instructors teaching a particular studio course, one of the three is typically a practicing professional architect. This adjunct faculty member works in close collaboration with full-time faculty to bring a professional perspective to each studio course.

The variety of experience presented by our adjunct faculty supplements the Division’s commitment to multidisciplinary education. For example, adjunct professor Fred Schmidt, taught a course in Project documents a number of years until 2006. As the Director of Architecture for a local firm, he assisted students in the transition from student to intern. Additionally, he is a well-established professional in the Oklahoma City community and is an FAIA member of the AIA, and serves on the board for the AIA Central Oklahoma Chapter.

Adjunct Professor Adam Lanman (M.Arch, Cornell) brought experience in film and video studies, montage creation, and interactive installation development into his studio curriculum during his tenure here from Fall 2004 to Summer 2007. Professor Lanman encouraged students to both reference and create a variety of media (film, collage, installations, etc.) as they developed their own unique design processes.

Another Adjunct Professor, Jay Yowell, is both founder and president of the Oklahoma Sustainability Network (oksustainability.org). Since joining the faculty in 2004, Yowell has taught a variety of studio courses as well as several courses focused on sustainable architecture. One of his courses, the Leadership in Energy and Environmental Design (LEED) Seminar (ARCH 4970) helps prepare students to complete the LEED Certification exam.

Faculty members are also encouraged to invite active practitioners from a variety of related fields to participate as jurors for project reviews. Recent jurors have included:

- Reid Coffman, Division of Landscape Architecture
- Richard Ryan, Division of Construction Science
- Tamara McCuen, OU Division of Construction Science
- Abi Asjojo, Director of OU Division of Interior Design
- Elizabeth Pober, OU Division of Interior Design Department
In the 5th year Studio, student study urban planning and its relationship to architecture. Due to the nature and scope of their projects, jurors from a wide range of fields are asked to participate. Since the last Accreditation Team Visit, over 50 jurors have participated as jurors on several components of the projects. Some of the jurors from related professions include:

- Cindy Rosenthal, Mayor of Norman
- Cathy O’Conner, OKC Asst. City Manager
- Russell Claus, AICP, OKC Planning Director
- John Dugan, AICP, former OKC Planning Director
- David Lopez, President, American Fidelity Foundation, former Director of Downtown OKC Inc.
- Devery Youngblood, former Director of Downtown OKC Inc.
- Brett Hamm, Director, Downtown OKC Inc.
- Joe Van Bullard, Director, OKC Urban Renewal Authority
- Eric Wenger, Director of OKC MAPS for Kids
- Burns Hargis, President, OSU, former Vice-President of Bank of Oklahoma, OKC Chamber Board
- Roy Williams, President of OKC Greater Chamber of Commerce
- Kirk Humphreys, former Mayor of OKC, OKC School Board President
- Barb Denny, OKC Greater Chamber of Commerce
- James Tolbert, OKC Urban Renewal Authority Board, President of First Oklahoma Corporation
- Charles Wiggin, President of Wiggin Properties
- Gary Gregory, Director of Sperry Van Ness Properties
- John Williams, Manager of OKC Skirvin Hilton Hotel
- Mike Carrier, Director, OKC Convention and Visitors Bureau
- Ted Faulkinberry, Director of Operations, SMG Conventions and Ford Center
- Pat Garrett, CEO, Garrett Exploration
- Grant Humphreys, CEO of The Humphreys Company
- Leslie Batchelor, Center for Economic Development Law

In addition to local practitioners, noteworthy among the invitees are the Goff Chair holders. When each Goff Chair makes his or her campus visit, he or she conducts a workshop with a select group of students. During these workshops, students are allotted three days to develop a short project, with input from the Goff Chair. In addition to developing these projects, the Goff Chairs prepare a campus-wide lecture, which is normally held in the Oklahoma Memorial Union’s Meacham Auditorium. A number of nationally and internationally known practitioners have contributed to our Goff Chair/Lecture program over the past several years (For a complete listing of Goff Chairs, see section 3.7 Human Resource Development).
Faculty Professional Experience and Registration

Many of our faculty members include substantive professional practice as part of their resume. This faculty professional experience helps to maintain an awareness of professional responsibilities within the program. Those faculty members who are not currently practicing architecture professionally enhance the field through research. For example,

Of the fifteen full-time faculty members, nine have active licenses in the United States, and one faculty member has an inactive license. Two other faculty members are licensed in foreign countries and one faculty member is a licensed engineer.

Several of our faculty members maintain small practices or consulting firms, or pursue other consulting endeavors while teaching. Associate Professor Hans Butzer, carries with him a high profile. Professor Butzer, his wife, Torrey Butzer and Sven Berg designed the award winning Oklahoma City National Memorial. The memorial was built to honor the victims, survivors, rescuers, and all who were changed forever on April 19, 1995 by the bombing of the Oklahoma City Murray Building, and it continues to receive national and international acclaim. Professor Butzer’s design work has also garnered an AIA CSR AWARD for the Oakerhater Episcopal Center. Most recently, Professor Butzer’s design team won an invited design competition for a new pedestrian bridge in Oklahoma City. Among his competition were the renowned offices of Ove Arup Engineers, Elliott Associates Architects, and Rosales Engineers.

Several other faculty members, such as Associate Professor David Boeck, Assistant Professor Lee Fithian, Associate Professor Marjorie Callahan, Director Nick Harm, and Instructor Jay Yowell are principals of their own small firms. Other instructors work for larger architectural firms.

Still other professors are involved in the profession through publication of scholarly articles and seminal texts. Among the recent publications of several of our professors is Professor Terry Patterson’s Illustrated 2006 Building Code Handbook (McGraw-Hill, 2006) as well as his Guide to the 2006 International Plumbing & Sewage Codes (McGraw-Hill, 2006). Professor I-Kwang Chang has recently presented several papers at international conferences, among them being “An Innovative Design/Build Frame (BF) Concept Study – Seismic Design of Mid-Rise Residential/Office Building with Reinforced Concrete Ductile Moment frames Integrated with Prefab Modules,” at the September 2007 International Structural Engineering And Construction Conference in Melbourne, Australia. Professor Marjorie Callahan has presented a number of papers at national conferences in the past several years, including her presentation, “Developing and Teaching a Collaborative Design and Construction Administration Course,” which was presented at the International Proceedings of the 43rd Annual Conference, Associated Schools of Construction in April 2007.
3.1.5 Architecture Education and Society

Traditionally, our program has displayed a significant amount of community involvement through the Community Based programs. This is a tradition that continues, with several adjustments since the last NAAB visit. Our involvement Community Based programs typically falls into two categories studio-based projects and design/build projects. The studio-based projects include projects where members of the community have a desire for some architectural ideas, but without the assistance of the Division would not pursue their service. Typically, these members of the community lack the financial resources to pursue architectural services. Our design/build program has recently changed due to the retirement of a key faculty. The program has been suspended until the identification of a faculty member to lead the endeavor permanently. However, individual faculty members do offer design/build projects on a semester basis.

Studio-Based Community Projects

One of the significant adjustments made in our instructional program since the last NAAB visit has been the regular introduction of community-based projects into the studio curriculum. Projects with the potential for genuine community benefit or "real-world" application are brought into studio. The projects usually also have the added benefit of involving our students in presentations to government agencies, public review boards, or property owners themselves. Some project examples since the last NAAB visit include:

**2003**
- I-35 Corridor Visionary Master Plan for Edmond City Council
- Muldrow Community Center

**2004**
- Flat Iron Master Plan and Mixed-Use Redevelopment
- Urban Garden for Lawton Art Culture Community
- Master Plan Community Park Centre for Spencer City Council

**2005**
- Downtown OKC Elementary School
- Lake Hefner ADA Sailboat Education Facility for Oklahoma City YMCA Board
- Oil Museum

**2006**
- Teen Center for a Baptist Church
- I-35 Conference Center for Edmond Economic Development
- Downtown Oklahoma City to the River Master Plan and Mixed-Use Redevelopment
- Downtown Oklahoma City Visitor Center
- Revisioning the Science Museum Oklahoma

**2007**
- Core to Shore Mega-Projects
- Oklahoma City University Field Classroom
- Branch Bank
2008
Faith Center for four Religions
Norman Main Street Improvements
Santa De Charter School in Oklahoma City
Single family houses for Oklahoma City Planning Department

Design/Build Community Programs

Our Community Based programs is currently undergoing a significant change due to the retirement of one of our faculty members, Professor Bill Bauman, since the last NAAB visit. Before his retirement in Summer 2005, Professor Bauman lead a design/build addition to the University owned Jacobsen House.

In Summer 2006, Adjunct Professor Adam Lanman’s studio explored temporary housing in a rural environment.

In Spring and Summer 2007, Visiting Assistant Professor Olaf Recktenwald led students in designing a pavilion for the City of Norman Parks & Recreation department.

In Summer 2007, Adjunct Professor Adam Lanman led an investigation in disaster relief housing. In the studio, students were asked to develop methods of production and construction that would only be available after a disaster.

Since 2000, the University has participated in the nationwide Big Event. Since that time architecture students have participated in the Big Event through the AIAS and through other University organizations. The Big Event provides students an opportunity to donate time to the community while providing helpful services including: “painting, landscaping, removing trash from roadways, and visiting with veterans and senior citizens.”

In 2007, the AIAS began participating in the AIAS National Freedom by Design project. In Spring 2008, students worked with local organizations to provide needed home improvements to low-income families. This included the design and building of a ramp for an elderly/handicapped in Slaughterville, Oklahoma resident.

Goff Lecturers

Although the Goff lecturers primary responsibility is to work with students of the College, each lecturer provides a lecture specifically geared to the community. During their visit to College, the lecturers travel to Oklahoma City where they lecture to the arts community and members of the city at an informal gathering. These lectures are held free of charge and are open to the general public. The work of the Goff lecture series is currently expanding its role to the public with the introduction two future exhibits. In Fall 2009, an exhibit is schedule in coordination with the University’s Nobel Museum to provide an exhibition of the work of Julius Shulman. The exhibition of his work is also in conjunction with a book of his photography highlighting architectural projects he photographed in Oklahoma. In 2010, the Goff Lecture series is sponsoring an exhibit of uncompleted works by Bruce Goff. The exhibition will be held at the Oklahoma City Museum of Art.
Ethics and Environmental Awareness

The Division maintains a strong commitment to the ethical considerations that students must become aware of during the education. Understanding the ethics of the profession from foundation is critical to developing professionals with strong ethical beliefs. To this end, students are asked within studio to begin considering their ethical responsibilities from their first year studio until their final studio. These ethical considerations culminate in the Professional Practice series and the final studio projects for both undergraduate and graduate students. As a means of evaluating these considerations, student’s dossier portfolio requires an essay that evolves an ethical dilemma. Student responses to the problem inform the program of the student’s development as good citizen architects.

Beyond these experiences, undergraduate student are encouraged to participate in some of the sustainability courses offered, while the graduate students are required to participate in sustainable courses. The regularly scheduled courses offered include:

- Arch 4970 LEED Seminar
- Arch 4970 Site Design
- Arch 6143 Theory of Sustainability
- Arch 6133 Sustainable Design Analytics

Outside of these courses, students often choose to participate in independent study course with professors. One such project was Allison Thurmond project with Reid Coffman. The project was titled “How to Save a Bird Species: Ecoroofs, reconciliation ecology and the dickcissel.” For her work on the project, Miss Thurmond presented the project at the 2008 Green Roofs For Healthy Cities conference in Baltimore, Maryland, and won the ARCC King Student Medal for Excellence in Architectural and Environmental Design Research from the Architecture Research Centers Consortium.

Furthermore, in 2006, the College sponsored a trip to the Greenbuild conference in Denver, Colorado. This trip allowed students to understand the different architectural and architecturally related fields that participate in developing sustainable projects.

Faculty & Alumni Service Involvement

Our faculty members have served as role models in many ways for the importance of community and professional service. Over the years, members of our College faculty have served in important positions and capacities in many local service and professional organizations, include:

- Sustainability OKC Board
- Wilson Arts Inc. Board
- Catholic Charities Board
- Wilson Arts PTA
- Urban Land Institute Executive Committee
- St. Joseph’s Old Cathedral Parish Council
- Design Communication Association,
- Practice Academy Advisory Board, Representing ACSA
- IDP/ Intern Development Program, Oklahoma Educator for AIA, NCARB
- AIA Knowledge Community Advisory Board, Practice Management
- State of Oklahoma Architectural Licensure Exam Review Board
- City of Edmond Urban Planning Commission
As some empirical indication that this modeling has been effective, we offer a few alumni examples:

2004 graduate, David Wanzer developed two housing units for a non-profit organization as his thesis project. The projects explored the use of providing contemporary designs in a historic neighborhood, in an inexpensive manner. After completion of his degree, Mr. Wanzer continued his efforts and built the project. For his design, he received the 2005 AIA Oklahoma Awards of Excellence.

Invited "Outside" Jurors

Faculty members are encouraged to bring project jurors from outside the profession. We also encourage faculty from outside of the College to participate in our juries. Some University participants outside the College of Architecture include professors from other disciplines such as philosophy and art. Additionally, jurors from professions that often contribute to architectural planning are invited. Recent, non-architect jurors have included:

Burns Hargis, President, Oklahoma State University
Cathy O’Conner, Oklahoma City Assistant City Manager
Russell Claus, Oklahoma City Planning Director
David Lopez, President, American Fidelity Foundation
Brett Hamm, Director, Downtown Oklahoma City Inc.
Joe Van Bullard, Director, Oklahoma City Urban Renewal Authority
Roy Williams, President of Oklahoma City Greater Chamber of Commerce
Kirk Humphreys, former Mayor of Oklahoma City
John Williams, Manager of Oklahoma City Skirvin Hilton Hotel
Leslie Batchelor, Center for Economic Development Law

Students are also encouraged to bring his/her friends or one of their non-architectural faculty instructors to at least one of his/her project presentations. A number of our final presentations are outside of the College, in public spaces. These have included presentations in the Physical Sciences Center, Stephenson Research Center, located on the south campus, installations on Campus Corner, local art galleries, and in Oklahoma City metro area. These small steps help with the exchange of ideas with those in other avenues of society and help to educate the public regarding the role of architects in our world.
3.2 Program Self-Assessment

Since the last NAAB visit, the Division has used several methods of self-assessment. These methods have included:

- The Annual University Student Satisfaction Survey
- The University Campus Departmental Review Process
- The Division’s survey of faculty, students, and alumni
- The NAAB Annual Reports
- The Annual Faculty Satisfaction Report
- The end of semester faculty review

**University Student Satisfaction Survey**

Our largest area of discontent within the Annual University Student Satisfaction Survey was with physical facilities and the condition of Gould Hall. The survey indicated self or professional image as a component of this criticism as well as life safety.

Minor dissatisfaction with some faculty instruction was also expressed in a single comment. This concern was addressed through the reassignment of faculty to other teaching responsibilities and the use of faculty release time to provide the opportunity for faculty development.44

**University Campus Program Review Process**

In 2007, we completed the Campus Departmental Review. The largest area of concern was the physical facilities of the College. The physical facilities were viewed as having a large impact on the perception of the program. Some items of concern noted in early feedback is the need to develop more focused and substantial research involvement by our faculty and the need for additional staffing assistance. These preliminary concerns are being addressed by the reassignment of College staff to assist the Division and the initial development of some applied research coursework in our graduate program. The Final Report and Recommendations Dated July 2008 will be reviewed in September 2008 with the Faculty. This review also included the following comments:

- improved budgetary control by the Division;
- improved Director performance (due to the extension of the Director from a 9 month appointment to a 12 month appointment;
- improved administrative staff for directors.45

The Campus Departmental Review Process also identified concerns that have not been met. The major concerns for the Bachelor of Architecture program were reduced credit hour requirements for B.Arch program, improved alumni relations, and improved relationships with other comparable universities.46

The final report and recommendations of the Campus Departmental Review Panel have been distributed to faculty along with comments and recommendations from the external reviewer. A final comment session of this process will occur in Fall 2008. The session will include the Division’s faculty, the Office of the Provost and the members of the review panel. This process occurs every five years and contains similar content to the
APR with the exception of NAAB criteria and specific curricular information (See Appendix E for final report and recommendations of CDRP).

**Division of Architecture Survey of Faculty, Students and Alumni**

The general assessment of the effectiveness of the architecture program is probably most directly addressed in the Division’s survey that was sent to seven target groups. These groups include:

- Current Division of Architecture Faculty
- Current undergraduate students
- Current graduate students
- Current College of Architecture faculty in other divisions

Numerically financial resources, national standing, and program image were the most significant issues explored with the assessment questionnaire. Though the number of responses was low, strong consistencies in the responses were noted. The following is a summary of the comments from the survey of the 1998-2001 group:

**#8:** The condition and appearance of the building have a large influence upon the perception of the program, both internally and externally.

    *Average = 4.27 on a scale of 1 to 5*

**#9:** The College of Architecture has sufficient financial resources to ensure that students receive an education that is competitive with that of any other school in the country.

    *Average = 2.2 on a scale of 1 to 5*

**#10:** The program has a strong standing, nationally and regionally.

    *Average = 2.73 on a scale of 1 to 5*

**#12:** In the past ten years, I perceive the program overall as being in decline.

    *Average = 2.83 on a scale of 1 to 5*

**#14:** Students have a solid understanding of the fundamentals of visual perception and the systems of order that inform design, architectural composition, and urban design.

    *Average = 3.77 on a scale of 1 to 5*

**#15:** Students effectively utilize precedents to inform their design decisions.

    *Average = 3.7 on a scale of 1 to 5*

**#18:** Through what I learned in the program, I became skilled at building system integration.

    *Average = 2.83 on a scale of 1 to 5*

**#23:** Students have strong fundamental design skills. These include the ability to apply basic organizational, spatial, structural, and construction principles to the
conception and development of interior and exterior spaces, as well as understanding of materials.

Average = 4 on a scale of 1 to 5

NAAB Annual Report

Annual reports have been helpful in tracking specific goals. Deficiencies and progress are monitored on an annual basis through these reports. Reports have been useful for marking milestones in program improvement. Responses have been generated by the Division Director with comments and discussion with the faculty.

Annual Faculty Satisfaction Report

This report is an annual function of the University of Oklahoma Institutional Research and Reporting. Annual reports include surveys of salaries, benefits, physical environment, administration, etc.

End of Semester Faculty Review

Beginning in the Fall of 2007 the faculty initiated end of semester ‘post mortem’ reviews of selected projects from all courses. These projects are presented by the faculty of record with emphasis on course content, delivery methods, and assessing outcomes of course projects in a seminar format. These sessions have been extremely helpful in communicating success/failure of specific exercises and gaining a broader understanding by all faculty members of individual courses and their content. Students participated in the most recent session and added valuable insight into the projects discussed from a student perspective. The reviews need to occur on a more formalized base and become part of an institutionalized structure.
3.3 Public Information

As of September 13, 2008, at least 95% of our students have signed statements in their file acknowledging that they know how to access the NAAB Conditions for Accreditation. The few outstanding students are currently not in studio, or are on study abroad trips. Our Advising Office created a Student Handbook that among other things includes information on how to access the NAAB Conditions for Accreditation. Within the first month of classes, the advisors pass out the handbook and receive a signed statement from the students stating they have received the document.

All faculty members have also signed a statement acknowledging that they know where to access the NAAB Conditions for Accreditation, and this is documented in their folders. All future distribution of the NAAB Conditions for Accreditation will be distributed in our training new faculty introduction packets. We have a link to the appropriate NAAB document on our website for easy student and faculty access.

The following description of the degree program appears in the 2006-2008 General Catalog, both in the paper and online versions, as well as on our website:

**DEGREE PROGRAM AND ARCHITECTURAL REGISTRATION**

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

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

The pre-professional degree is useful to those wishing a foundation in the field of architecture, as preparation for either continued education in a professional degree program or for employment options in fields related to architecture. 48
3.4 Social Equity

Faculty:

Since the previous NAAB Visit, the number of minority and female tenured and tenure track faculty has increased with the addition of two new faculty members; one female and one Asian. Tenure was granted to one additional female faculty member. Although the last two successful faculty searches did not yield minority or female hires, we are constantly searching for ways to increase the diversity of the tenured and tenure track faculty. Although, a new University hiring freeze hampers this effort, the Division of Architecture is committed to continuing our improvement of minority and female hires.

All Colleges within The University of Oklahoma employ a national search process for tenure and tenure-track faculty. Social equity is mandated in the Faculty Handbook, under section 2.8 “College and Departmental Organization.” This section outlines the procedures for Annual Evaluation, Promotion and Tenure, raises in salary, and other faculty advancements. Furthermore, each College within the University of Oklahoma must develop a system of shared governance that as outlined under the articles of Section 2.8.1. We have completed our updates to the College of Architecture By-Laws since the last accreditation visit (see Appendix F).

The University further defines social equity as follows:

In national searches for new faculty, the Equal Opportunity Office of the University is involved at critical steps. First, the search announcement to be published must be approved in writing by the EEO. Second, the preliminary candidate pool must be certified as representative of gender, ethnic, and racial diversity by EEO, as must be the final short-listed group of candidates. The Search Committee Chair is required to maintain all documents relative to the search for a stipulated period following the conclusion of a faculty search.49

Each search and position announcement includes the text:

This Institution, in compliance with all applicable Federal and State laws and regulations, does not discriminate on the basis of race, color, national origin, sex, age, religion, disability, or status as a veteran in any of its policies, practices, or procedures. This includes but is not limited to admission, employment, financial aid, and educational services.50

The College has further tried to promote an environment of mutual respect through increased faculty meetings. Furthermore, our new “Arc on Main” location has increased the communication between faculty, not only within the Division, but also throughout the College.

Students

The Admissions Office of the University of Oklahoma maintains strict compliance with all federal and state laws concerning equal opportunity. All applicants for programs within the Division of Architecture are admitted through this office. The Graduate College follows a similar policy for Graduate students.
For both undergraduate and graduate students, section 5. "General Policies" of the Faculty Handbook stipulates procedures to ensure equal opportunity. Among these are the following:

This University in compliance with all applicable Federal and State laws and regulations does not discriminate on the basis of race, color, national origin, sex, age, religion, disability, political beliefs, or status as a veteran in any of its policies, practices, or procedures. This includes but is not limited to admissions, employment, financial aid, and educational services.  

"It is also the policy of the University not to discriminate on the basis of sexual orientation."

**Individuals with Disabilities**

The University has an Affirmative Action Plan for individuals with disabilities. For details concerning the plan, consult the Equal Opportunity Office.

**Disabled Student Services**

The University of Oklahoma, in compliance with Section 504 of the Rehabilitation Act of 1973 as amended and the Americans with Disabilities Act, has established the following procedures for the purpose of implementing its responsibilities.

- Establishment of the office of Disabled Student Services
- Identification of Individuals with Disabilities
- Confirmation of Disability
- Coordination of Services
- Role of the Academic Areas
- Grievances
- Reasonable Accommodation Policy

Upon request, the University of Oklahoma Faculty Handbook will be made available to the NAAB Team during the visit.

**Faculty, Students and Staff in the Formulation of Policy**

The College of Architecture, in its By-laws and Appendices, attempts to establish diversity of thought in the development of all policy affecting the students, faculty and staff of the College. These are evident in the formulation of standing and special committees, procedures for annual evaluation, promotion, and tenure, the election of members and of Committee A members, and the functions of the Committee A itself. All policies of the College are subject to a vote at full faculty meetings and follows Roberts Rules of Order. Certain committees include members of the student body as well. The Dean’s Advisory Committee contained a student member during the updating of the By-laws and the promotion and tenure track documents (see Appendix F for copies of governance documents).
3.5 Studio Culture

“An atmosphere of honesty, trust, and support is necessary if most people are to make the most of their conceptual abilities.”

The above quote from James Adams' *Conceptual Blockbusting*, serves as the initial operational premise for the development of our Studio Culture Statement. In our first discussions within the faculty, it was decided that the students should have a significant role in the formation of the Studio Culture Statement, given the degree of impact the statement has on the formation of the ethos of the studio.

In order to accomplish this we have charged our AIAS with forming a committee to develop the first draft of the statement. The AIAS-proposed statement will be completed near the end of the fall 2008 semester. A faculty committee will review the draft and make changes by the end of February 2009. The faculty and the AIAS committee will then meet to agree upon the final statement. The goal is to have the entire faculty approve the statement no later than May 1, 2009.

During summer 2008, the AIAS developed a blog website to gather student ideas. The blog is available at [http://oustudioculture.blogspot.com](http://oustudioculture.blogspot.com). Currently, the AIAS Executive Board meets once a week to plan the development of the first draft. These discussions include which topics are important to the students, and which unique characteristics define the Division's studios. On October 8, 2008, the AIAS is scheduled to hold a Studio Culture Night. This event will include activities to entice all students to provide information to the committee on topics to include in the report.
3.6 Human Resources

Students

The Division of Architecture accepts all University-enrolled students into the first year of the Bachelor of Architecture program. During their second year of study, students must submit a portfolio of work and apply for admission to complete the remainder of the Bachelor of Architecture degree program.

Student Profile:

The Division of Architecture’s level of diversity compares to that of the University in both its undergraduate and graduate student bodies as follows:

- The Division is composed of 17.5% underrepresented undergraduate minorities, compared to 21.7% for the University.\(^62\)
- The Division is composed of 5.3% nonresident alien undergraduates, compared to 5.9% of the University.\(^63\)
- As of Fall 2007, the undergraduate student body of 214 students was 62.6% male and 37.4% female. The graduate student body (14 students) was 57.1% male and 42.9% female.\(^64\)
- The average ACT score for all Architecture majors is 24.6, while the University average is 25.3.\(^65\)
- The average SAT score for all Architecture majors is 1148, while the University average is 1177.\(^66\)
- The six-year graduation rate for Architecture majors is 59.6% of the entering freshman class in Architecture.\(^67\)
- Student to Faculty ratio in the College of Architecture averages 16.5:1 for the undergraduates program and 6.3:1 for graduate program\(^68\) while the University average is 19:1.\(^69\)
- The student/faculty ratios for studio courses for all levels for the 2007-2008 academic year were as follows:
### Undergraduate studio student/faculty ratios (2007 - 2008)

<table>
<thead>
<tr>
<th>Year</th>
<th>Students : Faculty</th>
<th>Students : Faculty and TAs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>27.0 : 1</td>
<td>9.6 : 1</td>
</tr>
<tr>
<td>2nd</td>
<td>13.8 : 1</td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>16.3 : 1</td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td>8.0 : 1</td>
<td></td>
</tr>
<tr>
<td>5th</td>
<td>16.5 : 1</td>
<td></td>
</tr>
<tr>
<td>Summer Vertical Studio (Levels I, II, III, V)</td>
<td>18.0 : 1</td>
<td></td>
</tr>
<tr>
<td>Summer Vertical Studio (Levels VII, VIII)</td>
<td>9.0 : 1</td>
<td></td>
</tr>
</tbody>
</table>

**Undergraduate studio average (Students: Full-time faculty)** 16.5 : 1

### Graduate studio student/faculty ratios (2007 - 2008)

<table>
<thead>
<tr>
<th>Year</th>
<th>Students : Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>6.5 : 1</td>
</tr>
<tr>
<td>2nd</td>
<td>6.0 : 1</td>
</tr>
</tbody>
</table>

**Graduate Average (Students: Full-time faculty)** 6.3 : 1

### Faculty

The percentage of women in full-time tenure track and tenured positions in the College of Architecture is 18.7%, while the University average is 30.8%. The percentage of underrepresented minorities in full-time tenure track and tenured positions in the Division of Architecture is 18.7%, while the University average is 15.6%.

Current Tenured or Tenure-Track faculty in the Division of Architecture:

- **Boeck, Dave** Associate Professor Tenure-Track
- **Bozorgi, Khosrow, PhD** Professor Tenured
- **Butzer, Hans** Associate Professor Tenured
- **Callahan, Marjorie** Associate Professor Tenured
- **Chang, I-Kwang** Assistant Professor Tenure-Track
- **Cline, Thomas** Assistant Professor Tenure-Track
- **Cricchio, Anthony** Assistant Professor Tenure-Track
- **Dietrich, Joel** Associate Professor Tenured
- **Erdener, Eren, PhD** Associate Professor Tenured
- **Fillpot, Bob G** Professor Tenured
- **Fithian, Lee** Assistant Professor Tenure-Track
- **Harm, Nick** Associate Professor Tenured
- **Patterson, James** Professor Tenured
- **Patterson, Terry** Professor Tenured
- **Wahl, Iver** Professor Tenured
- **Weinel, Eleanor** Associate Professor Tenured

**Retired Faculty Since the Last NAAB Visit**

- **Bauman, Bill** (Summer 2005) Professor Tenured
- **Caldwell, Mack** (Summer 2007) Professor Tenured
- **Kudrna, James** (Summer 2008) Associate Professor Tenured

* Associate Dean James Patterson and Director Nick Harm are 100% College Administration and not figured in the calculation of male/female architecture faculty.
All faculty are appointed 1.0 FTE for instructional and research responsibilities. In the event of any extensive administrative work, faculty members receive a reduced course load for the semester. A full-time instructional load for faculty is considered 20 credit hours distributed over 2 semesters. Typically, in an academic year, this results in one studio and two courses per semester. The Dean has set a new goal, to increase faculty research time, of one studio and a course for one semester and one studio and two courses the other semester.

**Evaluations**

At the conclusion of each semester, for each course a student is enrolled in he/she has the opportunity to evaluate the course. The courses are evaluated on a scale from 1 (poor) to 5 (excellent) in terms of content (11 questions) and instruction (12 questions). Students complete the evaluations without the supervision of faculty or teaching assistants. A student representative from each class returns these anonymous evaluations to the College’s receptionist. A University staff member subsequently compiles all information and returns a summary of class responses to the appropriate faculty member (See Appendix G for sample evaluation form).

**Administration**

The College of Architecture is organized into five divisions—Architecture, Interior Design, Construction Science Division, Landscape Architecture and Regional and City Planning. Each discipline’s Division is overseen by a Director. Each Director meets with the Associate Dean, who is charged with coordinating College resources between Divisions. The Associate Dean also oversees the implementation of the College’s academic mission. Periodically, the Division Directors meet with the Dean, Committee A (see section 3-11 for a full description of Committee A) and a member of the student leadership board. The Division Directors, the Dean, Committee A and a member of the student leadership board comprise the Dean’s Advisory Committee. The new Dean has instituted two advisory groups that meet within the College. On a weekly basis, the Dean meets with the Division Directors and with the heads of all other programs, including IT and Library Services, among others.

Within the Division’s faculty, committees are formed as necessary to make recommendations regarding matters on policy and procedure. Such committees oversee management of computing issues and undergraduate and graduate curriculum changes. As a whole, the faculty meets regularly to consider and vote on critical issues. Currently, the Division is in the process of developing its own Professional Advisory Board (PAB). This board will be comprised of practitioners and other relevant fields. The PAB will establish a working relationship with outside practitioners who are interested in the future of the college and the profession.

**Staff**

The Division of Architecture has no staff members exclusively dedicated to the program, but shares clerical and support staff with the other College disciplines. All staff positions have no instructional responsibilities and are located in the administrative suite.

In 2007, the College hired an assistant for all Division Directors to share. This assistant’s responsibilities include assisting in assessment, planning, and coordination for the
Directors. This welcomed addition allows the Directors more time to interact with students and to better-plan their administrative and clerical duties.

The College also employs an Administrative Assistant, an Administrative Assistant to the Dean, a Development Officer, two Senior Academic Advisors, and a Receptionist. All staff have full-time administration and clerical responsibilities exclusive to the College. The office staff is typically augmented by one to two Graduate Assistants. The Dean and Associate Dean assign work for the staff, while Division Directors, located in the faculty office area, utilize the Directors’ Assistant. Our new Dean has expressed the desire to increase attention to planning, development, and expansion of the College. In accordance with this desire, the College has a commitment to increasing its staff by an additional two members in the coming years.

Through our agreement with the University Information Technology Department, the College employs on-site: a full-time Network Administrator, two Assistant Network Administrators, a part-time student Hardware Technician and several Computer Lab Assistants. The Network Administrator and Assistant Network Administrators provide support in technology investigation, strategic planning, and provide technical assistance to our faculty. Computer Lab Assistants staff the computer labs seven days a week, and assist students in general software questions and address all computer lab hardware concerns.

The Information Technology Department also provides Student Assistants for the Visual Resources Library. These Student Assistants aid in digitizing images. The agreement also allows students and faculty access to the computer technicians and provides audio-visual support for classroom instruction. College-wide student technology Fees provide funding for the Information Technology Department contract.

The College's Model Shop provides assistance to the students by providing training and assistance in the use of tools. The Model Shop staff includes a full-time manager, and a part-time assistant. During the semester, the Model Shop also utilizes student employees to help meet the needs of the shop. College-wide student fees provide funding for the model shop.

**Problems**

Significant problems and recommendations for improvement are listed in Section 1.5 (Program Self-Assessment).
3.7 Human Resource Development

Student Development Opportunities

Bruce Goff Chair Lecture Series

The Bruce Goff Chair is a substantial program within the Architecture Division. Each semester, 2 or 3 outstanding practitioners or educators visit the College. Typically, as described in previous sections, the visiting chair spends three days providing lectures and conducting a workshop with students. To enhance students’ experience with the Goff Lecture, each year, two students coordinate the visit under the supervision of Associate Professor Hans Butzer. The following is a list of the annual themes and people who served as the chair since the last Team Visit.

2003-2004: “Celebrating Goff’s 100 [Birthday]”
Lebbeus Woods, Professor of Architecture, Cooper Union
Shannon Nichols, Director, Gustafson, Guthrie, Nichol
Raveevarn Choksumbatchai, Professor, University of California–Berkeley
Gilles Saucier, Principal, Saucier + Perrotte Architects
Heinz Emigholz, Film Director/Cinematographer, Goff in der Wüste

2004-2005: “Invention”
Susan Szenasy, Editor in Chief, Metropolis Magazine
William Massie, Professor of Architecture, Rensselaer Polytechnic Institute
Timothy MacFarlane, Architectural Engineer, Dewhurst, Macfarlane and Partners
Stephen Kieran, Partner, KieranTimberlake and Associates
Sheila Kennedy, Partner, Kennedy & Violich Architecture
Fred Dust, Designer, IDEO

Michael Benedikt, Director, Center for American Architecture and Design, University of Texas-Austin
Bryan Bell, Founder/Executive Director, Design Corps
Dana Cuff, Professor of Architecture and Urban Design, University of California, Los Angeles
Ed Feiner, Chief Architect, U. S. General Services Administration

Paul Laseau, Architect, Author Graphic Thinking for Architects and Designers (2000)
Paul Lewis, Principal, LTL Architects and Professor, Princeton University School of Architecture
Michael Rotondi, Principal, RoTo Architects and Board of Directors, SCI-Arc
Chris Sharples, Principal, Sharples, Holden, Pasquarelli (SHoP)
2007-2008: “Blue Sky, Green City”
Antoine Predock, Principal, Antoine Predock Architect
Jeff Speck, Director of Design, National Endowment for the Arts
Stephen Luoni, Director, University of Arkansas Community Design Center
Mary-Margaret Jones, President/Senior Principal, Hargreaves Associates
Jaime Lerner, Former Mayor/Master Plan Designer, Curitiba, Paraná (Brazil)

2008-2009: “Centrally Isolated” (Tentative)
Julius Shulman, Architectural Photographer
Arane Spirn, Massachusetts Institute of Technology
Teddy Cruz, University of California, San Diego
Cameron Sinclair, Architecture for Humanity
Michael Sorkin, Architectural Record
Peter Stuchbury, Glenn Murcutt’s Office

Exhibits

Due to a lack of securable gallery, our current, temporary “Arc on Main” facilities and Gould Hall do not allow for large-scale exhibitions due to space constraints. However, with the completion of the Gould Hall renovation, we will have a new securable gallery. Currently we are planning two exhibitions through 2010. In 2009, the Goff Lecture program is co-sponsoring an exhibition of Julius Shulman’s Oklahoma works. The exhibition will be on display at the Sam Noble Oklahoma Museum of Natural History. This exhibition is in anticipation of an upcoming book featuring Shulman’s photography. In 2010, the Goff Lecture program is also co-sponsoring an exhibition of the uncompleted works of Bruce Goff. This exhibition will be on display at the Oklahoma City Museum of Art. The exhibition will include 3D model and renderings of projects designed, but not built by Bruce Goff.

Academic Advising

The College of Architecture provides Two Senior Academic Advising Officers for the three undergraduate Divisions. Since the last Accreditation Team visit, the Advising Office added an additional Senior Academic Advisor. All undergraduate students must consult and receive approval from an advisor before enrolling in classes. The Advisors also provide assistance in recruiting and welcoming new students.

The Advising Office conducts an ADA (Academic Degree Audit) for all students who have completed approximately 80% of their course work, or are within one year of graduation. This focuses the advising program toward a student's completion of requirements.

The Graduate College system for advisement covers all Graduate students. Professor Terry Patterson serves as graduate Liaison for the Division of Architecture. As Liaison, Professor Patterson is the principal advisor of graduate students in Architecture, and works directly with the Graduate College in coordinating their requirements.

Since the last Accreditation Team visit, the number of students applying for scholarships has increased to roughly one-third of the upperclassmen undergraduates. The Academic Advisors notify students of scholarships deadlines via College websites, College computer desktop pages, and email notifications. The notification process has increased the number of applicants over the years since the last site visit.
**Personal Advising**

Personal advising occurs through the University Counseling and Testing Services department. This service is available to students as well as faculty. The University description states,

Counseling and Testing Services offers a variety of services to help students, faculty and staff grow personally, understand themselves, and develop mutually satisfying relationships with friends and family. In addition to short-term counseling and limited psychiatric consultation, the professional staff offers assistance in exploring and assessing aptitudes, interests and abilities that are important to career planning. Many standardized admissions and assessment tests such as the ACT, SAT, GRE, TOEFL, MCAT, LSAT and others, are available through this office.72

**Career Fair**

In addition to Academic Advising, the College also organizes a Career Fair each spring semester. The number of firms attending has grown each year since the Career Fair’s inception in 1999. This past year the number of participants increased to 44 firms. A number of firms conduct interviews with our students at the Career Fair. Typically, each Career Fair yields approximately 200 interviews for our students. Beginning in 2006, to increase the quality of the Career Fair, the College began using the University’s Career Services department. This allows the College to use the full resources of the University to host and plan the Career Fair, which includes statistical data collection from the University.

**Preceptorship**

As noted in previous sections, during the 4th year, students have the opportunity to participate in the preceptorship studio. This places students in firms around the country and allows the students to gain “real world” experience while in school. Many of the students continue their experience with the firm beyond the semester. This has led to numerous summer internships and job offers after graduation.

**Foreign Study Programs**

As a whole, the faculty has agreed the education of an architect partially occurs through the experience of the built environment. The University, as previously stated, has standing agreements with over 170 exchange programs in 66 countries.73 Through these programs, students have participated in study abroad programs to Denmark, Germany, Japan, Spain, and France, among other locations. Beyond these programs, the College sponsors its own travel options. Students have the opportunity to participate in Architecture programs and programs from other divisions. We are currently assessing the future direction of a standard divisional program.

**European Program**

Beginning in Spring 2008, Students have the opportunity to study in two European cities. The first of the two cities will be London, and the second city will be jointly determined by faculty and students. This ongoing program allows 8-10 students and one faculty member to live in European cities for a semester. Students participate in lectures and
studios held by our faculty in Europe and are encouraged to complete directed reading courses with faculty back on the Norman campus. We are planning to offer this program on a yearly basis.

In Spring 2008, 8 students participated on the trip to London and Florence. The program went to London and Florence for the semester. In London, students developed an understanding of the organization of the city through its arrangement and orientation. This led to their redevelopment of a portion of the city. In Florence, students developed an understanding of how people interact and interpret public spaces.

Istanbul

During the summers of 2006 and 2007, Associate Professor Eren Erdener led students on trips to Istanbul. Student participating in these courses studied Middle Eastern and Islamic architecture. Students developed an understanding of Istanbul as an urban center and its integration of history and contemporary daily life.

Prague

In Summer 2004, former Assistant Professor Thomas Mical and former Assistant Professor Linda Klein led 15 student on a 2 week trip to Prague. During the trip, students studied the historical structure of Prague. The following semester, students who participated in the trip enrolled in a studio with Professor Klein, and based on a site documented in Prague, students developed a project based on their analysis of their site.

Rome

During Summer 2003, 14 students participated in a program based in Rome. The preceding semester, students studied the history of Rome, and developed an understanding of the historical context of the development of the city. During the month long stay in Rome, students tested their hypotheses of the city and developed graphic skills. This program was co-coordinated with Anthony Caradonna of Pratt Institute and former Assistant Professor Thomas Mical.

China

Since Summer 2004, Associate Professor and Director of Regional and City Planning Dr. Guoqiang Shen has offered bi-annual trips to the Chinese cities of Beijing, Shanghai, Kunming, and Xian. This course is highly popular among the students within the College, and particularly architecture students. Since the inception of Dr. Shen’s China trips, over 20 Architecture students have participated in the 3-week travel course.

Austria

During Winter Intersession 2007, Assistant Professor Scott Williams led 18 Architecture, Interior Design, German, and Fine Arts Students to Munich, Salzburg, and Vienna. Students explored the realms of art, architecture, interior design, urban planning, and the Germanic history. This was accomplished through trips to historic sites, design firms, and walking tours.
Italy

In Summer 2006, Interior Design Assistant Professors Elizabeth Pober, Janet Biddick and Interior Design Associate Professor and Director Abimbola Asojo led Architecture, Construction Science and Interior Design students on a trip to Italy. The trip focused on Venice, Rome, and Florence. Students investigated monuments, architectural landmarks, and interiors spaces, while developing various methods of understanding architectonic relationships.

Field Trips

Numerous field trips enhance student opportunities for learning. Throughout the Architecture program, students take field trips to sites within the Oklahoma City metro area and greater Norman area. During these trips, students visit construction sites, project sites, contractors, and suppliers. Depending upon specific Studio projects, faculty will have weekend field trips to other cities. Since 2003, each 5th year Studio has participated in a field trip to an urban city. These cities include Austin, Dallas, Kansas, and Chicago. During the trip, students meet with planning officials and architects who further help to develop the student’s understanding of the inner workings of the city.

In Spring 2009 we are reinstating our field trip to Louis I. Kahn’s Kimball Art Museum, Ando’s Modern Art Museum-Fort Worth and Phillip Johnson’s Amon Carter Museum with our 1st year students. Students are also coordinating with AIAS to offer a trip to Kansas in Fall 2008 that will allow students to participate in the AIAS regional conference, while investigating issues related to their studios.

In the Graduate Design Studio, students are typically escorted on field trips to several significant projects in the region. The work of Bruce Goff is explored as a part of the school’s heritage, as well as several projects that demonstrate a successful fit to their site or region by locally known architects reinforcing the program emphasis anticipated as part of the new curriculum.

Other courses often include short trips within their schedules. Professional practice courses and technology classes occasionally organize student field trips often to significant projects under construction. Many off-campus visits are made by studio groups to examine significant precedent projects or to visit project sites in Bricktown (OKC) or rural, OK.

Student and Professional Societies / Campus-Wide Activities

Extensive opportunities for student development of leadership and collaboration skills are available through participation in the extensive network of student organization on campus. Currently, the University has over 300 organizations available for student participation. (See Section 1.2 for further discussion of student participation in campus organizations, both within and outside the College). Many students participate in these organizations and gain valuable leadership opportunities through the organization.

The organizations most prominent in the College are AIAS (American Institute of Architecture Students), ASLA (American Society of Landscape Architects), ASID (American Society of Interior Designers), CSA (construction Students Association), APA (Planning), OBDSA (Organization of Black Designers Student Association), AICAE (American Indian Council of Architects and Engineers), and the ITE (Institute of
Transportation Engineers). The College assists in funding student organizations lectures, events, and conferences. The College provides for student representatives to attend the annual AIAS Grassroots Conference, as well as assisting students with travel to the National AIAS Conference. Since the last NAAB visit, these have included:

- Milwaukee, Wisconsin
- Boston, Massachusetts
- Cincinnati, Ohio
- New Orleans, Louisiana
- Austin, Texas

Furthermore, in 2006, the College provided assistance for students to travel to the Green Build Conference in Denver, Colorado. The college arranged for students to help with sessions in exchange for a reduced registration fee.

**Faculty Hiring, Tenure and Promotion, and Annual Evaluation**

Faculty hiring is done through national searches with advertising in several widely circulated sources, such as the Chronicle of Higher Education, and ACSA News. Search Committees typically include several architecture faculty as well as representation of other disciplines and often external members such as local architects. The Search Committee recommends appointments through the Director to the Dean. The Dean and Director typically confer on final negotiations.

Criteria for Tenure and Promotion of faculty are based upon teaching, research/creative activity, and service. A copy of the current Promotion and Tenure document is attached in Appendix F to this report.

Annual Evaluations are conducted each Spring semester for each faculty member. A copy of the process for Annual Evaluation is attached in Appendix F to this report.

Students also evaluate their classes and respective faculty and instructors at the end of each semester. These evaluations are considered in the faculty member's Annual Evaluation. The evaluations become a matter of record for that faculty member's dossier and permanent record (See Appendix G for a sample evaluation form).

Although the University is in a new hiring freeze, Dean Charles Graham has received a commitment from the University for five new faculty lines beginning fall of 2009. However, there has been no decision made to which division the faculty lines will increase. The decision will be based on which division is in most need of faculty expansion.

**Faculty Development Opportunities**

Many development opportunities are equally important to both students and faculty (Goff Chair presentations, international program opportunities, field trips, etc), but some opportunities are more directly targeted on faculty development needs. University Associates Funds, Junior Faculty Development Funds, Intersemester courses, and more recently, ‘Dream Course’ funds have allowed faculty to pursue both curricular and research interest by faculty. Prior to 2007, Imel Professorship monies were used to provide $1,000.00 stipends on an annual basis to tenure track faculty for travel and equipment or book purchases.
Travel to Professional Conferences

Typically requests from faculty members seeking travel support for professional purposes are granted. This has generally included significant contribution, even if in some cases, less than full funding, for international travel. Some faculty members have received more than one opportunity to travel to conferences, usually based on multiple paper acceptances. Limitations of resources have not allowed us to fund more than one international trip per faculty member in the same fiscal year. Fortunately, for our budget, not all faculty travel requests have included international presentations.

Dean Graham has secured increased funding for travel and international travel. He has made international travel a high priority for further faculty development. The dean is insisting on more extensive conference participation by all faculty members and with approximately $60,000 of additional discretionary funding has secured tangible resources to improve professional/academic development.

Sabbatical Leave

Since the last visit, Professor Wahl, Professor Bozorgi, Associate Professor Erdener, Director and Associate Professor Nick Harm and recently retired Associate Professor Jim Kudrna have been awarded sabbatical leave. After 10 years as Dean, Professor Bob Fillpot will be on sabbatical leave for the Fall 2008 semester.

Promotions and Tenure Appointments

Since the last Accreditation Team visit, several faculty have received promotion and tenure. In Summer 2006, Associate Professor Jim Kudrna stepped down as Director and Associate Professor Nick Harm was appointed Director. The following is a list of awarded positions:

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Tenure Granted</th>
<th>Position Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bozorgi, Khosrow</td>
<td>Tenured 2004</td>
<td>Professor</td>
</tr>
<tr>
<td>Butzer, Hans</td>
<td>Tenured 2006</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Callahan, Marjorie</td>
<td>Tenured 2005</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Cladwell, Mack (retired '06)</td>
<td></td>
<td>Professor</td>
</tr>
<tr>
<td>Wahl, Iver</td>
<td></td>
<td>Professor</td>
</tr>
</tbody>
</table>
3.8 Physical Resources

In 1989, the Divisions of Architecture, Construction Science, and Interior Design moved into Gould Hall, on the South Oval, along with the Administration offices. The Divisions of Regional and City Planning and Landscape Architecture remained in their spaces in Carnegie Hall, located on the North Oval. Since that time, the College has wanted to renovate Gould Hall in order to house all five Divisions. To meet this goal, the College has undertaken a $28 million renovation to Gould Hall. Through the work of former Dean Bob Fillpot and President Boren, the College developed a plan to bring the building up to code, while also expanding the building to include all five divisions. Work on Gould Hall is currently in the early stages of demolition and with an estimated completion date within 2 to 3 years.

In order to facilitate the renovation in a timely and cost efficient manner, all students, faculty, staff, and administration needed to vacate the premises during construction. With the large space requirements of Architecture and Interior Design, relocation on campus for a 2 to 3 year period was not feasible. After a long search, the College relocated to downtown Norman, on Main Street. Ironically, the best available space was the recently vacated Hobby Lobby, a local supply store architecture students often frequent. Although another store occupies part of the building, the remaining portions provided enough space to locate all classroom spaces, computer labs, a small library component and support spaces. Across the street, three recently vacated spaces provided enough room for administration, faculty, staff, and the Architecture Library’s main collection. This location in downtown Norman is providing the College with the further opportunity to increase its prominence within the city of Norman, while remaining in relatively close proximity to the campus. During our transition, we have embraced the opportunity and named the facilities “Arc on Main.” Four spaces comprise the Arc on Main facilities: 500 West Main Street Suite 300, 504 West Main Street, 508 West Main Street, and 559 West Main Street. This relocation has also alleviated the code and accessibility issues that existed in Gould Hall.

The Division of Architecture occupies 19,912 square feet of space within these facilities. The following is a description of the buildings and their usage, along with space allocations for the Division of Architecture:

- **504 West Main Street** serves as the official entrance for the College and houses the administration and staff. The space is approximately 3,450 square feet.

- **500 W. Main, Suite 300** houses all Architecture, Construction Science, and Interior Design faculty and their respective Division Directors. Each of the permanent faculty members received a 8’ X 10’ cubicle, while temporary faculty share 8’ X 10’ cubicles. Division Directors each received a 10’ X 12’ cubicle. In both the front and rear of the building is a meeting/lounge area for all faculty.

<table>
<thead>
<tr>
<th>Room</th>
<th>Use</th>
<th>Area (net sq. ft.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>102</td>
<td>Architecture Faculty Office</td>
<td>80</td>
</tr>
<tr>
<td>103</td>
<td>Architecture Faculty Office</td>
<td>80</td>
</tr>
<tr>
<td>104</td>
<td>Architecture Faculty Office</td>
<td>80</td>
</tr>
<tr>
<td>105</td>
<td>Architecture Faculty Office</td>
<td>80</td>
</tr>
<tr>
<td>107</td>
<td>Director’s Office</td>
<td>120</td>
</tr>
<tr>
<td>111</td>
<td>Architecture Faculty Office</td>
<td>80</td>
</tr>
<tr>
<td>112</td>
<td>Architecture Faculty Office</td>
<td>80</td>
</tr>
</tbody>
</table>
508 West Main Street houses the Architecture Library stacks collection. Due to the limited amount of space for the Library in the main classroom building, the Library needed additional space for the main collection. While some books are located in the classroom building, most of the main collection is located in the annex space, next to administration wing.

559 W. Main Street houses all Architecture studio spaces, computer facilities and additional support spaces.

<table>
<thead>
<tr>
<th>Room</th>
<th>Use</th>
<th>Area (net sq. ft.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>100*</td>
<td>Student Organizations</td>
<td>485</td>
</tr>
<tr>
<td>100A*</td>
<td>Computer Storage</td>
<td>285</td>
</tr>
<tr>
<td>101</td>
<td>Studio</td>
<td>1,326</td>
</tr>
<tr>
<td>102*</td>
<td>Seminar Room</td>
<td>455</td>
</tr>
<tr>
<td>103</td>
<td>Studio</td>
<td>957</td>
</tr>
<tr>
<td>104*</td>
<td>College Library</td>
<td>957</td>
</tr>
<tr>
<td>105*</td>
<td>Seminar Room</td>
<td>493</td>
</tr>
<tr>
<td>108*</td>
<td>Main Computer Lab</td>
<td>1,700</td>
</tr>
<tr>
<td>109</td>
<td>Classroom</td>
<td>464</td>
</tr>
<tr>
<td>111</td>
<td>Seminar Room</td>
<td>493</td>
</tr>
<tr>
<td>113*</td>
<td>Computer Lab</td>
<td>940</td>
</tr>
<tr>
<td>115*</td>
<td>Plotters/Render Farm</td>
<td>406</td>
</tr>
<tr>
<td>117</td>
<td>Studio</td>
<td>4,756</td>
</tr>
<tr>
<td>118**</td>
<td>Studio</td>
<td>2,100</td>
</tr>
<tr>
<td>Loading Dock</td>
<td>Storage</td>
<td>492</td>
</tr>
</tbody>
</table>

Division of Architecture Net Total: 17,549
* Used by all divisions
** Used by Architecture and Interior Design
Model Shop

Other facility improvements since the last Accreditation Visit include the relocation of the Architecture Model Shop to 1425 George Avenue, an off-campus site. The new Model Shop opened in Fall 2003, and meets all safety, building codes and ADA regulations. The Model Shop occupies 7,303 gross square feet, between two floors. The first floor houses space for rough cutting, finish cutting, sanding, assembly, painting, metalworking, tool storage, material storage and an office. The mezzanine houses a computer room with a laser cutter and other "clean" activities related to model and full-size prototype production. (See Appendix H for the Model Shop floor plan).

A full-time shop master directs the operations of the shop and oversees students. Mandatory safety course completion is required of all students that utilize the shop. Architecture students heavily use the model shop. It is an integral and essential technology for some courses, including ID 3773 Furniture Design and ID 3724 Lighting Design, both popular electives with Architecture students. Students in all Studio levels have access to the Model Shop. The Model Shop program includes tools for students to use for woodworking, metalworking, welding, painting, plastics, and a laser cutter (See Appendix I for a full list of tools).

Renovations to Gould Hall

We are currently under demolition and construction for the renovations of Gould Hall. The additions and modifications to the college facility will bring much needed space, unite all divisions of the college in one building, improve user satisfaction and self image, and bring the building into compliance for handicap accessibility and life safety. A major commitment by the University president to the project over a 6 year period has lead to nearly $33 million dollars worth of improvements.74 The list of changes includes enlarged gallery space, inclusion of a ‘student living-room,’ elimination of major square footage of corridors, unified faculty and administrative areas of the building, inclusion of Graduate Landscape architecture and City and regional Planning in the building from a remote building location, new mechanical-electrical-plumbing systems, new furniture and finishes for the entire building interiors, etc. Significant improvements will include: numerous seminar/critique spaces associated with studios, exterior aesthetic treatment with concurrent improvements in building energy performance, major exhibit space with flexibility to handle critiques as well as presentations and exhibits, modeling facilities, reconfigured administrative offices, improved location of the branch library located in the college and vastly improved computer and visualization labs.

The remodeling of Gould Hall will bring all divisions of the College together in one building for the first time. When completed the five divisions will be house in 45,000 SF of new construction and 63,000 SF of completely remodeled space for a total of 108,000 SF. Demolition contract began June 2008 and new/remodel construction contact bids were completed September 2008.

Computer Resources

Since the last Accreditation Visit, the College switched from self-servicing the computer resources, to outsourcing computer service to the University’s Information Technology, IT, Department. This has allowed for better service with an increase in the available resources to meet the College’s technology needs.
Hardware

The College contains two computer labs and maintains computers in the Graduate Studio for use for Architecture, Interior Design and Construction Science students. The Main Lab contains 50 computers and 2 11 x 17 scanners, the Red Room contains 20 Computers, and the Graduate Studio contains 5 computers. All computers are leased on a three-year term. Currently, all computers contain a 2.4 GHz processor, 2 gigs of ram, and a 150 gigabyte hard drive. The College also maintains 2 – 36” bond plotters, 1 60” Gloss plotter, 1 Black/white printer (8.5 x 11 and 11 x 17), 1 color printer (8.5 x 11 and 11 x 17). In addition to the “Arc on Main” labs, Carnegie Hall houses a computer lab primarily for the Divisions of Regional and City Planning and Landscape Architecture that is accessible to students. This computer lab contains 12 computers, 1 11 x 17 scanner, 1 36” plotter, and 1 color printer (8.5 x 11 and 11 x 17). Furthermore, the University maintains 7 computer labs around campus. University Computer Labs include personal computers, laser printers, and scanners. Additionally, IT maintains the computers for all faculty members, a color printer (8.5 x 11), and 1 printer/scanner/copier.

The College utilizes 2 TB of network storage that is provided through IT, with additional storage available if needed. Each student is provided with a network drive to store his or her work. Each network drive is backed up twice a day to ensure the safety of the documents. Students are also have access to team drives, homework drives, and shared drives. The size of each student’s network drive is dependent on his or her studio year level as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year</td>
<td>250mb</td>
</tr>
<tr>
<td>2nd Year</td>
<td>500mb</td>
</tr>
<tr>
<td>3rd Year</td>
<td>1250mb</td>
</tr>
<tr>
<td>4th Year</td>
<td>2000mb</td>
</tr>
<tr>
<td>5th Year</td>
<td>2000mb</td>
</tr>
<tr>
<td>Graduate</td>
<td>2500mb</td>
</tr>
</tbody>
</table>

Software

The following is a list of all programs available to students and faculty members:

- Adobe CS3
- Amaya 9.55
- Ansoft Designer
- Ansoft SIWave
- Ansys 11
- Apple Quicktime 7.16
- AutoDesk 2008 Suite
- BEES
- CMG
- Dell PowerDVD 5.7
- DOSBox-0.61
- DScaler 5
- Finale Notepad 2007
- Eclipse
- ESRI ArcGIS Desktop 9.2
- ESRI ArcView 3.3
- Energy 10
- FM:Systems FM:Space 6.0
- FormZ 6.5
- Fracman Resevoir
- Graphisoft Archicad 11
- GREP PowerPrep
- Google Earth
- Google SketchUp 5
- GEOCalculator
- GEOrient
- GNU Octave
- Herman Miller CadPack
- Hummingbird EXCEED 2006
- Inkscape
- Izarc
- Logicworks 4.0
Lighting Analysts AGI32
Mathcad
Matlab 2007
MB-Ruler
Microsoft Office 2007
Microsoft Visual Studio 2005
Microsoft Windows Journal Viewer
MikTek 2.6
Mozilla Firefox
Multiframe
Mysql
NI Labview 8
Nullsoft Winamp
NVU 1
On-Screen Quickbed 4
On-Screen Takeoff 3
Populus
Pdf Creator
Primavera
Putty
Python 2.4
Real Player
RISA-3D
Sassafras K2
Second Life
SigmaPlot
SPSS 15
SSH/ Secure Shell
SciFinder Scholar 2006
Soft Structure
Sonic Roxio Creator Plus
SourceForge FileZilla
Steelcase FSL
SureTrak
SigmaPlot 10
Vflo
Visual Modflow
VLC Media Player
Winamp
Windows Messenger
WinSCP3
WinAvr
WinEst
WinEst Design Est Pro
Virtual Lab

The College also employs a Virtual Lab. The Virtual Lab allows students and faculty members to access all software from a remote location. Additionally, students and faculty members may also access the network drives from remote locations through the virtual private network.

Laptop Requirement

The College has also instituted a Laptop Requirement that varies somewhat by Division but now requires students to have laptop computers. This requirement facilitates students acquiring this resource through student loans and grants. Architecture’s goal is for students to have their laptop in studios in order to maintain the studio culture and promote student interaction.

Problems

Significant problems and recommendations for improvement are listed in Section 1.5 (Program Self-Assessment).
3.9 Information Resources

Visual Resource Library

Director Nick Harm coordinates the College of Architecture Visual Resource Library (VRL) with substantial support from the Information Technology Department. The VRL currently houses our slide collection and our digital images. The following are improvements to the VRL since the last Accreditation Team visit:

The College completed the task of digitizing all slides in our holdings. The collection contains approximately 45,000 images. Topics of the images in the collection include, but not limited to, technical, historical, artwork, and Asian. Professor Iver Wahl and Professor Terry Patterson donated their personal collections totaling approximately 11,000 images. The images are now accessible to all faculty members through an online gallery located at http://slide.coa.ou.edu. The online software utilizes Access Search software, which allows faculty to easily search through the images, gather needed images in an online carousel, and download images for use in PowerPoint, jpeg, or PDF format. Faculty may then use images in a variety of presentation formats. Faculty find this collection of images extremely accessible and convenient. Instruction on use of the Slide Library will occur during the New Faculty/Teaching Assistant Training course, which all faculty are welcome to attend.

With the digitization of the College's slide holdings complete, the VRL will focus its attention on digitizing all of our faculty's personal slides, a collection of glass slides, and the College archives, which dates back to the 1920's. This will increase the holdings by approximately 5,000 – 10,000 images. The completion of this task will depend on financial resources available for the project. The digital conversion of remaining slides and scanning of the College Archives has been suspended during the move to temporary space. Archive scanning is scheduled to begin Spring Semester 2008 in the temporary facilities. The remaining slide scanning will resume in 2010.

Architecture Library

The Architecture Library houses the majority of the University's collections related to the design and construction built environment. All five disciplines of the College utilize the collection. Mr. Matt Stock, Architecture and Fine/Applied Arts Librarian, completed the assessment of our Architecture Branch Library facility and collection (see Appendices B and C).
3.10 Financial Resources

In 2003, the College reorganized its financial structure. As such, the method of reporting numbers differs between past APRs and this report. The restructuing of the College’s financial resources allows for more flexibility for each Division and allows Division Directors to have more control over their respective Divisions. Previously, all allocations of resources occurred at the College level. Beginning in Fall 2003, each Division became responsible for their own resources. Although, certain Divisional expenditures and resources remain the responsibility of the College, these differ between Divisions.

For the Division of Architecture, the College supports program fees, accreditation fees, faculty recruitment, special travel, and support for Architecture student associations. The program and accreditation fees total approximately $9,000 a year; in the years that faculty recruitment occurs, fees total approximately $6,500-$8,000 for the year. Special travel support for faculty averages $1,603 per year from the College.

The College support for Architecture student associations is approximately $5,000 annually.

Model Shop

Student enrichment fees from all Divisions support the M&O budget for the Model Shop. The Model Shop M&O budget totals $40,000 annually. The College supports the staff and student assistant salaries of the Model Shop for a total of $56,500. In 2003, due to University development, the Model Shop moved from the Wilson Center location to its current location on George Avenue. The one-time capital investment, funded through the University, totaled $423,700.

Information Technology

The Student Technology fees from all divisions support the Information Technology contract, all software licenses, and hardware. The annual contract amount spent on IT support, software, and hardware totals $111,357.

Annual Division of Architecture Budget

The Division of Architecture E&G (Education and General) budget for each academic year since the last Team visit is as follows:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Faculty Salaries</th>
<th>GA Pool</th>
<th>M&amp;O</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>$852,038.00</td>
<td>$38,798.00</td>
<td>$24,605.00</td>
<td>$915,441.00</td>
</tr>
<tr>
<td>2004</td>
<td>$845,075.00</td>
<td>$38,798.00</td>
<td>$24,605.00</td>
<td>$908,478.00</td>
</tr>
<tr>
<td>2005</td>
<td>$853,075.00</td>
<td>$38,798.00</td>
<td>$24,605.00</td>
<td>$916,478.00</td>
</tr>
<tr>
<td>2006</td>
<td>$883,735.00</td>
<td>$40,738.00</td>
<td>$24,605.00</td>
<td>$949,078.00</td>
</tr>
<tr>
<td>2007</td>
<td>$926,486.00</td>
<td>$42,368.00</td>
<td>$24,605.00</td>
<td>$993,459.00</td>
</tr>
<tr>
<td>2008</td>
<td>$1,009,535.00</td>
<td>$44,063.00</td>
<td>$24,605.00</td>
<td>$1,078,203.00</td>
</tr>
<tr>
<td>2009</td>
<td>$1,043,028.00</td>
<td>$45,385.00</td>
<td>$24,605.00</td>
<td>$1,113,018.00</td>
</tr>
</tbody>
</table>
The Maintenance and Operations budget, M&O, consists of supplies, equipment, student and faculty travel, communication, postage, professional, and technical fees, and contract fees. In fiscal year 2003, there was a College wide budget reduction of $49,508. This reduction had two effects no summer administration and reduction of a staff member to 67% FTE. In fiscal year 2004, a College wide budget reduction affected clerical administration by 1.5 FTE, one full-time employee and the reduction of one employee to half-time. The budget reductions primarily affected planning for incoming years. However, in FY 05 the College instituted a three-year plan to appoint all Directors to a 12-month appointment.

In fiscal year 2008, the University changed the distribution of Teaching Incentive Program, TIP funds to disbursement to the Dean’s funds. The Dean distributes the funds as part of the general budget. TIP funding assists in the hiring of Graduate Assistants, Adjunct Professors, and instructional supplies.

Major commitments by the University and the College administration have occurred since the previous accreditation visit. Division directors have all been converted to 12-month appointments from 9 months. This phased conversion was completed in 2006 and resulted in a 25% increase to Directors salaries and uninterrupted administrative functions for all divisions in the college. Dean Graham has pledged to increase overall salaries of directors to parity with other department heads on campus. Funding will be through committed discretionary funds from the University. Dean Graham has also secured staged funding to address salary compression of existing faculty. This funding is progressively increased over the next three years.

Development

The recent budget reductions did not allow the College to rehire a Development Officer until July 2007. For that reason, development activities within the College necessarily suffered, but are currently under restructuring. With the addition of our new Dean and the Development Officer, our development activities are beginning to resurge. Currently, the Development Office is in negotiations to secure sizeable scholarship funding for the College. The development office is currently in the process of assisting the Dean in new fundraising endeavors. These include developing a wide base for future endowment opportunities.

Endowments

Since the last Team visit, the two newest endowed Professorships, the H. Russell Pitman and the W. Edwin Bryan have been matched by the state. At present, the state matches all endowments. The following chart list the principle and amount received only from the principle accounts:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Imel</td>
<td>$284,891</td>
<td>$16,000</td>
<td>$22,432</td>
</tr>
<tr>
<td>Bryan</td>
<td>$250,000</td>
<td>$16,000</td>
<td>$22,432</td>
</tr>
<tr>
<td>Pittman</td>
<td>$318,824</td>
<td>Vacant</td>
<td>Vacant</td>
</tr>
<tr>
<td>Goff</td>
<td>$407,083</td>
<td>$47,000</td>
<td>$58,000</td>
</tr>
</tbody>
</table>

*Current principle does not include matching state funds.
**Scholarships**

Annually the Division of Architecture awards $8,000 - $10,000 in scholarships. Additionally, two to three Graduate Assistants receive tuition waivers. The College awards special circumstance awards to students totaling approximately $2,000 - $6,000 annually. These awards are for advanced dedicated students who, due to some unusual circumstance, would not be able to continue without this assistance. Furthermore, the College provides assistance for some of the study abroad trips. These awards are given to all students who participate in certain study abroad programs. The amount of assistance varies depending on the study abroad program. These total approximately $4,000 to $6,000 annually.82

**Expenditures per Credit Hour**

The Educational and General operations, E&G, expenditures per student credit hour are considerably higher for the Division of Architecture than other programs in the University. For academic year 2006-2007, the Division of Architecture’s expenditures were $8,708 per E & G full-time student, not including College expenditures, while the University’s expenditures per full time student average was $6,218.83 The $2,500 difference between Division’s expenditures and the University’s expenditures per student can be attributed to the low student-faculty ratios in our studios and the physical resources (e.g. model shop, computer labs, plotters, etc.).

The college is currently reviewing technology, enrichment, and course fee structure to expand electronic technology & equipment, shop facilities and reoccurring studio/classroom expenses. These fees have not increased in several years and may need adjusting.
3.11 Administrative Structure

The University of Oklahoma maintains its accredited membership in the North Central Association of Colleges and Secondary Schools. Within the University, more than eighty programs on the Norman campus and the Health Sciences Center campus maintain accreditation by various external agencies and professional organizations.

The Division of Architecture is one of five academic units that comprise the College of Architecture. The other Divisions and the degrees they offer are:

- **Division of Construction Sciences**
  - BS in Construction Science
  - MS in Construction Administration

- **Division of Interior Design**
  - Bachelor of Interior Design

- **Division of Landscape Architecture**
  - Master of Landscape Architecture

- **Division of Regional and City Planning**
  - Master of Regional and City Planning

Compared to other Colleges within the University of Oklahoma, the College of Architecture is relatively small. Since the last Accreditation Team visit, the College has changed the structure of the financial resources to ease management and to align the College with other colleges within the University.

Thus, overall budget authority remains held at the Dean’s level, with each Division receiving its own budget for maintenance and operations. The Dean of the College has full authority to ensure that financial resources for all Divisions are fairly distributed. While within each Division, Directors are responsible for managing all maintenance and operational costs. Fundraising remains the primary concern of the College. The Associate Dean, as charged by the Dean, has responsibility for maintaining balance among the College’s academic programs and ensuring that all programs comply with University requirements, rules and regulations.

The Division Directors, as appointees of the Dean, are responsible for program administration, which include such issues as curricular management, faculty assignments, recruitment, evaluation, student admissions, and transfer credit evaluation. The OU Faculty Handbook lists the following as specific responsibilities of Department Chairs / Division Directors.

The chair (Division Director within the College of Architecture) has a leadership function and is accountable both to the department and the dean for the performance of this function. The chair represents his or her department in relations with other departments, with the deans, and with other administrative officers of the University. The chair is expected to encourage and facilitate the work, quality, and professional development of the department. He or she shall take the initiative in reporting the needs and championing the causes of the department to the dean. This includes a basic responsibility for obtaining merited recognition of faculty members with respect to promotions, salary increases, and
support for career development. Other leadership functions include implementing the Affirmative Action Plan, strategic planning, conducting program review, and making tenure recommendations.84

Although currently inactive under Dean Fillpot, Dean Graham is currently reactivating the College Council. The College of Architecture Council is a committee chaired by the Associate Dean, or other members of the College faculty as appointed by the Dean, is advisory to the Dean, and consists of the Appointed Chair, Division Directors, Committee A, and the President of the Student Board. The College Council's purpose is to take a College-wide perspective in dealing with matters affecting the College. The Division Directors report to the Dean and/or Associate Dean.

Implementation of shared Governing at the University of Oklahoma occurs through Committee A. This committee is an elected executive committee of the faculty and serves as the primary voice of the faculty in administrative actions related to personnel and budget. Each budget unit on the campus has a Committee A. With the new financial structure of the College, each division is in the process of developing its own criteria for its own Committee A. The OU Faculty Handbook lists the following responsibilities for Committee A:

Unless a separate faculty committee established and elected by the voting members of the unit has been assigned any of the following responsibilities, Committee A shall prepare and transmit to the chair formal recommendations as to (1) annual faculty evaluations, (2) budget requests/allocations, (3) increases in salaries of faculty, (4) faculty awards, unless donors have specified that the decision be made through another process, (5) hiring of new faculty, (6) tenure and promotion matters, and (7) such other matters as may be transmitted to Committee A from time to time. (8) Unless a separate faculty committee established and elected by the voting members of the unit has been assigned that responsibility, Committee A shall provide annual written evaluation and guidance, jointly with the Chair, to all tenured-track faculty to aid in their efforts to obtain tenure. Minority opinions may be noted in any formal recommendation forwarded by Committee A.85

Currently, one elected representative from each Division comprises the College of Architecture Committee A. The members, upon the first meeting of the academic year, elect a Chair who is responsible for conveying all decisions by the Committee to the Dean's Office.

Although currently inactive under Dean Fillpot, Dean Graham is currently reinstituting the Student Board. The Student Board of Representatives is comprised of representatives of all major student organizations in the College. Student organizations within the College are: AIAS (American Institute of Architecture Students, ASLA (American Society of Landscape Architects, ASID (American Society of Interior Designers), CSA (Construction Students Association), APA (American Planning Association), OBDSA (Organization of Black Designers Student Association), American Indian Council of Architects and Engineers (AICAE), and the ITE (Institute of Transportation Engineers). The Student Board is the central voice of the students in all administrative actions of the College that are of student interest or concern. The Student Board meets monthly with the Dean.
Institution’s Accreditation

See Appendix J for a statement verifying the University of Oklahoma’s accreditation from the North Central Association of Colleges and Schools.
3.12 Professional Degrees and Curricula

Degrees

The Division of Architecture offers the following degrees:
Bachelor Architecture (0202A – 5 Year NAAB track)
Bachelor of Environmental Design (0207A – NON-NAAB Pre-Architecture)
Bachelor of Environmental Design (0201A – Non-NAAB Non-Architecture)
Master of Architecture (0202N – 2-year NAAB track)
Master of Architecture (0202M – Non-NAAB Post-Professional)
Master of Science in Architectural Urban Studies (205P Non-NAAB)

The Division of Architecture is one of five academic units that comprise the College of Architecture. The Division of Architecture’s current curricula meets the January 1, 2015 NAAB requirements for curricula. The following chart explains the distribution of the credit hours as set forth by the January 1, 2015 requirements for curricula:

<table>
<thead>
<tr>
<th>General Studies</th>
<th>Bachelors of Architecture (0202A)</th>
<th>Master of Architecture (0202N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses with other than architectural content</td>
<td>16 Credit Hours</td>
<td>Entry Requirement</td>
</tr>
<tr>
<td>Elective courses with other than architectural content</td>
<td>46 Credit Hours</td>
<td>Entry Requirement + 3 Credit Hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Studies</th>
<th>Bachelors of Architecture (0202A)</th>
<th>Master of Architecture (0202N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses with architectural content required of all students</td>
<td>83 Credit Hours</td>
<td>40 Credit Hours</td>
</tr>
<tr>
<td>Elective courses with architectural content</td>
<td>15 Credit Hours</td>
<td>6 Credit Hours</td>
</tr>
</tbody>
</table>

Minors or Second Major

Students may choose to receive a minor from one of the 79 approved minors or double major in one of the 98 other majors (see Appendix D for list of majors and minors).

Course Numbering Concept

1
2
3
4

Course Series/Topic Key (3rd Digit)

1 = unassigned
2 = unassigned
3 = technology and environment
4 = architectural design history
5 = design studio
6 = professional practice
7 = unassigned
8 = unassigned
9 = unassigned
0 = unassigned
Bachelor Architecture (0202A - 5 Year NAAB track)

Required Professional Courses (Including Prerequisites) – 83 Credit Hours

Architectural Culture/History/Theory Sequence – 12 Credit Hours

ARCH 1143, Design, Construction & Society – 3 Credit Hours
ARCH 2243, History of the Built Environment I – 3 Credit Hours
ARCH 2343, History of the Built Environment II – 3 Credit Hours
ARCH 3443, Modern & Contemporary Architecture – 3 Credit Hours

Technology/Science Sequence – 27 Credit Hours

MATH 1823, Calculus & Analytic Geometry I (Prerequisite to Arch 1133)
ARCH 1133, Intro. to Building Technology – 3 Credit Hours
ARCH 2233, Architectural Structures I – 3 Credit Hours
ARCH 2333, Architecture & the Environment – 3 Credit Hours
ARCH 3433, Environmental Controls I – 3 Credit Hours
ARCH 3533, Architectural Materials – 3 Credit Hours
ARCH 3633, Architectural Structures II – 3 Credit Hours
ARCH 4733, Architectural Structures III – 3 Credit Hours
ARCH 4833, Environmental Controls II – 3 Credit Hours

Studio Sequence – 40 Credit Hours

ARCH 1153, Studio I – 3 Credit Hours
ARCH 1253, Studio II – 3 Credit Hours
ARCH 2354, Studio III – 4 Credit Hours
ARCH 2454, Studio IV – 4 Credit Hours
ARCH 3554, Studio V – 4 Credit Hours
ARCH 3654, Studio VI – 4 Credit Hours
ARCH 4754, Studio VII – 4 Credit Hours
ARCH 4854, Studio VIII – 4 Credit Hours
ARCH 5955, Studio IX – 5 Credit Hours
ARCH 5055, Studio X – 5 Credit Hours

Professional Practice Sequence – 4 Credit Hours

ARCH 5162, Professional Practice I – 2 Credit Hours
ARCH 5262, Professional Practice II – 2 Credit Hours

Professional Electives – 15 Credit Hours

ARCH Elective (in Architectural Culture, History and/or Theory) – 3 Credit Hours
(4) PROFESSIONAL ELECTIVES – 12 Credit Hours
Required General Studies – 16 Credit Hours

- ENGL 1113, Principles of English Composition – 3 Credit Hours
- ENGL 1213, Principles of English Composition or
  EXPO 1213, Expository Writing – 3 Credit Hours
- PHYS 1114, Physics for Non-Science Majors – 4 Credit Hours
- HIST 1483 or 1493, U.S. History – 3 Credit Hours
- P SC 1113, American Federal Government – 3 Credit Hours

Other Electives – 46 Credit Hours

- Natural Science, with lab – selected from approved Gen. Ed. list – 4 Credit Hours
- Social Science – Advised Elective – 3 Credit Hours
- Understanding Artistic Forms – 3 Credit Hours
- Ecology Elective – selected from suggested list – 3 Credit Hours
- Non-Western Culture – Advised Elective, upper division, outside major – 3 Credit Hours
- (10) Minor/Open Elective Courses – 30 Credit Hours

Other Requirements

The University requires two Semesters of a Foreign Language; students may meet this requirement with 2 years of one foreign language in high school. This entry requirement is outside of the curriculum.
Master of Architecture (0202N - 2 Year NAAB track)

Required Professional Courses – 40 Credit Hours

Architectural Culture/History/Theory Sequence – 6 Credit Hours

Arch 6143 Theory of Sustainability – 3 Credit Hours
Arch 6133 Sustainable Design Analytics – 3 Credit Hours

Technology/Science Sequence – 6 Credit Hours

Arch 6243 Research Methods – 3 Credit Hours
Arch 6233 Sustainable Technology – 3 Credit Hours

Studio Sequence – 24 Credit Hours

ARCH 6156, Studio I – 6 Credit Hours
ARCH 6256, Studio II – 6 Credit Hours
ARCH 6356, Studio III – 6 Credit Hours
ARCH 6456, Studio IV – 6 Credit Hours

Professional Practice Sequence – 4 Credit Hours

ARCH 5162, Professional Practice I – 2 Credit Hours
ARCH 5262, Professional Practice II – 2 Credit Hours

Professional Electives – 6 Credit Hours

(2) Professional Sustainability Electives – 6 Credit Hours

General Electives – 3 Credit Hours

Free Elective – 3 Credit Hours
<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td>ENGL 1113</td>
<td>Principles of English Composition</td>
<td>3</td>
<td>ENGL 1213</td>
<td>Principles of English Composition, or Expository Writing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MATH 1823</td>
<td>Calculus &amp; Analytic Geometry I</td>
<td>3</td>
<td></td>
<td>EXPO 1213</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHYS 1114</td>
<td>Physics for Non-Science Majors</td>
<td>4</td>
<td>ARCH 1133</td>
<td>Intro. to Building Technology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>First Year</strong></td>
<td>ARCH 1143</td>
<td>Design, Construction &amp; Society</td>
<td>3</td>
<td>ARCH 1253</td>
<td>Studio II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ARCH 1153</td>
<td>Studio I</td>
<td>3</td>
<td>Natural Science, with lab chosen from approved Gen. Ed. list</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td></td>
<td>16</td>
<td></td>
<td>Social Science</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Advised Elective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td>ENGL 1213</td>
<td>Principles of English Composition</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSC 1113</td>
<td>American Federal Government</td>
<td>3</td>
<td>HIST 1483 or 1493</td>
<td>U.S. History</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ARCH 2233</td>
<td>Architectural Structures I</td>
<td>3</td>
<td>ARCH 2333</td>
<td>Architecture &amp; the Environment</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td>ARCH 2243</td>
<td>Hist. of the Built Environment I</td>
<td>3</td>
<td>ARCH 2343</td>
<td>History of the Built Environment II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ARCH 2354</td>
<td>Studio III</td>
<td>3</td>
<td>ARCH 2454</td>
<td>Studio IV</td>
<td></td>
<td></td>
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<tr>
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3.13 Student Performance Criteria

Curricular Goals - Modified Bachelor of Architecture (0202A)

The faculty as a whole agrees that our curriculum should develop the concept of the architect as a citizen architect. To this end, architecture students should receive a balanced educational experience that develops architects with a thorough understanding of the built environment, all the while balancing being leaders within their communities, and active members within the community. To that end, three areas comprise the architectural curriculum the Technology/Science component, the Culture/History/Theory component, and the minor component. These three areas of study culminate in the Studio/Application courses. The development of the minor requirement allows students the opportunity to pursue an area of their own interest that they may begin integrating into their education while in the program and, optimistically, will continue beyond the program into their profession. As much as possible, overall degree credit hours and individual semester course schedules are intentionally balanced between Technology/Science, Culture/History/Theory, and minor/general education courses, while consistently teaching students to apply their knowledge through Studio/Application courses.

Curricular Goals - Master of Architecture (0202N)

The Master of Architecture degree program focuses on the architecture of sustainability and regional response. This target area of inquiry addresses current societal needs through flexible interpretation and exploration. In order to facilitate exploration, each of our faculty members brings a different perspective to our students’ understanding of how different regions can respond to sustainability. Among these facets of understanding are cultural, historical, political, and technical awareness. The faculty of the Division of Architecture has unanimously endorsed this concept for the Master of Architecture program.
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U - Understanding  A - Ability

**Major Course Coverage**  **Minor Course Coverage**
Section 4

Supplemental Information
4.1 Student Progress Evaluation Procedures

University of Oklahoma Academic Standards

Division of Architecture Undergraduate Student Handbook

Division of Architecture Graduate Student Handbook
Academic Standards

Grades

Students’ grades in all courses are filed in the Office of Academic Records and become a part of the official records of the University.

The passing grades used are A, B, C, D, and under certain conditions, P and S. Nonpassing grades are F, U and NP. W, meaning withdrawal, is a neutral grade assigned when the student is passing at the time of withdrawal. A student who withdraws from a course with failing grades will receive the grade of F.

A, the highest grade, is given for work of exceptional quality. D is the lowest grade for which credit is given in any undergraduate college and means that, although in the judgment of the instructor credit should be allowed for the course, a degree will not be conferred upon a student whose work is all of that level. In the Graduate College, however, the grade of D is failing, insofar as credit toward a graduate degree is concerned, and cannot be used to satisfy prerequisite requirements and/or requirements for certificates. F means failure. No credit hours or grade points are awarded for an F, but the credit hours are calculated into the cumulative grade point average.

S and U, meaning Satisfactory and Unsatisfactory, may be used in grading certain courses identified at the discretion of the degree-recommending college. Courses selected for S-U grading must be of a noncompetitive nature and the entire class must be graded on this basis. The S-U grades are considered neutral in the computation of a student’s grade point average. At the undergraduate level, a grade of S signifies work of D quality or better (except in the case of credit earned by advanced standing examination, when the grade of S represents work of C quality or better). In the Graduate College, the grade of S represents work of B quality or better. S must be used to indicate that a thesis or dissertation is satisfactorily completed, and is the only passing grade accepted for special problems, individual research and directed readings courses.

The S grade may not be used for lecture/recitation courses except with the expressed approval of the graduate dean. The U grade is used to indicate that no credit is to be given for the work undertaken.

P and NP, meaning Pass and No Pass, are used as grades in a course in which a student has enrolled under the pass/no pass option. P meaning Pass is used as a passing grade and indicates quality of C work or better.

NP, meaning No Pass, is a nonpassing mark used to indicate no credit for a pass/no-pass option enrollment. The grades of P and NP are considered neutral in the computation of the student’s grade point average.

I is a neutral mark and means Incomplete. It is not an alternative to a grade of F, and no student may be failing a course at the time an I grade is awarded. To receive an I grade, the student should have satisfactorily completed a substantial portion of the required coursework for the semester. The instructor will indicate to the student, and to the Office of Academic Records, what must be done to complete the course and set a time limit appropriate to the circumstances. However, the time allowed may not exceed one calendar year. Students should not reenroll in the course to make up the Incomplete.

If by the end of the year, no change in grade has been submitted, the grade of I will become permanent on the student’s record. After a grade of I has become permanent, a student may reenroll in the course.

X indicates that satisfactory progress is being made and is a neutral grade to be used only for thesis and dissertation research courses numbered 5980 and 6980 and for thesis and dissertation equivalent courses numbered 5880 and 6880.

AW, meaning Administrative Withdrawal, is a neutral grade used to indicate that a student has been involuntarily withdrawn by the institution. Students may receive an AW for disciplinary reasons, financial reasons or inadequate attendance.

N is a temporary grade used only to indicate that no final grade has been reported at the time of grade processing and is removed from the student’s record when the final grade is received. It is neutral in the computation of the student’s grade point average.

GRADE POINT SYSTEM

Each hour of A, B, C, D and F carries a grade point value as follows: A=4, B=3, C=2, D=1 and F=0. Grades of P and S, as well as grades of I, X, U, N, NP, AW, and W, carry no grade point value and are not included in the computation of a student’s semester or cumulative grade point average.

GRADE REPORTS

All final grade sheets at the end of a semester and at the end of the summer session must be filed by the departments with the Office of Academic Records no later than the date specified in the call for grades.

CORRECTING GRADES REPORTED IN ERROR
The instructor initiates the change by filing a Faculty Request for Grade Change form with the department under which the course was taught.

**Academic Forgiveness Policy**

The Academic Forgiveness Policy, instituted by the Oklahoma State Regents for Higher Education, allows students, under certain circumstances, to have courses removed from the calculation of the retention grade point average. It consists of three components: the repeat policy the reprieve policy, and the renewal policy.

**REPEAT POLICY**

University policy prohibits students from repeating a course in which they have earned a grade of A or B unless the course is one in which there is a change of subject matter and the course has been designated "repeatable for credit". Courses that are repeatable for credit are identified as such in the course description section of this catalog.

Students may repeat up to four courses or 18 hours (whichever comes first) in which the original grade was a 'D' or an 'F'. Only the second grade will be included in the calculation of the retention/graduation grade point average. The original grade will still appear on the student's permanent record, but will not be calculated into the student's retention/graduation grade point average or total hours earned.

Students who repeat courses/hours beyond those under the Repeat Policy may do so with both the original grades and repeat grades included in the calculation of the retention/graduation grade point average. Academic credit from any division of the University of Oklahoma—Norman campus, OU Health Sciences Center, OU-Tulsa, or the College of Continuing Education—are included in the OU retention/graduation and cumulative grade point averages for purposes of retention and graduation.

A student may request only one reprieve or renewal from the University of Oklahoma.

**ACADEMIC REPRIEVE POLICY**

The Reprieve Policy allows students to request that one or two semesters' grades be excluded from the calculation of the combined retention/graduation grade point average. Grades from courses taken during the reprieved term(s) will remain on the student's permanent record, but will only be calculated into the student's cumulative grade point average. A student may request an academic reprieve if the following criteria are met:

- The student must be currently enrolled as an undergraduate on the Norman campus;
- at least three years must have elapsed between the period in which the grades being requested to be reprieved were earned and the reprieve request; and
- prior to requesting the reprieve, the student must have earned at least a 2.00 grade point average with no grade lower than C in all regularly graded coursework (minimum of 12 semester credit hours), excluding activity and performance courses. This coursework may be completed at any accredited higher education institution.

The request may be for one semester/term or two consecutive semesters/terms. If the reprieve is awarded, all grades and hours during the enrollment period are excluded from the retention/graduation grade point average. Coursework with a passing grade included in a reprieved semester may be used to demonstrate competency in the subject matter. However, the coursework may not be used to fulfill credit hour requirements. If the student's request is for two consecutive semesters/terms, the institution may choose to reprieve only one semester.

The student may not receive more than one academic reprieve during his/her academic career. The student will not be eligible to receive a reprieve if a previous reprieve request was denied at the University of Oklahoma.

The request form is available in Academic Records. Students should contact their college concerning the process for requesting a reprieve.

**ACADEMIC RENEWAL POLICY**

The Academic Renewal Policy allows students who have had academic trouble in the past and who have been out of higher education for a number of years to recover without penalty and have a fresh start. Under Academic Renewal, all course work taken prior to a date specified by the University of Oklahoma will be excluded from retention/graduation grade point average. All courses and grades will remain on the student's transcript and be calculated in the student's cumulative grade point average. Neither the content nor credit hours of renewed course work may be used to fulfill any degree or graduation requirements. If a student has received a renewal at another institution in Oklahoma, the student may request to have their college review the renewal. The student's college may accept the renewal approved at the previous institution, or may deny the request. Whether accepted or denied, this review will constitute the student's request for renewal at the University of Oklahoma.

If the student has not received a renewal at another institution in Oklahoma, he/she may request an academic renewal if the following is met:

- The student must be currently enrolled as an undergraduate student on the Norman campus.
- At least five years must have elapsed between the period of time in which the grades being requested to be renewed were earned and the renewal request.
- Prior to requesting the renewal, the student must have earned at least a 2.00 grade point average with no grade lower than a C in all regularly graded course work (minimum of 12 semester credit hours), excluding activity and performance courses. This coursework may be completed at any accredited higher education institution.
The request form is available in Academic Records. Students should contact their college concerning the process for requesting an academic renewal.

**Academic Appeals Boards**

In each college of the University, there shall be established an Academic Appeals Board consisting of an equal number of students and faculty. Faculty members of the board will be chosen by the faculty of the college for a term determined by the faculty. Student members of the board will be appointed for a term of one year by the dean of the college upon recommendations from the Student President.

Each Academic Appeals Board will hear cases in which the issue to be resolved is that of prejudiced or capricious evaluation, or alleged inability to speak the English language to the extent necessary to adequately instruct students.

Except for those cases that arise in the College of Law, the following procedures shall apply. (For procedure in the College of Law, contact the Office of the Dean.)

1. A Board will hear a case only after a student has notified an instructor of a dispute over an academic evaluation and after the student has made an unsuccessful attempt to resolve differences with the instructor, if necessary in consultation with the departmental chair. In cases of end-of-term evaluations, a student must notify an instructor of a dispute over an academic evaluation and must attempt to resolve differences no later than February 15 for the previous fall semester or winter intersession; and no later than September 15 in cases of end-of-term evaluations for the previous spring semester, spring intersession, or summer session. In cases of an evaluation made known to a student during the term, the student must notify an instructor of a dispute over academic evaluation and must attempt to resolve differences no later than 15 calendar days (excluding Saturdays, Sundays and University holidays from classes) after the results of the evaluation are made known to the student. If a student fails to notify an instructor or fails to attempt resolution within the appropriate time limit, the Board shall deny any request for a hearing on the claim unless, in the view of the Board, the student has been prevented from complying with the appropriate time limit (as for example, in the case of a student being called into military service).

2. The filing of a written request for a hearing on a claim before the appropriate Academic Appeals Board shall be within 10 calendar days (excluding Saturdays, Sundays, and University holidays from classes) following the day when the attempts at resolution in paragraph (1) above are completed. The Board shall deny any request for a hearing on a claim that does not meet this deadline unless, in the view of the Board, exceptional circumstances exist whereby the student is prevented from filing the claim. Furthermore, if in the judgment of the Board, the case is deemed to be without merit or has already been satisfactorily resolved in the department, the Board may refuse the student a hearing.

3. To avoid a jurisdictional impasse, the appeal shall be heard by the Appeals Board in the undergraduate college in which both the course and the instructor are located. Any thesis and dissertation appeals shall be heard by the Graduate College Appeals Board.

4. It shall be the primary function of a board to mediate or adjudicate disputes that have not been satisfactorily resolved on the department level.

5. Each Board shall be given the responsibility of establishing its own rules of procedure. Such rules as it establishes must be consistent with the full protection of the rights of all parties involved.

6. Meetings of a board may be closed to the public.

7. Decisions of the Board shall be communicated in writing to the Board’s dean, the student’s dean, the student, and the instructor. The Board’s decisions shall be final and shall be implemented unless either the student or the instructor makes written appeal to the Executive Committee (or comparable body) of the degree-recommending college within 10 calendar days (excluding Saturdays, Sundays, or University holidays from classes) after being notified of the Board’s decision. The decision of the Executive Committee (or comparable body) shall be final and shall be implemented unless either the student or the instructor makes written appeal to the faculty of the degree-recommending college within 10 calendar days (excluding Saturdays, Sundays, and University holidays from classes) after being notified of the Committee’s decision. In the case of an appeal to the faculty of the degree-recommending college, the faculty’s decision shall be final and shall be implemented. The faculty of a degree-recommending college, however, may delegate their authority to consider appeals under this policy to the Executive Committee (or equivalent body) of the degree-recommending college, in which case the decision of the Executive Committee shall be final and shall be implemented without appeal to the faculty.

8. Revisions to this policy shall be reviewed by the Faculty Senate and the Student Code Revision Committee.

**Standards Of Scholarship**

The following standards relating to retention of undergraduate students at the University of Oklahoma have been established. For continued enrollment in good standing, a student must maintain a retention grade point average based on total hours attempted as indicated as follows:

- 0 through 30 semester credit hours attempted — 1.70
- Greater than 30 semester credit hours attempted — 2.00

Students with 0 to 30 semester hours attempted and a retention grade point average of 1.70 to 1.99 will be placed on academic notice.

The retention grade point average is based on all work attempted, both transfer and OU, minus those courses repeated or reprieved in accordance with the academic forgiveness policy, as well as remedial courses, and PE activity courses. These standards are minimal. Each degree-recommending college may establish higher standards for retention.
ACADEMIC PROBATION AND SUSPENSION

Students not meeting retention standards will be placed on academic probation for one semester, at the end of which they must have met the minimum standard required to continue as a student in good standing. However, a student enrolled on probation may be continued on probation provided he or she makes a 2.00 grade point average on that semester’s work. Students should check with their college dean’s office or with the Office of Academic Records for specific enrollment requirements while on academic probation. A student enrolled on probation, who fails to raise his or her cumulative retention grade point average to minimum requirements or make a 2.00 grade point average on work taken while enrolled on probation, excluding activity courses, will be suspended for poor scholarship.

Credit completed after the end of the term, or credit earned at another institution, will be included in the student’s retention/graduation grade point average at the time the work is recorded in Academic Records. The student’s current academic status will be reviewed and/or updated at that time but previous postings of academic standing will remain unchanged. A student’s academic status will not be changed retroactively.

A student suspended from the University for academic reasons is not eligible for readmission until one full semester has elapsed following the date of suspension. Any student who has been suspended should contact the Admissions Office for further instructions.

Regulations concerning admission, readmission, probation, and suspension of undergraduate students at the University are administered by the Committee on Academic Regulations, of which the Associate Vice President for Enrollment and Student Financial Services is chairperson.

The regulations of various colleges, established by the faculty, are administered by the deans concerned:

a. After a student has been readmitted to the University following suspension, he or she must meet any specific conditions established by the dean of his or her college for retention in that college.

b. A student who fails to meet college requirements may be placed on probation in that college or denied enrollment in that college.
GENERAL INFORMATION

BACKGROUND

The architecture program at the University of Oklahoma was founded in 1926 as a part of the College of Engineering. In 1968 the program became a separate college and the first component of what is now a multi-disciplinary college of related planning design and construction discipline. The current architecture program benefits strongly from this multi-disciplinary context as a corollary to the way in which the profession of architecture interacts with these related professions. A licensed architect is responsible for creating buildings where people live, work, learn and play. Projects may range from high-rise buildings containing multiple functions such as office, retail, and residential, to small rural convenience stores; from large regional hospitals to single family homes; and from large university campuses to small day care centers. The challenge to the architect is to produce projects that are functional, efficient, attractive, and safe. Most states require than an individual intending to become an architect hold an accredited degree. There are two types of degrees that are accredited by the National Architectural Accrediting Board: (1) The Bachelor of Architecture, which requires a minimum of five years study, and (2) The Master of Architecture, which requires a minimum of three years of study following an unrelated bachelor's degree or two years following a related pre-professional bachelor's degree. These professional degrees are structured to educate those who aspire to registration and licensure as practicing architects.

ADMISSIONS

ADMISSION TO THE UNIVERSITY

Admission to an undergraduate program within a degree-recommending college at the University of Oklahoma (Norman Campus) is based upon the requirements of the University of Oklahoma that are in effect at the time of a student's initial enrollment in any institution (including OU) in
the Oklahoma State System of Higher Education.

To be admitted to the College of Architecture, a student must be admitted to the University of Oklahoma. Inquiries concerning admission to the University should be addressed to the Office of Admissions, University of Oklahoma, 100 Asp Avenue, Norman, Oklahoma 73019-4076. An email may also be sent to admrec@ouwww.ou.edu. Admissions and Records web page can be found here.

The online guide for admission requirements for entering students can be found here.

**ADMISSION TO THE COLLEGE OF ARCHITECTURE**

All students direct from High School, are enrolled in University College. In order to be admitted to the College of Architecture, Pre-Architecture (0207A) or Architecture (0202A) programs from University College, a student must fulfill the following requirements:

1. earn a minimum of 24 semester hours of college credit;

2. have a combined retention grade average of 2.50 on all College level coursework; and

3. complete any curricular deficiencies in English, Math or Science.

**TRANSFER STUDENT ADMISSION**

An undergraduate student transferring from an institution within the Oklahoma State System of Higher Education must fulfill the same admission requirements as a student seeking admission from within the University of Oklahoma.

A student requesting transfer into a program in the Division of Architecture from another institution will be considered for admission on a space-available basis, regardless of prior grade point average. Such an applicant, in addition to satisfying all admission requirements of the University and the College, must be approved by the Director of the Division of Architecture.

The online guide for admission requirements for transfer students can be found here.

**TRANSFER CREDIT EVALUATION**

A maximum of 64 hours will transfer for credit from a two-year college. Two-year college work is accepted only as lower-division credit. At least 60 semester hours toward graduation must be earned at an accredited
A student must have received a grade of C or better in coursework taken at institutions not within the Oklahoma State System of Higher Education in order for the courses to be considered for transfer credit.

The University's Office of Admissions initially evaluates all transfer work, specifically courses that must fulfill general education requirements. An online list of equivalent courses is available here.

Credits earned in physical education courses or in basic ROTC courses are not applicable toward degree requirements.

Professional courses will be evaluated by the Division Director with the assistance of faculty who teach similar courses. Individual faculty do not have the authority to evaluate or accept transfer credit without the prior approval of the Division Director.

College credit for work experience is permitted only under the supervised conditions of the Preceptor Program of the College or approved internship/field experience courses.

Coursework accepted from other institutions is subject to validation by the satisfactory completion of at least 30 hours of credit in residence.

Any student enrolling for the first time at the University of Oklahoma in Design or Graphics Studio courses offered by the College of Architecture must enroll in the first course in the sequence. Approval for higher placement is based upon portfolio and/or coursework review by the Division Director.

ADMISSION LIMITATIONS

Due to limitations in facilities, operating budgets, and faculty size in the Division of Architecture, admission to the degree programs is considered on a space-available basis only. Enrollment restrictions are most common in professional programs and courses subject to national standards of professional accreditation review.

Generally, registration consists of advisement coordinated through the college's Administrative Student Services Office, enrollment in courses, and payment of tuition and fees. Advisement and enrollment are to take place before classes begin; tuition can be paid following enrollment and must be paid by the date given in the University Calendar included in the current Class Schedule and at the website here.

ENROLLMENT

GENERAL
Students should refer to the Class Schedule or the Semester Calendar website for specific dates, deadlines, and procedures that apply to the preregistration process. Students may purchase copies of the Class Schedule at campus bookstores or view the online version of the schedule found here.

Students enrolled only in evening classes may enroll by phone by calling (405) 325-3586.

CURRICULUM

This program, normally five years in length, is accredited by the National Architectural Accrediting Board (NAAB) and fulfills the educational requirements for professional registration.

A complete description of the curriculum can be found here.

COURSE DESCRIPTIONS

This course listing describes courses offered by the Division of Architecture at the University of Oklahoma. The course listing is comprised of the following elements:

COURSE NUMBER

All courses are identified by numbers composed of four digits. Courses numbered 1000–2999 are referred to as “lower division,” those numbered 3000–4999 are “upper division,” and those numbered 5000 and above are “graduate-level.”

The first digit indicates the class year in which the subject is ordinarily taken, although enrollment is not exclusive as to student classification:

1. Courses numbered 0000 to 0999 are developmental remedial courses offering no college credit.

2. Courses numbered 1000 to 1999 are primarily freshman level.

3. Courses numbered 2000 to 2999 are primarily sophomore level.

4. Courses numbered 3000 to 3999 are primarily junior level.

5. Courses numbered 4000 to 4999 are primarily senior level.

6. Courses numbered 5000 to 5999 are primarily for post-baccalaureate students, except by permission of the department and instructor.

7. Courses numbered 6000 to 6999 are restricted to post-baccalaureate students, except by permission of the department,
instructor, and the Dean of the Graduate College.

The second and third digits identify the course within the field.

The fourth digit denotes the number of credit hours assigned to the course. A zero (0) as the fourth digit indicates the course is offered for a variable number of credit hours. No change may be made in the number of credit hours specified for the various courses as indicated in the catalog.

A "G" before the course number indicates the course is approved for graduate credit.

CREDIT

The unit of credit at the University of Oklahoma is the semester hour. Each semester hour represents one class period of 50 minutes in length each week for sixteen weeks (including final examinations) or the equivalent. Laboratory or field courses require two or three class periods per week for each hour of credit. During the summer session, the number of clock hours is doubled.

COURSE TITLE

The title of the course is printed in bold letters.

SEMESTER OFFERED

At the end of the course description the semester or term in which the course is likely to be taught may be indicated. (F), (Sp), (Su) indicate fall, spring, summer; (Alt. F), (Alt. Sp), (Alt Su) mean alternate fall, spring, summer. The notation (Irreg.) indicates the course is offered on irregular basis and the student should check with the school or department to find out when the course will be taught. The Class Schedule should be consulted for the courses to be offered in a regular semester or summer term and also for information about which courses meet the University-wide General Education requirements.

A complete listing of Architecture courses can be found here.

FACULTY

The Division of Architecture takes pride in a faculty that have diverse backgrounds and intellectual focuses. All of the faculty teach as well as being engaged in research and/or professional projects of their own.

A complete listing of Division of Architecture faculty can be found here.

GETTING TO KNOW YOUR PROFESSORS

Students are strongly encouraged to develop mentoring relationships with
their professors because they are tremendous resources of information about your chosen career and are often good contacts for future jobs and will often write letters of recommendation for you. According to the 1996 Student Satisfaction Report, 69% of undergraduate students at OU reported having developed a close mentorship or connection with one or more faculty or staff members. The following are some suggestions that might help you establish such relationships.

**Make an appointment with your professor.** Professors are usually receptive to students. Don't be afraid to talk to them.

**Let your professors know your future career/educational goals.** Talking to them about your area of interest will help them get to know you.

**Join campus clubs/organizations in your area of interest.** Contact the club's advisor and get involved in the club's activities.

**Talk to your professor before classes starts for the following semester.** If you get to know him/her beforehand, asking questions in and out of class will be easier.

**Introduce yourself to all of your professors each semester.** If the class is large, you should visit the professor during his/her office hours.

**Ask questions in class.** If you want your professor to take note of your participation in class, be well prepared and contribute in discussions.

**Attend study sessions/reviews led by your professor.** This is not only good academic practice, but also communicates to your professor that you are interested in doing well in the class.

**Inform professors early in the semester that you wish him/her to write letters of recommendation for you.** This gives the professor time to get to know you and observe your strengths and talents, so that he/she can write more specifically in letters to potential graduate schools or employers.

**ENGLISH REQUIREMENT**

All University of Oklahoma students must complete English 1113 and English 1213. Any student who has not completed this requirement must enroll in these courses and continue to enroll in subsequent semesters until the requirement is filled.

**FOREIGN LANGUAGE REQUIREMENT**
Any student who entered the higher education system Fall 1990 and later must have two semesters of the same foreign language. This general education requirement may also be met by having successfully completed two years of the same foreign language in high school. (This must be verified by the Admissions office by review of an official High School transcript.)

**GENERAL EDUCATION ELECTIVES**

Courses taken to fulfill the General Education Elective requirements must be chosen from the University-Wide General Education Approved Course List found in the front of the University Class Schedule. Only courses that appear on this list may be used to satisfy the General Education requirements. In addition to the courses taken to fulfill the specified Core Areas, this requirement applies to the courses listed as "General Education Electives". That is why they are not labeled "open electives."

**PROFESSIONAL ELECTIVES**

Professional electives are 4000 or 5000 level upper division courses taken within the College of Architecture or upper division courses that combine to form an emphasis or minor field of study, intended to augment or add depth and breadth to your studies in Architecture. Lower division courses taken at other institutions do not qualify as Professional Electives.

**ECOLOGY ELECTIVES**

Suggested Course List for Spring and Fall semesters

- BOT 2404 Ecology and Environmental Quality
- GEOG 2213 Global Environment
- GEOG 3253 Environmental Conservation
- GEOL 1003 Earthquakes and Volcanoes
- GEOS 2004 Evolution or Earth Systems
- H SCI 3473 Environmental Science II
- E S 4603 Environmental Protection
- I P E 1013 Introduction to Interdisciplinary Perspectives on the Environment
- P SC 3233 Environmental Policy and Administration
- PHIL 3293 Environmental Ethics
- ZOO 2404 Ecology and Environmental Quality
- ZOO 3403 Principles of Ecology

**PREREQUISITES**

Prerequisites are courses that must be completed before certain courses are attempted. Prerequisites typically contain material that the given course assumes the student has mastered. Careful attention should be given to prerequisite requirements. Prerequisites are listed as part of the course descriptions that appear in the General Catalog. Individual faculty
members do not have the authority to waive prerequisites.

ARCH 4575 PREREQUISITES

Students should be aware of the many prerequisites that culminate at Arch 4575. Building Systems Integration assumes knowledge in many technical courses. Prerequisites include: 3223 (Environmental Systems), 3232 (Materials), 3565 (Design/Environmental Factors) and either 4333 or 4343 (Structures I or II). Failure to have these prerequisites before 4575 typically means an extra year of enrollment. Planning is essential! Each student should develop a schedule and plan to have the prerequisites completed prior to enrolling in Arch 4575. Taking summer school to ensure having the prerequisites is a wise alternative to waiting a year to "catch-up" on technical courses.

ARCHITECTURE PRECEPTORSHIP

The Division of Architecture administers a preceptorship program which permits selected students, who have demonstrated ability and responsibility, to complete a limited number of degree hours as a participant in a professional office.

Students who are interested must first enroll in Arch 4585. Prerequisite requirements for Arch 4585 are completion of Arch 4575. Scheduled preceptorship time is the same as studio, 1:30 - 5:30 p.m. MWF. There is a required bi-monthly evening meeting to be arranged on the first day of class.

Students should enroll in Arch 4585 regardless of studio option selection. The academic advisor will verify prerequisites and grade point averages necessary to qualify for preceptorship. The placement of students will be based on the number of spaces available with area firms and will be filled on a competitive basis.

PETITION FOR EXCEPTION

Occasionally special circumstances warrant individual modification of the Architecture curriculum. A student may petition the Division Director regarding any reasonable modifications of the Architecture curriculum. Occasionally, the Curriculum Committee is asked to review petitions to modify the Architecture curriculum. This committee nominally meets a week before classes start, at the end of the first week of classes, and then on a monthly basis as necessary. All petitions originate in the Academic Student Services Office. (General Education requirements can not be waived or modified by Division Directors or faculty members.) The final decision will be reported to the student. Individual faculty do not have the authority to make modifications to the Architecture curriculum.

DIRECTED READINGS & SPECIAL STUDIES

Directed Readings and Special Studies courses are offered to fulfill a
student's desire to investigate a topic that is not covered by a regular course offering. The student is in effect designing a special individual course, including the content, the end products, the number of credit hours received, and the instructor. The proposal form is available in the Academic Advisement Office, Room 158, Gould Hall. To propose such a course, students should elaborate the process of the proposed investigation and determine the end products. They also need to find a faculty member who will agree to sponsor such a course. Once the instructor agrees to the course and signs the proposal, the form is routed to the Director of the Division of Architecture for approval. If approved, the student must register for the correct section assigned to the individual faculty member. Contact the Administrative Student Services Office, Room 158, Gould Hall for assistance.

STUDY ABROAD PROGRAMS

Students are to discuss and garner approval from the Division Director for any specific course substitutions a student wishes to obtain prior to any foreign study. Students who study abroad and return assuming that the study abroad courses will count for specific requirements may be disappointed by what is actually accepted. Individual faculty members do not have the authority to approve study abroad credit.

ADVISEMENT

1. Prepare a Trial Schedule. Using the information in the class schedule along with the Late Added and Closed/Canceled Course List information, select the specific courses and sections you wish to enroll in and make a list of them. Obtain any required Special Permission from professors or departments as specified. Create a Final Schedule online at enroll.ou.edu.

2. Make an appointment to see your faculty advisor. You are assigned a faculty advisor each semester. These assignments are posted on the College bulletin board in the corridor of the College Administrative Suite each semester.

3. After advisement, have your advisor sign your Advisement Form, and lift your electronic advising stop.

4: Get on-line and enroll. During Advance Registration periods, you will have assigned times during which you can enroll. After you have registered/enrolled you may add/drop anytime through the first week of classes. You can drop a course through the end of the second week. You can not add classes after the first week of classes, except with the instructors signature on an Official Add/Drop form. All late add/drops must be processed through the Office of Registration, Room 230 Buchanan Hell.
SPECIAL REGULATIONS

RETENTION/GRADUATION GRADE POINT AVERAGE

The retention/graduation grade point average is based on all work attempted, both transfer and OU, with the exclusion of grades for courses repeated in accordance with the University's Repeat Policy. The minimum retention/graduation grade point average required for graduation in the Bachelor of Architecture program is 2.50 in the combined retention and OU retention GPA's.

PROBATION AND ADVANCEMENT

A student in the Bachelor of Architecture program who earns less than a 2.50 OU retention, combined retention, or curriculum grade point average, will be placed on a College Academic Contract. A student on Academic Contract will be denied further enrollment in the Division of Architecture if he/she fails to earn the appropriate minimum grade point average for the contract period. Academic credit from any division of the University of Oklahoma - Norman Campus, OU Health Sciences Center, OU courses taught at OSU/Tulsa, or the College of Continuing Education - is considered resident credit at the University of Oklahoma. Grades and hours earned at any of these divisions are included in the OU retention and combined retention grade point averages for purposes of retention.

A student who is denied enrollment in the Division of Architecture may still be eligible for enrollment in another college at the University of Oklahoma. However, even if the student is able to continue at the University, further enrollment in the College of Architecture courses will be denied.

A student denied enrollment in the Division of Architecture may apply for readmission after a lapse of one year (fall and spring). The student must submit a letter stating why he/she should be readmitted (what caused the poor academic performance and how the problems causing the poor academic performance have been resolved).

If a student has been stopped out and re-applies the student's record will be reviewed to determine if it is possible for him/her to obtain the minimum grade point average required to graduate, thus determining whether readmission may occur. If it is found that the student will be unable to achieve the required grade point average, admission will be denied. If it is the student's second academic stop, he/she will automatically be denied readmission.

GRADE POINT SYSTEM

Each hour of A, B, C, D, and F carries a grade point value as follows: A = 4, B = 3, C = 2, D = 1, and F = 0. Grades of P and S, as well as grades of I, X, U, N, NP, AW, and W, carry no grade point value and are not
included in the computation of a student's semester or cumulative grade point average.

**ADVANCEMENT IN STUDIO COURSES**

All professional degree programs of the Division of Architecture are organized around a sequential Design/Graphics studio core in which the student develops and demonstrates a capability for analyzing problems and synthesizing solutions, using techniques and skills unique to the field of architecture. Advancement in a Design or Graphics sequence may be denied if a student earns less than a C in the prerequisite course. Further progress in the studio sequence in such cases may be permitted if the course average is raised by retaking the course.

Class size of studio courses in architecture is limited by professional accreditation standards. Limitations of operating funds, facilities and faculty require that the enrollment in these courses be restricted. As a consequence, the division makes periodic reviews of all students enrolled in the studio courses. The division reserves the right to refuse further advancement in a studio sequence to any student whose work is of borderline quality, even if all course and prerequisite requirements have been satisfied.

**ENROLLMENT IN STUDIO COURSES**

A student may enroll in only one design and one graphics course per semester. Any student who enrolls in a studio course with an incomplete grade for the prerequisite course must complete the incomplete grade prior to the end of the second week of classes (end of the first week in Summer school). A student enrolled in a prerequisite course concurrently with a studio course must drop the studio course if the prerequisite course is dropped.

**PLACEMENT IN STUDIO COURSES**

Any student enrolling for the first time at the University of Oklahoma in a Design or Graphics Studio course offered by the Division of Architecture must enroll in the first studio of the sequence, unless specifically approved for higher placement by the Division Director, based upon a review of transfer portfolio and/or coursework completed by the student.

**PORTFOLIO REQUIREMENTS**

Each student enrolled in a professional or pre-professional program in the Division of Architecture is required to maintain an up-to-date portfolio of design and graphics work for use in program advisement and the evaluation of overall progress toward the completion of the professional degree.

**OWNERSHIP OF WORK**
All work completed or submitted toward fulfillment of any required of a course in the Division of Architecture is the property of the Division, which reserves the right to retain, utilize, copyright, exhibit, reproduce, or publish any work so submitted.

OUTSIDE EMPLOYMENT

The demands of outside employment during the academic year, with the exception of an approved preceptorship program or internship, may be inconsistent with the requirements and demands of the professional degree program. Outside employment is not considered an extenuating circumstance in cases of poor academic performance, excessive absences, or failure to submit assigned work on time. Students who fail to adequately fulfill course and curricular requirements while maintaining outside employment may be requested to carry reduced course loads. A longer period in residence (delayed graduation), may result from such a reduction in course load.

ATTENDANCE

The establishment of a specific policy concerning attendance requirements, as well as announced and unannounced examinations, is the responsibility of the individual instructor.

Regular attendance in required studio courses is considered essential to the overall development of the student's ability within the professional curricula.

The student is responsible for class attendance after completion of registration. Students who do not attend classes beginning the first day may find they have been canceled from a course if there is a high demand for seats by students who are wishing to enroll in the course. If the student has decided to cancel registration, he/she must do so through the Office of Registration before the first day of classes to avoid being charged fees and tuition.

However, students should understand that non-attendance and/or non-payment of fees will not automatically result in cancellation of enrollment. The student is responsible for dropping courses by the appropriate deadlines in order to avoid tuition charges. Refer to the semester calendar [here](http://arch.ou.edu/handu.htm).

CHANGES IN CREDIT SCHEDULED

No change may be made in the number of credit hours specified for the various courses as indicated in the general catalog.

COMPLETE WITHDRAWAL

In order to withdraw from the University before the close of a semester or
summer term, a student must report to the College's Office of Administrative Student Services, Rm 158 Gould Hall, in order to obtain an official withdrawal card. The student must secure the required signatures and then submit the card to the Office of Registration, Rm 230 Buchanan Hall. Students who are physically unable to come to campus should contact the Office of Administrative Student Services by telephone at 405-325-3829.

Students withdrawing from all courses in the first two weeks of classes (first week of a summer term) receive the grade of W in each course of enrollment. Beginning with the tenth week (second week of summer term) through the last day of classes of the semester or summer term, the student must receive a grade of W or F from the instructor in each course prior to withdrawal.

A student will be held responsible for the cost of room and board if either or both are furnished by the University.

UNIVERSITY REGULATIONS GOVERNING INCOMPLETES

An "I" (incomplete) received following the close of a semester or summer session is a temporary grade issued when a student, due to extenuating circumstances beyond his/her control and properly verified to the instructor, is unable to complete certain requirements of the course by the end of the term. Any student receiving an "I" should obtain specific information from the instructor indicating what must be done to complete the course and what the time limits are for completion. The time allowed may in no instance exceed one calendar year.

If by the end of the year no change in grade has been submitted the grade the student would have received without the additional coursework completed will be submitted. If nothing is submitted by the instructor, the grade of "I" becomes the grade of record for the course. After a year has passed for which the original grade was an "I", the student may elect to re-enroll in the course.

Credit for courses in which a student has received an "I" at the University of Oklahoma cannot be transferred from another institution.

CLASSIFICATION OF STUDENTS

Freshman - through 29 semester hours earned.
Sophomore - 30-59 semester hours earned.
Junior - 60-89 semester hours earned.
Senior - 90 or more semester hours earned.

FULL-TIME ENROLLMENT

To be considered full-time, students must be enrolled in at least the number of credit hours listed below, depending on the semester.
Note to students applying for Veterans' Benefits: VA may not accept all hours taken when determining benefits. Consult the VA Certification Office in Buchanan Hall for more information.

Note to students applying for Financial Aid: Additional enrollment regulations may apply. Please consult Financial Aid Services for more information.

CREDIT HOUR ENROLLMENT LIMITS

There are limits on how many credit hours a student may enroll in each semester without permission of the Associate Dean. These limits are as follows:

**FALL/SPRING:** 19 hours for undergraduates; 16 for graduates.

**SUMMER:** 9 hours for undergraduates; 9 hours for graduates

**SUMMER MINI-SESSIONS:** 5 hours maximum for either of the four week mini-sessions.

Even with permission, no student may enroll in more than 24 hours in a Fall or Spring Semester, or more than 12 hours in a Summer Session.

UNIVERSITY REGULATION ON REPEATED COURSES

Students may not repeat a course in which they earned an A, B, or C, unless the course is one in which there has been a change in subject matter (e.g., SLEP, Independent Study).

A student may repeat up to 4 courses in which the original grade was D or F and have only the second grade count in the calculation of the student's retention/graduation grade point average. Students who repeat courses beyond the mentioned courses do so with both the original and repeated grades included in the calculation of the retention/graduation grade point average.

REPEAT POLICY

The policy of the Oklahoma State Regents for Higher Education allows certain grades to be excluded from the computation of a student's retention/graduation grade point average. This policy is based on a belief that circumstances during a student's academic career may occur that should not jeopardize forever his/her academic standing. Therefore,
students will be allowed to repeat a course and count only the second
grade earned in the calculation of the retention/graduation grade point
average subject to limitations set by this policy. However, the original
grade is never removed from the transcript!

The State Regents' policy also reflects the understanding that a student's
academic transcript should be a full and accurate record of the student's
academic history. Therefore the transcript will show all courses in which
a student was enrolled and in which grades were earned. The transcript
will show both the retention/graduation GPA, including courses repeated
under the policy, and the cumulative GPA, which includes all attempted
regularly graded course work.

ACADEMIC REPRIEVE

In accordance with the policies of the Oklahoma State Regents for Higher
Education and the University of Oklahoma, a student may request an
academic reprieve if he/she meets the following guidelines.

1. The student must be currently enrolled full-time as an
undergraduate on the Norman campus.

2. At least three years must have elapsed between the period in
which the grades being requested reprieved were earned and the
reprieve request.

3. Prior to requesting the academic reprieve, the student must have
earned a GPA of 2.00 or higher with no grade lower than a C
in all regularly graded coursework (a minimum of 12 hours)
excluding activity and performance course. This course work may
have been completed at any accredited higher education institution.

4. The request may be for one semester/term or two consecutive
semester/terms. If the reprieve is awarded, all grades and hours
during the enrollment period are excluded from calculation of the
retention/graduation GPA's. If the student's request is for more than
one semester, the institution may choose to reprieve only one
semester. Again, all courses and grades still appear on the
transcript, they are however, excluded from calculation of the
retention GPA.

5. The student may not receive more than one academic reprieve
during his/her academic career. Further, the student will not be
eligible to receive a reprieve if he/she has previously had a reprieve
request denied at the University of Oklahoma.

ACADEMIC MISCONDUCT

The Student Code specifies the responsibilities and conduct of students
on the Norman campus. The code includes the academic misconduct procedures in force on the campus. The definition of academic misconduct is as follows:

Academic misconduct includes (a) cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidations, and any and all other actions that may improperly affect the evaluation of a student's academic performance or achievement; (b) assisting others in any such act; or (c) attempts to engage in such acts.

It is the responsibility of each student to be familiar with the definitions, policies, and procedures concerning academic misconduct. Copies of the Student Code may be obtained from the Office of the Vice President for Student Affairs.

STUDENT CODE

The University of Oklahoma Student Code includes rules that address the responsibilities and conduct required of Norman Campus students, student groups, organizations, and University approved or-operated living units. The Academic Misconduct Code, sexual harassment policy, and several other University policies and procedures also are included in the publication. Copies of the Code may be obtained from the Office of the Vice President of Student Affairs, Oklahoma Memorial Union, or the University of Oklahoma Student Association, Ellison Hall. An online copy can be found here.

ACADEMIC APPEALS

The process of appealing a grade is as follows:

1. **Contact the instructor.** Notify your instructor of your dispute with your academic evaluation. Meet with the instructor and try to resolve your differences. If this step is unsuccessful then you should follow the next step.

2. **Contact the Director of the Division of Architecture.** Notify the Division Director (319 Gould Hall) that you have a dispute with your academic evaluation and have failed to resolve the dispute with your instructor. The Director will attempt to resolve the dispute by arranging a joint meeting with you and the faculty member. You will both be asked to present your position and the Director will attempt to see if there is a mutually agreed upon resolution. If no resolution is possible then you should follow the next step.

3. **Contact the College of Architecture's Associate Dean.** Notify the Associate Dean (in the Dean's Office Suite) that you have a
dispute with your academic evaluation and have failed to resolve
the dispute with the assistance of the Director. The Associate Dean
will assist you with the subsequent process of appealing the grade
at the College level.

The specific regulations governing academic appeals are found in the
Student Code which can be found online here.

SEXUAL HARASSMENT

The University of Oklahoma explicitly condemns sexual harassment of
students, staff, and faculty. Since some members of the university
community hold positions of authority that may involve the legitimate
exercise of power over others, it is their responsibility to be sensitive to
that power. The University is committed to providing an environment of
study and work free from sexual harassment and to insuring the
accessibility of appropriate grievance procedures for addressing all
complaints regarding sexual harassment. To proceed with such a
grievance, contact the Affirmative Action Office, Evans Hall, Room 102,
for further information, or call 325-3546.

REASONABLE ACCOMMODATIONS

The University of Oklahoma will reasonably accommodate otherwise
qualified individuals with a disability unless such accommodations would
pose an undue hardship, or would result in a fundamental alteration in the
nature of the service, program or activity, or in financial or administrative
burdens. The term "reasonable accommodation" is used in its general
sense in this policy to apply to employees, students and visitors. Student
requests for reasonable accommodation should be addressed to the Office
of Disabled Students Services, Hester Hall 318, (405) 325-1459.

A student must self-identify as an individual with a disability and provide
appropriate diagnostic information that substantiates the disability. The
Office of Disabled Student Services will assess the impact of the
disability on the student's academic program and record the required
academic accommodations in a memo to the instructor. All diagnostic
information is confidential and therefore can only be sent at the student's
request.

STUDENT DISCRIMINATION

The University has a policy of internal adjudication of student
grievances. A procedure is established to provide the opportunity for a
student to have a grievance of any type heard and adjudicated by
administrative settlement. The procedures are designed to hear all
grievances related to alleged discrimination on the basis of race, color,
sex religion, national origin or age. For further details about the
procedure to be followed, see the Student Code under the section:
University of Oklahoma Student Discrimination Grievance Procedure or
contact the Affirmative Action Office.
EQUAL OPPORTUNITY POLICY

The Division of Architecture, in compliance with all applicable Federal and State laws and regulations, does not discriminate on the basis of race, color, national origin, sex, age, religion, disability, or status as a veteran in any of its policies, practices, or procedures. This includes, but is not limited to, admissions, employment, financial aid, and educational services.

FINAL EXAMS

Final exams are given at the discretion of the instructor. If a final exam is given, no member of the faculty is authorized to depart from the published examination schedule for either a class or an individual without approval as follows:

An examination for the entire class may be rescheduled only with the approval of the Academic Regulations Committee. Final examinations for a class outside the period set aside in the University Calendar for final examinations are prohibited.

An examination may be rescheduled for an individual student only in emergencies such as the illness of the student, a serious illness or death in the immediate family, or an unavoidable academic conflict of compelling importance. * Such rescheduling must have the approval of the instructor or instructors concerned, the department chair or chairs concerned, and the dean of the college in which the student is enrolled.

A student will not be expected to take more than two examinations in one day. In cases where a student has three or more exams scheduled for the same day, instructors may offer make-up exams. The student's number of exams will be brought down to two by the following procedure:

a. The instructor giving the third and subsequent exam must provide a make-up exam during the week designated for final exams that semester;

b. The student must notify the instructor or department of the three scheduled exams on the day. Such notification must be given to the specific instructor or department before the end of the twelfth week of classes (sixth week of the summer term).

In the event a conflict should arise from the scheduling of two or more uniform final examinations at the same time, the student will attend the examination for the class that met first during the week, according to the student's class schedule. The instructor giving the second and subsequent exam must provide make-up exams during the week designated for final exams that semester.
The specific final exam makeup time will be established by mutual agreement between the student and the course instructor. If no agreement is reached, the exam will be held from 3:00 - 5:00 p.m. on Sunday of the exam week (Faculty Senate, 11/12/90).

* Presidential approval given upon the understanding that in cases of extreme hardship caused by conflicting activities that do not fall within the criteria of the policy, individual students may petition to the faculty and administration for relief.

**RELEASE OF STUDENT INFORMATION AND ACCESS TO STUDENT RECORDS**

Public Law 93-380 (also known as the Buckley Amendment, also known as the Family Educational Rights and Privacy-Section 438 of the General Educations Provisions Act) permits only the release of "directory information" about students unless the student has provided written consent to the Office of Academic Records, Rm 330 Buchanan Hall. "Directory Information" includes:

- Student's name, local and permanent addresses, e-mail address, telephone number, college major, classification, current enrollment status, participation in recognized student activities, dates of attendance, degrees and awards received and dates of receipt and anticipated date of graduation based on completed hours. Professors may post individual student's grades and interim class evaluations by code number.

The Law provides that any student may, upon written request, restrict the printing of such personal information relating to himself/herself as provided in "Directory Information." Forms for withholding student "Directory Information" are available in the Office of Academic Records in Buchanan Hall. The form must be completed by the end of the third week of classes in the Fall to prevent printing of "Directory Information" in the Student Directory publication.

The Law requires the written consent of the student for the release to anyone (including parents) of other than "directory information" with the following exceptions – (a) other school officials within the educational institution who have legitimate educational interests; (b) officials of schools to which the student seeks to transfer; (c) the Comptroller General of the United States, the HEW Secretary, the administrative head of an educational agency, or State educational authorities; (d) in connection with the student's application for, or receipt of, financial aid; (e) State and local officials or authorities to which such information is specifically required to be reported under the organizations or educational agencies conducting legitimate research, provided no personal identifiable information about the student is made public; (g) accrediting organizations; (h) parents of a dependent student upon proof of dependency (exclusive of international students); (i) in connection with a verifiable emergency.
SMOKING POLICY

Gould Hall is a non-smoking building. Smoking in studios and in the building is prohibited.

FACILITIES

ARCHITECTURE COMPUTER LAB
Gould Hall, Room 109

The Computer Lab, located in Gould Hall, Room 109, provides a broad service to the largest possible number of students in the College of Architecture's learning environment. The lab creates an environment within the College of Architecture that parallels the computing environment of the industry. It also provides a consistent level of services for students with college specific computing needs.

Phone: 325-7622
Web: http://lab.coa.ou.edu/.
See pictures of the Lab here.

ARCHITECTURE LIBRARY
Gould Hall Basement

The Architecture Library, a branch of the University Library at the University of Oklahoma, is located in the basement of Gould Hall. It has a collection of over 20,000 items, including the Orville Witt Special Collection, monographs, serials, videos, slides, cassettes, microfiche, microfilm building plans, and drawings.

See the Library door for current operating hours.
Phone: 325-5521
FAX: 325-6637
Web: Click Here
See pictures of the library here.

RESOURCES

TEST FILES

Copies of recent exams from approximately 500 undergraduate courses are available for study, sponsored by the Center for Student Life:

Oklahoma Memorial Union, 2nd Floor
Monday - Friday, 9:30 a.m. - 4:45 p.m.
Phone: 325-6873

WRITING CENTER

The Writing Center provides confidential 45-minute writing conferences
with experienced writing consultants. Services are free for students, staff, and faculty. The Writing Center will advise on almost any writing project, including essay assignments, term papers, proposals, resumes and cover letters, theses, dissertations, journal articles, and business reports.

Main Branch: Physical Science Center, Room 209  
Monday - Friday, 9:00 a.m. - 5:00 p.m.  
Phone 325-2936  
Web: [Click Here](#)

Evening Branch: Adams Resident Center, Muldrow Tower, Room 105  
Tuesday, Thursday, and Sunday, 6:00 p.m. - 9:00 p.m.  
Phone: 325-2936 - Call for appointment  

PARKING AND TRANSIT SERVICES  
Robertson Hall, Room 311  

The Office of Parking and Transit Services issues a full-time student parking permit for $92 for the year, while an evening student permit (valid after 3:30 p.m.) is $33. Parking may be charged to your bursar's account or paid by check or cash but credit cards are not accepted. After September 15th the amounts are pro-rated. Short term parking permits may also be purchased for $3.00 per week. (These rates are subject to change.) Parking permits are hanging tags that can be placed on a rear view mirror.

The Parking Office also issues University of Oklahoma parking maps free of charge that show campus streets, building locations, and colored designations for the types of parking permitted. Students are also issued courtesy cards (one per term) to use if they are legally parked but the permit is not visible.

Parking without a permit is allowed at the Lloyd Noble Center. Students with a valid ID may ride the CART bus to and from the campus at no charge (however, you must obtain a validation sticker on your OU ID at the Parking Office or in the CART office in Room 304, Robertson Hall). The CART buses run every 10 minutes from 7:00 a.m. until 2:00 p.m. Monday through Friday, every 15 minutes from 2:00 p.m. until 6:00 p.m. Monday through Friday, every 30 minutes from 6:00 p.m. until 11:00 p.m. Monday through Thursday, and every 30 minutes from 6:00 p.m. until 9:00 p.m. on Fridays. There is no service on Saturday or Sunday. Schedules and hours of operation do occasionally change, so call 325-2278, or go to Room 304, Robertson Hall for current information and city-wide schedules.

Phone: 325-3311  
Web: [Click Here](#)

AMERICAN INSTITUTE OF ARCHITECTURE STUDENTS  
The American Institute of Architecture Students (AIAS) is part of a
national organization dedicated to improving the quality of architecture education. The AIAS is constantly involved in promoting the quality of Architecture students' academic experience, as well as representing the students in the professional arena. Along with preserving the student voice, the AIAS is committed to bettering the profession of architecture, and thereby improving the built environment in which we function. This is accomplished through design competitions, national student publications, community service projects, and national forums and conventions. At the local level, the AIAS hosts a variety of lectures and events, providing both educational and social experiences in order to stimulate a sense of community within our division, as well as giving students greater access to a powerful tool ... each other. The AIAS is currently the largest student organization in the College of Architecture, and serves as the architecture student voice in student congress and campus policy making entities. For more information visit the AIAS web page at www.ou.edu/student/aias.

AMERICAN INDIAN COUNCIL OF ARCHITECTS & ENGINEERS

The purpose of the American Indian Council of Architects and Engineers is to foster an appreciation and understanding of the heritage, ideas and objectives of native American design and to promote and foster an understanding of native American cultural values, traditions, and resource efficiency. AICAE strives to promote recruitment, retention, and mentoring of native American students within the College of Architecture.

Last modified Jan 19, 2003
GENERAL INFORMATION

BACKGROUND

The architecture program at the University of Oklahoma was founded in 1926 as a part of the College of Engineering. In 1968 the program became a separate college and the first component of what is now a multi-disciplinary college of related planning design and construction discipline. The current architecture program benefits strongly from this multi-disciplinary context as a corollary to the way in which the profession of architecture interacts with these related professions. A licensed architect is responsible for creating buildings where people live, work, learn and play. Projects may range from high-rise buildings containing multiple functions such as office, retail, and residential, to small rural convenience stores; from large regional hospitals to single family homes; and from large university campuses to small day care centers. The challenge to the architect is to produce projects that are functional, efficient, attractive, and safe. Most states require than an individual intending to become an architect hold an accredited degree. There are two types of degrees that are accredited by the National Architectural Accrediting Board: (1) The Bachelor of Architecture, which requires a minimum of five years study, and (2) The Master of Architecture, which requires a minimum of three years of study following an unrelated bachelor's degree or two years following a related pre-professional bachelor's degree. These professional degrees are structured to educate those who aspire to registration and licensure as practicing architects.

GRADUATE STUDY

The Division of Architecture at the University of Oklahoma operates within the administrative framework and shares the multi-disciplinary philosophy of the College of Architecture. The division offers three Master of Architecture degrees which, depending on the academic qualifications of the student, may be either a one-year, two-year, or three-year program. These degree programs follow a structured core curriculum aimed at developing the specialized skills and abilities demanded of the
professional architect. Simultaneously, however, these programs are highly individualized and encourage the exploration and development of specialties in areas closely related to architecture. These graduate programs are intended to produce broadly educated graduates who will demonstrate unique capabilities for leadership in the profession. The latter portion of the graduate programs in architecture channels the students into one of two options: architectural design and technology; or urban design and preservation. The one-year Master of Architecture degree is also available through the University of Oklahoma at Tulsa. This unique program, which requires two years, allows students to have full-time office practice opportunities in professional offices.

ADMISSIONS

ADMISSION TO THE UNIVERSITY

Graduate students must first submit an application for admission and official transcripts to the University's Office of Admissions. The final decision for admission to the Graduate College is determined by the Dean of the Graduate College.

EARLY ADMISSION

A student enrolled in the final semester of undergraduate studies may apply for admission to the graduate program in architecture for the next regular semester following completion of his/her undergraduate degree. Admission to the program will be contingent upon satisfactory completion of undergraduate studies, subject to final review by the division director.

ADMISSION REQUIREMENTS

In addition to the admission requirements of the Graduate College, the following materials must be submitted directly to the Director of the Division of Architecture for evaluation:

1. A portfolio of work, 8 ½" X 11" in format.
2. A statement limited to 500 words, in the intent for pursuing graduate studies in architecture.
3. Three letters of recommendation.
4. A signed Degree Track Form indicating the desired M.Arch program

Students who have pursued their pre-architectural studies at institutions other than the University of Oklahoma will be required to satisfy all subjects requirements of their approved equivalents for the professional degree. In some instances, additional time in residence may be required in order to fulfill all prerequisite and degree requirements.

DEADLINES
No application for the graduate program in Architecture will be considered until all supporting documents have been received. It is the applicant's responsibility to ensure that all required materials are received by the Division Director prior to the application deadline. Late applicants will be considered on a space-available basis only.

- Fall semester - April 1
- Spring semester - September 1
- Summer semester - February 1

Admission in a Spring semester extends the length of the program by a semester. Admission in a Summer semester extends the length of the program by a summer.

TRANSFER CREDIT EVALUATION

A student must have received a grade of C or better in coursework taken at institutions not within the Oklahoma State System of Higher Education in order for the courses to be considered for transfer credit.

The University's Office of Admissions initially evaluates all transfer work, specifically courses that fulfill general education requirements. Professional courses will be evaluated by the Director with the assistance of faculty who teach similar courses. Individual faculty do not have the authority to evaluate or accept transfer credit without the prior approval of the director.

All professional courses not taken at the University of Oklahoma are subject to evaluation for equivalency by the Division of Architecture prior to the approval of the transfer credit.

Credits earned in physical education courses or in basic ROTC courses can be applied toward degree requirements only with the special permission of the dean.

College credit for work experience is permitted only under the supervised conditions of the Preceptor Program of the College or approved internship/field experience courses.

Work accepted from other institutions is subject to validation by the satisfactory completion of at least 30 hours of credit in residence.

Any student enrolling for the first time at the University of Oklahoma in Design or Graphics Studio courses offered by the College of Architecture must enroll in the first course in the sequence. Approval for higher placement is based upon portfolio and/or coursework review by the Division Director.

TRANSFER OF GRADUATE CREDIT
In addition to the policies of the Graduate College for the transfer of credit hours for master's degrees, the following limitations must be observed: not more than eight credit hours of elective or non-required architecture coursework taken as an unclassified graduate student at the University of Oklahoma will be accepted as credit toward a professional graduate degree in architecture; credit hours in required architecture coursework taken as an unclassified graduate student may not be transferred into the professional graduate architecture program.

ADMISSION LIMITATIONS

Due to limitations in facilities, operating budgets, and faculty size in the Division of Architecture, admission to the degree programs is considered on a space-available basis only. Enrollment restrictions are most common in professional programs and courses subject to national standards of professional accreditation review.

Generally, registration consists of advisement through the college office, enrollment in courses, and payment of tuition and fees. Advisement and enrollment may take place before classes begin; tuition can be paid following enrollment and must be paid by the date given in the University Calendar included in the current Class Schedule.

ENROLLMENT

GENERAL

Students should refer to the Class Schedule or the Semester Calendar website for specific dates, deadlines, and procedures that apply to the preregistration process. Students may purchase copies of the Class Schedule at campus bookstores or view the online version of the schedule found here.

Graduate students may enroll by phone by calling (405) 325-3586.

CURRICULUM

Three Master of Architecture programs are available for students who have had different preparation as follows:

<table>
<thead>
<tr>
<th>Click below for curriculum sheet</th>
<th>Program Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This degree is a post-professional degree and is NOT accredited by NAAB. This degree is designed for</td>
</tr>
</tbody>
</table>
This course listing describes courses offered by the Division of Architecture at the University of Oklahoma. The course listing is comprised of the following elements:

**COURSE NUMBER**

All courses are identified by numbers composed of four digits. Courses numbered 1000–2999 are referred to as “lower division,” those numbered 3000–4999 are “upper division,” and those numbered 5000 and above are “graduate-level.”

The first digit indicates the class year in which the subject is ordinarily taken, although enrollment is not exclusive as to student classification:

1. Courses numbered 0000 to 0999 are developmental remedial courses offering no college credit.
2. Courses numbered 1000 to 1999 are primarily freshman level.
3. Courses numbered 2000 to 2999 are primarily sophomore level.
4. Courses numbered 3000 to 3999 are primarily junior level.
5. Courses numbered 4000 to 4999 are primarily senior level.

6. Courses numbered 5000 to 5999 are primarily for post-baccalaureate students, except by permission of the department, instructor, and the dean of the Graduate College.

7. Courses numbered 6000 to 6999 are restricted to post-baccalaureate students, except by permission of the department, instructor, and the Dean of the Graduate College.

The second and third digits identify the course within the field.

The fourth digit denotes the number of credit hours assigned to the course. A zero (0) as the fourth digit indicates the course is offered for a variable number of credit hours. No change may be made in the number of credit hours specified for the various courses as indicated in the catalog.

A "G" before the course number indicates the course is approved for graduate credit.

CREDIT

The unit of credit at the University of Oklahoma is the semester hour. Each semester hour represents one class period of 50 minutes in length each week for sixteen weeks (including final examinations) or the equivalent. Laboratory or field courses require two or three class periods per week for each hour of credit. During the summer session, the number of clock hours is doubled.

COURSE TITLE

The title of the course is printed in bold letters.

SEMMETER OFFERED

At the end of the course description the semester or term in which the course is likely to be taught may be indicated. (F), (Sp), (Su) indicate fall, spring, summer; (Alt. F), (Alt. Sp), (Alt Su) mean alternate fall, spring, summer. The notation (Irreg.) indicates the course is offered on irregular basis and the student should check with the school or department to find out when the course will be taught. The Class Schedule should be consulted for the courses to be offered in a regular semester or summer term and also for information about which courses meet the University-wide General Education requirements.

A complete listing of Architecture courses can be found here.

FACULTY
The Division of Architecture takes pride in a faculty that have diverse backgrounds and intellectual focuses. All of the faculty teach as well as being engaged in research and/or professional projects of their own.

A complete listing of Division of Architecture faculty can be found here.

GETTING TO KNOW YOUR PROFESSORS

Students are strongly encouraged to develop mentoring relationships with their professors because they are tremendous resources of information about your chosen career and are often good contacts for future jobs and will often write letters of recommendation for you. According to the 1996 Student Satisfaction Report, 69% of undergraduate students at OU reported having developed a close mentorship or connection with one or more faculty or staff members. The following are some suggestions that might help you establish such relationships.

Make an appointment with your professor. Professors are usually receptive to students. Don't be afraid to talk to them.

Let your professors know your future career/educational goals. Talking to them about your area of interest will help them get to know you.

Join campus clubs/organizations in your area of interest. Contact the club's advisor and get involved in the club's activities.

Talk to your professor before classes starts for the following semester. If you get to know him/her beforehand, asking questions in and out of class will be easier.

Introduce yourself to all of your professors each semester. If the class is large, you should visit the professor during his/her office hours.

Ask questions in class. If you want your professor to take note of your participation in class, be well prepared and contribute in discussions.

Attend study sessions/reviews led by your professor. This is not only good academic practice, but also communicates to your professor that you are interested in doing well in the class.

Inform professors early in the semester that you wish him/her to write letters of recommendation for you. This gives the professor time to get to know you and observe your strengths and talents, so that he/she can write more specifically in letters to potential graduate schools or employers.
PREREQUISITES

Prerequisites are courses that must be completed before given courses are attempted. Prerequisites typically contain material that the given course assumes the student has mastered. Careful attention should be given to prerequisite requirements. Prerequisites are listed as part of the course descriptions that appear in the General Catalog. Individual faculty members do not have the authority to waive prerequisites.

DIRECTED READINGS & SPECIAL STUDIES

Directed Readings and Special Studies courses are offered to fulfill a student's desire to investigate a topic that is not covered by a regular course offering. The student is in effect designing a special individual course, including the content, the end products, the number of credit hours received, and the instructor. A proposal form is available in the Academic Advisement Office, Room 158, Gould Hall, to propose such a course. Students elaborate the process of the proposed investigation and determine the end products. They also need to find a faculty member who will agree to sponsor such a course. Once the instructor agrees to the course and signs the proposal, the form is routed to the Director of the Division of Architecture for his approval. If approved, the student must register for the correct section assigned to the individual faculty member. A pink permission card is required.

FOREIGN STUDY PROGRAMS

Students should petition the Board of Exceptions requesting specific course substitutions prior to any foreign study. Students who study abroad and come back hoping that something counts may be surprised by what is accepted. Individual faculty members do not have the authority to accept foreign study program credit.

ADVISEMENT

Graduate Students are required to be advised for each semester's enrollment by the Graduate Advisor. The Division of Architecture does not permit self-advising. It is necessary to pick-up the enrollment slip from the Graduate Advisor, without which enrollment is not possible.

After advising, graduate students may proceed to the 2nd floor of Buchanan Hall to register.

For graduating students, it is necessary to pick-up the authority to defend the professional project from the Graduate Advisor.

ENROLLMENT LIMITATIONS

Graduate students may enroll in nine to 16 credit hours of work per semester. Enrollment in more than 16 or less than none credit hours is permitted only with the approval and signature of the graduate liaison and
the graduate dean.

**GRADUATE ADVISORY COMMITTEE**

Each graduate student must establish a graduate advisory committee, consisting of at least three members of the graduate faculty, the majority of whom must be professors in architecture. The advisory committee will assist the student in structuring a program, and periodically evaluate progress toward the professional degree. The student should form the committee as early as possible, preferably before the project research phase begins.

**GRADUATION REQUIREMENTS**

Approval for graduation with the degree of Master of Architecture requires satisfaction of all requirements of the Graduate College and certification by the graduate liaison of completion of all requirements of the graduate professional degree program in architecture, with a minimum grade point average of B (3.0) in all work from which graduate credit is awarded.

**SPECIAL REGULATIONS**

**GRADE POINT SYSTEM**

Each hour of A, B, C, D, and F carries a grade point value as follows: A = 4, B = 3, C = 2, D = 1, and F = 0. Grades of P and S, as well as grades of I, X, U, N, NP, AW, and W, carry no grade point value and are not included in the computation of a student's semester or cumulative grade point average.

**ADVANCEMENT IN STUDIO COURSES**

All professional degree programs of the Division of Architecture are organized around a sequential design studio core in which the student develops and demonstrates a capability for analyzing problems and synthesizing solutions, using techniques and skills unique to the field of architecture. Advancement in a graphics or design sequence may be denied if a student earns less than a C in the prerequisite course. Further progress in the studio sequence in such cases may be permitted if the course average is raised by retaking the course or by special permission.

Class size of studio courses in architecture is limited by professional accreditation standards. Limitations of operating funds, facilities and faculty require that the enrollment in these courses be restricted. As a consequence, the division makes periodic reviews of all students enrolled in the studio courses. The division reserves the right to refuse further advancement in a studio sequence to any student, major or non-major, whose work is of borderline quality, even if all course and prerequisite
requirements have been satisfied.

**ENROLLMENT IN STUDIO COURSES**

A student may enroll in only one design and one graphics course per semester. Any student who enrolls in a studio course with an incomplete grade for the prerequisite course must complete the incomplete grade prior to the end of the second week of classes (end of the first week in Summer school). A student enrolled in a prerequisite course concurrently with a studio course must drop the studio course if the prerequisite course is dropped.

**PLACEMENT IN STUDIO COURSES**

Any student enrolling for the first time at the University of Oklahoma in a Design or Graphics Studio course offered by the Division of Architecture must enroll in the first studio of the sequence, unless specifically approved for higher placement by the Division Director, based upon a review of transfer portfolio and/or coursework completed by the student.

**PORTFOLIO REQUIREMENTS**

Each student enrolled in a professional or pre-professional program in the Division of Architecture is required to maintain an up-to-date portfolio of design and graphics work for use in program advisement and the evaluation of overall progress toward the completion of the professional degree.

**OWNERSHIP OF WORK**

All work completed or submitted toward fulfillment of any required of a course in the Division of Architecture is the property of the Division, which reserves the right to retain, utilize, copyright, exhibit, reproduce, or publish any work so submitted.

**OUTSIDE EMPLOYMENT**

The demands of outside employment during the academic year, with the exception of an approved preceptorship program or internship, may be inconsistent with the requirements and demands of the professional degree program. Outside employment is not considered an extenuating circumstance in cases of poor academic performance, excessive absences, or failure to submit assigned work on time. Students who fail to adequately fulfill course and curricular requirements while maintaining outside employment may be requested to carry reduced course loads. A longer period in residence (delayed graduation), may result from such a reduction in course load.

**ATTENDANCE**
The establishment of a specific policy concerning attendance requirements, as well as announced and unannounced examinations, is the responsibility of the individual instructor.

Regular attendance in required studio courses is considered essential to the overall development of the student's ability within the professional curricula.

The student is responsible for class attendance after completion of registration. Students who do not attend classes beginning the first day may find they have been canceled from a course if there is a high demand for seats by students who are wishing to enroll in the course. If the student has decided to cancel registration, he/she must do so through the Office of Registration before the first day of classes to avoid being charged fees and tuition.

However, students should understand that non-attendance and/or non-payment of fees will not automatically result in cancellation of enrollment. The student is responsible for dropping courses by the appropriate deadlines in order to avoid tuition charges. Refer to the semester calendar here.

CHANGES IN CREDIT SCHEDULED

No change may be made in the number of credit hours specified for the various courses as indicated in the general catalog.

COMPLETE WITHDRAWAL

In order to withdraw from the University before the close of a semester or summer term, a student must report to the College's Office of Administrative Student Services, Rm 158 Gould Hall, in order to obtain an official withdrawal card. The student must secure the required signatures and then submit the card to the Office of Registration, Rm 230 Buchanan Hall. Students who are physically unable to come to campus should contact the Office of Administrative Student Services by telephone at 405-325-3829.

Students withdrawing from all courses in the first two weeks of classes (first week of a summer term) receive the grade of W in each course of enrollment. Beginning with the tenth week (second week of summer term) through the last day of classes of the semester or summer term, the student must receive a grade of W or F from the instructor in each course prior to withdrawal.

A student will be held responsible for the cost of room and board if either or both are furnished by the University.

UNIVERSITY REGULATIONS GOVERNING INCOMPLETES

An "I" (incomplete) received following the close of a semester or
summer session is a temporary grade issued when a student, due to extenuating circumstances beyond his/her control and properly verified to the instructor, is unable to complete certain requirements of the course by the end of the term. Any student receiving an "I" should obtain specific information from the instructor indicating what must be done to complete the course and what the time limits are for completion. The time allowed may in no instance exceed one calendar year.

If by the end of the year no change in grade has been submitted the grade the student would have received without the additional coursework completed will be submitted. If nothing is submitted by the instructor, the grade of "I" becomes the grade of record for the course. After a year has passed for which the original grade was an "I", the student may elect to re-enroll in the course.

Credit for courses in which a student has received an "I" at the University of Oklahoma cannot be transferred from another institution.

FULL-TIME ENROLLMENT

To be considered full-time, graduate students must be enrolled in at least the number of credit hours listed below, depending on the semester.

    Fall/Spring  9
    Summer      4

Note to students applying for Veterans' Benefits: VA may not accept all hours taken when determining benefits. Consult the VA Certification Office in Buchanan Hall for more information.

Note to students applying for Financial Aid: Additional enrollment regulations may apply. Please consult Financial Aid Services for more information.

UNIVERSITY REGULATION ON REPEATED COURSES

Students may not repeat a course in which they earned an A, B, or C, unless the course is one in which there has been a change in subject matter (e.g., SLEP, Independent Study).

A student may repeat up to 4 courses in which the original grade was D or F and have only the second grade count in the calculation of the student's retention/graduation grade point average. Students who repeat courses beyond the mentioned courses do so with both the original and repeated grades included in the calculation of the retention/graduation grade point average.

REPEAT POLICY
The policy of the Oklahoma State Regents for Higher Education allows certain grades to be excluded from the computation of a student's retention/graduation grade point average. This policy is based on a belief that circumstances during a student's academic career may occur that should not jeopardize forever his/her academic standing. Therefore, students will be allowed to repeat a course and count only the second grade earned in the calculation of the retention/graduation grade point average subject to limitations set by this policy. However, the original grade is never removed from the transcript!

The State Regents' policy also reflects the understanding that a student's academic transcript should be a full and accurate record of the student's academic history. Therefore the transcript will show all courses in which a student was enrolled and in which grades were earned. The transcript will show both the retention/graduation GPA, including courses repeated under the policy, and the cumulative GPA, which includes all attempted regularly graded course work.

ACADEMIC MISCONDUCT

The Student Code specifies the responsibilities and conduct of students on the Norman campus. The code includes the academic misconduct procedures in force on the campus. The definition of academic misconduct is as follows:

Academic misconduct includes (a) cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidations, and any and all other actions that may improperly affect the evaluation of a student's academic performance or achievement; (b) assisting others in any such act; or (c) attempts to engage in such acts.

It is the responsibility of each student to be familiar with the definitions, policies, and procedures concerning academic misconduct. Copies of the Student Code may be obtained from the Office of the Vice President for Student Affairs.

STUDENT CODE

The University of Oklahoma Student Code includes rules that address the responsibilities and conduct required of Norman Campus students, student groups, organizations, and University approved or -operated living units. The Academic Misconduct Code, sexual harassment policy, and several other University policies and procedures also are included in the publication. Copies of the Code may be obtained from the Office of the Vice President of Student Affairs, Oklahoma Memorial Union, or the University of Oklahoma Student Association, Ellison Hall. An online copy can be found [here](http://arch.ou.edu/handg.htm).

ACADEMIC APPEALS
The process of appealing a grade is as follows:

1. **Contact the instructor.** Notify your instructor of your dispute with your academic evaluation. Meet with the instructor and try to resolve your differences. If this step is unsuccessful then you should follow the next step.

2. **Contact the Director of the Division of Architecture.** Notify the Division Director (319 Gould Hall) that you have a dispute with your academic evaluation and have failed to resolve the dispute with your instructor. The Director will attempt to resolve the dispute by arranging a joint meeting with you and the faculty member. You will both be asked to present your position and the Director will attempt to see if there is a mutually agreed upon resolution. If no resolution is possible then you should follow the next step.

3. **Contact the College of Architecture's Associate Dean.** Notify the Associate Dean (in the Dean's Office) that you have a dispute with your academic evaluation and have failed to resolve the dispute with the assistance of the Director. The Associate Dean will assist you with the subsequent process of appealing the grade at the College Level.

The specific regulations governing academic appeals are found in the *Student Code* which can be found online [here](#).

**SEXUAL HARASSMENT**

The University of Oklahoma explicitly condemns sexual harassment of students, staff, and faculty. Since some members of the university community hold positions of authority that may involve the legitimate exercise of power over others, it is their responsibility to be sensitive to that power. The University is committed to providing an environment of study and work free from sexual harassment and to insuring the accessibility of appropriate grievance procedures for addressing all complaints regarding sexual harassment. To proceed with such a grievance, contact the Affirmative Action Office, Evans Hall, Room 102, for further information, or call 325-3546.

**REASONABLE ACCOMMODATIONS**

The University of Oklahoma will reasonably accommodate otherwise qualified individuals with a disability unless such accommodations would pose an undue hardship, or would result in a fundamental alteration in the nature of the service, program or activity, or in financial or administrative burdens. The term "reasonable accommodation" is used in its general sense in this policy to apply to employees, students and visitors. Student requests for reasonable accommodation should be addressed to the Office
A student must self-identify as an individual with a disability and provide appropriate diagnostic information that substantiates the disability. The Office of Disabled Student Services will assess the impact of the disability on the student's academic program and record the required academic accommodations in a memo to the instructor. All diagnostic information is confidential and therefore can only be sent at the student's request.

STUDENT DISCRIMINATION

The University has a policy of internal adjudication of student grievances. A procedure is established to provide the opportunity for a student to have a grievance of any type heard and adjudicated by administrative settlement. The procedures are designed to hear all grievances related to alleged discrimination on the basis of race, color, sex, religion, national origin or age. For further details about the procedure to be followed, see the Student Code under the section: University of Oklahoma Student Discrimination Grievance Procedure or contact the Affirmative Action Office.

EQUAL OPPORTUNITY POLICY

The Division of Architecture, in compliance with all applicable Federal and State laws and regulations, does not discriminate on the basis of race, color, national origin, sex, age, religion, disability, or status as a veteran in any of its policies, practices, or procedures. This includes, but is not limited to, admissions, employment, financial aid, and educational services.

FINAL EXAMS

Final exams are given at the discretion of the instructor. If a final exam is given, no member of the faculty is authorized to depart from the published examination schedule for either a class or an individual without approval as follows:

An examination for the entire class may be rescheduled only with the approval of the Academic Regulations Committee. Final examinations for a class outside the period set aside in the University Calendar for final examinations are prohibited.

An examination may be rescheduled for an individual student only in emergencies such as the illness of the student, a serious illness or death in the immediate family, or an unavoidable academic conflict of compelling importance. Such rescheduling must have the approval of the instructor or instructors concerned, the department chair or chairs concerned, and the dean of the college in which the student is enrolled.

A student will not be expected to take more than two examinations in one
day. In cases where a student has three or more exams scheduled for the same day, instructors may offer make-up exams. The student's number of exams will be brought down to two by the following procedure:

a. The instructor giving the third and subsequent exam must provide a make-up exam during the week designated for final exams that semester;

b. The student must notify the instructor or department of the three scheduled exams on the day. Such notification must be given to the specific instructor or department before the end of the twelfth week of classes (sixth week of the summer term).

In the event a conflict should arise from the scheduling of two or more uniform final examinations at the same time, the student will attend the examination for the class that met first during the week, according to the student's class schedule. The instructor giving the second and subsequent exam must provide make-up exams during the week designated for final exams that semester.

The specific final exam makeup time will be established by mutual agreement between the student and the course instructor. If no agreement is reached, the exam will be held from 3:00 - 5:00 p.m. on Sunday of the exam week (Faculty Senate, 11/12/90).

* Presidential approval given upon the understanding that in cases of extreme hardship caused by conflicting activities that do not fall within the criteria of the policy, individual students may petition to the faculty and administration for relief.

**RELEASE OF STUDENT INFORMATION AND ACCESS TO STUDENT RECORDS**

Public Law 93-380 (also known as the Buckley Amendment, also know as the Family Educational Rights and Privacy-Section 438 of the General Educations Provisions Act) permits only the release of "directory information" about students unless the student has provided written consent to the Office of Academic Records, Rm 330 Buchanan Hall. "Directory Information" includes:

Student's name, local and permanent addresses, e-mail address, telephone number, college major, classification, current enrollment status, participation in recognized student activities, dates of attendance, degrees and awards received and dates of receipt and anticipated date of graduation based on completed hours. Professors may post individual student's grades and interim class evaluations by code number.

The Law provides that any student may, upon written request, restrict the printing of such personal information relating to himself/herself as provided in "Directory Information." Forms for withholding student
"Directory Information" are available in the Office of Academic Records in Buchanan Hall. The form must be completed by the end of the third week of classes in the Fall to prevent printing of "Directory Information" in the Student Directory publication.

The Law requires the written consent of the student for the release to anyone (including parents) of other than "directory information" with the following exceptions – (a) other school officials within the educational institution who have legitimate educational interests; (b) officials of schools to which the student seeks to transfer; (c) the Comptroller General of the United States, the HEW Secretary, the administrative head of an educational agency, or State educational authorities; (d) in connection with the student's application for, or receipt of, financial aid; (e) State and local officials or authorities to which such information is specifically required to be reported under the organizations or educational agencies conducting legitimate research, provided no personal identifiable information about the student is made public; (g) accrediting organizations; (h) parents of a dependent student upon proof of dependency (exclusive of international students); (i) in connection with a verifiable emergency.

SMOKING POLICY

Gould Hall is a non-smoking building. Smoking in studios and in the building is prohibited.

FACILITIES

ARCHITECTURE COMPUTER LAB
Gould Hall, Room 109

The Computer Lab, located in Gould Hall, Room 109, provides a broad service to the largest possible number of students in the College of Architecture's learning environment. The lab creates an environment within the College of Architecture that parallels the computing environment of the industry. It also provides a consistent level of services for students with college specific computing needs.

Phone: 325-7622
Web: http://coa.ou.edu/
See pictures of the Lab [here](#).

ARCHITECTURE LIBRARY
Gould Hall Basement

The Architecture Library, a branch of the University Library at the University of Oklahoma, is located in the basement of Gould Hall. It has a collection of over 20,000 items, including the Orville Witt Special Collection, monographs, serials, videos, slides, cassettes, microfiche, microfilm building plans, and drawings.
See the Library door for current operating hours.
Phone: 325-5521
FAX: 325-6637
Web: Click Here
See pictures of the library here.

FOLLETT COLLEGE BOOKSTORE
Gould Hall, Room 104

RESOURCES

TEST FILES

Copies of recent exams from approximately 500 undergraduate courses are available for study, sponsored by the Center for Student Life:

Oklahoma Memorial Union, 2nd Floor
Monday - Friday, 9:30 a.m. - 4:45 p.m.
Phone: 325-6873

WRITING CENTER

The Writing Center provides confidential 45-minute writing conferences with experienced writing consultants. Services are free for students, staff, and faculty. The Writing Center will advise on almost any writing project, including essay assignments, term papers, proposals, resumes and cover letters, theses, dissertations, journal articles, and business reports.

Main Branch: Physical Science Center, Room 209
Monday - Friday, 9:00 a.m. - 5:00 p.m.
Phone 325-2936
Web: Click Here

Evening Branch: Adams Resident Center, Muldrow Tower, Room 105
Tuesday, Thursday, and Sunday, 6:00 p.m. - 9:00 p.m.
Phone: 325-2936 - Call for appointment

PARKING AND TRANSIT SERVICES
Robertson Hall, Room 311

The Office of Parking and Transit Services issues a full-time student parking permit for $92 for the year, while an evening student permit (valid after 3:30 p.m.) is $33. Parking may be charged to your bursar's account or paid by check or cash but credit cards are not accepted. After September 15th the amounts are pro-rated. Short term parking permits may also be purchased for $3.00 per week. (These rates are subject to change.) Parking permits are hanging tags that can be placed on a rear view mirror.
The Parking Office also issues University of Oklahoma parking maps free of charge that show campus streets, building locations, and color coded designations for the types of parking permitted. Students are also issued courtesy cards (one per term) to use if they are legally parked but the permit is not visible.

Parking without a permit is allowed at the Lloyd Noble Center. Students with a valid ID may ride the CART bus to and from the campus at no charge (however, you must obtain a validation sticker on your O.U ID at the Parking Office or in the CART office in Room 304, Robertson Hall). The CART buses run every 10 minutes from 7:00a.m. until 2:00 p.m. Monday through Friday, every 15 minutes from 2:00 p.m. until 6:00 p.m. Monday through Friday, every 30 minutes from 6:00 p.m. until 11:00 p.m. Monday through Thursday, and every 30 minutes from 6:00 p.m. until 9:00 p.m. on Fridays. There is no service on Saturday or Sunday. Schedules and hours of operation do occasionally change, so call 325-2278, or go to Room 304, Robertson Hall for current information and city-wide schedules.

Phone: 325-3311
Web: Click Here

AMERICAN INSTITUTE OF ARCHITECTURE STUDENTS

The American Institute of Architecture Students (AIAS) is part of a national organization dedicated to improving the quality of architecture education. The AIAS is constantly involved in promoting the quality of Architecture students' academic experience, as well as representing the students in the professional arena. Along with preserving the student voice, the AIAS is committed to bettering the profession of architecture, and thereby improving the built environment in which we function. This is accomplished through design competitions, national student publications, community service projects, and national forums and conventions. At the local level, the AIAS hosts a variety of lectures and events, providing both educational and social experiences in order to stimulate a sense of community within our division, as well as giving students greater access to a powerful tool ... each other. The AIAS is currently the largest student organization in the College of Architecture, and serves as the architecture student voice in student congress and campus policy making entities. For more information visit the AIAS web page at www.ou.edu/student/aias.

AMERICAN INDIAN COUNCIL OF ARCHITECTS & ENGINEERS

The purpose of the American Indian Council of Architects and Engineers is to foster an appreciation and understanding of the heritage, ideas and objectives of native American design and to promote and foster an understanding of native American cultural values, traditions, and resource efficiency. AICAE strives to promote recruitment, retention, and mentoring of native American students within the College of
Architecture.
4.2 Studio Culture Policy

(The following wording also appears in Section 3.5, Studio Culture.)

"An atmosphere of honesty, trust, and support is necessary if most people are to make
the most of their conceptual abilities." 86

The above quote from James Adams' Conceptual Blockbusting, serves as the initial
operational premise for the development of our Studio Culture Statement. In our first
discussions within the faculty, it was decided that the students should have a significant
role in the formation of the Studio Culture Statement, given the degree of impact the
statement has on the formation of the ethos of the studio.

In order to accomplish this we have charged our AIAS with forming a committee to
develop the first draft of the statement. The AIAS-proposed statement will be completed
near the end of the fall 2008 semester. A faculty committee will review the draft and
make changes by the end of February 2009. The faculty and the AIAS committee will
then meet to agree upon the final statement. The goal is to have the entire faculty
approve the statement no later than May 1, 2009.

During summer 2008, the AIAS developed a blog website to gather student ideas. The
blog is available at http://oustudioculture.blogspot.com. Currently, the AIAS Executive
Board meets once a week to plan the development of the first draft. These discussions
include which topics are important to the students, and which unique characteristics
define the Division’s studios. On October 8, 2008, the AIAS is scheduled to hold a Studio
Culture Night. This event will include activities to entice all students to provide
information to the committee on topics to include in the report.
4.3 Course Descriptions

Bachelor of Architecture Courses (0202A - 5 Year NAAB track)

ARCH 1143, Design, Construction & Society - 3 Credit Hours

Objectives
An introduction to the issues forming and informing the built environment. The history, principles, and practices of architecture, construction, and interior design will be explored

Course Requirements
Three tests covering class lectures from professor and visiting professionals. Final project involved researching an Interior Design firm, Architecture firm, and Construction firm, presenting their work in booklet form, including an analysis of the type of projects, and their approach to the development of their business

Prerequisites
None

Dates offered
Each Fall.

Faculty member
David Boeck

Overview
The class is organized around the concept of guest professional lecturers involved in the fields of Architecture, Interior Design, Construction, and Development. They addressed the personal and historical perspectives of their professional activities, focusing on their interaction with the other professional areas involved in building development.
ARCH 2243, History of the Built Environment I - 3 Credit Hours

Objectives
The course objective is to expose the past and its evolution through the events, cultures, arts, and constructs of the world’s great civilizations. Further focus is placed on the sources of the common architectural and structural forms that make up the modern vocabulary of the built environment.

Course Requirements
Students are required to take ten (10) tests based on class lecture and reading assignments. These exams are intended to gauge comprehension of lecture content and to assure the student is current with class progress. Intent is also to impress content with particular emphasis.

Students are required to submit three (3) research based position papers. Paper subject matter is chosen by the student, but must be relevant to a particular time period dictated by the instructor. Research topics may be based on a culture, style, innovation, movement, or event. The three position papers must have a connecting theme that demonstrates the student’s learning experience, critical thinking skills, research ability, and compositional competence. Supporting graphics and/or images are required.

A final position paper is required. The final paper is to demonstrate the thematic thread in the former three papers with a conclusive position. Demonstration of the student’s journey of discovery is to be conveyed in an ordered way that is enhanced with images.

Proper resource citation is required.

Prerequisites
Majors only or permission of instructor

Dates offered
Each Fall.

Faculty member
Sam Callahan

Overview
A theological investigation of the cultural, historical, political and aesthetic values of diverse Western and non-western cultures that result in significant built environments through the 16th century. Buildings, urbanism, theories, and cultural context will be emphasized.
ARCH 2343, History of the Built Environment II - 3 Credit Hours

Objectives
The course objective is to expose the past and its evolution through the events, cultures, arts, and constructs of the world’s great civilizations. Study of the economic, technological, and cross cultural effects of war, trade, and colonialism receive emphasis. The time period studied is from 1600 CE to the early 20th century.

Course Requirements
Students are required to take ten (10) tests based on class lecture and reading assignments. These exams are intended to gauge comprehension of lecture content and to assure the student is current with class progress. Intent is also to impress content with particular emphasis.

Students are required to submit three (3) research based position papers. Paper subject matter is chosen by the student, but must be relevant to a particular time period dictated by the instructor. Research topics may be based on a culture, style, innovation, movement, or event. The three position papers must have a connecting theme that demonstrates the student’s learning experience, critical thinking skills, research ability, and compositional competence. Supporting graphics and/or images are required.

A final position paper is required. The final paper is to demonstrate the thematic thread in the former three papers with a conclusive position. Demonstration of the student’s journey of discovery is to be conveyed in an ordered way that is enhanced with images.

Proper resource citation is required.

Prerequisites
Majors only or permission of instructor

Dates offered
Each Spring.

Faculty member
Sam Callahan

Overview
Emphasis on the formal, philosophical, social, technical and economic context of the projects discussed, as well as their later reinterpretations.
ARCH 3443, Modern & Contemporary Architecture – 3 Credit Hours

Objectives
The goals of this course are to introduce the student to a body of literature about architectural theory and develop his/her skills in the analysis and criticism of theoretical propositions. The purpose is to equip students to engage in theoretical discourse.

Course Requirements
The focus of this class is the written word. Graded assignments include oral and written exercises designed to encourage critical and rhetorical skills. Three take-home essays (3-5 pages) will be assigned as scheduled below. These require the student to synthesize course material by addressing a general problem in architectural theory. There will be two small projects that will convey modernist/post-modernist sentiments. And there will be a final group (10 groups of 3 to 4) presentation (30-40 minutes) where you will critically examine and analyze the theory and works of a contemporary architect through a power-point presentation. Extra credit opportunities will be available.

Prerequisites
Completion of 2233, 2243, 2333, 2343, 2354, 2454, and full program admission.

Dates offered
Each Fall.

Faculty member
C. McCraney

Overview
This course surveys the vast literature of architectural theory in western civilization. Primary texts of major contributors to this literature from the ancient world to the postmodern age will be studied. Attention will be focused on how these writers treat the foundational questions of general architectural theory, i.e., those concerning the origin, meaning, purpose and scope of architecture, with a predilection for the modern and contemporary. Secondly, this course will survey and discuss built artifacts of 20th century architectural culture and the last 25 years of American, Japanese, and European architecture. Emphasis on the formal, philosophical, social, technical and economic context of the projects discussed, as well as their later reinterpretations. The format will include both lecture and discussion.
ARCH 1133, Intro. to Building Technology - 3 Credit Hours

Objectives
1. Understanding of the basic principles and appropriate application and performance of environmental systems, including lighting, and climate modification systems.

   These objectives are among those that constitute the NAAB criterion #19 Environmental Systems. (See 3433 and 4833 for other objectives in this criterion.)

2. Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies
These objectives are among those that constitute the NAAB criterion #21 Building Envelope Systems. (See 3533 for reinforcement of this criterion.)

3. Understanding of the basic principles and appropriate application and performance of plumbing and electrical systems.

   These objectives are among those that constitute the NAAB criterion #22 Building Service Systems. (See 3433 and 4833 for other objectives in this criterion.)

4. Understanding of the basic principles and appropriate application and performance of construction materials, products, components, and assemblies.

   These objectives constitute the NAAB criterion #24 Building Materials and Assemblies. (See ARCH 3533 for reinforcement of the objectives in this criterion.)

Course Requirements
Students are required to attend the illustrated lectures. Sample exercises will be given in class where appropriate. Textbook theory will be explained. Exams will be given. Students are to download the workbook from the course website and complete their notes using the workbook.

Prerequisites
None

Dates offered
Each Spring.

Faculty member
Terry L. Patterson

Overview
Introduction to basic architectural technology including building service systems, structures, and systems of building technology.
ARCH 2233, Architectural Structures I - 3 Credit Hours

Objectives
Concepts, knowledge and methods of static and strengths of materials for architects and constructors

Course Requirements
Take home assignments, a midterm exam, a semester-long independent project, a presentation of the semester-long project, and a final exam.

Prerequisites
Must be an Architecture Major and completed 1133, 1143, 1153, 1253, Physics 1114 and Mathematics 1823, or a Construction Science major and completed Physics 2414, 2424 and Mathematics 1823.

Dates offered
Each Fall.

Faculty member
I-Kwang Chang

Overview
This course is the first of the three structures courses offered as a required course in the COA. The 2233 Architectural Structures I course coverage is briefly described below:
1) Statics
2) Analysis of selected determinate structural systems,
3) Load path
4) Strength of materials
5) Cross-sectional properties of members
6) Bending and shear in simple beams
7) Bending and shear stresses in beams
ARCH 2333, Architecture & the Environment - 3 Credit Hours

Objectives
Building/site relationships and introduction of selected environmental and site design concepts. Knowledge and methods appropriate for architects.

Course Requirements
The course requirements will consist of daily quizzes, a course Notebook which includes notes, research, etc. collected in 3 ring binder and highly organized with the following tabs (at minimum): notes from lectures with dates, project assignment research, guest lecturer notes, supplementary research found during semester. Additional assignments include: Biomimicry project, Oklahoma business project, eco-resort project, LEED project, Studio project analysis, and a final exam.

Prerequisites
Majors only and completion of 1133, 1143, 1153, and 1253.

Dates offered
Each Spring.

Faculty member
Jay Yowell

Overview
Historically architecture has utilized its technologies and systems to advance theories and practices. Before the Industrial Revolution this was typically done in harmony with the local environment. However, modern architecture has forgotten that our technologies and systems can and should be in harmony with the environment. This course will examine how architecture and design is changing that mindset. In this class students will be exposed to many examples of what sustainable design is and what makes it sustainable. We will discuss the ethics of sustainable design – why should we as designers care? The course objective is to show students what sustainability is, why they as a designers should be thinking about it and how it can be done.

Within sustainable design are many components. No one person can be an expert and therefore pursue all of them. The intent of the variety of material presented is to get students to realize what aspect, or aspects, they can become passionate about.

By the end of this course it is my intent that students look at the world around them differently and approach how you design with these realizations in mind.
ARCH 3433, Environmental Controls I - 3 Credit Hours

Objectives
1. An understanding of the basic principles and appropriate application and performance of environmental systems including climate modification and energy use.

   These objectives are among those that constitute the NAAB criterion #19 Environmental Systems. (See ARCH 1133 and ARCH 4833 for other issues in this criterion).

2. An understanding of the basic principles and appropriate application and performance of plumbing, and fire protection systems.

   These objectives are among those that constitute the NAAB criterion #22 Building Service Systems. (See ARCH 1133 and ARCH 4833 for other issues in this criterion).

Course Requirements
Students are required to attend the illustrated lectures. Sample exercises will be given in class. Textbook theory will be explained. Textbook tables, figures, and graphs will be used to solve problems. Exams will be given. Students are to bring the textbook and a calculator to class and to exams. Students are to download the workbook from the course website and complete their notes using the workbook.

Prerequisites
Architecture major and completion of 2233, 2243, 2333, 2343, 2354, 2454; or Construction Science major and completion of 3633.

Dates offered
Each Fall.

Faculty member
Terry L. Patterson

Overview
Introduction to psychrometrics, heat transmission in buildings, heating, air conditioning and ventilation, solar heat gain, passive solar conditioning, plumbing and fire protection.
ARCH 3533, Architectural Materials - 3 Credit Hours

Objectives
1. Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies

   These objectives are among those that constitute the NAAB criterion #21 Building Envelope Systems. (See 1133 for reinforcement of this criterion.)

2. Understanding of the basic principles and appropriate application and performance of construction materials, products, components, and assemblies.

   These objectives constitute the NAAB criterion #24 Building Materials and Assemblies. (See ARCH 1133 for reinforcement of the objectives in this criterion.)

Course Requirements
Students are required to attend the illustrated lectures. Design projects in each material are assigned. Designs are required to express the teaching points of the course. Required reading is assigned. A final exam is given.

Prerequisites
Completion of 2233, 2243, 2333, 2343, 2354, 2454, and full program admission.

Dates offered
Each Fall.

Faculty member
Terry L. Patterson

Overview
The nature of building materials with regard to form, strength, durability, workability, structure, connections, surfaces and edges. Analysis of architectural expression in use of building materials.
**ARCH 3633, Architectural Structures II - 3 Credit Hours**

**Objectives**
Extension of the study of architectural structures through structural design of simple building frameworks; simple steel and wood structural systems for gravity, lateral and seismic loads; basic structural detailing.

**Course Requirements**
Emphasis on the design implications of environmental forces and the built environment through take home assignments, midterm exam, one semester-long independent project, presentation of the semester-long project, and a final exam.

**Prerequisites**
Architecture major and completion of 2233, 2243, 2354, 2454, and full program admission, or Construction Science major and completion of 2233

**Dates offered**
Each Spring.

**Faculty member**
I-Kwang Chang

**Overview**
This course is the second of the three structures courses offered as a required course in the COA. The 3633 Architectural Structures II course coverage is briefly described below:

1) Review of statics and strength materials of Arch 2233
2) Structural design loads and methods
3) Wood spanning elements
4) Wood columns
5) Connections for wood structures
6) Steel structural products
7) Steel beams and framing elements
8) Steel columns and frames
9) Bolted connections for steel structures
ARCH 4733, Architectural Structures III - 3 Credit Hours

Objectives
Extension of the study of architectural structures through structural design of simple building frameworks; simple concrete and masonry structural systems for gravity, lateral and seismic/wind loads, foundations, connections and structural detailing

Course Requirements
Emphasis on the design implications of environmental forces and the built environment through take home assignments, midterm exam, one semester-long independent project, presentation of the semester-long project, and a final exam.

Prerequisites
Architecture majors and completion of 3433, 3443, 3533, 3554, 3633, 3654, or Construction Science major and completion of 3633.

Dates offered
Each Fall.

Faculty member
I-Kwang Chang

Overview
This course is the second of the three structures courses offered as a required course in the COA. The 4733 Architectural Structures course coverage is briefly described below:
   1) Review of statics and strength materials of Arch 2233
   2) Review of structural design loads and methods of Arch 3633
   3) Reinforced concrete structures
   4) Reinforced concrete flexural members
   5) Shear in concrete beams
   6) Concrete columns and frames
   7) Concrete walls
   8) Foundations
ARCH 4833, Environmental Controls II - 3 Credit Hours

Objectives
1. An understanding of the basic principles and appropriate application and performance of environmental systems including acoustical, lighting, and sustainable energy systems.

   These objectives are among those that constitute the NAAB criterion #19 Environmental Systems. (See ARCH 1133 and ARCH 4833 for other issues in this criterion).

2. An understanding of the basic principles and appropriate application and performance of electrical, vertical transportation, and fire alarm systems.

   These objectives are among those that constitute the NAAB criterion #22 Building Service Systems. (See ARCH 1133 and ARCH 4833 for other issues in this criterion).

Course Requirements
Students are required to attend the illustrated lectures. Sample exercises will be given in class. Textbook theory will be explained. Textbook tables, figures, and graphs will be used to solve problems. Exams will be given. Students are to bring the textbook and a calculator to class and to exams. Students are to download the workbook from the course website and complete their notes using the workbook.

Prerequisites
Architecture major and completion of 3433, 3443, 3533, 3554, 3633, 3654, or Construction Science major and completion of 3433 and 3633.

Dates offered
Each Spring.

Faculty member
Terry L. Patterson

Overview
Introduction to acoustics, electrical design, lighting design, fire alarm and life safety systems.
ARCH 1153, Studio I - 3 Credit Hours

Objectives
Individual and/or team architectural projects at an introductory level focused on the comprehensive integration of social, cultural, theoretical, environmental, and technical influences on architecture. Application of professional techniques of representation and communication required.

Course Requirements
Students must keep a sketchbook, a digital journal (blog), complete a series of writing assignments based on weekly readings, and complete approximately eight introductory studio projects. At the end of the semester, students must present an exhibition of their work for the semester.

Prerequisites
None.

Dates offered
Each Fall.

Faculty member
Glenn Josey, Thomas Cline, Ali Farzaneh

Overview
This course will cover critical thinking skills, graphic skills, introductory research skills and understanding of precedence, ordering skills, collaborative skills. Additionally, they will begin to understand cultural relationships to design. These issues will be covered throughout the semester, while developing an understanding of how self-identity relates to their design decisions.
ARCH 1253, Studio II - 3 Credit Hours

Objectives
Individual and/or team architectural projects at an introductory level focused on the comprehensive integration of social, cultural, theoretical, environmental, and technical influences on architecture. Application of professional techniques of representation and communication required.

Course Requirements
Students must keep a sketchbook, a digital journal (blog), complete a series of writing assignments based on weekly readings, and complete approximately eight introductory studio projects. At the end of the semester, students must present an exhibition of their work for the semester.

Prerequisites
Completion of ARCH 1153 or permission.

Dates offered
Each Spring.

Faculty member
Glenn Josey, Thomas Cline, Ali Farzaneh

Overview
This course will cover critical thinking skills, graphic skills, introductory research skills and understanding of precedence, ordering skills, collaborative skills. Additionally, they will begin to understand cultural relationships to design. These issues will be covered throughout the semester, while developing an understanding of how self-identity relates to their design decisions.
ARCH 2354, Studio III - 4 Credit Hours

Objectives
Individual and/or team architectural projects of moderate complexity focusing on the comprehensive integration of social, cultural, theoretical, environmental and technical influences on architecture

Course Requirements
Application of professional techniques of representation and communication required.

Prerequisites
Majors only; 1133, 1143, 1153, 1253

Dates offered
Each Fall.

Faculty member
Geoff Parker, Ed Hilliard

Overview
Course focuses on beginning level architectural projects, graphic representation and visual acuity.

These projects generally have very small programs and focus mainly on concept development and functional design solutions. The students are asked to employ critical thinking skills, precedent research and implementation; they must display an understanding of architectural ordering systems, scale and proportion. They must also show a proficiency in verbal and visual presentation skills.
ARCH 2454, Studio IV - 4 Credit Hours

Objectives
Introduces advanced techniques of representation and communication. Individual and/or team architectural projects of moderate complexity focusing on the comprehensive integration of social, cultural, theoretical, environmental and technical influences on architecture.

Course Requirements
Application of professional techniques of representation and communication required.

Prerequisites
Completion of 1133, 1143, 1153, 1253.

Dates offered
Each Spring.

Faculty member
Geoff Parker, Ed Hilliard

Overview
Course focuses on beginning level architectural projects, graphic representation and visual acuity.

These projects generally have slightly more advanced programs and usually introduce vertical circulation and egress issues, while still dealing with the issues of concept development and functional design solutions. The students are asked to employ critical thinking skills, precedent research and implementation; they must display an understanding of architectural ordering systems, scale and proportion. They must also show a proficiency in verbal and visual presentation skills. In addition to this the students are asked to consider and be aware of more technical aspects of design, i.e. building systems, structural systems, materials, professional practice, etc.
ARCH 3554, Studio V - 4 Credit Hours

Objectives
Introduces projects of increasing complexity, with building type focus (varying each year, per opportunities) in order to comprehensively address the following issues:

Intellectual: The critical intent and concept of the project
Aesthetics: The composition, image and style of the project
Context: The response to site, neighborhood, culture, community and society
Function: The response to program, codes, user needs and economics
Technical: The response to the environment, social equity and resource affordability
Presentation: The visual discussion of ideas in graphic format

Course Requirements
Quality: Application of professional techniques of representation and communication required.
In-class: Daily discussion-briefings by Faculty, Charrettes, Journaling, One-on-One Faculty Review Time, Individual rigor & Class camaraderie.
Daily Attendance: Mandatory
Finished Product: Two to Three Projects (duration: 6-7 weeks)
Presentation: Two Day, Outside & In House Faculty Juries

Prerequisites
Completion of 2233, 2243, 2333, 2343, 2354, 2454, and full program admission.

Dates offered
Each Fall.

Faculty member
Marjorie Callahan, David Boeck

Overview
Emphasizes site design fundamentals, as well as sustainability, accessibility, research conditions, construction cost control, service to site. A variety of building type projects for the student to experience will cover the intention of the codes toward that particular building type and present challenges and opportunities regarding programming and theory.
ARCH 3654, Studio VI - 4 Credit Hours

Objectives
Introduces projects of increasing complexity, with building type focus (varying each year, per opportunities) in order to comprehensively address the following issues:

- Intellectual: The critical intent and concept of the project
- Aesthetics: The composition, image and style of the project
- Context: The response to site, neighborhood, culture, community and society
- Function: The response to program, codes, user needs and economics
- Technical: The response to durability, technology, stability and comfort
- Sustainability: The response to the environment, social equity and resource affordability
- Presentation: The visual discussion of ideas in graphic format

Course Requirements
- Quality: Application of professional techniques of representation and communication required.
- In-class: Daily discussion-briefings by Faculty, Charrettes, Journaling, One-on-One Faculty Review Time, Individual rigor & Class camaraderie.
- Daily Attendance: Mandatory
- Finished Product: Two to Three Projects (duration: 6-7 weeks)
- Presentation: Two Day, Outside & In House Faculty Juries

Prerequisites
Completion of 2233, 2243, 2333, 2343, 2354, 2454, and full program admission.

Dates offered
Each Spring.

Faculty member
Marjorie Callahan, David Boeck

Overview
Emphasizes technical detailing fundamentals, system precedence, specifications, research, building materials and assemblies, building envelopes. A variety of building type projects for the student to experience will cover the intention of the codes toward that particular building type and present challenges and opportunities regarding programming and theory.
ARCH 4754, Studio VII - 4 Credit Hours

Objectives
Introduces issues of building systems. Individual and/or team architectural projects at an advanced level focusing on the comprehensive integration of social, cultural, theoretical, environmental and technical influences on architecture.

Course Requirements
Application of professional techniques of representation and communication required.

Prerequisites
Completion of 3433, 3443, 3533, 3554, 3633, 3654.

Dates offered
Each Fall.

Faculty member
Anthony Cricchio

Overview
The intent of the studio is to develop the understanding of technical and functional issues through the continuing exploration of formal architectural composition and design. Conceptual and formal analysis of building systems will investigate the juxtaposition of materials and assemblies. The conceptual analysis will become the catalyst for integration into the design process. The formal analysis will also include site investigation, codes, building types, owner program limitations, and architectural precedents. Analysis will be in the form of drawings and models both in the computer and by hand.
ARCH 4854, Studio VIII - 4 Credit Hours

Objectives
Introduces issues of environmental sustainability. Individual and/or team architectural projects at an advanced level focusing on the comprehensive integration of social, cultural, theoretical, environmental and technical influences on architecture.

Course Requirements
Application of professional techniques of representation and communication required.

Prerequisites
Completion of 3433, 3443, 3533, 3554, 3633, 3654

Dates offered
Each semester.

Faculty member
Joel Dietrich

Overview
Provides practical experience within the context of an architectural firm. Students also produce a series of research papers that compare and contrast the normal practice standards of architectural offices to the standards of their preceptorship firm. These papers are designed to enhance experience with the firm and exercise critical writing skills.
ARCH 5955, Studio IX - 5 Credit Hours

Objectives
Capstone course, the second of three required. Comprehensive architectural project at a professional level.

Course Requirements
Project development from urban context through schematic design. Application of professional techniques of representation and communication required.

Prerequisites
Completion of 4733, 4754, 4833, 4854.

Dates offered
Each Fall.

Faculty member
Hans Butzer, Khosrow Bozorgi, Eleanor Weinel

Overview
The studio focuses on an urban condition in Oklahoma City whose condition may be significantly improved through a carefully considered architectural intervention. Through collaborative investigations, students develop a building project whose program and other parameters are the result of, and continue to inform, a larger complex urban context. Assigned readings attempt to provide an intellectual context for planning and urban design discussions, which ultimately focus on the human condition in complex political-socio-economic environments. Architecture is then presented as a specific contributor to that human condition. From planning studies at the macro scale through to tectonic detailing discussions of buildings at a micro scale, students must consider their work in complex dimensions of space, time and sustainability and present these to members of the local professional and lay community during a sequence of reviews and discussions covering two semesters.
**ARCH 5055, Studio X - 5 Credit Hours**

**Objectives**
Comprehensive architectural project at a professional level. Project development from schematic design through design development and partial construction documents.

**Course Requirements**
Application of professional techniques of representation and communication required. Final project demonstrates professional skills and comprehension of complete environmental, urban, and systems issues in architecture.

**Prerequisites**
4733, 4754, 4833, 4854, and 5955, A continuation of 5955; capstone course, the third of three required

**Dates offered**
Each Spring.

**Faculty member**
Hans Butzer, Khosrow Bozorgi, Eleanor Weinel

**Overview:**
The studio focuses on an urban condition in Oklahoma City whose condition may be significantly improved through a carefully considered architectural intervention. Through collaborative investigations, students develop a building project whose program and other parameters are the result of, and continue to inform, a larger complex urban context. Assigned readings attempt to provide an intellectual context for planning and urban design discussions, which ultimately focus on the human condition in complex political-socio-economic environments. Architecture is then presented as a specific contributor to that human condition. From planning studies at the macro scale through to tectonic detailing discussions of buildings at a micro scale, students must consider their work in complex dimensions of space, time and sustainability and present these to members of the local professional and lay community during a sequence of reviews and discussions covering two semesters.
**ARCH 5162, Professional Practice I - 2 Credit Hours**

**Objectives**
To prepare the student of architecture for his or her part in the integrated design and construction administration process

The objective of this class is to present and explore responsibilities of the architect in the Construction Industry (the need for ‘interoperability’ - connecting people, data and diverse systems) and in managing complicated projects.

Content includes introduction to design and construction administration procedures-protocol-ethics, contracts & legal responsibilities, necessary communication and documentation (globally, nationally, regionally), dispute resolution, project codes & permitting, design delivery methods/options, cost management, field and close-out legal implications, design process & billing methods.

**Course Requirements**

Quality: Application of professional techniques and communication required

In-class: Daily lectures with in-class exercises (individual & team)

Individual rigor & Class camaraderie

Daily Attendance: Mandatory

Finished Product: Examinations (2-3)

Assignments (10)

Presentation: Team presentation (1)

**Prerequisites**

Completion of 4733, 4754, 4833, and 4854 or graduate standing and permission.

**Dates offered**

Each Fall.

**Faculty member**

Marjorie Callahan

**Overview**

Emphasizes the business side of the design process and works to remove ‘fear’ of contracts and documentation procedures. Explains history, theories, challenges, opportunities. Offers hands-on exercises. Explores creative approaches to management.
ARCH 5262, Professional Practice II - 2 Credit Hours

Objectives
To enlighten and aid the student in the rigors of Architectural Internship and Career Development in our Profession (The requirements, responsibilities, opportunities & challenges of the professional in our global and business societies: licensure & continuing education, career opportunities, trends)

To present and explore the fundamentals of starting and running a Practice and aid the students in accomplishing goals in the area of leadership, management and service (introduction to business legal & firm organization, marketing, benefits & human resources, insurance & risk management, copyright, fee structures)

Course Requirements
Quality: Application of professional techniques and communication required
In-class: Daily lectures with in-class exercises (individual & team)
Daily Attendance: Mandatory
Presentation: Individual presentation (1)

Prerequisites
Completion of 4733, 4754, 4833, 4854, and 5162 or graduate standing and permission.

Dates offered
Each Spring.

Faculty member
Marjorie Callahan

Overview
Emphasizes Ethics and Professional Judgment-Knowledge including:
Practice: Fundamentals on how a firm work, starting your own firm, trends, challenges, and opportunities
Professional Development
What it means to be an Architect
Integrity, the Public, Responsibility, Honor
Exploration and encouragement of individual reflection

Creative approaches to leadership, development, and presentation
Undergraduate Elective Courses

**ARCH 3960, Honors Reading - 1 to 3 Credit Hours**

**Objectives**
Consists of topics designated by the instructor in keeping with the student’s major program. The topics will cover materials not usually presented in the regular courses.

**Course Requirements**
Course requirements will be different for each student enrolled in the course.

**Prerequisites**
Admission to the Honors College program.

**Dates offered**
Each Fall, Spring and Summer.

**Faculty member**
All faculty members may direct this course.

**Overview**
Each Honors College student must complete a minimum of 2 hours of Honors Reading to graduate with the cum laude distinction.
ARCH 3970, Honors Seminar - 1 to 3 Credit Hours

Objectives
The projects covered will vary. The content will deal with concepts not usually presented in regular coursework.

Course Requirements
Course requirements will be different for each student enrolled in the course.

Prerequisites
Admission to the Honors College program.

Dates offered
Each Fall, Spring and Summer.

Faculty member
All faculty members may direct this course.

Overview
Additional content and exploration may be added to an existing ARCH course to make it an ARCH 3970 course. These 3970 courses count toward the Honors College cum laude elective requirements.
ARCH 3980, Honors Research - 1 to 3 Credit Hours

Objectives
Provides an opportunity for the gifted honors candidate to work at a special project in the student's field.

Course Requirements
Course requirements will be different for each student enrolled in the course.

Prerequisites
Admission to the Honors College program.

Dates offered
Each Fall, Spring and Summer.

Faculty member
All faculty members may direct this course.

Overview
Each Honors College student wishing to graduate with the cum laude distinction must complete at least 3 credit hours of Honors Research.
ARCH 4173 Cinema and Architecture of the City - 3 Credit Hours  
(Slashlisted with ARCH 5173)

**Objectives**
An examination of urban morphology and city life from antiquity through the capital cities of the 21st century, investigates the understanding of cities, civic culture and ritual, public and private space, the role of the architect and the city planner, cultural and formal complexity, and adaptation to change

**Course Requirements**
Students must learn to conceptualize the urban physical system, and general theories that purport to explain its form and function.

**Prerequisites**
Junior standing or permission of the instructor.

**Dates offered**
Each Spring

**Faculty member**
Khosrow Bozorgi.

**Overview:**
Familiarize students with the typical example and basic principles of European and American urban design. Expand students’ abilities in the methodology of architectural/urban design research. Develops students’ ability to integrate information from multiple disciplines and to think critically.
ARCH 4183 Survey of Middle Eastern Architecture - 3 Credit Hours
(Slashlisted with ARCH 5183)

Objectives
Survey of Middle Eastern architecture and the impact architects and architecture from this time and region had upon the advancement of environmental/urban design throughout the rest of history.

Course Requirements
Develops students’ ability to integrate information from multiple disciplines and to think critically. Introduces methods of graphic and verbal analysis of architecture and architectural writing.

Prerequisites
Junior standing or permission of instructor.

Dates offered
Periodically.

Faculty member
Khosrow Bozorgi

Overview:
Expand students’ abilities in the methodology of architectural research. These objectives are in accordance with NAAB Student Performance Criteria.

- Familiarize student with non-western tradition focusing on the unique type of architecture in Middle East.
- To discuss an architectural tradition that focuses upon the design of spaces to the exclusion of monumental form, shape and mass.
- Studying the concept of sustainable desert city, the role of encompassing walls, which are pursued through its tripartite sequence of path, portal and enclosure.
- To understand the fact that space-positive approach need not merely be seen as historical phenomenon and it is rather a viewpoint that increases awareness of the existential focus of architecture and urban fabric.
- How do we define and/or qualify Middle Eastern architecture? What is the relationship between such architecture and culture?
ARCH 4940, Field Work - 1 to 4 Credit Hours

Objectives
Field study related to the student’s area of interest in a position approved by the instructor. One hour credit per 120 hours of field work or equivalent. Documentation and evaluation is required.

Course Requirements
Students must work 120 hours in the field for each credit hour enrolled. Documentation of this work must be presented.

Prerequisites
Senior standing and permission of instructor.

Dates offered
Each Fall, Spring, and Summer.

Faculty member
All faculty members may direct this course.

Overview
Students are given the opportunity to gain course credit for work applicable to their majors completed outside of the university setting.
ARCH 4960, Directed Readings - 1 to 4 Credit Hours

Objectives
Students are given the opportunity to work with a faculty member to create a reading list that allows in-depth exploration of a topic not normally covered comprehensively in class.

Course Requirements
Course requirements will be different for each student enrolled in the course.

Prerequisites
Senior standing and permission of instructor.

Dates offered
Each semester.

Faculty member
All faculty members may direct this course.

Overview
May be repeated with change of subject; maximum credit 12 hours.
ARCH 4970, Computer Applications in Architecture - 3 Credit Hours

Objectives
Introduces an introduction to 2-D and 3-D computer CAD topics and their application in the design process.
- To learn how to use problem solving techniques to educate yourself to the realm of computer generated graphics and design
- To learn how to effectively communicate spatial and material conditions with a variety of digital mediums
- To learn a variety of methods for incorporating digital media into the design process
- To begin to develop a broader range of possibility and more control over stylistic and aesthetic properties of digital media
- To learn methods for presenting digital media in print and on screen presentations

Course Requirements
Application of professional techniques of representation and communication required.

Prerequisites
Senior or graduate standing, or permission of instructor.

Dates offered
Fall, Spring, and Summer

Faculty member
Anthony Cricchio

Overview
The goal of the class is to introduce the student to a range of computer programs to aid in design development and articulation. At first, a series of 2D and 3D exercises will develop a preliminary base in the use of raster and vector based programs. The course will not be an inclusive study of every tool and idiosyncrasy of the programs, but a guide to the basic tools and functions that will focus on the development of good design and presentation skills. The semester will also cover the use of photo manipulation and presentation programs. A prime objective of the class is to develop a rigor and an understanding that design is not a result of the use of the computer, but is a result of the users understanding and skill. To obtain the high level of skill expected, an extensive amount of time outside of class working with the programs will be required. This class is not taught as a technical course.
ARCH 4970 Sustainability - 3 Credit Hours

Objectives
Historical and contemporary topics in sustainable design goals, concepts, theories, and philosophies

Course Requirements
Development of topics fundamental to the professional development and practice of Architecture involving issues of ethics and sustainability.

Prerequisites
Senior or graduate standing, or permission of instructor.

Dates offered
Each Fall.

Faculty member
Hans Butzer

Overview:
The seminar addresses sustainability in terms of ethics, efficiency, community and design. The course readings and discussions seek to expose the students to a macro-to-micro matrix of issues, which establish a context for “sustainability” and its everyday meaning to the community through the work of the professional. It is the hope of this instructor that students will begin to think as leaders in their chosen profession, to recognize ethical foundations for discussions of sustainability, and to search for an understanding of how sustainability reveals the thread that binds professions and people. The seminar-style course relies primarily on student-led class discussions. Critical films or lectures from invited guests may be presented on specific topics throughout the semester. Readings, essays, and discussions will define the character of the course overall.
**ARCH 4970 Europe Study Prep Seminar - 3 Credit Hours**

**Course Description**
An exploration of the challenges and opportunities of study in the European setting. Specific concerns of scholastic methods, travel documents, cultural differences, and personal concerns such as finances and clothing will be addressed.

**Objectives**
1. To develop a shared set of goals and priorities for the groups time in Europe.

2. To define a clear set of academic products for each student’s time spent abroad.

3. To evolve a shared itinerary, and preparatory study to fully exploit this itinerary.

4. To define each individual student’s specific research and development interests.

5. To develop and complete appropriate preparatory study for a shared group project.

6. To develop a historical, cultural, and geographic perspective into which each student may insert their personal experiences while abroad.

7. To provide coordination and briefings on cross cultural communications, personal finances, transportation and travel documents, clothing, personal security, unique challenges, and opportunities of study at this time in the European setting.

**Course Requirements**
The student is required to attend regularly scheduled lectures and conferences, complete regularly selected readings, perform specific administrative action, and pass a final exam. Additionally, each student is required to develop a detailed individual research/study proposal for the related time spent both on campus and abroad.

**Prerequisites**
Fourth year design status in good standing in the B. Arch. Program, or instructor approval.

**Dates Offered**
Periodically. Lass offered Fall 2008.

**Faculty Member**
Iver Wahl

**Overview**
This course is strongly interactive between the students and the accompanying professor. Conference style classes will replace traditional lectures. Wherever possible, decisions will be jointly established. While the instructor’s approval will be required, considerable latitude will be given in pursuit of individual student goals. If any differences surface that are difficult to resolve, the long term benefit of the individual student’s professional growth will be an important guideline. The unique strengths and weaknesses of not only each individual student, but also the unique character of the group will be considered in shaping our activities before and during our time in Europe.
ARCH 4970 LEED Seminar - 3 Credit Hours

Objectives
This class will be taught as a seminar comprised of building tours, presentations by professionals, research and readings on Leadership in Energy and Environmental Design (LEED), and class discussions regarding goals and outcomes. This course seeks to give students a comprehensive understanding of LEED and the certification process. It also seeks to give students firsthand experience in the process of ‘greening up’ a campus. Additionally, students will be equipped with the knowledge necessary to sit for and pass the LEED Certification Exam.

Course Requirements
The primary work will be in conducting the necessary research that will show how the existing University of Oklahoma’s campus(es) can implement standards that will meet the LEED criteria.

Prerequisites
Senior or graduate standing, or permission of instructor.

Dates offered
Each Spring and Fall.

Faculty member
Jay Yowell

Overview
LEED has been a very successful rating program in the U.S. since its inception in 1993. The need for “greener” buildings, interiors, cities and homes is becoming realized by our clients.

The marketplace students will be graduating into will be one that is familiar with at least the term LEED and sustainability. Clients, whether they are homeowners, developers or government agencies, are looking to design professionals equipped with an understanding of LEED and sustainability.

This course will equip students with the knowledge and hands on experience the marketplace is looking for.
ARCH 4970 Istanbul Seminar - 3 Credit Hours

Objectives
This course is an approved university-wide Non-Western Civilizations General Education course. It is designed to introduce students to one of the most important urban centers, Istanbul, first-hand through a study abroad experience. Istanbul arose as a small outpost and has since served as a capital city for the East Roman and the Ottoman Empires during its three thousand years of history.

Course Requirements
The Deliverables for this course will involve:
- Creating an individual design, planning, travel-log book
- Creating a group travel-log book
- Writing an individual paper (min. 10 pages) on an approved subject relevant to their discipline and experience in the Istanbul Program. It is recommended that while collecting information on his/her paper, the student is expected to be attentive and involved in all aspects of the program.

This may be an opportunity for graduate students who are seeking individual research subjects. Istanbul Technical University (İTÜ) has well organized libraries. While collecting information on his/her subject, the participant is to be as attentive and involved in all aspects of the program.

Participants will contribute to an exhibition of the study program.

Prerequisites
Senior or graduate standing, or permission of instructor.

Dates offered
Periodically. Last offered Spring 2006.

Faculty member
Eren Erdener

Overview
The course is intended to uncover the symbolism and ceremonial as aspects of architectural program given by emperors of two distinct civilizations that give rise to architectural expression and aesthetics. Topography and urban space linking and sequencing, religious prominence of sites that provide continuity in connecting cultures under a common denominator, are important characteristics of civilizations that have settled in this unique geography, namely, Byzantine and Ottoman.

It is also the concern of the study to introduce the students to Modern Turkish architecture which is influenced by national and European developments that introduced new concepts and helped to form the identity and appearance of both cities and individual architecture.
ARCH 4970 Site Design – 3 Credit Hours

Objectives
Provides College of Architecture students with a basic knowledge of site factors that influence the design, placement, and operation of architectural and other man-made elements.

Course Requirements
Completion of a ‘live project’ following the Design Process through Inventory, Analysis and Synthesis. Over a semester, students gather and present Site Inventory Data, write a Project Program, make a Preliminary Design Presentation and a Final Design Presentation to a Client.

Prerequisites
Completion of the course requirements for the Second Year, College of Architecture.

Dates offered
Each Spring and Fall.

Faculty member
Ed Hilliard

Overview
This is a Professional Elective, project based, lecture/studio course covering various aspects of the Architectural Record Exam with graduate level sustainability credit.
ARCH 4970 Rendering Seminar – 3 Credit Hours

Objectives
This course is concerned with the importance of graphic presentation in the conveyance of design ideas to the client. It also looks at the importance of developing visual images and ideas in the design process.

Course Requirements
Students are required to turn in a portfolio of in-class and out-of-class renderings. These include people, trees, cars, landscapes, and building drawings done in pencil, ink, marker, and mixed media

Prerequisites
Senior or graduate standing, or permission of instructor.

Dates offered
Periodically. Last offered

Faculty member
David Boeck

Overview
The class develops skills in the use of pencils, markers, pen and ink, and mixed media. Drawings include cars, people, fountains, trees and plants, buildings, site drawings, and water elements
ARCH 4970 Making an Architecture Portfolio - 3 Credit Hours

Objectives
The objective is to assist students in developing a critical position in relationship to their design work by engaging multiple forms of representation: written and visual methods of exploration that facilitate describing and representing their design work will be covered.

Course Requirements
The focus will be for students to produce graphic documentation that meets the high standard of the professional and academic expectation within a united illustration format. Students will first be challenged to articulate design theses and interests in their past projects. Different mediums of representation will then be studied in order to develop an understanding of the relationship between form and content.

Prerequisites
Senior or graduate standing, or permission of instructor.

Dates offered
Periodically. Last offered Spring 2008.

Faculty member
Khosrow Bozorgi.

Overview
This is a lab-based course that enhances the student’s visual communication skills which they can use to develop an effective architectural portfolio.
ARCH 4970 Environments of Fiction – 3 Credit Hours

Objectives
This course involves interpretation and analysis. It is intended to develop student skill in the critical reading of both textual and visual sources and his or her ability to present those interpretations orally.

In addition, our goal is to enhance the student’s ability to make connections among disciplines through using the methodologies and ideas of one discipline to analyze and interpret material from another.

Course Requirements
In the course of the seminar we will be developing a set of questions about environments that will serve as the outline for our interpretations. Students are expected to prepare an interpretation for each discussion and each student will be required to be responsible for discussion in one class.

This is the basis for the student’s term project for which he or she will read a non-fiction work from a list provided and apply the ideas of that work to two of the works from the semester’s “reading.” This will take the form of a 15 to 20 page interpretive essay due at the end of the semester.

Evaluation of performance in the colloquium will be based on brief quizzes on the readings (20%), Class participation (40%) and the essay (40%).

Prerequisites
Senior or graduate standing, or permission of instructor.

Dates offered
Periodically. Last offered Spring 2008.

Faculty member
Eleanor Weinel

Overview
A seminar considering various ways that natural and constructed environments, are used in forms of fiction: poetry, drama, novels and film. We will explore concepts of setting, place, location, foreground/background, and character as well as issues of creativity.

Analysis of physical place will facilitate discussion of contemporary and historical works. Non-fiction reading assignments will assist in explicating the works. We will examine our own attitudes toward nature and the built world as they are reflected in physical and social environments.
ARCH 4970 Visual Acuity in Design – 3 Credit Hours

Objectives
This course will utilize the vitality of the European urban context to refine our skills of perception, especially as related to our understanding of fundamental principles of design and composition. Direct experience in a new environment tends to sharpen our sensory awareness and extend our appetite for new stimuli. We will use that phenomenon to focus our attention to really “seeing” the world around us through the eyes of a designer.

Course Requirements
Using a comprehensive grid, similar to Venturi’s grid from Learning From Las Vegas, photographic and/or sketch images from your London/Florence experience will illustrate several fundamental principles of composition (from Ching’s Form, Space, and Order) as seen at different design scales in the urban environment.

Prerequisites
Senior or graduate standing, or permission of instructor.

Dates offered
Periodically. Last offered Spring 2008.

Faculty member
James Kudrna (retired) last taught this course.

Overview
This course is part of the European study abroad program. Students will use information, notes, photographs, and experiences from their study abroad trip to complete the course requirements.
ARCH 4970 Design History - 3 Credit Hours

Objectives
Study of selected projects of significance to the development of Western architectural and interior design history. Nineteenth Century pre-Modernism through Contemporary periods will be explored thorough field trips supplemented by library and digital research. Stylistic characteristics as well as cultural and social context will be explored.

Course Requirements
Participation in each group field trip, with recorded photographs and journal notes which demonstrate attentiveness and engagement will comprise half the mark for this course. The remaining fifty percent of coursework will be based on individual documentation of site visits to locations chosen from a list provided by the instructor. Student site visits are to be documented in their journals in written and graphic terms.

Prerequisites
Senior or graduate standing, or permission of instructor.

Dates offered
Periodically. Last offered Spring 2008.

Faculty member
James Kudrna (retired) last taught this course.

Overview
The course will utilize the vitality of the European urban context to strengthen our appreciation of the continuity and evolution of the history of Western architecture. On a regular basis, typically twice weekly, as a group, we will visit projects of significance to the evolution of Western architecture and design, organizing our itinerary in reverse chronological order.
**ARCH 4970 Student Professional Organization - 3 Credit Hours**

**Objectives**
This leadership seminar course incorporates student organization officers in a setting led by the Director of the Architecture Division. Group activities, business development, conflict resolution, meeting agendas and rules for conducting meetings are all discussed during weekly course meetings.

**Course Requirements**
This course is graded Pass/Fail based on student attendance.

**Prerequisites**
Must be a member of a student organization or receive permission from instructor.

**Dates offered**
Each semester.

**Faculty member**
Nickolas Harm

**Overview**
This course helps to develop a high-functioning American Institute of Architecture Students group, while maintaining open lines of communication between the group and our administration.
Master of Architecture Courses (0202N - 2 Year NAAB track)

ARCH 6143 Theory of Sustainability - 3 Credit Hours

Objectives
Historical and contemporary topics in sustainable design goals, concepts, theories, and philosophies

Course Requirements
Development of topics fundamental to the professional development and practice of Architecture involving issues of ethics and sustainability.

Prerequisites
Program admission or permission of instructor.

Dates offered
Each Fall.

Faculty member
Hans Butzer

Overview:
The seminar addresses sustainability in terms of ethics, efficiency, community and design. The course readings and discussions seek to expose the students to a macro-to-micro matrix of issues, which establish a context for “sustainability” and its everyday meaning to the community through the work of the professional. It is the hope of this instructor that students will begin to think as leaders in their chosen profession, to recognize ethical foundations for discussions of sustainability, and to search for an understanding of how sustainability reveals the thread that binds professions and people. The seminar-style course relies primarily on student-led class discussions. Critical films or lectures from invited guests may be presented on specific topics throughout the semester. Readings, essays, and discussions will define the character of the course overall.
Arch 6133 Sustainable Design Analytics - 3 Credit Hours

Objectives
Advanced level course that will help students better understand how sustainability can be quantitatively assessed and integrated into architectural design. Case studies are used to clarify information presented.

Course Requirements
Students are encouraged to bring continuing interests to the course. Throughout the semester, case study reviews will be summarized in writing and turned in the following week. The final project will consist of a single case study, individually presented to the class, which utilizes both graphic elements and a written design analysis.

Case Studies and Program Result Submission (50% of overall grade):
- 25% Discussion Participation during class
- 15% Written Follow-up to assignments - accuracy, format, grammar
- 10% Mid-Term Exam

Final Case Study (50% of overall grade):
- 20% Oral Presentation
- 10% Graphic Presentation
- 20% Design Analysis

Prerequisites
Program admission or permission of instructor.

Dates offered
Each Fall.

Faculty member
Lee Fithian

Overview
This is an advanced level course that will help students better understand how sustainability can be quantitatively assessed and integrated into architectural design. The role of the architect, and their coordinating role in sustainability, will be explored. This will be a survey course that will investigate the wide variety of computer-based applications available for making sustainable design decisions. Each session will be followed by case study reviews to help the student assimilate and apply the information learned. Depending on the size of the class, case studies will be reviewed individually or with self-selected teams. The knowledge outcomes of the class will enable students to critically contribute to the development of environmentally responsible architecture.
Arch 6243 Research Methods - 3 Credit Hours

Objectives
Research methodology applied to relevant topics resulting in the development of a design program for the professional project in sustainable architecture.

Course Requirements
Attendance is required. Each student must select a panel of three graduate advisors who have expertise in your area of interest and willing to review your work with you. An acceptable professional project program-research document, which satisfies the following criteria, will be used as the basis for the course grade:

- Must identify issues and answer all the potential questions that may be asked by the student’s Graduate Committee members may approximate completeness. The suggested outline sufficiently explains the contents of the report.

- Clarity and Accuracy of the Professional Project Programming Research Report is strongly related to its structure and content. It is necessary to follow standard guidelines for a technical report – thesis format.

- Presentation of the Professional Project Research and Programming Document is of high importance. The design quality of the report is important because of the visual emphasis in architecture. Presentation is almost the first quality that draws attention to your work and makes an impression on your peers and reviewers.

- It is essential to gather, analyze, and present the research-programming information in this course so that the following Professional Project course can be fully dedicated to the design of the facility with the research results in mind.

- Reports will follow thesis and technical writing conventions. Suggested standards are Turabian, Chicago Style, APA Writing Manual (American Psychological Association).

Prerequisites
Program admission and completion of ARCH 6133 and 6143.

Dates offered
Each Spring.

Faculty member
Eren Erdener

Overview
This course will develop the abilities to: to develop an area of interest within the program option, to develop a design/research proposal, and to present the research/programming information in written and graphic form in appropriate report documentation style.
ARCH 6233 Sustainable Technology - 3 Credit Hours

Objectives
In depth exploration of special topics in sustainable architecture. Subjects may be drawn from criteria for sustainable sites, water and energy efficiency, resources management, materials manufacture, and environmental quality. Documentation and presentation varies with nature of topic.

Course Requirements
This course requires a series of board presentations regarding systems or assemblies that are sustainable and economic data gathering on different sustainable systems, assemblies, and strategies. Additionally, students must complete a case study board of current buildings. Students are also required to find sustainable buildings in Oklahoma or the region for possible field trip visits that semester. Several of these field trip locations will be visited.

Prerequisites
Program admission and completion of ARCH 6233.

Dates offered
Each Spring.

Faculty member
Nickolas Harm

Overview
This course is a broad survey of sustainable technology and how it is applied in built and proposed projects and theoretical applications. There will be a number of site visits throughout the semester that are illustrative examples of different technologies and methods that are considered ‘sustainable.’ Most of the course is taught in a seminar format with topical discussions and presentations related to those topics. Building Systems Integration will be considered as a component of the course to ground ideas and theories in the holistic context of total building systems.
ARCH 6156, Studio I - 6 Credit Hours

**Objectives**
Introduction to the study of sustainability and regional response: A survey of readings and precedents, studio projects, and field trips. Focus is on the “3 R’s” - renew, reuse, and recycle; the “4 pillars” - conservation, harmony, cooperation, and balance; and various strategies for conserving energy, water, materials, and land to promote environmental quality.

**Course Requirements**
Regular formal and informal interaction with faculty and peers during scheduled studio and class time is the key to a successful teaching and learning process in a professional program. Full course participation by all students is the normal expectation of our program in Architecture. This participation will be reflected in factors such as regular class and studio attendance, active participation in class discussions and reviews, development of project work in the studio, and positive interaction with faculty and classmates. It is essential that you come to the studio prepared to display and discuss your design ideas since each meeting with your instructor(s) will be evaluated in terms of your preparedness.

In addition, arriving on-time and staying the entire period is assumed unless the absence is excused or special permission for the absence is granted in advance. Failure to meet these requirements for course participation will result in a reduced grade if three (3) unexcused absences shall result in the semester grade being lowered one (1) letter grade. Four (4) unexcused absences shall result in the semester grade being lowered two (2) letter grades. All absences must be documented.

**Prerequisites**
Program admission or instructor permission.

**Dates offered**
Each Fall.

**Faculty member**
Eren Erdener

**Overview**
This course seeks to teach students how to:

- Synthesize function, context, technology, and principle in creating architectural form responsive to environmental imperatives to conserve, sustain, and restore.

- Be able to integrate technological and contextual issues related to the appropriateness in regional response.

- Master the vocabulary of “sustainable” architecture.

- Be able to exercise professional judgment as part of design process.
ARCH 6256, Studio II - 6 Credit Hours

Objectives
Intermediate study of sustainability and regional response: Continuation at a more informed level of readings and precedents, studio projects and field trips. Focus is on sustainable architecture that is responsive to regional conditions of custom, culture, materiality, and place.

Course Requirements
Regular formal and informal interaction with faculty and peers during scheduled studio and class time is the key to a successful teaching and learning process in a professional program. Full course participation by all students is the normal expectation of our program in Architecture. This participation will be reflected in factors such as regular class and studio attendance, active participation in class discussions and reviews, development of project work in the studio, and positive interaction with faculty and classmates. It is essential that you come to the studio prepared to display and discuss your design ideas since each meeting with your instructor(s) will be evaluated in terms of your preparedness.

In addition, arriving on-time and staying the entire period is assumed unless the absence is excused or special permission for the absence is granted in advance. Failure to meet these requirements for course participation will result in a reduced grade if three (3) unexcused absences shall result in the semester grade being lowered one (1) letter grade. Four (4) unexcused absences shall result in the semester grade being lowered two (2) letter grades. All absences must be documented.

Prerequisites
Program admission and completion of ARCH 6133, 6143, and 6156.

Dates offered
Each Spring.

Faculty member
Eren Erdener

Overview
This course seeks to teach students how to:

- Synthesize function, context, technology, and principle in creating architectural form responsive to environmental imperatives to conserve, sustain, and restore.

- Be able to integrate technological and contextual issues related to the appropriateness in regional response.

- Master the vocabulary of “sustainable” architecture.

- Be able to exercise professional judgment as part of design process.
ARCH 6356, Studio III - 6 Credit Hours

Objectives
Advanced study of sustainability and regional response: Application of theory and practices to a professional project of the individual student’s choosing. A faculty committee guides the student’s progress to completion of a schematic design. Emphasis is on demonstrating a comprehensive understanding and integrative capability in creating architecture that is contextually responsive and environmentally responsible in promoting a sustainable future.

Course Requirements
Regular formal and informal interaction with faculty and peers during scheduled studio and class time is the key to a successful teaching and learning process in a professional program. Full course participation by all students is the normal expectation of our program in Architecture. This participation will be reflected in factors such as regular class and studio attendance, active participation in class discussions and reviews, development of project work in the studio, and positive interaction with faculty and classmates. It is essential that you come to the studio prepared to display and discuss your design ideas since each meeting with your instructor(s) will be evaluated in terms of your preparedness.

In addition, arriving on-time and staying the entire period is assumed unless the absence is excused or special permission for the absence is granted in advance. Failure to meet these requirements for course participation will result in a reduced grade if three (3) unexcused absences shall result in the semester grade being lowered one (1) letter grade. Four (4) unexcused absences shall result in the semester grade being lowered two (2) letter grades. All absences must be documented.

Prerequisites
Program admission and completion of ARCH 6233, 6243, and 6256.

Dates offered
Each Fall.

Faculty member
Eren Erdener

Overview
This course seeks to teach students how to:

- Synthesize function, context, technology, and principle in creating architectural form responsive to environmental imperatives to conserve, sustain, and restore.

- Be able to integrate technological and contextual issues related to the appropriateness in regional response.

- Master the vocabulary of “sustainable” architecture.

- Be able to exercise professional judgment as part of design process.
ARCH 6456, Studio IV - 6 Credit Hours

Objectives
Continues project development of the schematic design. Previously gained awareness, understanding and ability are applied to bring the project to the level of design development. Emphasis is on improving the ability to make value judgments and critically review, test and refine architectural concepts in relation to regional distinctions and sustainable imperatives that reflect current social, economic and cultural demands.

Course Requirements
Studio evaluation of the student’s work by his/her graduate committee for the timely development of the project in a bi-weekly pin-up will be observed. The following elements are required:

- Further development of a selected part of the student’s thesis project to establish in detail the architectural character of his or her design; physical, visual, and technical integration of systems enriched with sustainable strategies.

- Large scale DD plans, sections and elevations

- Diagrammatic systems drawings that explain integration of structural, mechanical, interior and envelope systems with due attention to sustainability strategies and tactics.

- Developed wall sections and select details.

- Large scale DD model - physical or CAD- which includes all the elements that define the architectural character of the student’s design.

- Various perspectives to further explain the student’s design development.

Prerequisites
Program admission and completion of 6356.

Dates offered
Each Fall.

Faculty member
Eren Erdener

Overview
This course seeks to teach students how to:

- Synthesize function, context, technology, and principle in creating architectural form responsive to environmental imperatives to conserve, sustain, and restore.

- Be able to integrate technological and contextual issues related to the appropriateness in regional response.

- Master the vocabulary of “sustainable” architecture.

- Be able to exercise professional judgment as part of design process.
ARCH 5162, Professional Practice I - 2 Credit Hours

Objectives
To prepare the student of architecture for his or her part in the integrated design and construction administration process

The objective of this class is to present and explore responsibilities of the architect in the Construction Industry (the need for ‘interoperability’ - connecting people, data and diverse systems) and in managing complicated projects.

Content includes introduction to design and construction administration procedures- protocol-ethics, contracts & legal responsibilities, necessary communication and documentation (globally, nationally, regionally), dispute resolution, project codes & permitting, design delivery methods/options, cost management, field and close-out legal implications, design process & billing methods.

Course Requirements
Quality: Application of professional techniques and communication required
In-class: Daily lectures with in-class exercises (individual & team)
          Individual rigor & Class camaraderie
Daily Attendance: Mandatory
Finished Product: Examinations (2-3)
                 Assignments (10)
Presentation: Team presentation (1)

Prerequisites
Completion of 4733, 4754, 4833, and 4854 or graduate standing and permission.

Dates offered
Each Fall.

Faculty member
Marjorie Callahan

Overview
Emphasizes the business side of the design process and works to remove ‘fear’ of contracts and documentation procedures. Explains history, theories, challenges, opportunities. Offers hands-on exercises. Explores creative approaches to management.
ARCH 5262, Professional Practice II - 2 Credit Hours

Objectives
To enlighten and aid the student in the rigors of Architectural Internship and Career Development in our Profession (The requirements, responsibilities, opportunities & challenges of the professional in our global and business societies: licensure & continuing education, career opportunities, trends)

To present and explore the fundamentals of starting and running a Practice and aid the students in accomplishing goals in the area of leadership, management and service (introduction to business legal & firm organization, marketing, benefits & human resources, insurance & risk management, copyright, fee structures)

Course Requirements
Quality: Application of professional techniques and communication required
In-class: Daily lectures with in-class exercises (individual & team)
Daily Attendance: Mandatory
Finished Product: Examinations (1-2), Assignments (5)
Presentation: Individual presentation (1)

Prerequisites
Completion of 4733, 4754, 4833, 4854, and 5162 or graduate standing and permission.

Dates offered
Each Spring.

Faculty member
Marjorie Callahan

Overview
Emphasizes Ethics and Professional Judgment-Knowledge including:
Practice: Fundamentals on how a firm work, starting your own firm, trends, challenges, and opportunities
Professional Development
What it means to be an Architect
Integrity, the Public, Responsibility, Honor
Exploration and encouragement of individual reflection

Creative approaches to leadership, development, and presentation
Graduate Program Electives

ARCH 5023, Architectural Seminar - 3 Credit Hours

Objectives
Investigation and discussion based upon the following topics: design methods, architectural research, history and theory, environmental processes, structural theory, visual perception, urban design and other related topics.

Course Requirements
Dependent on seminar being offered.

Prerequisites
Graduate standing or permission of instructor.

Dates offered
Periodically.

Faculty member
Dependent on semester.

Overview
May be repeated; maximum credit 12 hours.
ARCH 5083, Advanced Architectural Computer Applications - 3 Credit Hours

Objectives
This will be an advanced CAD course utilizing AutoCAD and VIZ. The following general issues will be explored:

- 3D Fundamentals and Model Building using AutoCAD Architecture 2009
- Rendering and Animation using 3DS MAX Design 2009

Course Requirements
The course will be comprised of a series of projects that will explore these issues and build knowledge in these areas. Projects will be issued in class on Thursday and typically due at the beginning of class the next week. Each student will produce several rendered images and several animations that will be used to create a video and a set of web pages for the course. You will be given instructions on how to create a CD-ROM and a DVD of your own work. If you would like a copy of the course DVD you may bring a new disk to the instructor and a copy will be made for you.

Prerequisites
Permission of the instructor.

Dates offered
Each Fall.

Faculty member
Joel Dietrich

Overview
The advanced use of computers in three-dimensional modeling, rendering and animation.
ARCH 5173 Cinema and Architecture of the City - 3 Credit Hours
(Slashlisted with ARCH 4173)

Objectives
An examination of urban morphology and city life from antiquity through the capital
cities of the 21st century, investigates the understanding of cities, civic culture and ritual,
public and private space, the role of the architect and the city planner, cultural and
formal complexity, and adaptation to change

Course Requirements
Students must learn to conceptualize the urban physical system, and general theories
that purport to explain its form and function.

Prerequisites
Graduate standing or per

Dates offered
Each Spring

Faculty member
Khosrow Bozorgi.

Overview:
Familiarize students with the typical example and basic principles of European and
American urban design. Expand students’ abilities in the methodology of
architectural/urban design research. Develops students’ ability to integrate information
from multiple disciplines and to think critically.
ARCH 5183 Survey of Middle Eastern Architecture (Slashlisted with 4183)

Objectives
Survey of Middle Eastern architecture and the impact architects and architecture from this time and region had upon the advancement of environmental/urban design throughout the rest of history.

Course Requirements
Develops students’ ability to integrate information from multiple disciplines and to think critically. Introduces methods of graphic and verbal analysis of architecture and architectural writing.

Prerequisites
Graduate standing or permission of instructor.

Dates offered
Periodically.

Faculty member
Khosrow Bozorgi

Overview:
Expand students’ abilities in the methodology of architectural research. These objectives are in accordance with NAAB Student Performance Criteria.

• Familiarize student with non-western tradition focusing on the unique type of architecture in Middle East.
• To discuss an architectural tradition that focuses upon the design of spaces to the exclusion of monumental form, shape and mass.
• Studying the concept of sustainable desert city, the role of encompassing walls, which are pursued through its tripartite sequence of path, portal and enclosure.
• To understand the fact that space-positive approach need not merely be seen as historical phenomenon and it is rather a viewpoint that increases awareness of the existential focus of architecture and urban fabric.
• How do we define and/or qualify Middle Eastern architecture? What is the relationship between such architecture and culture?
**ARCH 5960, Directed Readings - 1 to 4 Credit Hours**

**Objectives**
Students are given the opportunity to work with a faculty member to create a reading list that allows in-depth exploration of a topic not normally covered comprehensively in class.

**Course Requirements**
Course requirements will be different for each student enrolled in the course.

**Prerequisites**
Fifth year or graduate standing and permission of instructor.

**Dates offered**
Each semester.

**Faculty member**
All faculty members may direct this course.

**Overview**
May be repeated with change of subject; maximum credit allowed nine hours. Studies in major field as approved by instructor.
ARCH 5970, General Departmental Seminar – 1 to 4 Credit Hours

Objectives
Advanced professional topics in architecture, construction science, urban design or environmental design. Lectures, team and individual assignments.

Course Requirements
Dependent on seminar being offered.

Prerequisites
Graduate standing or permission of instructor.

Dates offered
Periodically.

Faculty member
Dependent on semester.

Overview
May be repeated; maximum credit 12 hours.
ARCH 5980, Research for Master's Thesis - 2 to 9 Credit Hours

Objectives
Students complete research that is applicable to their Master's Thesis project under the direction of a member of the faculty.

Course Requirements
Dependent on student/faculty agreement regarding deliverables.

Prerequisites
Graduate standing and permission of instructor.

Dates offered
Each semester.

Faculty member
Dependent on student enrolled in course.

Overview
This is an individual, independent study enrollment.
4.4 Tenured- and Tenure-Track Faculty Member Résumés
David L. Boeck  
925 Schulze Drive  
Norman, OK 73071  
dlb@ou.edu  
Home (405) 360-7996  
Office (405) 325-2266

**Education**
Masters of Architecture-1979  
University of Oklahoma  
Norman, OK

Bachelors of Architecture-1979  
University of Oklahoma  
Norman, OK

Bachelors of Environmental Design- 1978  
University of Oklahoma  
Norman, OK

**Professional License**
Oklahoma, Florida, Illinois, Mississippi

**Teaching Experience**
2006 - Present  
Associate Professor, Architecture - University of Oklahoma  
Arch. 1143 ‘Society and the Built Environment,’ Arch 1153 Studio I, Arch. 3554 Studio V,  
Arch. 3654 Studio VI  
Arch. 4970 Rendering

2001 - 2006  
Lecturer, Interior Design- University of Oklahoma  
ID 1145 ‘Design and Graphics I’ ID 2143 ‘Design and Graphics II’

**Professional Experience**
2007 - Present  
Partner- 3 Level Design, Oklahoma City, OK; Sustainable Retail, Residential, Commercial

1998- 2007-  
Owner DLB Architects, PC, Norman, OK; Sustainable Retail Residential, Commercial

1995-1998  
Partner Architects in Partnership, Norman, OK; Educational, Institutional

1983-1995  
Partner-Robison-Boeck Architects, Oklahoma City, OK; Institutional, Governmental
Summary of Achievements
2008
Member of the Dean Search Committee
College of Architecture University of Oklahoma

2007 - present
Member of the City of Norman Environmental Control Advisory Board- 2

2008 - present
Member of the Norman Chamber of Commerce Greenovation Steering Committee

Selected Publications
Spring 2007
Conference Poster Presentation
“Doors/entries- the interface of Architecture and Art Therapy in interpreting form and enhance well-being.”
Environmental Design Research Association 38th Annual Meeting
Sacramento, California, May 30- June 3, 2007

Fall 2007
Conference Paper Presentation
“Thresholds of Connection: A Socio- Psycho- Architectural Consideration of the Door”
American Art Therapy Association, Inc. 38th Annual meeting
Albuquerque, NM

Professional Associations
AIA (American Institute of Architects)
NCARB (National Architectural Accrediting Board)
NCIDQ (Nation Council if Interior Design Registration)
EDRA (Environment Design Research Association)
Dr. Khosrow Bozorgi
500 W. Main
Norman OK 73069
kbozorgi@ou.edu
Phone: (405) 325-3348
Fax: (405) 325-7558

Education
Ph.D. in Architecture (Doctor of Philosophy), 1988
University of Pennsylvania, Philadelphia

MS. Arch. (Master of Science in Architecture), 1983
University of Pennsylvania, Philadelphia.

M.Arch. (Master of Architecture), 1977
Professional Degree
National University of Iran

B.Arch. (Bachelor of Architecture), 1974
Professional Degree
National University of Iran

Professional License
Registered Architect/Urban Planner, City of Tehran

Teaching Experience
Professor, University of Oklahoma
College of Architecture
June 2006-present

Associate Professor, University of Oklahoma
College of Architecture
August 1998-June 2006

Associate Professor, University of Tehran
Department of Architecture
1991-1998

Professional Experience
USA/Overseas Design Consultant. 1990-present

- Global Village, an architectural/urban design master plan for a 45 acres of land located in north of Tehran.

Senior project designer, ACL/Bouyges Batiment International Ltd., Engineers, Paris, France. 1994-1998. Project:
- Global Village, Finalization of schematic design and design development.
- Health Care facilities invested by World Bank Redevelopment Program. 1993-1995
- Low Income Housing for the City of Johannesburg, South Africa. 1995.
Senior Project designer, Sargent Webster Crenshow Architects, Engineers and Planners, Syracuse, New York. 1990

Hershey Company, New Corporate Headquarters, Hershey, Pennsylvania.
Children Hospital, Philadelphia, PA.
Himont, Research and Development Technology Center, Elkton, Maryland.
Saint Elizabeth Hospital, New Jersey.
Bowman Gray School of Medicine, North Carolina.

Community College of Philadelphia. Extension to the existing college.
Critikon, Corporate Office in Tampa, Florida.
Boehringer Ingelheim Corporate Office Center in Connecticut.
45-story Girard-Fidelity Building in Philadelphia.
Eleven Penn Center, 35-Story High Rise Office Building in Philadelphia.
Merrill Lynch Corporate Training Center in Princeton, New Jersey.
Egyptian National Petroleum Company (ENPC), Headquarters in Cairo.
Ethyl Corporation, Office and Commercial Complex, Richmond, Virginia.

Private Practice, 1981-present. 1980-present
Architectural/landscape design for twelve residential buildings,
Commercial and residential buildings
Variety of architectural consulting works

Selected Publications

Professional Associations
Environmental Design Research Association (EDRA)
Association of Collegiate Schools of Architecture (ACSA)
Hans E. Butzer  
617 NW 16th Street  
Oklahoma City, OK 73103  
Butzer@ou.edu  
Home (405) 525-2151  
Office (405) 503-7342  

Education  
M.Arch, 1999  
Harvard University Graduate School of Design  
Cambridge, MA 02138  

B.Arch, 1990  
University of Texas at Austin, with High Honors  
Austin, TX 78712  

Professional License  
Licensed Architect in the German State of North-Rhine Westphalia (AK NW)  
Completed IDP, preparing to begin taking the A.R.E.  

Teaching Experience  
2006 - Present  
Associate Professor of Architecture and Urban Design, Division of Architecture, University of Oklahoma  

2000 - 2006  
Assistant Professor of Architecture and Urban Design, Division of Architecture, University of Oklahoma  

1999 - 2000  
Adjunct Professor of Architecture, Division of Architecture, University of Oklahoma  

Professional Experience  
Butzer-Gardner, Oklahoma City, OK  
Co-Director, 2008 - Present  
Downtown Airpark 85 acre Master Plan, OKC; The Humphreys Company Headquarters, OKC; Mabee-Gerrer Museum of Art, Shawnee, OK; The Liberty Tower Renovation, OKC; Core to Shore Pedestrian Bridge Invited Competition, OKC  

TAParchitecture, Oklahoma City, OK  
Principal of Design, 2004 - 2008  
Maywood Park Master Plan, OKC; Central Avenue Villas, OKC; Oklahoma State Banking Department, OKC; Core to Shore Master Plan, OKC; Chandler Route 66 Interpretative Center, Chandler, OK  

Butzer Design Partnership, Oklahoma City, OK  
Co-Director 1990 - Present  
Oklahoma City National Memorial, OKC; Oakerhater Episcopal Center, Watonga, OK; The Factory Mixed-Use Development, OKC
Summary of Achievements
Merit Award: Oakerhater Episcopal Center, Watonga, OK; American Institute of Architects CSR

Firm of the Year: TAParchitecture, American Institute of Architects Solomon Layton Award

Innovator of the Year: Journal Record State Business Newspaper, with the OU College of Architecture and TAParchitecture

First Place: The Hill at Ellison Park; professional juried competition for a mixed-use urban development in downtown Oklahoma City; for TAP/ButzerStudio

Selected Publications and Invited Lectures
“The Work and Practice of Lawrence W. Speck”, University of Texas, Austin TX, March, 2007
“Building a Great City: Now’s a Good Time”, Oklahoma City University, February 2006.
“Perceptions of the Built Environment: United States vs. Germany” Oklahoma State University Department of Philosophy, Stillwater, OK, October 2005.
“Memory and Architecture”, University of Tulsa Department of Art, Tulsa, OK, September 2005.
“Young Architects Forum”, panel moderated by Randi Greenberg, Associate Editor of Architectural Record, AIA National Convention Las Vegas, NV, May 2005.

Professional Associations
Associate Member of the American Institute of Architects
Chamber of Architects, North-Rhine Westphalia, Germany (AK NW)
Marjorie P. Callahan  
500 W. Main  
Norman, Oklahoma 73069  
mcallahan@ou.edu  
(405) 325-3866

**Education**  
Bachelor of Architecture, 1985  
University of Oklahoma, Norman

Master of Science in Architectural Design, 1980  
University of Massachusetts, Amherst  
Masters Thesis: “Design Education Centers”

Bachelor of Art with an Art & Urban Economics Major, 1977  
Mills College, Oakland

**Professional License**  
NCARB National Architectural Accrediting Board Registered Architect; Oklahoma Board of Architectural Examiners, 1987-Current

**Teaching Experience**  
2007-Present  
Associate Professor of Architecture—University of Oklahoma

2001-2006  
Assistant Professor of Architecture—University of Oklahoma

1998-2000  
Adjunct Faculty—University of Oklahoma

1997-1999  
Visiting Lecturer—University of Central Oklahoma  
Color Theory, Workshop: AutoCAD, ADA

1979  
Graduate Assistant, University of Massachusetts  
Psychology & Design

1977  
Research Assistant, Palo Alto Cultural Center  
Furniture Design

1972  
Research Assistant, John D. Rockefeller Art Collection, De-Young Museum, San Francisco

**Professional Experience**  
**Marjorie Pany Callahan Architects**  
1988-Present  
Sole Proprietor/Commercial & Residential

**ADG Architects**  
1999-2000  
Consultant/Commercial
Professional Experience, continued

Winslow Associates
1987-1988
Designer-Architect/ Ralph Lauren: Retail/Design-Build

Howard & Porch, Architects, Inc.
1980-1987
Intern - Project Architect/Commercial

Summary of Achievements

Chair, Books That Inspire Exhibit, University of Oklahoma Libraries, 2004-5

Big 12 Provost Fellowship, University of Oklahoma, 2003, 2004

Faculty Teaching Leadership Award, 2000

Edmond, OK Mayor’s Community Service Award, 1998, “In recognition of outstanding contributions to
the long-term development of I-35 Interstate Corridor, Edmond”

Milliken National Design Award, 1979, Honorable Mention

Selected Publications

M.P. Callahan "Impacting Young Architects: Reflections on New Modes of Leadership" Changing
Practice, Changing Communities, AIA Mid-Atlantic Conference, October 2008 (Atlanta,
Georgia)

M.P. Callahan & R. Ryan, “Developing and Teaching a Collaborative Design and Construction
Administration Course” International Proceedings of the 43rd Annual Conference, Associated Schools of
Construction, April 12-14, 2007 (Flagstaff, Arizona); “Learning to Collaborate: Lessons Industry Can Learn
From Academia” Construction Owners Association of America, November 14-16, 2007 (Las Vegas,
Nevada); “Architect and Construction Science Students in the Same Room….can we make a
difference?” Associated General Contractors of America, Private Industry Advisory Council, June 21-
23, 2007 (Pinehurst, North Carolina)

M.P. Callahan, “Intern Development and Mentoring: Enhanced Contributions from Academia”
Best Practices, 2006 American Institute of Architects Intern Development Program
Coordinators Conference, Washington, DC, February, 2006

M.P. Callahan, “Preconceived Attitudes that Prevent Effective Communication” Getting To Great,
2005 American Institute of Architects Practice Management Conference, New York City,
October , 2005

M.P. Callahan, “Big 12 Research Findings to Date” AIA (American Institute of Architects) Intern
Development Program (IDP) Coordinators Conference, 2004 Annual Conference, Washington,
DC, March 2004.

M.P. Callahan, “Helping Students Learn the Equity and Ethics of Zoning” ACSA Service Learning
Rob and Ingrid Young Addition, Poster, AIA National Small Project Design Awards, 2006.

Professional Associations

LEED Accredited Professional, Leadership in Energy & Environmental Design (LEED),
May 2005

AIA American Institute of Architects, 1987-Present

NCIDQ National Council for Interior Design Qualification (Certificate Number 4052)
1985-Current
I-Kwang Chang
500 W. Main
Norman, OK 73069
Archichang.1@ou.edu
Office (405) 325-4609

Education
Ph.D. (Civil Engineering-Structural)
Stanford University, Stanford, CA

M.S. (Arch. Engineering-Structural)
University of Illinois, Urbana, Illinois

B.S. (Arch. Eng. & City Planning)
University of Chinese Culture, Taipei, Taiwan

Professional License
Licensed Professional Engineer (Structural)

Teaching Experience
2005-Present
Associate Professor, University of Oklahoma, College of Architecture
Taught structures courses, building systems integration, graduate studios.

1994-1998
Assistant Professor, University of Notre Dame, School of Architecture
Taught structures courses, AutoCAD, independent studies.

1991-1994
Adjunct Professor, California State University-San Jose, Civil Eng.
Taught mechanics, structural design, seismic design, and engineering lab.

1990-1991
Adjunct Professor, Woodbury University, Arch. Dept., Burbank, CA
Taught timber design, concrete design, AutoCAD.

Professional Experience
Structural design for heavy industrial/commercial/residential facilities/buildings.

International Business Machines Corporation, CA & Conn.
Senior associate engineer, staff engineer, advisory engineer, 1978-1988

Nuclear Services Corporation, Campbell, CA
Senior engineer, 1974-1978

Vincent Kevin Kelly Associates, Santa Monica, CA
Project engineer, 1972-1974

Victor Gruen Associates, Los Angeles, CA
Engineer, 1970-1972

Professional Associations
American Society of Civil Engineers
American Institute of Steel Construction
Steel Framing Alliance
Selected Publications and Lectures


Erdener, E., Chang, I-K. (01/08) “Global Studio: Distant Participation in Architectural Education,” Fourth International Conference on Technology, Knowledge & Society, Northeastern University, Boston.


Thomas J. Cline
500 W. Main Street
Norman, OK 73069
thomascline@ou.edu
(405) 325-5691

Education
The Savannah College of Art and Design, 2008
MFA in Furniture Design

Georgia State University, 2005
MA Candidate in Philosophy

Auburn University, 1991
Bachelor of Architecture

Auburn University, 1991
Bachelor of Science in Building Science

Professional License
Registered Architect, Georgia (Inactive)

Teaching Experience
2006-2007
Graduate Teaching Intern and Furniture Shop Manager
Assisted students with fabrication of furniture projects and other objects of design. Taught introductory course in the furniture design program. Taught introductory course to wood and metal fabrication.

2004-2005
Special Foreign Lecturer
Taught design fundamentals and seminars in architectural theory to undergraduates. Advised graduate students in preparation for publication of theses in various academic forums.

2004
Graduate Teaching Assistant
Taught PHIL 1010, Critical Thinking. Course assists students in the development of problem-solving skills with an introduction to major forms of scientific and logical reasoning used across the humanities, sciences, and social sciences.

Professional Experience
g5, 2002-present
Principal/project architect
Responsibilities consist of programming, design, and construction management of various architectural projects for an international client base. Secondary responsibilities consist of producing programming studies for client needs and providing all marketing and business development efforts.

Robert and Company, 2000-2002
Project manager/project architect
Responsibilities consisted of the programming and design of buildings and other structures for a varied client base while supervising project teams consisting of architects, intern architects, planners, landscape architects and engineers. Secondary responsibilities consisted of producing programming studies for client needs and assisting in marketing and business development efforts.
Professional Experience, continued

Project Manager
Responsibilities consisted of the management of various project teams in the design, production, and construction of both public housing units for HUD and municipal projects for various state and local government agencies. Secondary responsibilities consisted of both the administration of construction projects financed through grants and loans financed by HUD’s Upfront Grant Program, and managing project teams in the completion of Comprehensive Repair Surveys for HUD.

Assistant Project Manager
Assisted Project Manager in the daily operations of a small commercial general contractor. Responsibilities included project scheduling, materials procurement, subcontract administration, financial management and billing, income forecasting, staffing, and training.

Muralist
Performed, both independently and as a part of a project team, the design and execution of architectural murals for various private homes and corporate offices. Duties included design, production, logistics management, materials procurement, and intense client interaction.

Selected Architectural Works
Baan Santisuk, Rupert Guildenhaus, Chiang Mai, Thailand
Rehabilitation Training Center, Children’s Hospital of Chiang Mai, Thailand
Hydrotherapy Center, Children’s Hospital of Chiang Mai, Thailand
Factory Dining Hall, Fish Enterprises, Lampang, Thailand
Restoration of Oakview/Riverside Cemeteries, City of Albany, GA
Mable House Amphitheater, Cobb County, Mableton, GA
Dian Fossey Gorilla Fund, International Headquarters Programming Study
Member’s Entrance and Rollins Children’s Zoo Base Camp Discovery, Zoo Atlanta, Georgia
Golden Lion Tamarin Exhibit, Zoo Atlanta, Georgia
Law Enforcement Center, City of Albany, GA
Districts Three and Four Community Policing Centers, City of Albany, GA
Police Department Stables and Kennel, City of Albany, GA
Dougherty County Emergency Medical Services Building, Doughterty County, GA
Fueling Pumphouse and Management Facility, Lajes Field, USAF, Azores Islands, Portugal
Fueling Systems Pumphouses, Andersen Air Force Base, USAF, Guam
Addition to Fuel Testing Facility, O’Hare International Airport, Illinois

Selected Exhibitions
Gallery Savannah, Shanghai Art Fair, China, 2006.
Savannah College of Art and Design Admissions DVD and Website, 2006.
Savannah College of Art and Design Style Week, Atlanta, GA, 2006.
Faculty Show, Faculty of Architecture, Chiang Mai University, Thailand, 2005.

Professional Associations
National Council of Architectural Registration Boards
Anthony J. Cricchio  
3003 River Oaks Drive Apt. 239  
Norman, Oklahoma 73072  
anthony.cricchio@ou.edu  
Home (817) 881-6398  
Work (405) 325-5683

Education  
Master of Architecture, 1995  
University of Texas—Arlington

Bachelor of Science in Architecture, 1993  
University of Texas—Arlington

Professional License  
Licenced Architect, State of Texas, License #20105

Teaching Experience  
August 2008 – Current
Assistant Professor of Architecture at The University of Oklahoma
Teach design studio in the upper level of the undergraduate program and basic
architectural computer applications. Position includes the teaching of fundamental
design through traditional and conceptual methods.

August 2006 – May 2008
Assistant Professor of Architecture at Oklahoma State University
Taught design studios throughout the curriculum and basic architectural computer
applications. Position includes the teaching of fundamental design through traditional
and conceptual methods.

September 2003 - August 2006
Lecturer at The University of Texas at Arlington
Taught second and third year design studios. Position included teaching basic
architectural computer applications and architectural graphics. Minimum of two design
studios and one other class taught per semester.

Professional Experience  
Self Employed Project Assistant  
October 2002 - Current
Design and production coordinator to principles in small firms providing services ranging
from production of construction documents to graphic presentations.

Project Architect- Corgan Associates  
January 1996 - September 2002
Position included the production and development of projects from design development
to construction administration. Projects range from church and school renovations to
office interior finish-out. Responsibilities included computer graphic and Microstation
support within the office.
Summary of Achievements
Honorable Mention
2001 UIA Water and Architecture Competition

Finalist
Braun Prize Competition 2003

Exhibition Showing
2004 Ken Roberts Memorial Architectural Graphics Competition

Beck Award Winner
2005 Ken Roberts Memorial Architectural Graphics Competition

Selected Publications, Presentations or Exhibitions
"Synesthetic Artifacts: Re-imagining metaphors between artifact, materials, and functionality through a kit-of-parts anthology," ACSA 96th Annual Meeting.
"Design Synesthesia: A Pedagogical Link between Metaphor and Form in Basic Design Studies," 2007 Kuwait University International Architectural Conference.
"Linking line and Perspective," 2006 32nd Annual Ken Roberts Memorial Delineation Competition.
"Collage #7," the piece is one of a series which explores the induced ruled manipulation of collage art, displayed as part of the collection in the International Museum of Collage, Assemblage and Construction and the 2006 Bakers Dozen Collage Exchange.
"Floating Reality," 2007 33rd Annual Ken Roberts Memorial Delineation Competition.
"Mapping un-realities," Set of six collage pieces that explore a series of maps and text which derives a context for the viewer to explore as the eye wonders across the page, displayed as part of the collection in the International Museum of Collage, Assemblage and Construction and the 2007 Bakers Dozen Collage Exchange.
"WhiteSynesthesia1" and "WhiteSynesthesia2," mixed media collage exploring synesthetic links between color and texture, White on White Exhibition – Fort Worth Community Arts Center, a part of the collection in the International Museum of Collage, Assemblage and Construction.
"Floating Reality- Art community," La Reunion TX Architecture Exhibition: MAKE SPACE FOR ART

Professional Associations
NCARB Certified
Education
Master of Architecture, 1975
The University of Wisconsin-Milwaukee:

Bachelor of Environmental Design, 1973
The University of Kansas

Professional License
Architect, Louisiana, 30 years

Teaching Experience
University of Oklahoma: Associate Professor of Architecture, 24 years
Louisiana State University: Assistant Professor of Architecture, 6 years
Louisiana State University: Instructor, 2 1/2 years
Southern University: Adjunct Professor of Architecture, 1 year

Professional Experience
President
theEarchitect.com
Provides computer services for the architectural profession.

Sole Proprietor
Joel K. Dietrich, AIA

Staff Member/Junior Project Coordinator
Miller-Waltz-Diedrich Architects & Associates, Inc., Milwaukee, WI

Research and Creative Activities (Selected)
Development of an Animated Video for the Oklahoma City Memorial Design Competition, Principal Investigator.
Campus Energy Model, A Computerized Animation of the OU Campus Energy Use, Principal Investigator
Summer Faculty Fellow - CRSS, Inc., Houston, TX, Built a Visualization Lab and worked on WaveFront applications
Automated System for Production of Interior Elevations, Principal Investigator
Summer Faculty Fellow - CRSS, Inc., Houston, TX, Assisted with WaveFront Applications
Summer Faculty Fellow - Skidmore, Owings & Merrill, Chicago, IL, Assisted with the commercial CAD development project AES
Summer Faculty Fellow - Aotani and Associates, Honolulu, HI, Converted the firm to AutoCAD, specified and acquired new computer systems, authored conversion software.
A Data Base for Computer Aided Design, Principal Investigator
Research and Creative Activities (Selected), continued
Annotated Health Facility Research Bibliography, Resource Reviewer & Computer Advisor
CODEsearch Computerized Code Analysis, Principal Investigator
Louisiana Solar Design and Data Development, Co-Investigator
Energy Efficient Housing Research/Demonstration Project, Principal Investigator

Professional Associations
American Institute of Architects
Eren Erdener
500 W. Main
Norman, OK 73069
e-erdener@ou.edu
(405) 325-2188

**Education**
Ph.D. Architecture, 1979
University of Pennsylvania

M.S. Architectural Technology, 1976
Columbia University

Y. Mimar (M. Arch.), 1973
State Fine Arts Academy

**Teaching Experience**
1989-present
Associate Professor of Architecture, University of Oklahoma

1980-1989
Assistant Professor of Architecture, University of Oklahoma

1979-1980
Visiting Assistant Professor of Architecture, University of Oklahoma

1973-1975
Assistant Professor of Architecture, The State Fine Arts Academy

**Select Professional Experience**

Oklahoma City Methodist Church, architectural survey, measured drawings, adaptive-use design, construction documents (CD) development (with W. Bowser), 1985.


Turkish Petroleum, Inc., Headquarters, Istanbul, senior designer, design development and working drawings (with Emin Alpan, not constructed), 1976.

**Select Achievements**
Recipient, Presidential Travel Fellowship, 2006

Member, Literati Group, U.K., 1997-present

Member, Facility Information Subcommittee (formerly CADD subcommittee), 1997-present

Visiting Fellow, Sabbatical, Istanbul Technical University (ITU), 1998

Regional Editor (North America), Facilities (Facility Management journal), United Kingdom, (ISSN 0263-2772), 1997-2002.

Select Achievements, continued

Member, Phi Kappa Phi, 1993-present.

Summer Fellow, University of Oklahoma, College of Architecture with Aloha Corporation and Ed Aotani and Associates, Honolulu, HI, 1990.

Select Publications


Erdener Eren, “From Park to Town- Through the Cobblestone Architecture of Medicine Park, Oklahoma,” 44th International Making Cities Livable (IMCL), Santa Fe, NM, May 17-22, 2006; Invited Paper.


Professional Associations
International Facility Management Association, Academic Facilities Council.
Union Internationale d'Architectes
National Institute of Building Sciences
Turkish Chamber of Architects, Registered Architect.
The Emerald Publications Group, U.K.
Bob G. Fillpot
500 W. Main
Norman, OK 73069
bfillpot@ou.edu
(405) 325-2444

Education
Master of Design Studies, 1997
Harvard School of Design

Bachelor of Architecture, 1967
Texas Tech University

Professional License
Licensed Architect in Texas

Teaching Experience
Dean, Fall 1998 - Spring 2008
College of Architecture, University of Oklahoma

Professional Experience
Cambridge Seven Architects, 1997-1998
Consultant

President of Architecture Firm

Vice President of Architecture Firm

Associate Partner of Architecture Firm

Project Architect of Firm

Several Achievements
Winner
Competition to design the Smith Tower for the Methodist Hospital in Houston

Winner
Competition for renovation design of the Southland Center in Dallas.

Principal in Charge
Fifty story high-rise in Houston, TX for the Enron. Project consisted of 1,000,000 s.f. of office space and interior design of public areas. Executed small amount of tenant space design services for building occupants.

Professional Associations
American Institute of Architects
College of Fellows of the American Institute of Architects
Texas Society of Architects
Lee A. Fithian, AIA, AICP, LEED AP
801 Red Bird Lane
Norman, OK 73072
leeifthian@ou.edu
Home (405) 606-5905
Office (405) 325-4486

Education
Master of Architecture, 1998
University of Oklahoma, Urban Planning/Historic Preservation Emphasis

B.S. Computer Science, 1986
University of Oklahoma

B.S. Engineering, 1984
University of Oklahoma

Professional License
NCARB Registered Architect
Registered Architect - Massachusetts No. 30741; Oklahoma No. a4330
AICP - Certified Planner

Teaching Experience
Assistant Professor, Tenure Track
University of Oklahoma – College of Architecture, Norman, Oklahoma
May 2005 - current
Develop curriculum and conduct classes for Environmental Controls, Graduate and Undergraduate Architectural Design Studios, Committee Member/Chair for Masters Architecture Thesis projects, Advisor for MArch+2 accelerated program. Focus is on Architecture, Urban Design and Sustainability.

Adjunct Instructor
University of Oklahoma – College of Architecture, Norman, Oklahoma
Spring Semester 2003 through May 2005
Developed curriculum and conducted graduate level class covering sustainable architecture and its practical application. Duties also included assisting with the Graduate integrated design studio.

Adjunct Instructor
Oklahoma State University in Oklahoma City
Fall Semester, 2000
Developed curriculum and conducted classes teaching landscape graphics. Course was basic introduction to graphics and covered sketching, rendering, layout and composition as well as drafting fundamentals.

Professional Experience
Fithian Architecture and Urban Design, Principal
May 2005 to present
Firm specializing in Sustainability Consulting and integration of services including Energy Modeling; Sustainable Architecture (Green Building), Urban Design, Facilities Operations and Historic Preservation. Strong project integration of LEED criteria including sustainable site planning and air quality, water conservation, energy efficiency and renewable energy, conservation of materials and resources including waste reduction, indoor environmental quality, sustainable operations and green purchasing.

Project Manager
The Benham Companies, LLC, Oklahoma City, Oklahoma
December 1997 to May 2005
(description of duties at the Benham Companies, LLC, continued)

Personally responsible for multi-disciplined teams in various locations producing design and construction documents for multiple projects, client management, project financial management, consultant management and preparation of design-bid and design-build marketing proposals. Served as Director of Sustainable Design responsible for integrating sustainable design concepts for the entire company throughout design, construction and operational phases.

**Project Coordinator (Capital Building Projects)**

Architectural and Engineering Services, University of Oklahoma, March 1987 to November 1997

Responsible for project management of $9 million Phase I renovation of the Oklahoma Memorial Union and $2 million Phase II dining hall. Phase I project consisted of renovation and remodeling of approximately 105,000 sf of space in an historic building in the heart of the University campus. Phase II project involved the addition of a 4,000 gsf dining hall addition utilizing CM. Developed program for Phase III - Student Leadership Center.

**Summary of Achievements**

Winner 2008 AIA National TAP BIM Award

Co-principal of Oklahoma City’s successful AIA-SDAT grant

Recipient of the AIA Henry Adams Award for Excellence in the Study of Architecture, 1997

Oklahoma Medical Research Foundation Fleming Scholar

**Selected Publications**


Fithian, L., "In the Future, Handholding Won’t be Necessary", CADENCE, Vol.6, No.3, pp.24-26, (March 1991). Editorial article concerning third party AutoCAD architectural menus, their relevance and the costs incurred by the architectural offices purchasing them.


Fithian, L., "Keeping Track at OU", CADENCE, Vol.5, No.6, pp.113-118, (July 1990). Description of facilities management system developed by author describing the creation of an integrated Computer Aided Design (CAD) and database Facilities Inventory system.

**Professional Associations**

AIA (American Institute of Architects)

NCARB (National Architectural Accrediting Board)

AICP (American Institute of Certified Planners)
Nickolas Ham
500 W. Main
Norman, Oklahoma 73069
nharm@ou.edu
405-590-3846

Education
Major- Art History; Minor-Psychology, 1968-1970
University of Nebraska—Lincoln

Bachelor of Science in Architectural Studies, 1976
University of Nebraska—Lincoln
Minor- Psychology

Master of Science in Architectural Studies, 1978
University of Nebraska—Lincoln

Professional License
State of Nebraska 1972
State of Oklahoma 1992

Teaching Experience
1995-present
Associate Professor
College of Architecture, University of Oklahoma
Norman, Oklahoma 1995-Present

1989-1994
Assistant Professor
College of Architecture, University of Oklahoma
Norman, Oklahoma 1989-1994

1999
Universidad Privada de Santa Cruz, Santa Cruz, Bolivia
Visiting Graduate Faculty—Masters Program in Architecture

1984-1989
Assistant Professor
College of Environmental Design, King Fahd University of Petroleum and Minerals
Dhahran, Saudi Arabia

1981-1984
Assistant Professor
College of Environmental Design, University of Oklahoma
Professional Experience

Studio 3C, 1988-Present
Norman, Oklahoma
Principal

Design Group One, 1985-1988
Dhahran, Saudi Arabia
Associate- Architectural Design, Landscape Architecture

Studio C, 1983-1984
Norman, Oklahoma
Associate-Architectural Design, Graphic Design

Howard Porch Inc. Architects, 1983
Oklahoma City, Oklahoma
Graphic Consultant, Staff Architect

Norman, Oklahoma
Graphic Design Consultant

Henningson, Durham and Richardson Architects and Engineers, 1978-1981
Omaha, Nebraska
Project Designer, 1978-1980

Professional Associations
CSI (Construction Specification Institute)
AIA (American Institute of Architects)
NCARB (National Architectural Accrediting Board)
James Patterson
500 W. Main
Norman, OK 73069
jampatt@ou.edu
(405) 325-2444

Education
M.S. Architecture, 1962
Columbia University
B. Architecture, 1961
Texas A&M University

Professional License
Registered Architect, Texas and Iowa
Registered Interior Designer, Texas

Teaching Experience
1995-present
Professor of Architecture, University of Oklahoma
1994-1995
Professor of Architecture, Iowa State University
1988-1994
Associate Professor of Architecture, Iowa State University
1967-1969
Associate Professor of Architecture, Texas A&M University
1963-1967
Assistant Professor of Architecture, Texas A&M University

Professional Experience
James R. Patterson, AIA Architect 1988 – present
Selective design and consulting practice.

James R. Patterson, AIA Architect
full-time private architectural practice with Dallas office; projects included Low Speed Wind Tunnel Design Development and Documentation for the Texas Engineering Experiment Station at College Station

President and CEO, International Building Systems, Inc.: 1967 to 1985
This business entity was engaged in successive phases of architectural, consulting and construction activities for which my major participation was as follows:

From 1979 to 1985 I was CEO while the corporation was engaged in the construction of building superstructures as a major subcontractor; annual revenue averaged $5 million, with 100 employees and offices in Dallas and Houston

From 1967 to 1979 the corporation included the firm IBS Architects, for which I was President and Principal Architect and together with five partners managed work that included primarily hospital and medical facility projects; the average staff was twenty-five persons including in-house engineering; offices in Dallas and Mexico City
Professional Experience, continued

Harrell and Hamilton Architects, Dallas (currently renamed Omniplan Architects), 1963
Architectural Designer
Principal designer of the mall system for Northpark Shopping Center in Dallas

Mario J. Ciampi, San Francisco, 1962
Architectural Designer
Member of the design team for the Fox Theatre Competition, San Francisco; 1962

Charles R. Colbert, Architect, 1962
Architectural Designer
New York City; 1962

William E. Nash, Architect, Bryan, TX; 1959 to 1962
Architectural Designer

Summary of Achievements
Recipient of Alpha Rho Chi Medal, 1961
Texas A&M University
Recipient of McKim Fellowship
Columbia University
Recipient of William Kinne Fellows Traveling Fellowship, 1962-1963
Columbia University

Selected Publications


Professional Associations
AIA (American Institute of Architects)
NCARB (National Architectural Accrediting Board)
Terry L. Patterson  
1316 McKinley, Ave.  
Norman, Oklahoma  
tpatterson@ou.edu  
Home (405) 325 3869  
Office (405) 325-2444

Education  
M. Arch.  
Pratt Institute, Brooklyn, NY.

B. Arch.  
Kansas State University, Manhattan, KS.

Professional License  
Licensed Architect, Oklahoma #3900,  
NCARB Certificate #47344

Teaching Experience  
1980-present  
Professor, University of Oklahoma  
Tenured since 1984  
Teaching building materials, building equipment and services, design, and structures.

Professional Experience  
Consulting and office practice, including working drawings, design, graphics, structural design, specifications, contract administration, and construction since 1968.

Summary of Achievements  
2003-09, W. Edwin Bryan Professorship of Architecture  
1992, College Award For Teaching Excellence, College of Architecture University of Oklahoma.  
1991, College Award For Teaching Excellence, College of Architecture University of Oklahoma.  
1991, Outstanding Professor for the University of Oklahoma (College of Architecture), University of Oklahoma Student Association award.  
1990, Second Annual Summer Session Faculty Instructional Award University of Oklahoma.  
1989, College Award For Teaching Excellence, College of Architecture University of Oklahoma.  
1988, College Award For Teaching Excellence, College of Architecture University of Oklahoma.  
1985-86, Associates Distinguished Lectureship Award, University of Oklahoma.  
1984-85, Associates Distinguished Lectureship Award, University of Oklahoma.
Select Publications
(A translation of my 2001 Architect's Studio Handbook. Translation by Zhao Ju Cai and
Sons. (electronic publication), 2002.
Student Workbook for Construction: Principles, Materials, and Methods, 6ed. Van

Professional Associations
Member, American Institute of Architects
Active in local chapters at Dallas, Iowa, Eastern Oklahoma, Central Oklahoma;
currently AIA Emeritus
Associated Collegiate Schools of Architecture
Active in conferences and workshops
Michael (Iver) Wahl
3785 Cedar Ridge Drive
Norman, Oklahoma
iverw@ou.edu
Home (405) 410-6693
Office (405) 325-5506

Education
M.Arch., 1976
University of Colorado @ Denver
Specialization: Urban Design

M.L.A. 1979
Kansas State University
Manhattan Kansas

B.Arch. 1976
University of Colorado @ Boulder
Boulder Colorado

Professional License
Licensed Architect in Colorado #1118
Licensed Landscape Architect in Kansas #186 (Retired)

Teaching Experience
1981 to present
Associate to Full Professor, Architecture and Landscape Architecture – University of Oklahoma
Taught a wide variety of the courses in architecture and landscape architecture at both graduate and undergraduate level. Was director of architecture for two years, and director of landscape architecture during the initiation that program. Also briefly taught in a Texas overseas program in Malaysia, was its architecture department coordinator, and taught structures in civil engineering department at Texas Tech. University during this period.

1976 to 1981
Assistant Professor, Landscape Architecture – University of Georgia @ Athens Georgia
Taught wide variety of courses in architecture, landscape architecture, and city planning at both graduate and undergraduate level. Twice offered their overseas program in Cortona Italy.

Professional Experience
William Muchow Associates Architects, Denver, CO
Architect, 1998 - Present
Design and production work primarily on large scale commercial and educational projects.

Robert Engelke Architects, Denver, CO
Architect, 1998 - Present
Design and production work primarily on resort and small medical facilities.

Ed Warner Architects, Denver, CO
Architect, 1998 - Present
Design and production work primarily on residential, condominium, and small commercial projects.

Summary of Achievements
A. Blaine Imel Professorship
2008: Awarded for a period of two years, or until retirement if sooner.

Gene Landis Award for Outstanding Photocopying
Identified a new earthquake phenomenon that caused unique building collapses in the Kobe, Japan earthquake. The necessary disaster site reconnaissance was conducted on the invitation, and financial grant, from the Disaster Prevention Research Institute in Uji Japan.
Summary of Achievements, continued

University of Georgia Alumni Association Distinguished Faculty Award
1980: Awarded to the outstanding professor within the College of Environmental Design.

Selected Publications

Professional Associations
AEI (Architectural Engineering Institute)
NCARB (National Architectural Accrediting Board) Certificate #23084
Eleanor Foote Weinel
500 W. Main
Norman, Oklahoma 73069
eweinel@ou.edu
(405) 325-2276

Education
Master of Architecture, 1975-78
Carnegie Mellon University

Bachelor of Arts (English), 1962-66
Dickinson College

Teaching Experience
1990-present
Associate Professor of Architecture
University of Oklahoma, College of Architecture

1981-88
Assistant Professor of Architecture
North Carolina State University

1978-1980
Instructor, Carnegie-Mellon University

Professional Experience
1981-present
Consulting, competitions and small projects

1971-81
Taylor/Pohlman, Architects
Pittsburgh, Pennsylvania
Designer, draughtsman, office manager

1979-80
Al-Mishka: Architectural Design Associates
Pittsburgh, Pennsylvania
Designer, draughtsman

Summary of Achievements
Honorable Mention
Horticulture, photography competition (1985)

Second Place
Horticulture, photography competition (1984)

Award of Merit
Timberform Design Awards, playground for the Winchester-Thurston School (1980)

Bloomcraft Award for Independent Study
“How Does a Monument Mean?” (1978)

First Place
Hands-on Steel Framing Competition (with R. Dachman and P. Smoluchowski) (1976)
Select Publications and Presentations

“Reading Buildings” to International Visual Literacy Association 2006 Conference, Fort Worth, TX, October 2006.


“The Number of My Days: Cemeteries and the Topography of Time” Department of Geography Colloquium, University of Oklahoma, Norman, 27 October 1999.


Session Moderator, “In Your Backyard”, West Central ACSA Regional Meeting, North Dakota State University, Fargo, North Dakota, 24-26 September 1999.


“Saving Place: The Case for Shaw Island” Southwest Regional Meeting, Association of Collegiate Schools of Architecture, Albuquerque, New Mexico, October 1997.


“Memory, Monuments and Modernism”, article by Jacqueline Kimball about my research on Monuments, pp. 16-19, Stone In America, Vol. 109, No. 4, April 1996.


“An Experiment in Form and Style”, experiment conducted at the SE Regional Meeting of the Association of Collegiate Schools of Architecture, Atlanta, Georgia, October 1984.


Professional Associations

Society of Architectural Historians
Association of Collegiate Schools of Architecture
American Culture Association
Education
Master of Science in Structural Engineering, to be completed in 2009
University of Oklahoma, OK

Master of Architecture, 2008
University of Oklahoma, OK

B.S. in Architectural Engineering, 2005
University of Oklahoma, OK

Teaching Experience
Fall 2008
University of Oklahoma, Assistant Studio Coordinator
Coordinating and teaching Studio I design principles and processes

Fall 2007 – Spring 2008
University of Oklahoma - Graduate Assistant
Teaching Studio I and Studio II fundamental design principles and processes

Professional Experience
Coop Himmelb(l)au - Vienna [ Summer 2008 ]
Zarautz Cultural Arts Center - Design Development
Hong Kong Tower - Competition Team
Valli & Valli Door Handle (Product Design) - Modeled door handle for design

Skidmore, Owings & Merrill - Washington DC [ Winter 2007 ]
Campus for government research
Developed facade alternatives for design
Connection details of skybridge to building envelope
Prepared construction documents for submission

Home Creations - Project Manager [ Fall 2001 - Winter 2006 ]
Managed construction of homes from the initial phase to the final
Supervised contractors and subcontractors and created weekly schedules
Customized floor plans for homeowner

Pulte Homes - Internship [ Summer 2001 ]
Assisted builders with homeowner walkthroughs and warranty work
Edmund Hilliard  
629 Ponca Avenue  
Norman OK 73071  
ednhilliard@gmail.com  
(405) 329-6255

Education
MS Environmental Science, 1980  
SUNY Syracuse, NY
BLA, 1967  
SUNY Syracuse, NY

Professional License
Licensed Landscape Architect:  
  United Kingdom, 1974  
  New York, 1980  
  Oklahoma, 1986  
  New Mexico, 1993  
  Oregon, 1995

Teaching Experience (33 years)
2001 - Present  
Visiting Associate Professor, University of Oklahoma, Norman, OK  
College of Architecture, Division of Architecture  
Teaching Basic Design and Graphics, Studios I,II,III & IV  
and Site Design for Architects

1996-01  
Adjunct Assistant Professor, University of Oregon, Eugene, OR  
Department of Landscape Architecture, College of Allied Arts  
Taught Design Studios III & IV

1985-95  
Associate Professor, Director, University of Oklahoma, Norman, OK  
College of Architecture, Division of Landscape Architecture  
Taught all coursework except LA History

1981-84  
Assistant Professor, University of King Abul Aziz, Jeddah, Saudi Arabia  
College of Engineering, Department of Landscape Architecture  
Taught all levels of Design Studio

1977-80  
Visiting and Adjunct Assistant Professor, SUNY Syracuse, NY  
College of Environmental Design and Forestry, School of Landscape Architecture  
Taught Design Studio

1972-77  
Permanent Part-Time Lecturer, University of Edinburgh, Scotland  
Department of Architecture, Post Graduate Diploma Course Landscape Architecture  
Taught Design Studio
Professional Experience (41 years)

**Independent Site Design Consultant** Norman, OK
2001-Present
Downtown Revitalization Projects

**Landscape Architect** Mill City, OR
1995-01
Downtown Revitalization and Restoration Projects

**Landscape Architect** Norman, OK
1985-95
Various Design Projects

**Landscape Architect** Jeddah, Saudi Arabia
1981-84
Various Design Projects

**Landscape Architect** Syracuse, NY
1978-80
Various Design Projects

**Landscape Architect** Edinburgh, Scotland
1967-77
Various Design Projects

Summary of Achievements

Cross Cultural Design and Teaching Experience
On three continents & ten countries

**Civic Trust Award**
1982, Bells Garden, Scotland

**Teaching Awards**
1986-88, College of Architecture, University of Oklahoma
Glenn Josey  
500 W. Main  
Norman, OK 73071  
gjosey95@ou.edu  
(405) 325-7101

Education  
B. Architecture, B.A. Phil 2008  
University of Oklahoma—Norman  
Minor: Japanese

Teaching Experience  
Fall 2008  
University of Oklahoma, College of Architecture  
1st year Studio Coordinator, Lecturer

2007 – 2008  
Teaching Assistant  
University of Oklahoma, College of Architecture - 1st year Design I & II Studio section instructor

Summer 2007  
Teaching Assistant  
University of Oklahoma, College of Architecture - 1st – 4th year Design-Build Studio teaching assistant for Adam Lanman

Spring 2007  
1st year Instructor  
University of Oklahoma, College of Architecture - 1st year Design II Studio section instructor

Spring 2006  
Assistant English Instructor, “Hello English” program  
Assist with Teaching Japanese kindergarten students through adults English in Japan

2004 - 2006  
Teaching Assistant  
University of Oklahoma, College of Architecture  
Assisted in 4th year studio, Building Systems Integration, Architectural Theory, History of the Built Environment

Professional Experience  
1999 - Present  
Assistant, James M. Williams & Associates, Inc., Oklahoma City, OK  
Part-time position; Project Design; Project Manager; Graphic Design; Website Design; Client Meetings; Presentations; Organize and manage office; Assist in the day-to-day managing of architectural and construction projects; Draftsman; 3D Modeling; Project estimating; Construction management.

1996 - 1999  
Purchasing Agent / Project Manager / Construction Supervisor  
Celtic General Contractors, New York, N.Y.  
Purchased materials for construction projects; Planned and coordinated construction projects; Supervision of 20 - 30 employees on over 25 projects of multiple scales. Largest project supervised $250,000.
Professional Experience, continued
1995
Laborer/Office assistant, Stephens & Associates, Oklahoma City, OK
Demolition; General Laborer; Assisted in estimating of construction projects.

Summary of Achievements
Freeman-Asia Award
2005-2006 $7,000 study abroad grant to study international architectural education opportunities.

2004, University of Oklahoma Presidential Travel Fellowship
$750 to go toward travel to Japan

Professional Associations
Division of Architecture Steering Committee for Strategic Planning
Geoffrey Embrey Parker
605 N.W. 35th
Oklahoma City, Oklahoma 73118
geoffparker605@cox.net
(405)524-9707

Education
Master of Architecture, to be completed 2010
University of Oklahoma—Tulsa

Bachelor of Architecture, 1998
University of Oklahoma—Norman

Professional License
Licensed Architect, State of Oklahoma No. 4832

Teaching Experience
2006 - Present
Adjunct Studio Instructor
University of Oklahoma College of Architecture – Adjunct studio instructor
Developed semester syllabus and taught studios with emphasis on graphics and basic design.

Professional Experience
Architecture Incorporated, P.C., 2008 – Present
Partner / Architect

TAParchitecture, 2003 –2008
Intern / Design Architect

Intern / Job Captain

CADD Tech / Intern

CADD Tech / Intern

Frankfurt Short Bruza, 1993 – 1994
Office management / General tasks
Select Publications of Creative Work

“$20 million development set for east Norman” Journal Record, February 14, 2006, illustration published, TAParchitecture

“Scaled for luxury lifestyle, Urban Living” The Oklahoman, March 26, 2006, Illustration published, TAParchitecture

“Deep in the Deuce”, The Oklahoman, September 3, 2005, Illustration published, TAParchitecture

“Sometimes it takes a team”, OKC Business, July 10, 2005, Illustration published, TAParchitecture

“Big Plans”, The Oklahoman, April 22, 2007, Illustration published, TAParchitecture

“Downtown on the Verge of Moving Up” The Oklahoman, December 16, 2007, Illustration published, TAParchitecture

“I-40 Bridges may cross arts path” The Oklahoman, July 5, 2004, design and illustration published, TAParchitecture

“Competition Heats up developing city land near bricktown” The Journal Record, November 19, 2004, Illustration published, TAParchitecture

“New Owners plan renovation of Shartel Plaza” The Oklahoman, September 17, 2004, design and illustration published, TAParchitecture

“OC center takes on new enterprise” The Oklahoman, 2007, Illustration published, TAParchitecture

“Planning ahead”, OKC Business, April 29, 2007, Illustration published, TAParchitecture

“Designs Unveiled for Toby Keith’s” The Oklahoman, September 16, 2004, design and illustration published, TAParchitecture

“Core to Shore Land plans done, now real work begins” The Journal Record, December 13, 2007, Illustration published, TAParchitecture

“Upscale development to revive distressed tract” Norman Transcript, August 21, 2005, design and illustration published, TAParchitecture

“Going Deep, three teams make plays for downtown hill” The Oklahoman, 2004, Illustration published, TAParchitecture

“Three groups pitch housing for coveted downtown area” The Oklahoman, November 18, 2004, Illustration published, TAParchitecture

“OC construction includes work on lighted clock” The Oklahoman, July 19, 2007, project published assistant designer, illustrator, TAParchitecture

Professional Associations
American Institute of Architects
Jay Yowell
4308 Echohollow Trail
Edmond, OK 73025
ecojy@yahoo.com
(405) 317-8424

Education
Master of Science degree, 2006 – present
University of Oklahoma
Thesis: Biomimicry and Architecture with focus on building skins

Bachelor of Architecture, 1994
Oklahoma State University

Professional License
Licensed Architect in Oklahoma

Teaching Experience
2004 – present
Instructor, With focus on Sustainable Design
University of Oklahoma College of Architecture

Professional Experience
jy architecture, August 2004 – present
Edmond, OK
Principal

Elliott + Associates Architects, 2001-2004
Oklahoma City, OK  Feb. 2001 – August 2004
Architect

Dallas, Texas
Architect
Founder of firm-wide Sustainable Design Task Force.
**Summary of Achievements**

**Alpha Rho Chi Medal for Leadership**
Oklahoma State University

**OKC Business Forty Under 40 Award, 2006**

**Green Award for Sustainability 2005**
Environmental Institute, Oklahoma State University

**American Institute of Architects**
Ackerman McQueen, London. Project Architect with Elliott + Associates Architects
Central States Region, 2004 Merit Award for Interior Architecture
National, 2005 Honor Award

**RTKL Kagan Design Fellowship**
“Sustainable Aesthetic” researched the environmental aspects of projects in London, Amsterdam and Berlin.

**Selected Publications and Research**
“Dallas Real Estate Magazine” Winter 1998-99
Author / Editor / Graphic Designer of “DFW Sustainable Resource Guide”
‘Crisis and Opportunity’ in “Oklahoma Gazette” April 18, 2002
‘Seeing Green’ in “At Home in Edmond” Fall/Winter 2006-2007

‘Sustainability conference’ by Matt Maile, “The Journal Record” April 22, 2002
Green Award, “The Edmond Sun” May 4, 2005

**Associations**

**Central Oklahoma Chapter American Institute of Architects**
Founder and Chairman - Committee on the Environment, 2001 – present
Board of Directors, 2002 – 2004

**Dallas American Institute of Architects**
Chairman, Committee on the Environment 1997-2000

**Oklahoma Sustainability Network**
Founder and President, 2001-2004; Past-President, 2004-2006

**Keep Oklahoma Beautiful**
Board Member, 2003 – 2004

**Edmond Land Conservancy** – Founding Member, Board Member, 2003 – present
4.5 Visiting Team Report from the Previous Visit

See following pages.
July 24, 2003

David L. Boren, President
University of Oklahoma
660 Parrington Oval, Room 104
Norman, OK 73019-0390

Dear President Boren:

At the July 2003 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the Visiting Team Report for the University of Oklahoma Division of Architecture.

The board noted the concern of the current visiting team regarding several critical areas, including some identified as deficiencies in the 2000 Visiting Team Report. As a result, the professional architecture programs:

- Bachelor of Architecture (5 years)
- Master of Architecture (preprofessional + 2 years)

were formally granted six-year terms of accreditation with the stipulation that a focused evaluation be scheduled in three years to look only at Program Self-Assessment, Social Equity, Human Resources, Physical Resources, and Professional Degrees and Curriculum and the progress that has been made in those areas. The accreditation terms are effective January 1, 2003. The programs are scheduled for their next full accreditation visit in 2009. The focused evaluation is scheduled for the calendar year 2006.

Accreditation is subject to the submission of Annual Reports. Annual Reports are due by June 1 and must include a response to each condition identified as not met in the Visiting Team Report, a brief summary of changes that have been made or may be made in the accredited program, and the two-page statistical report. Programs are strongly urged to also include in their Annual Reports a response to the causes of concern cited in their last Visiting Team Report. If an acceptable Annual Report is not submitted to the NAAB by the time of its fall board meeting, the NAAB may consider advancing the schedule for the program’s next accreditation sequence. A complete description of the Annual Report process can be found on pages 41-42 of the 1998 Conditions and Procedures. (Changes to the process are included in the 2002 Addendum to the 1998 Conditions and Procedures.)

NAAB encourages public dissemination of information about each school contained in both the school’s Architecture Program Report and the Visiting Team Report. If the Visiting Team Report is made public, then it is to be published in its entirety.

The visiting team has asked me to express its appreciation for your gracious hospitality.

Very truly yours,

Donna V. Robertson AIA
President

Enc. Visiting Team Report

cc: Jim Kudrna, Director
    Bruce Abbey, Team Chair
    Visiting Team Members
University of Oklahoma
Division of Architecture

Visiting Team Report

Bachelor of Architecture (5 years)
Master of Architecture (preprofessional degree + 2 years)

The National Architectural Accrediting Board
March 12, 2003

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.
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1. Summary of Team Findings

1. Team Comments

The team is most appreciative of the response of the division to the last *Visiting Team Report* (VTR). The quality of the Team Room organization, thoroughness of documentation, and cooperation of the faculty, students, and administration has made it possible to conduct an informed visit. It is clear that the Division of Architecture has accepted the charge of the past NAAB visit as a “wake-up call” and has attempted to respond positively to the stated deficiencies to the best of its abilities within the timing of the visits. There is evidence of clear intent on the part of the dean and division chair to effectively lead the Division of Architecture to create a supportive and open faculty dialogue. The awareness of the president and provost to the needs of the division and their willingness to support the division’s renewal is admirable.

2. Progress Since the Previous Site Visit

The following conditions and criteria were marked “not met” in all programs:

**Condition 1.5, Architecture Education and Society**

*Previous Team Report:* The design-build Community Action Project is promising, although as currently applied, its impact on the students’ sense of professional responsibilities is questionable. The current Community Action Project is not grounded in the importance of designing affordable housing that is sympathetic to its surroundings. The school itself has professed to set several goals related to social responsibility, including integrating globalization, non-Western cultural awareness and cross-cultural practice. These have been met minimally with elective course work.

The curriculum does not address the architect’s role in the urban context. There is furthermore no indication that students graduate from either program with a clear sense of the architect’s responsibilities to society.

There is evidence in the studio projects of the students’ ability to make sound architectural design decisions in urban environments. The community action projects, preceptorships between semesters, travel-abroad opportunities, interaction with local architects, analysis of existing structures, and detailed site development drawings have all contributed to the students’ understanding of current social and environmental problems affecting architectural production. The team notes that graduates from both accredited programs have a clear sense of the architect’s responsibility to society and enthusiastically embrace the concept as articulated by the dean and the university administration.

**Condition 2, Program Self-Assessment**

*Previous Team Report:* The program does not have an effective program for self-assessment that allows measurable goals to be achieved in the areas requiring significant improvement. This has resulted in little if any advances in the areas of noted deficiencies. While there were specific goals set on a yearly basis discussed in the APR these do not appear to be addressing key issues noted during this and previous Team Visits.

The team feels that the effort made in responding to the previous team report has produced significant changes for the future. While not yet fully implemented, many of these changes have been assigned goals and time lines. Continuous progress and monitoring must occur to ensure the meeting of the objectives. The faculty and
administration will need to devise methods other than response to the NAAB accreditation cycle and annual reports to develop other initiatives.

Condition 3, Public Information

Previous Team Report: The required exact language from appendix A-2 is provided on the Architecture Division's Web site. However, the required language has NOT been included in the university catalog. The team also found that the language describing the intent, prerequisites and duration for the architecture division's multiple, accredited and nonaccredited, master degree programs is confusing and possibly misleading. No distinction is made between the title of the nonaccredited M. Arch. degree and the accredited M. Arch. degree.

The exact NAAB language from Appendix A-2 is included verbatim in the 2001–02 UO General Catalog.

The 2001–03 catalogue does not reflect the elimination of the M. Arch. degree (0202P) that is designed for candidates holding a bachelor's degree in a major other than Architecture. The change will be made in the next edition to be published in fall 2003.

The 2001–03 catalogue does not reflect the change in name for the nonaccredited M. Arch. degree. The College of Architecture has approved the renaming of the degree to Master of Science in Architecture. Final approval for the name change is expected from the university in 2003. The new catalogue will reflect the new name change. Further, this degree program is expected to be primarily administered from the Tulsa Campus unless the research is related to a professor at the Norman campus.

The accredited and nonaccredited degrees are clearly identified in the university catalogue. With the elimination of one M. Arch. degree and the renaming of another, any confusion will be eliminated.

Condition 4, Social Equity

Previous Team Report: The current environment is incompatible with any assurance of social equity for faculty or students, and there is no indication of substantive efforts to rectify the situation. This is a challenge to the school which prior teams have noted for more than eight years and there is no evidence of institutional commitment to affecting changes. Additional strategies are required to achieve the desired diversity. The program anticipates that a period of administrative stability will allow a response to these concerns.

Since the last visit, the division has made a serious commitment to effect change in social equity for the faculty. Three of five tenure-track positions have been filled with minority or women candidates. The university has equitable procedures and criteria for hiring and tenure, and recent searches have adhered to the standards. The college is in the process of revising its internal governance by-laws to address these issues. The college administration recognizes the need for more progress, but is limited by a hiring freeze and some bureaucratic inertia.

However, evidence indicates that this issue has not been totally resolved. More diversity needs to be brought to the tenured ranks. There must be a supportive environment for junior faculty members within which to grow and have direct appreciation of their research and teaching contributions. Progress towards a collegial faculty discourse and environment of mutual respect, affording all members operative roles to play in shaping the curriculum, must continue.
The team saw no evidence of inequities towards students or staff. In fact, the student body presented a pleasing mix of types with a diversity of perspectives contributing to the vitality and enhanced learning of the school’s environment.

Condition 6, Human Resource Development

Previous Team Report: Human resource development requires a consistent opportunity for growth by both students and faculty. Consistency of opportunity was not found within the program. It is the team’s sense that the College has provided adequate funding for faculty exchange programs; faculty and student conferences; and student field trips. The visiting team recognizes the generous support for Human Resource Development through the Dean’s office. However, “consistency of opportunity” suggests that a formalized structure and budget be administered with established guidelines so all faculty and students are aware of available support.

There is currently no funded guest lecture program. It is particularly unusual to have an endowed Chair (the Goff Chair) without appointment(s) to that position within the present academic year. It is also noted that there is no evidence of recent funding of any women lecturers; a particular problem considering the limited number of role models within the faculty for women students.

The computer training for faculty is noted as a positive step in acquiring new skills. However, there is no additional evidence of how faculty remains current with advances in the profession.

There is minimal indication of an effective selection process for the hiring of new tenure track faculty in the deficient areas of gender diversity and program depth. University administration provides budget increases for hiring diverse ethnic or gender faculty into tenure track positions. Despite this funding, new tenure track positions have been filled by males. The visiting faculty positions appear to be used as “trial” positions, some for quite extensive terms. The team finds this to be a distinct system of marginalization of the younger faculty. Since this has been a concern in the past two reviews, specific attention must be paid to gender and ethnic diversity.

Although a formal mentoring program is referenced as providing resource development it has not been effective because it has not been applied consistently throughout the faculty. All tenure track faculty do not have mentors, and non-tenure track faculty are not formally included in the mentoring program.

The procedures for advancement to tenure or promotion are very clear. The team is concerned that there have been no promotion advancements for existing faculty since 1991 or granting of tenure since 1995.

The team heard of admirable opportunities for growth in recent years, though the program faces less leeway since the economy’s downturn. Students’ cocurricular advantages include special visiting lecturers/critics, scholarships, field trips and study-abroad programs, and financial support to student organizations along with faculty attention to those endeavors. Faculty members receive support for professional development, mostly for travel to conferences.

Efforts to move faculty members from the associate to the full professor rank have not yet been brought to completion, though final judgment by the university is expected this semester on several cases that have been put forward. Annual reviews have not been conducted consistently, which may hamper tenure-track faculty’s development. The college needs to complete its updating of bylaws with respect to tenure-track faculty to ensure further momentum in faculty development.
Condition 7, Physical Resources

Previous Team Report: The division’s awesome computer lab and a recent fire alarm system installation represent efforts to improve the Gould Hall and demonstrate the college’s intent to upgrade facilities, but much more is required to resolve life safety and access issues. The facility safety and access problems were noted strongly in the past report, with few noticeable results other than the modest fire alarm installation and a comprehensive inventory, which confirms the code deficiencies. An off-site shop and recently acquired space for expanding the library will provide additional facilities to partially meet identified space deficiencies. Finally, since the last visit, there has been little apparent change in the conditions noted in the previous team report, specifically the presence of peeling paint and cracked glass in the corridors. Immediate attention must be placed on correcting the deficiencies noted in the program’s APR and this Visiting Team Report.

Since the last NAAB team visit, some improvements have been made to the facility and a preliminary feasibility study has been undertaken for a complete renovation and modest expansion of the College of Architecture. Improvements to the facility include the following:

- New workstations in the first-year studio funded by a grant from the president’s office
- Additional tackboard throughout the school donated by a private source and installed by the students
- Secondhand workstations (office cubicles) have started to be installed in the graduate studio. There is a commitment to receive and install an additional 200 units over the next 2 years.

The significant deficiencies in life safety and accessibility remain since the last review 3 years ago. Significant life-safety issues include lack of adequate exits, endangerment of fire exits, exit signage, and the like. Accessibility issues relate to major building entrances, nonconforming ramps, and toilets, among others.

The quality of the existing buildings varies dramatically. Some facilities such as the computer lab and the shop (located in a remote building) are good-quality facilities and serve the school well. Deficiencies identified during the visit include a gathering space (lounge), jury or critique space, and space to bring all divisions of the college under one roof. While current studios appear to be overcrowded, this apparent deficiency will be addressed through a reduction of students implemented through an enrollment reduction program.

To address the code, functional, and space deficiencies, the dean has personally completed a feasibility study that included the preparation of five alternative concepts for renovation and expansion of the existing building. The concepts have been reviewed with the president, who has endorsed one of the projects and placed it on the campus capital improvement list. However, the project has not been formally approved by the university and authorized for fund-raising. According to the president and provost, the university may contribute as much as $3 to 4 million toward the building with the balance of $3 to $6 million required to be raised by the college.

The president as a former governor and senator has a proven track record in fund raising and has committed to assist the college in the raising of the money. Until recently, the college had a 50 percent full-time equivalent (FTE) fund-raising officer, but currently is without staff. The provost indicated that the university will fund the 50 percent development position. The time required or the ability to raise the funds by the college is unknown. No formal feasibility study has been undertaken to estimate the amount of money that reasonably could be raised. Given the fact that the building is not designed
and the fund-raising not authorized to proceed, it could be reasonably assumed that occupancy of a new building that would solve the space, functional, life-safety, and accessibility issues is 4 to 6 years away.

The deficiencies in the life-safety and the accessibility requirements are critical deficiencies that could be met through a phased program that would not be lost in the implementation of the final renovation/remodeling.

Condition 11, Professional Degrees and Curriculum

Previous Team Report: General studies: The curriculum has not been modified to meet NAAB's 1998 C&P criteria that "no more than 60% of the student's required post-secondary education can be devoted to professional studies." Professional courses and professional electives in Architecture and Environmental Design total 72.5% (116 of 160 required credits).

The team finds that the new approved curricula for both degree paths meet the required 60-40 ratio of professional courses to nonprofessional studies. Furthermore, the requirement of a minor in the undergraduate program is an innovative device to promote in-depth knowledge in another area of interest. The college, in completing its development of the criteria should continue its efforts to ensure that the curriculum can accommodate students who also desire to participate in the university honors program.

Criterion 12.3: Ability to employ basic methods of data collection and analysis to inform all aspects of the programming and design process.

Previous Team Report: Students are encouraged to take a routine and formulaic approach to research that does not fulfill the standards of "ability." The team did not observe the incorporation of primary sources into student research; current technical materials available in the library; and effective incorporation of sophisticated internet-based research into the educational experience. Many of the required class readings appear to be substantially outdated.

While the team notes that significant improvement has occurred in the area of online research of current technical data, the criticism regarding the "formulaic approach to research" continues. The use of methods of analysis and synthesis of the data collected still is elusive in the design process. Class readings have been upgraded in certain courses, mainly by the specific initiative of individual faculty members, who bring their own personal libraries to the school.

Criterion 12.4: Ability to make a comprehensive analysis and evaluation of a building, building complex or urban space.

Previous Team Report: While there was evidence of an awareness of analysis of buildings or building complexes, the level of student involvement does not reach the ability level.

The first- and second-year design studios demonstrated ability through the analysis of individual buildings sites and complexes of buildings. Students not only observed but provided verbal and written critical analysis. The third-year 3555 course provides a more detailed critical analysis of buildings and sites. Comprehensive design projects in the fifth year included site analysis documentation as precedent to the design and demonstrated the understanding of appropriate factors that should influence the design. However, the emphasis appeared to focus more on the collection of data than on its analysis (see Criterion 12.3).
Criterion 12.9: Ability to provide a coherent rationale for the programmatic and formal precedents employed in the conceptualization and development of architecture and urban design projects.

Previous Team Report: Although the students are introduced to formal precedents in history and theory, the team could not find within the illustrated documents evidence of the ability to provide a coherent rationale for the conceptualization and development of design solutions.

Precedent review and precedent analysis are addressed in ARCH 3162, Architectural Programming. This criterion was also evidently addressed in the fifth-year studio course.

Criterion 12.13: Understanding of the basic principles of ecology and architects' responsibilities with respect to environmental and resource conservation in architecture and urban design.

Previous Team Report: Environmental and resource conservation content was not found in required course work to the performance criteria level that exhibits understanding.

This criterion has been well met in both the B. Arch. and M. Arch. programs to the point where the criterion is taught at the ability level by integrating these ideas into the design studio. ARCH 3565, Architecture Design/Environmental Factors, breaks down the basic principles of ecology in such a way that the ideas become a natural part of the design process. This is especially the case at the graduate level where sustainable design is the focus of the program.

Criterion 12.18: Understanding of the basic principles that inform the design of environmental systems, including acoustics, lighting and climate modification systems and energy use.

Previous Team Report: As in the previous visit, the team noted a propensity to engage in study of environmental systems through calculations, without establishing an understanding of theories. This was also noted as being damaging to architecture's relationship to other divisions in the college. Several divisions rely on architecture to supply required course work in this area but report that they have been unable to rely on the basic teaching of theories.

ARCH 4253, Environmental Controls II, provides evidence of an understanding of environmental conditions and systems. Further, this understanding is evidenced in the design studios ARCH 4575, 5505, and 5595.

The following criteria were marked "not met" in the M. Arch. (4+2) and M. Arch. (3 years) programs only.

Criterion 12.1: Ability to speak and write effectively on subject matter contained in the professional curriculum.

Previous Team Report: Evidence suggests that assignments at the graduate level are being designed to address verbal and written skills collectively, rather than for each and every student. As a result, the team believes that writing skills are not adequately addressed in the graduate programs. This issue was also of concern in the previous visit.

The team believes that written and verbal skills are still not adequately addressed at the graduate level, especially given the individual nature of instruction. The faculty recognizes this as an area of concern and has plans to help correct the problem. However, the team is especially concerned by the fact that this has been an issue in the previous two visits.
Criterion 12.21: Understanding of the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems. Previous Team Report: In general, the larger theoretical issues informing building services are not found in course work or syllabi. There is further no indication that any students explore building services as they inform design. Work produced by graduate students does not sufficiently demonstrate that these systems are understood.

The building service systems are discussed as course work in ARCH 4253, and understanding of building service systems is evidenced in ARCH 6590, Professional Project Research.

Criterion 12.22: Ability to assess, select and integrate structural systems, environmental systems, life-safety systems, building envelope systems and building service systems into building design.

Previous Team Report: There was insufficient evidence to demonstrate that all students in the graduate program(s) have met this criterion.

The ability to assess, select, and integrate structural systems, environmental systems, life-safety systems, building envelope systems, and building service systems into building design is found in ARCH 4575, Building Systems Integration, and in studio construction documents.

Criterion 12.28: Ability to make technically precise descriptions and documentation of a proposed design for purposes of review and construction.

Previous Team Report: The ability to prepare precise technical documentation was not evidenced at the graduate levels.

The ability to produce precise technical documentation is quite evident in both the B. Arch. and M. Arch. programs. At the B. Arch. level, this criterion is met through both technical document courses and studio construction document requirements. At the M. Arch. level, it is clear that technical documents are a requirement of the professional project/thesis course.

Criterion 12.29: Ability to produce an architecture project informed by a comprehensive program, from schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as may be appropriate; and to assess the completed project with respect to the program's design criteria.

Previous Team Report: The graduate students do not appear to have been integrated into the comprehensive design studio sequence.

Both the B. Arch. and the M. Arch. programs demonstrate a thorough ability to produce a comprehensive design project. The team members were impressed with the quality of the design development documents, but felt more attention could have been given to the analytical portion of the predesign exercises, especially in the undergraduate program. Similarly, the students expressed concern that the exploratory spirit of their earlier studios was sacrificed in their later studios for the sake of the production drawings.

The following criterion was marked "not met" in the M. Arch. (3 years) program only:
Criterion 12.27: Ability to assess, select, configure and detail as an integral part of the design appropriate combinations of building materials, components and assemblies to satisfy the requirements of building programs.

Previous Team Report: The team found insufficient evidence of student ability to meet the Detailed Design Development criteria in the two-year and three-year graduate programs. The prerequisite studio requirements were considered as possible (probable) sources of meeting the criteria in the two-year program.

This is no longer applicable as the program has been discontinued.

3. Conditions/Criteria Well Met

1.2 Architecture Education and the Student
8 Information Resources
12.7 Human Behavior
12.13 Environmental Conservation
12.26 Building Economics

4. Conditions/Criteria Not Met

2 Program Self-Assessment
4 Social Equity
5 Human Resources
7 Physical Resources
11 Professional Degrees and Curriculum
12.1 Verbal and Writing Skills (M. Arch. only)
12.14 Accessibility (M. Arch. only)
12.16 Formal Ordering Systems

5. Causes of Concern

6 Human Resource Development
12.3 Research Skills
12.36 The Context of Architecture
II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

Programs must respond to the relevant interests of the five constituencies that make up the NAAB: education (ACSA), members of the practicing profession (AIA), students (AIAS), registration board members (NCARB), and public members.

1.1 Architecture Education and the Academic Context

The program must demonstrate that it both benefits from and contributes to its institutional context.

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1.2 Architecture Education and Students

The program must demonstrate that it provides support and encouragement for students to assume leadership roles during their school years and later in the profession, and that it provides an interpersonal milieu that embraces cultural differences.

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This condition is well met. The visiting team was continually impressed with the student body and with its relationship to the program, faculty, and university. The students spoke both eloquently and objectively about their education and chosen field and possessed the maturity to confidently articulate their academic priorities and concerns. They felt well connected to their faculty, and the faculty members exhibited a true passion for their students. Some of the greatest camaraderie exhibited within the school was that between the students and faculty.

The administration provides ample support—both financial and interpersonal—for its students and their organizations. Several examples were cited about how the administration had continuously provided for its students, even during times of economic duress. It is the opinion of the team that this level of commitment should be commended.

1.3 Architecture Education and Registration

The program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure.

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The program has demonstrated that it is providing students with the basis for a sound preparation for the transition to internship and licensure. Most faculty members are registered architects. Professional practice, taught in the fifth year, provides information on the Intern Development Program (IDP). Emphasis on professional practice in the third
year would be of benefit to the students. Presentations by regional professionals, regulators, and qualified individuals explain the NCARB IDP, the licensing process, and architects' responsibilities as professionals to the fifth-year students. The majority of students indicates the desire to enter the profession of architecture.

A strong tie with the local professionals is indicated through interaction with faculty members and students. The Board of Visitors and local AIA chapter serve as bridges to the profession. The AIAS currently consists of 70 members, and the majority of the students at the meetings indicated their goal of becoming licensed.

1.4 Architecture Education and the Profession

The program must demonstrate how it prepares students to practice and assume new roles within a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base.

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1.5 Architecture Education and Society

The program must demonstrate that it not only equips students with an informed understanding of social and environmental problems but that it also develops their capacity to help address these problems with sound architecture and urban design decisions.

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See Section I, Part 2, Progress Since the Previous Site Visit.

2. Program Self-Assessment

The program must provide an assessment of the degree to which it is fulfilling its mission and achieving its strategic plan.

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This condition is not met. See Section I, Part 2, Progress Since the Previous Site Visit.

A strategic plan for the college must now be developed, which addresses the future of the Division of Architecture within the context of the college. A development plan for the college to raise money for the renovation of Gould Hall, the establishment of a vision for the Division of Architecture that aspires to educate beyond merely sitting for the registration exam, and the integration of the collective resources of the five parts of the college should be an immediate priority.
3. Public Information

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

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See Section I, Part 2, Progress Since the Previous Site Visit.

4. Social Equity

The program must provide all faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with equitable access to a caring and supportive educational environment in which to learn, teach, and work.

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This condition is not met. See Section I, Part 2, Progress Since the Previous Site Visit.

5. Human Resources

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

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This condition is not met. The team is very concerned about the high student-faculty ratio, especially in the studios. The new enrollment management plan must be implemented starting fall 2003 to ensure future compliance of this condition. Using adjunct hires meanwhile would aid in reducing the studio student-teacher ratios.

6. Human Resource Development

Programs must have a clear policy outlining both individual and collective opportunities for faculty and student growth within and outside the program.

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This condition is a concern. See Section I, Part 2, Progress Since the Previous Site Visit.
7. Physical Resources

The program must provide physical resources that are appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each full-time student; lecture and seminar spaces that accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space.

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This condition is not met. See Section I, Part 2, Progress Since the Previous Site Visit.

8. Information Resources

The architecture librarian and, if appropriate, the staff member in charge of visual resource or other non-book collections must prepare a self-assessment demonstrating the adequacy of the architecture library.

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This condition is well met. The library, while small, easily satisfies the NAAB condition. It contains special collections of considerable interest, including the Bruce Goff Collection and the Witt Collection featuring the engineering drawings of Frank Lloyd Wright. The ongoing slide digitalization project was well conceived. However, the library has suffered along with the rest of the university in dealing with the current fiscal climate, and this has particularly affected the acquisitions budget.

9. Financial Resources

Programs must have access to institutional support and financial resources comparable to those made available to the other relevant professional programs within the institution.

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The team is assured that the university's plan to share all budget cuts on an equal basis is a fair and equitable strategy. It notes that the cost of student per credit hour in Architecture exceeds the university average, which is typical of programs of this type.

10. Administrative Structure

The program must be a part of, or be, an institution accredited by a recognized accrediting agency for higher education. The program must have a degree of autonomy that is both comparable to that afforded to the other relevant professional programs in the institution and sufficient to assure conformance with all the conditions for accreditation.

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11. Professional Degrees and Curriculum

The NAAB only accredits professional programs offering the Bachelor of Architecture and the Master of Architecture degrees. The curricular requirements for awarding these degrees must include three components—general studies, professional studies, and electives—which respond to the needs of the institution, the architecture profession, and the students respectively.

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This condition is not met. It will be met by the recently approved new curricula for both programs that are scheduled to be implemented in fall 2003.

12. Student Performance Criteria

The program must ensure that all its graduates possess the skills and knowledge defined by the performance criteria set out below, which constitute the minimum requirements for meeting the demands of an internship leading to registration for practice.

12.1 Verbal and Writing Skills

Ability to speak and write effectively on subject matter contained in the professional curriculum

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This criterion is not met to a certain extent. See Section I, Part 2, Progress Since the Previous Site Visit.

12.2 Graphic Skills

Ability to employ appropriate representational media, including computer technology, to convey essential formal elements at each stage of the programming and design process

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Students displayed a mastery of selected representational media. However, more attention needs to be given to the appropriateness of the computer-generated graphics, as often they overpower the impact of the design.

12.3 Research Skills

Ability to employ basic methods of data collection and analysis to inform all aspects of the programming and design process

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This criterion is a concern because it is conditionally met. The introduction of synthetic methods of analysis (for example, written evaluations, mathematical modeling, graphic analysis, and diagramming techniques) will aid in all students having a better appreciation of research as it informs the design process.

12.4 Critical Thinking Skills

Ability to make a comprehensive analysis and evaluation of a building, building complex, or urban space

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See Section I, Part 2, Progress Since the Previous Site Visit.

12.5 Fundamental Design Skills

Ability to apply basic organizational, spatial, structural, and constructional principles to the conception and development of interior and exterior spaces, building elements, and components

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12.6 Collaborative Skills

Ability to identify and assume divergent roles that maximize individual talents, and to cooperate with other students when working as members of a design team and in other settings

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12.7 Human Behavior

Awareness of the theories and methods of inquiry that seek to clarify the relationships between human behavior and the physical environment

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This criterion is well met. The embracing of the university's goals by the student body to create a climate for social awareness is admirable and noticeable. Participation in community projects is very high.
12.8 Human Diversity

Awareness of the diversity of needs, values, behavioral norms, and social and spatial patterns that characterize different cultures, and the implications of this diversity for the societal roles and responsibilities of architects

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12.9 Use of Precedents

Ability to provide a coherent rationale for the programmatic and formal precedents employed in the conceptualization and development of architecture and urban design projects

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See Section I, Part 2, Progress Since the Previous Site Visit.

12.10 Western Traditions

Understanding of the Western architectural canons and traditions in architecture, landscape, and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them

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12.11 Non-Western Traditions

Awareness of the parallel and divergent canons and traditions of architecture and urban design in the non-Western world

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The fifth-year studio sequence shows awareness of the non-Western antecedents' impact on students' contemporary design solutions. In addition, the History of the Built Environment sequence covered several non-Western cultures.

12.12 National and Regional Traditions

Understanding of the national traditions and the local regional heritage in architecture, landscape, and urban design, including vernacular traditions

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12.13 Environmental Conservation

Understanding of the basic principles of ecology and architects' responsibilities with respect to environmental and resource conservation in architecture and urban design

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This criterion is well met. See Section I, Part 2, Progress Since the Previous Site Visit.

12.14 Accessibility

Ability to design both site and building to accommodate individuals with varying physical abilities

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This criterion is not met to a certain extent. While the ability to incorporate accessibility into the design process is evident in the B. Arch. curriculum and demonstrated work, this ability is not apparent in the M. Arch. program. The team is concerned that the international architects who choose to pursue a graduate education at the University of Oklahoma have had no prior exposure to the Americans with Disabilities Act (ADA) that governs accessible design and have limited exposure to it within the existing curriculum.

12.15 Site Conditions

Ability to respond to natural and built site characteristics in the development of a program and design of a project

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The team found evidence that this criterion was being met especially in the form of factual analysis. Placing greater focus on how the site informs the design of a project could further strengthen the program.

12.16 Formal Ordering Systems

Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design

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This criterion is not met. The team finds evidence of formal ordering systems' being introduced into the curriculum in the beginning-level studios, but is not convinced that all students are graduating with a developed understanding of this criterion. Along with the strong emphasis on professional and technical form determinants that dominates the
upper-level studios, the exploration of formal ordering systems should be encouraged at all levels as a means to develop skills to shape space, express complex programmatic conditions, and further develop individual design skills.

12.17 Structural Systems

Understanding of the principles of structural behavior in withstanding gravity and lateral forces, and the evolution, range, and appropriate applications of contemporary structural systems

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12.18 Environmental Systems

Understanding of the basic principles that inform the design of environmental systems, including acoustics, lighting and climate modification systems, and energy use

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12.19 Life-Safety Systems

Understanding of the basic principles that inform the design and selection of life-safety systems in buildings and their subsystems

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12.20 Building Envelope Systems

Understanding of the basic principles that inform the design of building envelope systems

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12.21 Building Service Systems

Understanding of the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems

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See Section I, Part 2, Progress Since the Previous Site Visit.
12.22 Building Systems Integration

Ability to assess, select, and integrate structural systems, environmental systems, life-safety systems, building envelope systems, and building service systems into building design

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12.23 Legal Responsibilities

Understanding of architects' legal responsibilities with respect to public health, safety, and welfare; property rights, zoning and subdivision ordinances; building codes; accessibility and other factors affecting building design, construction, and architecture practice

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12.24 Building Code Compliance

Understanding of the codes, regulations, and standards applicable to a given site and building design, including occupancy classifications, allowable building heights and areas, allowable construction types, separation requirements, means of egress, fire protection, and structure

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12.25 Building Materials and Assemblies

Understanding of the principles, conventions, standards, applications, and restrictions pertaining to the manufacture and use of construction materials, components, and assemblies

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12.26 Building Economics and Cost Control

Awareness of the fundamentals of development financing, building economics, and construction cost control within the framework of a design project

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This criterion is very well met by course syllabi and exhibits.
12.27 Detailed Design Development

Ability to assess, select, configure, and detail as an integral part of the design appropriate combinations of building materials, components, and assemblies to satisfy the requirements of building programs.

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12.28 Technical Documentation

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

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See Section I, Part 2, Progress Since the Previous Site Visit.

12.29 Comprehensive Design

Ability to produce an architecture project informed by a comprehensive program, from schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as may be appropriate; and to assess the completed project with respect to the program’s design criteria.

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See Section I, Part 2, Progress Since the Previous Site Visit.

12.30 Program Preparation

Ability to assemble a comprehensive program for an architecture project, including an assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and an assessment of their implications for the project, and a definition of site selection and design assessment criteria.

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12.31 The Legal Context of Architectural Practice

Awareness of the evolving legal context within which architects practice, and of the laws pertaining to professional registration, professional service contracts, and the formation of design firms and related legal entities

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Criterion 12.31 is evaluated under the 1998 Conditions and Procedures, which calls for "awareness." The 2002 Addendum to the 1998 Conditions and Procedures requires "understanding."

12.32 Practice Organization and Management

Awareness of the basic principles of office organization, business planning, marketing, negotiation, financial management, and leadership, as they apply to the practice of architecture

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12.33 Contracts and Documentation

Awareness of the different methods of project delivery, the corresponding forms of service contracts, and the types of documentation required to render competent and responsible professional service

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Criterion 12.33 is evaluated under the 1998 Conditions and Procedures, which calls for "awareness." The 2002 Addendum to the 1998 Conditions and Procedures requires "understanding."

12.34 Professional Internship

Understanding of the role of internship in professional development, and the reciprocal rights and responsibilities of interns and employers

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12.35 Architects' Leadership Roles

Awareness of architects' leadership roles from project inception, design, and design development to contract administration, including the selection and coordination of allied disciplines, post-occupancy evaluation, and facility management.

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12.36 The Context of Architecture

Understanding of the shifts which occur—and have occurred—in the social, political, technological, ecological, and economic factors that shape the practice of architecture.

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Although met, this criterion is a concern. The team noted that the focus on registration as a singular goal of the program may well be too restrictive in complex and fast-changing times.

12.37 Ethics and Professional Judgment

Awareness of the ethical issues involved in the formation of professional judgments in architecture design and practice.

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III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2002 University of Oklahoma Architecture Program Report.

In 1890, seventeen years before Oklahoma became a state, The University of Oklahoma was founded upon the authority of an act of the first legislature of the Territory of Oklahoma. The act stated the purpose of the University was "to provide the means of acquiring a thorough knowledge of the various branches of learning connected with scientific, industrial, and professional pursuits."

Students were accepted for the first time in the Fall of 1882, and two years later the first Bachelor's of Arts degrees were awarded. The first Master's degree was conferred in 1900, the first Doctor of Medicine in 1911 and the Doctoral degree in 1929. Since then more than 135,000 degrees have been granted by the University of Oklahoma.

The University currently offers more than 100 undergraduate degree programs through fourteen degree-recommending colleges. These include Allied Health, Architecture, Arts and Sciences, Business Administration, Dentistry, Education, Engineering, Fine Arts, Geosciences, Law, Medicine, Nursing, Pharmacy, and Public Health.

At present, total University enrollment is slightly over 29,000 with a Norman campus enrollment of about 22,000 undergraduates and about 4,000 graduate students. The University has two other campuses: The OU Health Sciences Center at Oklahoma City with about 2,900 students, and the Schustermann Center campus at Tulsa with about 500 students.

The University draws approximately 76% of its students from the State of Oklahoma, but every state in the union is represented in the student population, as are eighty foreign countries. Seventy percent of the students are commuters; with the remainder split between on-campus housing and fraternity and sorority houses.

President David L. Boren, former U.S. Senator and former Governor of Oklahoma, currently heads The University of Oklahoma. With his leadership, the University has increased its endowment by 300 percent since his inauguration as OU's thirteenth president in 1994. Since that date, the University has undertaken over $73 million in major capital improvements with another $66.5 million in pledges. As well, since 1994 OU has increased external grant and research funding by 100 percent.

An increased emphasis on international programs and opportunities has also been a high priority for President Boren's administration.

2. Institutional Mission

The following text is taken from the 2002 University of Oklahoma Architecture Program Report.

"The mission of the University of Oklahoma is to provide the best possible educational experience for our students through excellence in teaching, research and creative activity, and service to the state and society. (bold type added)
The University of Oklahoma recognizes, appreciates, and actively pursues its special responsibility to help make Oklahoma a good place in which to live and work. The University is also a part of a world community of scholars, and its activities make national and international contributions. Graduates of the University hold important leadership positions in the state and throughout the world. As the University meets its broad scholarly responsibilities, it targets many activities to bring maximum benefits to the state.

To encourage excellence, the University attracts, develops, and retains outstanding faculty and staff, attracts capable students who will provide future leadership for the state, region, and nation; provides superior library, laboratory, classroom, performance, and computer facilities; and engages in ongoing planning, analysis and management for the effective use of its resources.

Source: General Catalog 2001-2003 of the University of Oklahoma

3. Program History

The following text is taken from the 2002 University of Oklahoma Architecture Program Report.

Although a few Architecture courses were taught in the Engineering College as early as 1922, it was not until 1926 that the School of Architecture, headed by Joseph Smay, was formally established as a part of the College of Engineering. From 1936 to 1946, Henry Kamphoefner became the Chairman of the School of Architecture. Studio courses at that time followed the Beaux Arts tradition as it was practiced at many other American Schools of Architecture. The teaching objective was to gain national recognition for the School by winning student design competitions sponsored by the Beaux Arts Institute in New York.

In 1948, Bruce Goff was appointed Chairman of the School of Architecture and an abrupt change in the School's design philosophy set it apart. This new approach stemmed from the American tradition of romantic individualism and was dominant in the School through the Mid-1960's. Educational goals during this period centered on developing imagination and creativity in professional design.

In 1968, A University appointed committee recommended the establishment of a College of Environmental Design to serve the University as "an educational melting pot for creativity and diversity." Dr. Murlin Hodgell served as Director of the School of Architecture and Dean of the College of Environmental Design from the late 1960's until the early 80's. During his tenure, a small program in Construction Science was developed to complement the primary program in Architecture within the College of Environmental Design.

The multi-disciplinary emphasis of the College expanded under the leadership of Raymond Yeh who assumed the Dean's position in 1983 after serving as Head of the Architectural Department at California Polytechnic State University in San Luis Obispo. At this time, the OU College of Environmental Design was renamed the College of Architecture (arguably for clearer name recognition) and organized into four divisions: Architecture, Interior Architecture, Landscape Architecture, and Construction Science. Regional and City Planning joined the College (from Arts and Sciences) as the fifth division in 1987.

In the late 1980's, under the leadership of Director Robert Lawton Jones, FAIA, the Division of Architecture modified the professional curricula to reflect a balanced approach
to "Man, Nature, and Technology" as three critical determinants of architectural form. This curricular structure has, more or less, survived to the current day throughout the directorships of Jim Kudra, Iver Wahl, and Joel Dietrich, all whom retain faculty positions at OU. During Professor Jones' tenure, the College also implemented a small graduate program in Tulsa to serve the eastern side of the State.

Since Raymond Yeh left for the Deanship at University of Hawaii/Manoa in the early 1990's, the position of Dean of the OU College of Architecture has been held by Jim Kudra (Interim), Deborah Dalton (now a faculty member in Landscape Architecture), Eleanor Weinel (Interim), and, now Robert Fillpot, FAIA. Program emphasis on the multi-disciplinary collaboration and community involvement is emerging under Fillpot's leadership.

Today, the College of Architecture in Norman offers undergraduate degrees in Architecture, Environmental Design, Interior Design, and Construction Science. Master's degrees are offered in Architecture, Construction Science, Regional and City Planning, Landscape Architecture, and Urban Studies (Tulsa only). College enrollment has gradually grown to its present size of approximately 700 students, while enrollment in Architecture, still the largest Division of the College at about 370 students, has been reduced by about 10-15% over the last ten years.

4. Program Mission

The following text is taken from the 2002 University of Oklahoma Architecture Program Report.

"The mission of the Division of Architecture at the University of Oklahoma is to prepare creative design professionals in architecture.

The Division is dedicated to a comprehensive approach to architectural education which will instill in students the knowledge of and concern for the responsibilities of architecture and the related disciplines; train students to enter the profession and function effectively within multidisciplinary teams; prepare students for lifelong learning; and develop students' ability to engage the forces of change. The Division is committed to advancing the profession through research, scholarship, and creative activity."

Source: 1999 Architecture Program Report
Adopted Spring 1996, reaffirmed August 1999

Mission Statement Update

The last NAAB Visiting Team delivered to the division of Architecture an immediate and obvious challenge: maintain program accreditation. As the first priority in the preparation of "creative design professionals in architecture", NAAB accreditation of our program is prerequisite to all other goals. We have therefore focused our recent efforts on doing well that which we have been doing and responding directly to VTR concerns.

We have begun discussion of further definition of this mission statement and we have discussed at length the directions our program is headed. However, as a Faculty, we have deferred extensive deliberation on revision and refinement of our mission statement until after completion of a successful NAAB visit pending Spring '03.
5. Program Strategic Plan

The following text is taken from the 2002 University of Oklahoma Architecture Program Report.

Strategic Plan for the Division of Architecture/ University of Oklahoma

Note: Because of the short time frame between NAAB reviews and the urgency of the challenges faced by our program, this update of the Division of Architecture Strategic Plan has been defined by the Division Director Jim Kudma. It has been developed from previous strategic documents based primarily on comments from the last NAAB Visiting Team Report (July 2000). Input was also incorporated from the College of Architecture Dean's Office, the Faculty and Students of the Division of Architecture, the Faculty and Administration of adjacent academic units, local professionals, and other components of the University (Graduate College, University Administration, Institutional Research, etc.). Expanded collaboration is anticipated as the plan is implemented and updated.

Goals: Target date:

1/ Activate & Improve Goff Professorship Program 2001-2002 +
Status: Program reactivated since 2001

2/ Replace and diversify faculty 2001-2002+
Status: Two new hires with multi-disciplinary credentials completed in 2001 and 2002, adding depth in design, history/theory, structures & practice; Additional hires pending, dependent on retirement decisions of existing faculty and University funding levels; Targets for future faculty searches: multi-disciplinary credentials w/ expertise in design, sustainability, building technologies, history/theory, design/build, sustainable urban design, and community involvement

3/ Focus Resource Utilization Plan 2001-2003+
Status: Degree track reduction & elimination of 0202P track endorsed by Faculty; modified College/Division budgeting procedures; Curricular revisions to reduce instructional load and comply with NAAB Condition 11 approved by Faculty

4/ Modify Bachelor of Architecture NAAB Curriculum 2001-2002+
Status: Curriculum modified with Faculty approval; Final submittals and University reviews in 2002-2003; expected implementation - Fall 2003

5/ Modify Master of Architecture NAAB Curriculum 2001-2002+
Status: Curriculum modified with Faculty approval; Final submittals and University reviews in 2002-2003; expected implementation - Fall 2003

6/ Modify Non-NAAB Master's Program 2002-2003+
Status: Faculty approval to rename and restrict to thesis only on Norman campus; to be offered primarily in Tulsa; final curricular modifications, submittals, and University reviews pending; Expected implementation - Fall 2003 or Fall 2004
7/ Develop Enrollment Management Plan 2001-2002+
Status: Plan developed & approved by the Faculty; to be reviewed by University Fall 2002; Implementation to coincide with start of new curriculum - anticipated Fall 2003

8/ Develop BSED (General) Opportunity 2001-2004+
Status: Concept for revitalization included in Enrollment Management Plan; Faculty coordinator to be confirmed Fall 2002; advisory options to be developed 2002-2004

9/ Improve Physical Facilities/Conditions 2001-2008+
Status: Minor improvement underway (studio station replacement, tackboard installation, shop improvements); University endorsement of Gould Hall renovation plan received; College fund-raising to complement University fund raising

10/ Modify/Improve Visual Resources Library (VRL) 2001-2004+
Status: Equipment, location identified, staffing plan developed & coordinator (Harm) identified; software package designed & developed; digitizing effort underway

11/ Strengthen cross-disciplinary/cross-campus relationships 2001+
Status: Faculty & students increasingly involved in multi-disciplinary projects within and outside the College; faculty with multi-disciplinary credentials hired; Minor requirement within BArch encourages cross campus student experience

12/ Maintain/Develop International Program Opportunity 2001 - 2005 +
Status: Summer opportunities active every year since 1999; College moving toward stabilization of college-wide Rome Summer Program in cooperation with Pratt Institute; Funding alternatives to support faculty & student participation being identified

13/ Development of cross-disciplinary curricula 2004-2006+
Status: Concepts proposed, but not fully explored at this time include development of college core for all UG degrees, multi-disciplinary graduate degrees at Master's or Doctoral levels; dual degree packages at UG or Master's level for some or all divisions

14/ Develop Arch student/faculty "Code of Ethics" 2003-2004+
Status: Faculty/student collaboration on topics of ethical academic behavior for students and faculty in the Division of Architecture has not yet begun; document will complement and extend established University Code of Behavior; Effort expected to begin during 2002-2003 academic year

College Level tasks requiring extensive Division participation:
15/ Develop "operations" handbook for faculty  2004-2006+

Status: Begun within college office staff & related to revisions in College By laws; Expected completion Spring/Fall 2004. Intended to clarify realigned responsibilities within office and administrative staff to provide equal access for all faculty members to all support systems available in the College.

16/ Update College By-Laws  2001-2004+

Status: Process begun, led by Associate Dean; continued faculty input/participation required
Appendix B: The Visiting Team

Team Chair, Representing the ACSA
Bruce Abbey
School of Architecture
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(315) 443-5082 fax
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College of Architecture
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The Odematt Group
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(812) 597-0262 fax
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Observer
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Lexington, OK 73051-0538
swg@grallaarchitects.com

Observer
Melissa Mileff
1415 Swann Street, N.W.
Washington, DC 20009-3903
(202) 319-9377
mmileff@gwu.edu
Appendix C: The Visit Agenda

Saturday, March 8, 2003

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<tr>
<th>Times</th>
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<tr>
<td>Times vary</td>
<td>Team arrival and check-in at The Montford Inn</td>
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<td>322 West Tonhawa, Norman, OK 73069</td>
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<tr>
<td>(405) 321-2200</td>
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<tr>
<td>5:00 p.m.</td>
<td>Team introductions and orientation @ The Montford</td>
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<td>7:00 p.m.</td>
<td>Team only dinner @ Legend's</td>
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Sunday, March 9, 2003

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<td>7:30 a.m.</td>
<td>Team Only Breakfast @ Montford Inn</td>
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<td>9:00 a.m.</td>
<td>APR review and assembly of issues and questions @ Team Room</td>
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<tr>
<td>10:00 a.m.</td>
<td>Overview of the Team Room &amp; tour of Gould Hall with Jim Kudma, Director of the Division of Architecture</td>
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<td>11:00 a.m.</td>
<td>Initial review of exhibits and records (Team Room)</td>
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<td>Noon</td>
<td>Team lunch with: Bob Fillpot, Dean of the College of Architecture</td>
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<td>Jim Patterson, Associate Dean</td>
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<td></td>
<td>Jim Kudma, Director of Architecture</td>
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<td></td>
<td>@ The Grape Vine Café, 104 E. Gray, 364-5116</td>
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<tr>
<td>1:30 p.m.</td>
<td>Tour of other College of Architecture facilities</td>
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<td>1:30 p.m.</td>
<td>Shop</td>
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<td>1:50 p.m.</td>
<td>Computer Lab</td>
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<td>2:10 p.m.</td>
<td>Visual Resource Lab</td>
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<td>3:00 p.m.</td>
<td>Entrance meeting with the Faculty of Architecture – Gould Hall</td>
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<tr>
<td>4:00 p.m.</td>
<td>Continued review of exhibits and records</td>
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<tr>
<td>7:00 p.m.</td>
<td>Team only dinner @ Victoria’s</td>
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<td>8:30 p.m.</td>
<td>Debriefing session</td>
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Monday, March 10, 2003

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<tr>
<td>7:30 a.m.</td>
<td>Team Only breakfast @ The Montford Inn</td>
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<tr>
<td>8:30 a.m.</td>
<td>Division Director (Kudma) meeting w/ Team in Team Room</td>
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<tr>
<td>9:00 a.m.</td>
<td>Entrance meeting with: Bob Fillpot, Dean</td>
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<td>Jim Patterson, Associate Dean</td>
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<td>Jim Kudma, Director of Architecture</td>
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<td>Brooks Hull, former COA Development Director</td>
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<tr>
<td>10:00 a.m.</td>
<td>Entrance meeting with the chief academic officers of the institution: Dr. Nancy Mergler, Senior Vice President &amp; Provost</td>
</tr>
<tr>
<td>11:00 a.m.</td>
<td>Continued review of exhibits and records</td>
</tr>
<tr>
<td>Noon</td>
<td>Lunch with selected faculty</td>
</tr>
<tr>
<td></td>
<td>Professor Terry Patterson, Graduate Liaison</td>
</tr>
<tr>
<td></td>
<td>Professor Mack Caldwell, M. Arch. Coordinator</td>
</tr>
<tr>
<td></td>
<td>Professor Thomas Mical, Rome Program coordinator</td>
</tr>
<tr>
<td></td>
<td>Professor Hans Butzer, Goff Program Coordinator</td>
</tr>
<tr>
<td></td>
<td>Professor Khosrow Bozorgi</td>
</tr>
<tr>
<td></td>
<td>Professor Margie Callahan</td>
</tr>
<tr>
<td></td>
<td>Professor Linda Klein</td>
</tr>
<tr>
<td>1:30 p.m.</td>
<td>Observations of studios &amp; team delegates to Community Action Project site @ Team Chair option (Professor Bill Bauman)</td>
</tr>
<tr>
<td>3:00 p.m.</td>
<td>Continued review of exhibits and records</td>
</tr>
</tbody>
</table>
University of Oklahoma  
Visiting Team Report  
March 8–12, 2003

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:00 p.m.</td>
<td>School-wide entrance meeting with students: George Lynn Cross Hall, Rm. 123</td>
</tr>
<tr>
<td>6:30-7:30 p.m.</td>
<td>Reception with faculty, administrators, alumni/ae, and local practitioners Russell Center, 409 W. Boyd</td>
</tr>
<tr>
<td>TBA</td>
<td>Team only dinner</td>
</tr>
<tr>
<td>8:30 p.m.</td>
<td>Debriefing session (@Montfort Inn)</td>
</tr>
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</table>

**Tuesday, March 11, 2003**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 a.m.</td>
<td>Team breakfast @ The Montford</td>
</tr>
<tr>
<td>8:30 a.m.</td>
<td>Team meeting with Dean Fillpot</td>
</tr>
<tr>
<td>9:30 a.m.</td>
<td>Review of general studies, electives, and related programs</td>
</tr>
<tr>
<td></td>
<td>Theresa Marks, Academic Advisor</td>
</tr>
<tr>
<td></td>
<td>Jim Kudrna, B. Arch. and required minors</td>
</tr>
<tr>
<td></td>
<td>Eleanor Weinel, BSED (General), honors Program, IPE Program</td>
</tr>
<tr>
<td></td>
<td>Library consultation/Tracy Chapman</td>
</tr>
<tr>
<td></td>
<td>Meeting with faculty:</td>
</tr>
<tr>
<td>10:00 a.m.</td>
<td>Arch. Technical Faculty</td>
</tr>
<tr>
<td></td>
<td>Iver Wahl</td>
</tr>
<tr>
<td></td>
<td>Terry Patterson</td>
</tr>
<tr>
<td></td>
<td>Linda Klein</td>
</tr>
<tr>
<td></td>
<td>Bill Bauman</td>
</tr>
<tr>
<td>10:40 a.m.</td>
<td>Arch. History/Theory Faculty</td>
</tr>
<tr>
<td></td>
<td>Thomas Mical</td>
</tr>
<tr>
<td></td>
<td>Eleanor Weinel</td>
</tr>
<tr>
<td></td>
<td>Linda Klein</td>
</tr>
<tr>
<td></td>
<td>Nick Harm</td>
</tr>
<tr>
<td>11:20 a.m.</td>
<td>Arch. Studio Faculty</td>
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<tr>
<td></td>
<td>Thomas Mical</td>
</tr>
<tr>
<td></td>
<td>Hans Butzer</td>
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<td>Marjorie Callahan</td>
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<td>Khosrow Bozorgi</td>
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<td></td>
<td>Iver Wahl</td>
</tr>
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<td></td>
<td>Linda Klein</td>
</tr>
<tr>
<td></td>
<td>Nick Harm</td>
</tr>
<tr>
<td></td>
<td>Eren Erdener</td>
</tr>
<tr>
<td></td>
<td>Eleanor Weinel</td>
</tr>
<tr>
<td></td>
<td>Mack Caldwell</td>
</tr>
<tr>
<td>12:30 p.m.</td>
<td>Team lunch with student representatives, University Club:</td>
</tr>
<tr>
<td></td>
<td>Brandon Specketer, AIAS</td>
</tr>
<tr>
<td></td>
<td>Brian Leonard, AICAE</td>
</tr>
<tr>
<td></td>
<td>Edwin Amaya, campus leader</td>
</tr>
<tr>
<td></td>
<td>Michael Parker, IFMA</td>
</tr>
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<td></td>
<td>Glenn Josey, AIAS, IFMA</td>
</tr>
<tr>
<td></td>
<td>Naomi Naranjo, AICAE</td>
</tr>
<tr>
<td></td>
<td>Kambui Brown, OBSDA</td>
</tr>
<tr>
<td></td>
<td>Hadi Seify, AIAS</td>
</tr>
<tr>
<td></td>
<td>Tiffani Jones, AIAS</td>
</tr>
<tr>
<td></td>
<td>Elaine Asal, AIAS</td>
</tr>
<tr>
<td>1:00 p.m.</td>
<td>Jr. Faculty meeting with selected team members (in Team Room)</td>
</tr>
<tr>
<td>2:00 p.m.</td>
<td>Complete review of exhibits and records/write VTR</td>
</tr>
<tr>
<td>8:30 p.m.</td>
<td>Team only dinner</td>
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**Wednesday, March 12, 2003**

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>7:30 a.m.</td>
<td>Team breakfast and hotel checkout</td>
</tr>
<tr>
<td>8:15 a.m.</td>
<td>Team exit meeting with Director Jim Kudrna</td>
</tr>
<tr>
<td>8:45 a.m.</td>
<td>Team exit meeting with Dean Bob Fillpot and Associate Dean Jim Patterson</td>
</tr>
<tr>
<td>9:30 a.m.</td>
<td>Team exit meeting with President David Boren &amp; Provost Nancy Mergler (President's conference room, Evans Hall, Rm. 110)</td>
</tr>
<tr>
<td>10:45 a.m.</td>
<td>First airport departure (Nicole Kuharl/Architecture student J. P. Craig)</td>
</tr>
<tr>
<td>11:30 a.m.</td>
<td>School-wide exit meeting with faculty and students: Adams Hall, Rm. 304</td>
</tr>
<tr>
<td>12:30 p.m.</td>
<td>Lunch @ Gould Hall conference room</td>
</tr>
<tr>
<td>1:15 p.m.</td>
<td>Depart for airport (all remaining team members)</td>
</tr>
</tbody>
</table>
Notes: 1. "Team Only" includes observers unless otherwise directed by the Team Chair
2. Airport transportation (pickup & return) provided by faculty &/or students
3. Unless otherwise noted, all sessions were held in the College of Architecture @ Gould Hall, 830 Van Vleet Oval, Norman, OK, 73019. Tel. 405 325 2444
IV. Report Signatures

Respectfully Submitted,

Bruce Abbey
Team Chair

Donna V. Robertson, AIA
Team member

Robert A. Odermatt, FAIA
Team member

Nicole Kuhar, Associate AIA
Team member

Susan May Allen, FAIA
Team member

Melissa Mileff
Observer

Stan Gralla, AIA
Observer

Representing the ACSA

Representing the ACSA and NAAB

Representing the AIA and NAAB

Representing the AIAS and NAAB

Representing the NCARB and NAAB

Representing the University

Representing the University
4.6 Annual Reports

See following pages: 2004 Annual Report
2006 Annual Report
Annual Report to the
National Architectural Accreditation Board

from the
Division of Architecture
College of Architecture
University of Oklahoma

June 2004
Executive Summary  June 2004

The Division of Architecture at the University of Oklahoma has continued to improve its program through adjunct faculty additions, continued implementation of previously revised curricula, progress on self-assessment, and concerns related to social equity (special funding) and human resource development (promotions and tenure). Ongoing efforts in these areas are anticipated.

To a lesser degree, attention has also been given during 2003-04 to improvement of verbal & writing skills in the graduate program, plans for facilities improvement, and permanent improvements in human resources. Along with the completion of a major self-assessment effort, these areas will receive high priority attention in 2004-05.

Improvements in student research and formal ordering skills and their address of ADA (accessibility) issues (M.Arch only) have so far been addressed only as a regular part of regular instructional efforts. A more focused response in these areas is still needed.

Beyond our responses to specific NAAB issues, Architecture has invested significant additional effort this year in strengthening the cooperation between Architecture and other academic units on campus, both inside and outside the College of Architecture. This has already resulted in several substantial cross-disciplinary opportunities for our students and faculty.
Responses to Conditions Not Met (2003-2004)

2 Program Self-Assessment

Three actions with impact on program self-assessment have been undertaken in 2003-04.

Campus Departmental Review Panel (CDRP)
The University of Oklahoma regularly engages in a self-study & review of each academic department on campus, an internal exercise comparable to external accreditation reviews. Along with the OU CDRP (Campus Departmental Review Panel), comprised of faculty and administrators from the OU academic community, we have just completed the 2004 cycle with the Division of Architecture. We are awaiting the final edition of the report.

We expect to respond to the recommendations of this OU self-study/CDRP report, along with those from the previous NAAB review, as we continue our self-study and develop a formal action plan in academic year 2004-05.

Program Assessment (M. Arch)
A formal process of program self-assessment for the Master of Architecture was implemented in 2003-04. A survey of current M.Arch graduates has provided feedback on program strengths and weaknesses, curricular and course content, and several other aspects of our graduate program. This information will be incorporated into program modification to take place as the revised M.Arch curriculum is implemented over the next few semesters.

Mission Statement Faculty Discussions
At the urging of the Director, the Division of Architecture Faculty began a debate regarding a redefinition or reaffirmation of the mission statement and the primary goals for the Architecture Program at the University of Oklahoma. (Note: the CDRP—see above also recommended clarification of program priorities and identity). The academic year ended with this discussion still underway and inconclusive, but continuation of this discourse to conclusion is anticipated in 2004-05.
Bryan Professorship Funding
Senior faculty member Terry L. Patterson was awarded the Bryan Professorship, an endowed faculty position, within the College of Architecture. In addition to an individual salary supplement award for Professor Patterson, this award was structured to provide funding for a program of faculty development for tenure-track faculty in all divisions of the College.

This structured program was administered by Professor Patterson and offered equal funding to all tenure-track members of the faculty. Patterson communicated with all tenure-track faculty members to insure their awareness of the availability and purpose of these funds.

Funding was spent as each faculty member felt provided the best support of their research and creative interests. For example, some faculty members utilized the support to acquire needed materials or equipment while others traveled to conferences for professional development.

Imel Professorship Funding
Similar to the Professor Patterson's Bryan Professorship Award, Associate Professor Jim Kudrna was awarded the Imel Professorship, another endowed Professorship position within the College of Architecture. In addition to an individual salary supplement awarded for Kudrna, funds were provided to support faculty development for tenured senior faculty members and to support general program development.

These funds were available from the beginning of the 2003-04 academic year and expended in support of faculty travel, curricular research and development, acquisition of shared equipment and instructional materials, and minor facility improvements.

Studio Content Implementation
Discussions of implementation of the revised curricula have provided opportunity for faculty to collectively identify and work together toward common goals. Improved faculty awareness of the entire studio curriculum was one of those identified aspirations. At the final Division faculty meeting of the year, the faculty as a whole unanimously agreed upon adoption of revised semester schedules to create mutually beneficial all-school review periods and to coordinate exam and project deadlines across year levels and course boundaries. This unanimous agreement is a small, but significant step toward more collegial and collective faculty cooperation in the development and improvement of our program.
Individual Faculty Consultations
At the College level, the Dean has initiated a series of individual meetings with faculty members to familiarize himself with faculty interests, needs and aspirations. This will hopefully increase interaction between faculty and administration, improve internal communication and expand awareness of faculty development opportunities across the board.

5 Human Resources

New Adjunct Faculty
Several new adjunct faculty members were hired during 2003-04 to strengthen the pedagogical diversity and energy of the faculty. These part-time hires included a young female alumnus who has earned national AIA recognition and two of our young alumni who have developed a strong career path in digital visualization and animation.

Hiring of additional full-time visiting faculty
Negotiations are nearly complete for the hiring of two or three full-time visiting faculty for 2004-05. These candidates include an experienced licensed professional with special interest and strength in sustainability, a young alumnus with substantial international practice experience on her resume, and a young Ivy League graduate already carrying several design competition wins on his resume and with a strong interest in design/build possibilities. These hires are expected to bring some renewed vitality and pedagogical diversity to our studio faculty contingent.

Faculty Search
A full faculty search has been approved by the University to begin next Fall, hiring for Fall 2005. We anticipate filling at least two fulltime positions.

Faculty Reductions
One senior faculty member (Bauman) has given notice of his intent to retire at the end of Spring 2005. One faculty member (Mical) has left to accept a challenging position at a Canadian university.

7 Physical Resources

Oklahoma State Bond Issue for Capital Improvements
The Oklahoma Legislature is considering a significant bond issue to provide for capital improvements at various State institutions. From all accounts, this measure has a high probability of gaining the necessary political support, and if passed, would include significant funding earmarked for a variety of projects.
including an estimated $8 Million toward the renovation of Gould Hall, home of the College of Architecture. An additional $1 to 3 Million needed for the Gould Hall project would be sought from private sources.

This is a significant milestone. If passed, this bond issue would provide the first significant public investment in the renovation of the College of Architecture facility in recent memory.

11 Professional Degrees and Curriculum

Implementation of New Curricula
The first year of implementation of our new Bachelor of Architecture curriculum is complete. While minor course content adjustments are planned, the first year was quite successful. During 2004-05, Second Year courses in the "new" B.Arch will be implemented.

The Master of Architecture program continues to implement its new curriculum as well while building its emphasis on sustainability and regional response. A new course on sustainable urban design, to be offered for the first time in Fall 2004, has been jointly developed by Architecture and RCPL. Other new course numbers and sequences are still being refined and we expect them to be submitted for University approval in 2004-05.

12.1 Verbal and Writing Skills (M.Arch only)

Admissions Standards
In 2003-04, our Graduate Admissions process informally strengthened English language expectations for admissions by seeking stronger TOEFL scores in our international applicants. A review of recent student records reinforced the correlation of strong language skills with program success for our international students. In the near future, we will be considering formal modification of admissions standards to reflect the increased emphasis on language skills.

M.Arch Program Assessment
Internal program assessment for the Master of Architecture program is yielding helpful feedback on desirable adjustments to the research and programming course in the graduate program. This course currently serves as the significant writing component in our M.Arch program. To improve writing quality in that course and throughout the program, additional resources (OU Writing Center, etc.) have been specifically called to the attention of student's needing additional help. It is also expected that course content modifications for 2004-05 will
reallocate some aspects of the writing emphasis to a broader array of graduate courses.

12.14 Accessibility (M.Arch only)

Increased emphasis in M.Arch Thesis projects
To date in the Master of Architecture program, the only recent and direct response to the NAAB concern on ADA understanding has been an increased demand by the Thesis Project Committees for students to indicate compliance and understanding of ADA in their thesis project. Thesis projects completed during the 2003-04 year have successfully demonstrated that understanding. A more explicit and universal requirement for understanding the impact of accessibility requirements will be added to graduate studio projects in 2004-05.

12.16 Formal Ordering Systems

Comprehensive studio content
We are approaching this concern as a critical part of the larger challenge of implementation of the revised curriculum, especially related the comprehensive and coordinated approach to studio content and pedagogy. In the first year of the "new" curriculum, an emphasis on and understanding of formal composition and order has been a required part of studio. It is expected that similar and more substantial analyses and documentation will be a required part of all future studios.
Responses to Causes of Concern
(2003-2004)

Human Resource Development (6)

Promotions & Tenure
Two faculty members (Bauman, Wahl) were promoted to Full Professor during 2003-04. One faculty member (Bozorgi) was granted tenure as an Associate Professor. Other faculty promotions have been suggested to and by the Dean, and will be pursued at each candidate's earliest opportunity.

Annual Faculty Evaluations
Annual faculty evaluations for Calendar Year 2003 were completed in a more timely and complete fashion during Spring 2004. It is expected the reliability of this process will continue to be a priority.

Progress Toward Tenure (PTT) Letters
Separate from the annual evaluation, the Division Director sent a "Progress Toward Tenure" letter to each tenure-track faculty member in the Division of Architecture. This is intended to be an annual process.

Research Skills (12.3)

Comprehensive Studio content
Like the need for a better understanding of formal ordering systems, we are approaching the concern for stronger research skills as a critical part of the larger challenge of implementation of the revised curriculum, especially related a comprehensive and coordinated approach to studio content and pedagogy. In the first year of the "new" curriculum, documentation of analysis and written narrative of the process of design has been a required part of studio. It is expected that similar and more substantial analyses and documentation will be a required part of all future studios.

The Context of Architecture (12.36)

That our program focuses too narrowly on professional registration seems a curious conclusion drawn by the Visiting Team during their visit. While we do expect our graduating students to be prepared for a professional career in architecture should they choose that direction, we routinely acknowledge and support alternative interests and career directions for our graduates.
For example, several of our recent grads have found opportunity related to digital representation and animation. One 2004 graduate was encouraged and assisted in her effort to participate in an entrepreneurial competition through the OU College of Business (based on work developed within one of our regular studio courses) through which she successfully earned start-up support for her computer visualization efforts. Further, two of our recent graduates who have been quite successful in computer visualization careers have also recently served as invited adjunct instructors in one of our regular studio courses.

In addition, a regular full-time Architecture faculty member (Weinel) was recently formally identified as coordinator of the general Bachelor of Environmental Design program. This program has the potential, when linked with other course offerings from other disciplines on campus, to create a wide array of degree possibilities for those with an interest in the built environment, but not necessarily in the licensed profession of architecture. As this program is further developed, diverse student interests and related career alternatives should be more easily accommodated. (See also "Additional Program Initiatives" in the following section).

Generally, as interests and resources allow, our students and faculty are willingly and enthusiastically responding to the evolving and diverse nature of the discipline.
Additional Program Initiatives
(2003-2004)

Architecture has worked substantially this past year with other academic units to strengthen the cross-disciplinary opportunity within our program. These efforts are already beginning to show results with the identification of defined minors opportunities for our students, development of elective concentrations of coursework and the potential for cross-disciplinary instruction.

Within our College, Construction Science has decided to set aside a designated number of admissions for architecture students in their limited admissions minors program. Interior Design and Architecture are collaborating on joint studio content and course offerings. Regional and City Planning and Architecture are collaborating on the development of Urban Design and Real Estate Development elective course concentrations within our respective curricula.

In the College of Engineering, Architecture is collaborating with the Civil Engineering faculty who are redeveloping a substantial program in Architectural Engineering. Current planning suggests probable benefits for our program in the areas of teaching efficiencies through cross-disciplinary instruction, mutually beneficial minors programs, and mutually beneficial access to graduate programs in both disciplines.
### 2004 AAB STATISTICAL REPORT

**SCHOOL:** University of Oklahoma  
**Completed by:** James L. Kudrna

**ACSA REGION:** EC NE SE SW WC W (circle one)

**PUBLIC or PRIVATE** (circle one)

#### STUDENT DATA

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<tr>
<th>For Accredited Programs Only</th>
<th><strong>4 Year</strong></th>
<th><strong>B Arch</strong></th>
<th><strong>B Arch</strong></th>
<th><strong>B Arch</strong></th>
<th><strong>M Arch</strong></th>
<th><strong>M Arch</strong></th>
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<td><strong>PreProf</strong></td>
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<td><strong>PostPreProf</strong></td>
<td><strong>PostNonProf</strong></td>
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<td>Students Working Part-Time</td>
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<td>Outside Stud. Serv. by Dej (estimate)</td>
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<td>Women Students</td>
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*Include Eskimos and Aleuts  
**Includes four-year program component of 4+1 yrs. B.Arch degree and 4+2 yrs. M. Arch degree.  
***Non-Professional: baccalaureate degree that is not part of an accredited professional program.

### FACILITY/RESOURCE DATA

- **Departmental Library LCNA or 720-729 Collection:** NA=12,005; 720-729=1470  
- **Total Architecture Collection in Departmental Library:** 29,882  
- **University Library LCNA or 720-729 Collection:** NA=46,129; 720-729=2020  
- **Total Architecture Collection in University Library:** 83,420  
- **Departmental Library Architecture Slides:** 55,000  
- **University Library Architecture Slides:** n/a  
- **Departmental Library Architecture Videos:** 44  
- **Staff in Dept. Library:** 1 librarian, 1 staff, 1 GA, 3 student  
- **Number of Computer Stations:** 170  
- **Amount Spent on Information Technology (FY03):** 185,000  
- **Annual Budget for Library Resources:** varies  
- **Per-Capita Financial Support Received from University:** 2345  
- **Private Outside Monies Received by Source:** n/a  
- **Studio Area (Net Sq. ft.):** 32,600  
- **Total Area (Gross Sq. ft.):** 112,000
### FULL-TIME FACULTY SALARIES

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<th>Average</th>
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### FACULTY DATA

- **Full-Time Faculty**: 14
- **NO. FULL-TIME FACULTY CREDENTI**
  - Ph.D.: 3
  - D. Arch: 0
  - M.A. or S.: 0
- **FTE Administrative Positions**: 0.5
- **Faculty Engaged in Service to Comm.**: 14
- **Faculty Engaged in Service to Univ.**: 14
- **FT Faculty who are U.S. Licensed Registered Architects**: 9
- **PT Faculty who are U.S. Licensed Registered Architects**: 4
- **Practicing Architects**: 9
- **FTE Graduate TAs**: 2
- **FT Faculty Avg. Contact Hrs/Wk**: 17
- **PT Faculty Avg. Contact Hrs/Wk**: 13

### FT, PT, Tenured, Prof., Assoc., Assist.

<table>
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<td>0</td>
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</tbody>
</table>

*Include Eskimos and Aleuts*
Contents

3 Executive Summary

5 Response to 2003 Deficient Conditions
  5 Program Self-Assessment
  6 Social Equity
  8 Human Resources
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  9 Professional Degrees & Curriculum
 10 Student Performance Criteria
   - Verbal and Writing Skills (M.Arch only)
   - Accessibility (M.Arch only)
   - Formal Ordering Systems

12 Causes of Concern
   - Human Resource Development
   - Research Skills
   - The Context of Architecture

15 Emerging Responses to Modifications in NAAB Conditions for Accreditation
  15 Studio Culture
  15 Student Performance Criteria Changes

Appendices

Copy of 2003 NAAB Team Report
Program Assessment
   - Sample University Annual Assessment Call
   - Survey Results from 2005 Assessment
   - Program Mission Statements
Executive Summary

In the twenty-nine (29) months since the last NAAB Visiting Team arrived on our campus (March 2003), with the support of the College and the overall University, we have worked steadily toward addressing those accreditation criteria found not to be met and to improve in those areas of concern cited by the Team. We are pleased to report substantial progress toward meeting many of the identified deficiencies and good progress in most other areas. As might be expected however, while all deficiencies or areas of concern have been at least partially addressed, some undoubtedly will require continuing attention before the next Visiting Team arrives in 2009. Such areas will be noted in the text of this report. Program progress highlights since March 2003 include:

- $500,000,000 Oklahoma State Higher Education Capital Improvements Bond Issue receives Legislative approval including approximately Eight Million Dollars ($8,000,000 +/-) earmarked for OU Gould Hall (College of Architecture) renovation (physical resources)

- Our plan for Enrollment Management has been implemented. Only at the policy approval stage during the last Team visit, this has helped us significantly reduce student/faculty ratios in studio and redirect available faculty resources. As part of enrollment management, we have also implemented restricted admissions to the professional programs at the end of two years. **100% of the full-time faculty participated** in the dossier reviews which impacted the admission decisions. This speaks very well of current levels of faculty cooperation. (human resources, student performance criteria, social equity)

- **Unanimous faculty endorsement of a new mission statement** for the Architecture program not only speaks to an enriched perspective on program direction, but also signals important new levels of faculty collaboration and cooperation. (program self-assessment, social equity, student performance criteria)

- Our revised curriculum is in its final stages of implementation. Course structure and minors program reinforce broadened perspective of new mission statement and help manage faculty/student ratios. (program self-assessment, professional degree and curriculum requirements, human resources)
- Several new faculty and staff hires have helped address student/faculty ratios and improve student access to academic and advising support. (human resources, social equity)

- Several faculty promotions and the awarding of two named professorships reflect new faculty development opportunities within the program. (human resource development)

- Student/faculty enrichment opportunities and broadened program perspective have been enhanced through initiation of several new cross-disciplinary international study programs during summer terms (social equity, program self-assessment)
Response to 2003 Deficiencies

Condition 2: Program Self-Assessment

Several program self-assessment activities (see below) have been undertaken since the last Team visit and more are planned.

- The University of Oklahoma requires all programs to engage in annual self-assessment, to reaffirm program goals and to self-assess success gauged against those goals.

The last two years we have focused our assessment efforts on surveys or polls of students and alumni. For example, in 2004, we had received feedback from our Board of Visitors regarding our students' perception of and attitude toward professional registration. In 2005, we conducted an expanded survey of recent alumni regarding attitudes toward the value and relevance of their educational preparation related to employment opportunities, either inside or outside traditional professional practice.

- We have conducted several very intense faculty work sessions, lying groundwork for division level strategic planning. These sessions have focused on topics such as the following:

  - program coordination of studio/course content
  - adoption of peer review process for teaching
  - coordination of workload calculations for annual evaluations
  - redefinition or reaffirmation of our program mission which led to unanimous faculty endorsement of a revised and expanded vision statement and mission statement for the program

- The broadened sense of mission resulting from our self-study efforts has stimulated the development and offering of several new cross-disciplinary international programs during summer terms. In the
time since the last Team visit, we have offered summer teach/study opportunities (to or through all divisions in the College) in the Czech Republic, China, and England. Program plans for Summer 2006 include a teach/study program in Istanbul. Beyond these programs made available within the College, College of Architecture students and faculty have participated in University sponsored programs in Vietnam, Denmark, Malta, and New Zealand.

- Our professional Board of Visitors (BOV) regularly provides feedback to our program on the preparation of our students as seen by the profession. This past year, the BOV offered strong input which is leading to substantial modifications in the way our 2006 Career Fair will be handled. Our revised Career Fair will be coordinated through the University Career Planning and Placement Office and is scheduled during February 2006.

- A more comprehensive strategic planning event for architecture is anticipated in the near future (probably Spring 2006 or Fall 2007). Engagement of outside professional consultants to assist this effort is being considered. One significant goal for this effort would be the development of a plan for linking the mission/vision of all programs in the College (Architecture, Construction Science, Interior Design, Regional/City Planning, Landscape Architecture) into a coordinated overall effort. This would be in keeping with the NAAB recommendation that “a strategic plan for the college must now be developed” (2003 VTR, p. 10).

**Condition 4: Social Equity**

- Since last Team visit, one existing faculty member has confirmed his status as a Native American. He is now officially recognized as a member of the Choctaw Nation. This not only verifies the representation of additional diversity on our faculty, but has already directly been of benefit to our students as that faculty member has already been instrumental in securing a substantial scholarship for one of our incoming students, also of Native American descent.
- Since the last Team visit, we have made two additional tenure track hires. The new faculty members are extraordinarily well qualified and both (one female/one of Asian descent) bring further diversity to our faculty.

- The Faculty has been fully engaged in several major collaborative program efforts since the last Team visit (e.g. as previously mentioned, work sessions on topics such as program mission statement, curriculum/studio coordination, processes for annual peer evaluation of teaching, criteria for faculty workload management, etc. AND in the implementation of our enrollment management and program admissions plan).

As indicated by the unanimous endorsement of our revised program mission statement & peer evaluation plan, etc. AND the 100% participation of all full-time faculty in our admission review process, we believe the collaborative environment of the Division is quite healthy and increasing inclusive. A strengthened sense of "faculty ownership" of the program is seen as a high priority by the Director, so expectation is high for continued improvement in the collaborative environment within the program.

- New funds for faculty development, both for tenured and tenure-track personnel have been made available by the Dean through the awarding of two endowed professorships. These appointments have been given to two existing faculty members as salary increases and individual professional development allowances, but with the professorships also comes the responsibility of administering new professional and program development funds (from the professorship endowments) for other members of the faculty. Over the past three years, this has provided an additional $50,000 to $60,000 for faculty and program development. Direct e-mail announcements to eligible faculty members and open announcement/discussion at faculty meetings have made this opportunity known to all faculty members. To date, 13 of 15 eligible faculty members have directly or indirectly benefited from these funds.

- Our advising staff has prepared an undergraduate student handbook to help insure all students have equal access to the information they need to progress effectively through the program, apply for scholarships, etc. Preparation of a graduate student handbook is pending. A faculty handbook to inform all faculty members of relevant policies, procedures, opportunities, etc. has also begun preparation.
Condition 5: Human Resources

(As this action impacts both “Social Equity” and “Human Resources”, this first item is repeated from the previous section on “Social Equity”)

- Since the last Team visit, we have made two additional tenure track hires. The new faculty members are extraordinarily well qualified and both (one female, one of Asian descent) bring further diversity to our faculty.

- As part of a University-wide review of advising resources on campus, we have recently been able to hire an additional full-time academic advisor to better serve our students. This provides the students easier and more regularly available access to academic advising and offers the faculty assistance in addressing routine advising duties they previously carried with less available help.

- Similarly, for the first time in our College, an Administrative Assistant for the Division Directors has been hired (serves all Divisions). This position provides assistance to the Architecture Division in several ways which frees up director and faculty resources for more appropriate utilization.

- Enrollment management has been implemented including limited admission to professional and pre-professional programs. This has allowed us to gain control over studio student/faculty ratios (now at 14 to 1 in undergraduate studios and 7 to 1 in graduate studios.)

- Adjunct faculty have also been hired and existing faculty reassigned which has also contributed to the reduction in studio student/faculty ratios.

- Some adjunct funds have been redirected over the past two years toward the hiring of two full-time Lecturers (graduate degrees from Yale/Cambridge and Cornell) and one full-time instructor (LEED certified with 10 years of professional experience) While these are not permanent hires at this time, the full-time status of these appointments has allowed us to build an increased faculty depth and a greater sense of program continuity.
Condition 7: Physical Resources

- Without question, the most significant physical resource development has been the (approximately) $500,000,000 Oklahoma State Higher Education Capital Improvements Bond Issue which received Legislative approval last year. Through the significant efforts of College of Architecture Dean Fillpot and the support of OU and its President, David Boren, the bond issue line items include approximately Eight Million Dollars ($8,000,000 +/-) earmarked for OU Gould Hall (College of Architecture) renovation. This level of commitment to College of Architecture facilities is unprecedented in the last 25 years and promises not only to address facility concerns raised by recent Visiting Teams, but will also to dramatically impact the overall "quality of life" for students and faculty in our program.

- Just this year, beginning with the new admissions class, the Division Director has implemented a revised studio allocation plan that provides permanently assigned (three-year) studio work stations to students admitted to our undergraduate professional program (at the end of their 2nd Year). We have always provided work stations for our students (as required by NAAB), but until now, we have not been able to allow students to remain in place for the duration of their program of study. Implementation of this policy this Fall appears to have already helped create a stronger sense of community and facility ownership on the part of the students.

Condition 11: Professional Degrees & Curriculum

This deficiency was noted due to our program’s non-compliance with the (now outdated) 60% / 40% split between Architecture and non-Architecture coursework in professional programs. With the adoption of our “new” curricula (proposals just approved at the time of the 2003 Team visit), we now comply with the 60/40 requirement. (Consequently, we also remain well in compliance with the new minimum number of non-Architecture hours now required by NAAB.)

- Part of our modifications to comply with the 60/40 requirement resulted in the development of our minor requirement for all undergraduate professional degree candidates. This has so far proven to be a very attractive program trait for most of our students.
- In 2008, we will have fully implemented the first full iteration of our “new” curriculum (as revised to before the 2003 NAAB visit). Between now and then, we will reconsider our curricular structure to further refine it as necessary. Curriculum revision discussions began briefly at our last faculty meeting last year (with minor sequence adjustments now already made) and will continue through 2008, at which time our next APR will report on progress.

**Condition 12: Student Performance Criteria**

**12.1 Verbal and Writing Skills (M.Arch only)**

This issue requires ongoing attention, but we have been able to take several key steps toward strengthening verbal and writing skills in our graduate program:

- As enrollment management for our undergraduate program has been implemented, we have been able to redirect additional faculty resources to the M.Arch program. This provides more opportunity for faculty student interaction and discussion.

- As part of that resource redirection, we have been able to assign to the Graduate Studio the faculty member primarily responsible for course which oversees the development of the students’ thesis research and programming document. His direct participation should nurture a more complete integration of the research and writing requirements into graduate studio projects.

- Further, with this addition of faculty resources to the graduate studio, we have been able to adjust the student/faculty ratio to approximately 7 to 1. This should help provide all graduate students more direct faculty guidance in the development of professional quality written documentation as a part of every graduate studio project.

We have also introduced several special presentation and communication exercises for our graduate students. Last year, after students prepared designs for a state-supported hospital/long-term care facility in an adjacent town, they were required to present their ideas to members of the facility’s board.
Currently, preliminary plans are being developed for an international collaborative studio project with the Istanbul Technical University to be implemented this year. We believe these situations challenge our graduate students to strengthen their verbal and written communication skills by requiring them to convey their architectural ideas to the audiences outside the school.

12.14 Accessibility (M.Arch only)

This issue also requires continuing attention, though we have been able to modify some of our effort to help address this concern:

- With the introduction of required community-based projects into the Graduate Design Studio (e.g. state hospital/extended care facility in nearby town as mentioned earlier), we have been able to strengthen direct application of ADA standards within studio project requirements.

- The research/program document required of all graduate degree candidates for their thesis project includes consideration of ADA standards as part of project programming requirements.

12.16 Formal Ordering Systems (M.Arch & B.Arch)

Address of this issue is also an on-going process of curricular revision and reinforcement. The need to strengthen our address of this concern is also a priority in our faculty discussions.

- The newly adopted program mission statement as reflected in a new studio coverage matrix (currently being developed, to be complete in 2005) highlight formal composition, along with several other key concerns, as issues to be addressed in ALL studios.
Causes of Concern

Condition 6:
Human Resource Development

(As this action impacts both "Social Equity" and "Human Resource Development", this item is repeated from the earlier section on "Social Equity")

- New funds for faculty development, both for tenured and tenure-track personnel, have been made available by the Dean through the awarding of two endowed professorships. These appointments have been given to two existing faculty members as salary increases and professional development allowances, but with the professorships also comes the responsibility of administering new professional and program development funds (from the professorship endowments) for other members of the Faculty. Over the past three years, this has made approximately an additional $50,000 to $60,000 available for faculty and program development. Direct e-mail announcements to eligible faculty members and open announcement/discussion at faculty meetings have made this opportunity known to all Faculty. To date, 13 of 15 eligible faculty members have directly or indirectly benefited from these funds.

- Within the last three years, Division faculty and administration have repeatedly stepped up to realign faculty resources in order to support faculty development leaves. Two sabbaticals and one full-time leave to pursue post-graduate study have been supported. This is not an easy management exercise in a small faculty. It requires the support and cooperation of virtually everyone on the faculty to make these opportunities happen. This is indicative of the attitude generally available to support faculty development opportunities. (further, one multi-year leave due to military recall was also absorbed).

- Since the last Team visit, two senior members of the Faculty have been promoted to Full Professor, and two more have been recommended for promotion to Full Professor during this academic year.
Condition 12:
Student Performance Criteria

12.3 Research Skills
We recognize this area of the program to be which requires ongoing attention. To date, we have implemented several responses, but anticipate consideration of further options. To date, we have:

- , introduced a professional elective course in computer-based analytical methods, focused on LEED compliance strategies and sustainability. This course, which is builds on the strengths of one of our new faculty members, is available to all professional program students (Pre-professional, B.Arch, M.Arch) and we intend to offer it annually.

- Increased research/analysis emphasis within studio courses. More thorough and professional documentation of project research and analysis is expected.

- Explored the development of a cross-disciplinary research methods course to serve all Divisions of College.

12.36 The Context of Architecture
We believe the perceived emphasis on professional registration may have never been as strong as the Team report suggests, but nonetheless, several initiatives have been implemented to broaden our students understanding of the larger context of architecture.

- As previously discussed, our redefined program mission is fundamentally based on a broader sense of responsibility and opportunity for architects. We aspire to preparation of "citizen architects"...graduates with a broadly informed understanding of community and social issues at large and a commitment to improvement of their community.

- Our newly implemented curriculum, with its minor requirement, is one tangible indication of our reaffirmed commitment to a broad education for our students.
- Past assessment survey results indicate our graduate feel quite prepared to engage in professional opportunities both inside and outside traditional professional practice.

- We have begun to implement the use of community-based studio projects wherever and whenever possible. These projects typically provide design assistance to community-based non-profit organizations which might otherwise not engage professional services. This experience provides students the opportunity for direct engagement of people in the larger community member and an increased awareness of the "forces which shape the practice of architecture."

- We have begun preliminary discussions of the potential for enhanced curriculum offerings to develop the content of our general Bachelor of Science in Environmental Design degree. (degree code 0201A). We are presently exploring possibilities for formal links to other disciplines on campus through minors or even double major programs. If we can formalize these opportunities, we believe this to be a good route to extend our students' awareness of the larger context of architecture.
Emerging Responses to Modifications in NAAB Conditions for Accreditation

Studio Culture

"An atmosphere of honesty, trust, and support is necessary if most people are to make the most of their conceptual abilities."

James Adams in Conceptual Blockbusting

This quote from James Adams’ Conceptual Blockbusting will serve as a primary operational premise for the development of our (NAAB required) statement on studio culture. A joint student/faculty panel will be drafting our studio culture statement this year and next. It is expected in draft form by the end of this academic year.

Student Performance Criteria Changes

As an outgrowth of our newly defined program mission statement, we have begun revising our studio and course content coverage matrix. We will expect to address conversion of the NAAB criteria from 37 to 34 as part of that exercise. The first full draft of that coverage matrix is expected by the end of this academic year.
4.7 School Catalog

See 2006-2008 University of Oklahoma General Catalog, included with this report.
Appendix A. Required text for catalogs and promotional materials

See following pages.
available to answer questions about the various undergraduate programs. The College of Architecture requires semester-by-semester advising. Students are not permitted to self-advice.

GRADUATION REQUIREMENTS

Approval for graduation with a degree from the College of Architecture requires completion of all degree requirements listed on the curriculum requirements check sheet for the program the student was admitted as well as the graduation requirements set forth by the Oklahoma State Regents for Higher Education, and the University of Oklahoma. The specific degree requirements for the current academic year in the College of Architecture are available on the Internet at http://checksheets.ou.edu/archindx.htm. Copies of current or past checksheets can be obtained from the College’s Student Services Office, 158 Gould Hall.

In addition to the minimum graduation requirements set forth by the Oklahoma State Regents for Higher Education and the University of Oklahoma, the College of Architecture requires the following:

1. A student must obtain the minimum OU retention, combined retention and curriculum grade point averages specified on the requirements check sheet for his or her degree program. **Note:** Specific grade point averages required for graduation from programs within the college supersede the minimums set forth by the Oklahoma State Regents for Higher Education and the University of Oklahoma.

2. A student must complete at least the minimum upper division (3000 level or above) and total hours listed on his or her program requirements check sheet. Total credit hours applied toward graduation must be verified by one of the academic advisers in the Student Services Office, 158 Gould Hall. Students are encouraged to meet with one of the College’s academic advisers for a degree check at least one semester before the intended semester of graduation. The following are additional College of Architecture regulations regarding total hours applied toward graduation:

   a. credit hours earned in physical education courses or in basic ROTC courses cannot be applied toward the graduation requirements of any degree program of the College of Architecture. Advanced ROTC courses may be applied toward degree requirements only with the special permission of the dean;

   b. a maximum of 64 hours will transfer for credit from a two-year college;

   c. at least 60 semester hours toward graduation must be earned at accredited senior (four-year) institutions;

   d. no hours for remedial or pre-college level coursework may apply toward graduation;

   e. transfer coursework specifically denied by the division for application toward the curriculum will not count toward graduation;

   f. courses taken under the student elected Pass/No Pass grading option will not be allowed to count toward fulfillment of any university general education or college curriculum requirements.

Additional information about specific program requirements are described under the respective division sections in this chapter. **Responsibility for meeting graduation requirements lies with the student.**

MINORS

The College of Architecture offers the following minors:

Architectural Studies — Offered to non-majors who complete 15 hours of ARCH prefix courses. Specific information on courses applicable to a minor is available from the College of Architecture, Administrative Student Services Office, Room 158 Gould Hall.

Construction Science — Students may satisfy the minor requirements in Construction Science by first making application to the minor program, being admitted, and subsequently completing 21 hours of CNS prefix courses including the following core courses: CNS 3113, 3153, 3813, 3513, and 4523. An additional six hours may be taken from CNS courses, as long as all prerequisites for those courses have been met.

Interior Design — Students may satisfy the minor requirements in Interior Design by completing 16 hours of coursework of ID-prefix courses from the following: ARCH 1143, 1D 1011, 1133, 2763, 2783, 3753, 3763, 4763, 4783 and 4970.

Special Programs

PRECEPTORSHIP PROGRAM

The College administers a preceptorship program which permits selected students of demonstrated ability to complete a limited number of degree requirements as a participant in a professional office.

SUMMER PROGRAM

Selected courses may be offered during the summer session in the College of Architecture. Course selection and enrollment limitations will be dependent upon the availability of operating funds and faculty. Special summer studies are also offered in international settings.

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**Division of Architecture**

Nick Harm, Director  
Terry Patterson, Graduate Liaison  
162 Gould Hall  
Norman, OK 73019-6141  
Phone: (405) 325-2444  
FAX: (405) 325-7558  
Internet: http://arch.ou.edu  
e-mail: arch@ou.edu

Faculty Roster

Professors Bozorgi, Caldwell, Fillpot, J. Patterson, T. Patterson, Wahl;  
Associate Professors Butzer, Chang, Dietrich, Erdener, Harm, Kudrna, Weinel; Assistant Professors Callahan, Fithian.

Degrees Offered

- Bachelor of Architecture  
- Master of Architecture  
- Master of Science in Architectural Urban Studies

General Information

The architecture program at the University of Oklahoma was founded in 1926 as part of the College of Engineering. In 1968 the program became a separate college and the first component of what is now a multi-disciplinary college including programs in interior design, construction science, planning, and landscape architecture. The architecture program benefits strongly from this multi-disciplinary context.

A licensed architect is responsible for creating buildings where people live, work, learn, and play. Projects may range from high-rise buildings containing multiple functions such as office, retail, and residential, to small rural convenience stores; from large, regional hospitals to single family homes; and from large university campuses to small day care centers. The challenge to the architect is to produce projects that are functional, efficient, attractive, and safe.

Admission

TRANSFER STUDENTS

All professional courses not taken at the University of Oklahoma are subject to evaluation through equivalency examinations or other means as approved by the Director of the Architecture Division.

TRANSFER CREDIT AND ADVANCED STANDING

The policies of the College of Architecture apply to the granting of transfer credit or advanced standing credit. The amount of advanced standing credit that may be applied toward a degree may be limited by the Director of the Division of Architecture or the Dean.
Special Regulations

PLACEMENT IN STUDIO COURSES
Any student enrolling for the first time at the University of Oklahoma in a design or graphics course offered by the Division of Architecture must enroll in the first course in the sequence, unless specifically approved for higher placement by the director of the division.

ENROLLMENT IN ARCHITECTURE COURSES
A student may not enroll in more than one required studio course per semester. Students must have completed “Incompletes” in all prerequisite courses prior to the first day of class in any subsequent architecture course unless otherwise granted permission by the Director of Architecture.

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

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

The pre-professional degree is useful to those wishing a foundation in the field of architecture, as preparation for either continued education in a professional degree program or for employment options in fields related to architecture.

ADVANCEMENT IN MAJOR COURSE SEQUENCES
All professional degree programs of the Division of Architecture are organized around a sequence of courses in which the student develops and demonstrates a capability for analyzing problems and synthesizing solutions, using techniques and skills unique to the field of architecture. Advancement in a major course sequence may be denied if a student earns less than a C in the prerequisite course. Further progress in the studio sequence in such cases may be permitted if the course average is raised by retaking the course, or by special permission.

PORTFOLIO REQUIREMENTS
Each student enrolled in a professional or pre-professional program in architecture is required to maintain an up-to-date record of design and graphics work for use in program advisement and the evaluation of overall progress toward the professional degree.

Undergraduate Study

BACHELOR OF ARCHITECTURE (0202A)
This program, normally five years in length, is accredited by the National Architectural Accrediting Board (NAAB) and fulfills the educational prerequisites for professional registration required by most state boards. Admission to the program beyond the first year is competitive.

BACHELOR OF SCIENCE IN ENVIRONMENTAL DESIGN — Pre-Architecture (0207A)
This program is a pre-professional degree program normally requiring four years of undergraduate study. It is useful to those wishing a foundation study in the field of architecture, as preparation for continued education in a professional degree program or for employment options in fields related to architecture. In itself, it is not an NAAB-accredited degree and does not, by itself, fulfill the educational prerequisites for professional registration required by most state boards. Because this degree pattern requires completion of professional courses, admission to this program beyond first year is competitive.

DEGREE PROGRAM ADMISSION
Class size in studios and other architectural coursework is influenced by national guidelines. Limitations of university resources (e.g., facilities, faculty, operating funds, etc.) also impose restrictions on class sizes. Therefore, an Enrollment Management Program within the Division of Architecture governs admission to both the professional and pre-professional undergraduate degree programs (0202A and 0207A). Students compete for a limited number of admissions into the second and third year of these programs. Admission decisions are based on assessment of a student’s previous academic record and a dossier of design work and other accomplishments. For further information, contact the director of the Division of Architecture.

Graduation Requirements
Approval for graduation with either the Bachelor of Architecture degree (0202A) or the Bachelor of Science in Environmental Design (Pre-Architecture, 0207A) requires completion of all degree requirements with a minimum program grade point average of 2.50 in all coursework used to fulfill degree requirements.

Collaborative Program

MINOR
The Division offers a minor in Architectural Studies to non-major students who complete 15 hours of ARCH prefix courses. Specific information on courses applicable to a minor is available from the College’s Administrative Student Services Office.

Graduate Study

GENERAL INFORMATION
The Division of Architecture at the University of Oklahoma operates within the administrative framework and shares the multi-disciplinary philosophy of the College of Architecture. These degree programs follow a structured core curriculum aimed at developing the specialized skills and abilities demanded of the professional architect. Simultaneously, however, these programs are highly individualized and encourage the exploration and development of specialties in areas closely related to architecture. These graduate programs are intended to produce broadly educated graduates who will demonstrate unique capabilities for leadership in the profession.

The one-year Master of Architecture degree is also available through the Schusterman Center in Tulsa. This program, which requires two years, allows students to have full-time office practice opportunities in professional offices. The Master of Science in Architectural Urban Studies degree is also offered at the Schusterman Center in Tulsa.

ADMISSION REQUIREMENTS
In addition to the admission requirements of the Graduate College, the following materials must be submitted directly to the Graduate Liaison of the Division of Architecture for evaluation.
1. A transcript from all previous institutions.
2. A portfolio of work, 8½” x 11” format preferred.
3. A statement, limited to 500 words, of the intent for pursuing graduate studies in architecture at the University of Oklahoma.
4. Three letters of recommendation.

EARLY ADMISSION
A student enrolled in the final semester of undergraduate studies may apply for admission to the graduate program in architecture for the next regular semester following completion of his/her undergraduate degree.
Appendix B. Library information resource assessment

See following pages.
The University of Oklahoma Architecture Branch Library

Self-Assessment for 2008

Library and Information Resource Collections

1. Goals: The Architecture Branch Library supports the College of Architecture’s Mission of providing quality education in an interdisciplinary setting. The collections for the five divisions are located together in a single library. Additionally, students frequently draw on the resources of the other libraries at the University of Oklahoma, a total of over five million volumes, and have access to resources worldwide through the Interlibrary Loan service. Material is selected by the librarian with input from other members of the library staff, faculty and students to address the needs of the College of Architecture.

2. Collection Development: The librarian strives to develop a collection which addresses the unique needs of each division. Areas which have received added emphasis since the last review include interior design and landscape architecture. These selections were made in close collaboration with the faculty to insure that the best possible use was made of the available funds.

   a. Books: Many new monographs are purchased on an approval plan which ensures that they will be available to our patrons shortly after publication. Reference materials are reviewed regularly for currency. In addition to printed monographs the library has begun to purchase e-books.

   b. Serials: The serial collections are sufficient in coverage and scope, with all areas of the curriculum represented. Many periodicals are available in both print and electronic formats. The vast majority of print collections are complete, and others are as complete as possible. The Avery Index to Architecture Periodicals is used frequently to locate needed articles, and is available online. Other available periodical indexes include Academic Search Elite, Art Index, Web of Science, and ARTBibliographies Modern. 65% of the periodicals from the Core List are currently being received.

   c. Visual and Non-book resources: The University Libraries maintain a subscription to the ARTstor database which includes the work of prominent architects, landscape architects and designers in its collection. The College of Architecture maintains a Visual Resource Lab which is independent of the University Libraries.

   d. Conservation and preservation: The University Libraries have a conservation technician on staff and funds are available to replace lost or damage items. Our concerns about the physical care of the collection have been addressed in the plans for the library’s new facility in the renovated Gould Hall.
Services

1. Reference: The staff of the Architecture Branch Library provides assistance to users during all hours of operation. Additionally, questions may be sent at any time using the University Libraries Email a Librarian service. These inquiries are generally answered within 24 hours.

2. Information Literacy: Multiple library instruction sessions are offered at the beginning of each fall and spring semester. Faculty members can also arrange sessions for a specific class. Library staff members instruct patrons in using various online research databases, creating search alerts, searching the library catalog, and the use of other online and print resources according to their needs. Instruction services are incorporated into the curriculum in that first-year studio classes come to a library instruction session as a part of their coursework.

3. Current Awareness: A newsletter is distributed three times a year highlighting recent acquisitions and services provided by the library. New books are displayed near the entrance to the library for several weeks before being shelved in the stacks.

4. Access to Collections:
   a. Bibliographic records for new acquisitions are created by a professional cataloger who works exclusively with materials for the College of Fine Arts and the College of Architecture. This specialization allows for new materials to be processed and available to our patrons in a timely manner.
   b. The Architecture Branch Library follows the circulation policies of the University Libraries system. Hours for our Outreach location during the remodeling process have not been determined, but will be no less than 48 hours per week. Items housed in the library annex are paged for users within 48 hours.
   c. Faculty have the option of posting reserve materials electronically. Faculty, staff and students have remote access to our databases. The resources of most interest to the College of Architecture include: the Avery Index to Architecture Periodicals, ARTstor, GreenFile, and Mad Cad Building Codes.
   d. Cooperative Agreements: Interlibrary Loan service is available to all faculty, staff and students, in most cases at no cost to the user. Patrons may also obtain an OK-Share card which gives them borrowing privileges at a number of universities across the state.

Staff

a. Structure: The Architecture Branch Library is a component of the University of Oklahoma Libraries. The librarian reports to the Associate Dean of Libraries for Public Services. A full time staff person, who reports to the librarian, supervises three to five student employees. A Graduate Assistant, reporting to the librarian, oversees the branch approximately eight hours per week, normally on evenings and weekends.
b. Professional Expertise: The Fine & Applied Arts Librarian has twelve years professional experience. His academic credentials include graduate degrees in Library Science and Musicology. Librarians at the University of Oklahoma are considered faculty and meet established campus criteria for promotion and tenure. The librarian recent completed the three-year review of progress towards tenure.

c. Support Staff: The Architecture Branch Library has one full-time staff person who is classified as an Administrative Assistant I. There is a written job description of this position. The number of student employees available to us each semester is sufficient to allow for successful operation of the branch.

d. Compensation: Staff salaries and benefits are comparable to those of others in the University Libraries with similar positions and experience. Professional development and continuing education opportunities are available.

Facilities

1. Space: Located at Gould Hall, along with the College of Architecture, the Architecture Branch Library is convenient to the faculty and students. During the renovations to Gould Hall we have moved with the College to the temporary location on Main St. Our temporary Outreach location does not offer study space, however, we believe we have created an environment which will allow our patrons to complete their work in as normal a manner as possible during the renovation. The library space in the renovated Gould Hall will be a significant improvement over our past facility.

2. Environmental Factors and Security: Our Outreach location is well lit and ventilated with adequate electrical service. The Witt blueprints and more fragile items in our collection are being held in a controlled area of Bizzell Memorial Library during the renovation process.

3. Equipment: Our Outreach Location at Main St. holds approximately 3,200 of our most frequently used monographs as well as course reserves, reference material and current periodicals. The balance of the collection is housed at our annex. These items are retrieved within 48 hours of a request from a patron. Wireless Internet access is available at the Outreach location. A photocopier and public computer with a scanner attached are also provided.

Budget, Administration and Operations

1. Funds: Funding is allocated by the Dean of the University Libraries to the library departments. Periodically additional funds are made available to increase specific areas of the collections. Areas which have received added emphasis since the last review include interior design and landscape architecture. These selections were made in close collaboration with the faculty to insure that the best possible use was made of the available funds. Additional funds are also available for replacement of lost materials and for expensive one-time purchases. All new
tenure-track faculty receive a one-time allotment of $400 for the purchase of new library materials.

2. Efficiency of Operations and Services: The Architecture Branch Library operates smoothly; all of the staff take their responsibilities seriously and are willing to ask for assistance when necessary. The Technical Services department of the University Libraries functions efficiently. This allows for requests from faculty and students to be filled in a timely manner. We are confident that we will be able to maintain a professional level of service while we work from the Outreach location.

3. Participation of Faculty and Students: Faculty and students are encouraged to recommend materials for addition to the collection. Every effort is made to honor these requests. The library liaison for the College of Architecture is Dr. Khosrow Bozorgi.
Appendix C. Information resources statistics report

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Appendix D. Majors and Minors

See following pages.
### Academic Majors — Undergraduate and Graduate

In addition to the programs listed below, the University offers a number of dual degree programs along with preparatory programs in the health sciences.

**Legend:** College abbreviations used in this table are as follows:
- **ARCH** - Architecture
- **A&S** - Arts & Sciences
- **CAGS** - Atmospheric and Geographic Sciences
- **BUS** - Business
- **CCE** - Continuing Education
- **E&E** - Earth & Energy
- **EDUC** - Education
- **ENGR** - Engineering
- **FA** - Fine Arts
- **GRAD** - Graduate
- **HON** - Honors
- **JMC** - Journalism
- **LAW** - Law
- **LIB ST** - Liberal Studies
- **UCOL** - University College

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Appendix E. Final report and recommendations of CDRP

See following pages.
I. EXECUTIVE SUMMARY

The Self-Study and other materials provided for the CDRP’s analysis of the Division of Architecture are incomplete—the Self-Study lacks the required section on Faculty and the most recent NAAB Accrediting Board Visiting Team Report (the latter was finally provided near the end of the CDRP work cycle), and only one external evaluator report was belatedly submitted, to list only the most serious gaps. The lack of information limited the ability of the CDRP to provide a comprehensive and reliable assessment and set of recommendations for the Division in order to “improve the quality of education at the University of Oklahoma” as stipulated in the CDRP Program Objectives. The available materials suggest that the Division of Architecture is making good progress toward resolving the issues raised in earlier accreditation visits, especially with regard to gaps in the BArch and MArch curriculum, though a number of issues remain to be addressed, such as social equity and faculty diversity, insufficient physical and human resources, and inconsistent mechanisms of program self-assessment. The program is currently accredited through 2009, at which time another NAAB visit will be made, so an additional effort to resolve these issues speedily would be worthwhile. The Division has also made an effort to address the recommendations of the previous CDRP report of 2001, particularly with regard to collegiality, cooperation and communication among faculty and students. Recommendations regarding faculty research/creative activity have apparently not been systematically addressed and this remains a serious concern for the external evaluator and the current CDRP.

II. STATE OF THE DIVISION

A. Mission and Background

Architecture has been taught at the University of Oklahoma since 1926, first by a department and later a School within the College of Engineering and from 1970 onward by an independent College...
of Environmental Design. Four new or relocated divisions were added to the College in the nineteen-seventies and eighties, and it was renamed the College of Architecture in 1984. The Architecture Division’s current mission statement is “Advancing architecture and society through education, scholarship and service”. It fulfills that mission primarily by preparing creative professionals in architecture through a five-year Bachelor of Architecture program and two Masters of Architecture degrees (one designed for students with Bachelor's degrees in areas related to architecture and one for students with Bachelor's degrees in unrelated areas). A post-professional M.Arch program was started in Tulsa in 1990. One other Masters program has been discontinued in response to recent accrediting visits and previous CDRP suggestions. The Division’s dedication to service appears in its focus on sustainability and regional responsiveness, as well as its tradition of Community Action Projects that provide specialized skills for community building needs while promoting social responsibility among students. The Division’s commitment to scholarship is harder to quantify, in the absence of detailed faculty CVs; the mini-vitas provided by the College suggest that scholarship is inconsistently prioritized in the Division.

B. Undergraduate Programs
The Division offers the Bachelor of Architecture degree, a five-year accredited degree that satisfies the educational requirement for licensing as an architect. The high job-placement rate for program graduates attests to its effectiveness. Entrance to this 160-credit hour program requires admission to the University and a 2.5 cumulative grade point average. Although the program is similar to most BArch programs nationally, the credit-hour requirement is relatively high in comparison with other undergraduate programs and the external evaluator suggests that the Division consider streamlining the program in a variety of ways. A recently-established enrollment management program has reduced class sizes and improved student quality by limiting admission to upper-division study to 30 students per year. There is also a four-year Bachelor of Science in Environmental Design degree which the Division does not promote and which does not lead to licensure; currently it is merely a truncated version of the Bachelor of Architecture degree that is taken by students whose grade point averages are insufficient to allow them to progress through the BArch program, but the Division is re-conceiving the BSED to provide it with an independent rationale and value in anticipation of the suggestions made by the external evaluator. In the future it will promote general environmental education and provide a degree track for students seeking to pursue graduate degrees in other programs. A recently-instituted minor in architecture is apparently attracting significant numbers of students as well.

The Division also offers a number of enrichment programs to its students, including the Bruce Goff and Blaine Imel programs that bring practicing architects to campus to teach, Community Action Projects that take students out into the community and instill values of service and professional responsibility, and foreign study programs in Turkey, Germany, France and England.

Weaknesses in the undergraduate curriculum associated with research skills, which were identified by the accrediting team in 2001, are being addressed through new elective courses and increased
emphasis on research in studio courses. Student diversity, while lower than University rates, is reasonable for this profession, and the Division is committed to increasing its diversity whenever possible.

C. Graduate Programs
The Division offers two accredited Master of Architecture degrees, one (0202N) for those with bachelor degrees in architecture or a related field and one (0202P) for those with unrelated bachelor degrees. The former is a 49-credit, two-year program leading to a degree focused on sustainability and regional responsiveness. The latter is a three-year program, the first year of which is designed to provide incoming students with coursework that they would otherwise have taken in a bachelor program in architecture; the final two years correspond exactly to the program for students with bachelor degrees in architecture. There is also a one-year MArch degree (0202M), offered primarily at the Tulsa campus, that gives interested students the opportunity to study special topics in greater depth. Weaknesses in the MArch curriculum noted in the most recent NAAB accreditation report and related to student communications skills, design for handicapped accessibility and formal ordering systems are being addressed through the introduction of new studio and presentation projects. Since the previous CDRP report, a graduate handbook for the Division has been produced and posted on its website. As with the undergraduate program, student diversity in the graduate program, while lower than University rates, is reasonable for this profession, and the Division is committed to increasing its diversity whenever possible. However, the external evaluator considers the small size of the graduate program to be an impediment to program improvement, and the apparent lack of faculty involvement in sustainability research to be a significant weakness of the program.

D. Faculty
The Division’s 2007 Self-Study contained no distinct section on Faculty, but information was found in its appendices and in faculty mini-vitas provided by the College; additional information was gleaned from the Division website. According to the website, the Division currently employs thirteen tenured and two tenure-track faculty, in addition to three visiting faculty, one adjunct and one instructor. Faculty diversity is lower than overall university ratios, though recent hires have improved the situation somewhat and the Division is committed to further expanding faculty diversity through future hires. Three current faculty, all tenured or tenure-track, are women, and one recent tenured hire is of Asian descent. Faculty diversity in the Division improves considerably when non-tenure-track faculty are included in the figures, though such stratification is not always conducive to social and professional equity. The Bruce Goff Chair and the Blaine Imel Professorship bring prominent practicing architects into the Division each semester to work directly with students. Faculty allocation of effort among teaching, research and service for annual evaluation purposes varies widely. Listings of faculty honors, awards and publications/activities are partial, inconsistent and confusing, though they imply that Division faculty are somewhat active in research and creative work. However, individual faculty members vary widely in amount and regularity of research/creative activity, and this situation remains essentially unchanged since the
previous CDRP report despite that report’s recommendation of more consistent attention to this issue. The faculty does not clearly demonstrate research/creative focus on sustainability issues, which weakens the credibility of the Division’s stated focus on this aspect of professional practice. The external evaluator notes quite frankly that “the faculty’s publication record…is not indicative of high quality” despite strong work by a few individual faculty members.

E. Staff
The Division has no dedicated staff positions, and shares staff support with the other Divisions of the College. Shared staff includes a recently-hired administrative assistant to all Division directors as well as the College Dean’s support staff: an administrative assistant, a secretary/office manager, an academic counselor, a development director and a receptionist. The College as a whole is supported by an IT administrator and trained staff. The Division director also has a part-time student assistant. Staff support appears to be sufficient for Division needs at present.

F. Administration
The Division was directed by Associate Professor James Kudrna until spring 2006, when he stepped down in order to return to full-time faculty status. Associate Professor Nick Harm, who was originally appointed Assistant Director in January 2006, assumed the role of Interim Director when Professor Kudrna stepped down, and he was appointed Director the following year. Professor Harm is overseeing the Division’s coordinated response to the most recent accreditation report, in anticipation of the 2009 accreditation process. Extension of all Division Directors’ appointments from nine to twelve months has generally improved the administrative functioning of the Division. Beyond the Director, the Division has standing committees dedicated to curriculum, hiring and oversight of the visiting Goff Chair program, and as divisional autonomy increases it is moving toward establishment of a Division Committee A. Since the previous CDRP evaluation, a new director, Shawn Schaeffer, has been hired to oversee the Tulsa MArch program.

G. Budget
Budget is controlled at the College level, though in 2003 the College moved toward splitting the overall budget into divisional accounting, which has improved equity within and among divisions. As a result of its comparatively large credit-hour production, the Architecture Division generates financial support for smaller divisions within the college. Unoccupied faculty lines in Architecture support adjuncts throughout the College. Additional funds for faculty development are generated through endowed professorships held by two faculty, and a majority of eligible faculty in the Division have benefitted from these funds in recent years. Fundraising in the College is centralized, so the Division defers to the Dean’s Office in that regard.

H. Facilities and Space
The Architecture Division suffers from many of the same difficulties as the College’s other divisions with regard to deteriorating workspace and deficient facilities. Both faculty and students have expressed unhappiness with the current situation, but the renovations to Gould Hall should improve
the Division’s situation. In the meantime, the Division has instituted programs that encourage student co-responsibility for facility conditions.

III. RECOMMENDATIONS

The CDRP acknowledges and applauds the Division’s substantial achievements in preparing its undergraduate majors for professional success, as measured by their high job-placement rate and by the high level of esteem in which they are held by their employers. The Panel also appreciates the active measures that the Division has taken in response to the demands of professional re-accreditation. In addition, the Panel strongly recommends that the Division:

1. Provide complete and accurate information regarding Division policies, operations and management to all qualified evaluators, both internal and external, in a timely fashion as required by University policy, and respond promptly to such evaluators’ requests for amplification and clarification.

2. Define expected faculty allocation of effort according to university norms, and clarify expectations for faculty research and creative activity at both the tenure-review stage and later. Encourage more consistent research/creative activity across the entire faculty as well as more research/creative activity in the field of sustainability in order to bring faculty specializations and teaching qualifications into line with the Division’s identity as a graduate program.

3. In order to increase the retention rate of junior faculty, especially those who contribute to the Division’s diversity, establish a mentoring program in which senior faculty can advise junior faculty as they develop research/creative activities and go through tenure review.

4. Continue to revise and refine the Division curriculum at both the undergraduate and graduate levels, to develop and apply reliable self-assessment mechanisms, and to encourage diversity among faculty and students in order to meet all criteria for NAAB re-accreditation in 2009.

5. Implement and assess the revisions planned to redefine the BSED degree, and continue to monitor the success of the enrollment management program in improving student/faculty ratios and otherwise raising the performance levels of Division students.

6. Consider reducing the credit-hour requirements for the BArch degree by consolidating and/or streamlining non-design studio courses.

7. Develop a mentoring program to guide graduate students through the MArch program, especially the final design project, and recruitment strategies for increasing the size of the graduate program.
8. Establish concrete benchmarks for comparison of the Division with architectural programs at other institutions, and use them to promote the Division’s strengths in sustainability and regional responsiveness, as well as to identify new strengths that should emerge from recent and future hires.

9. Develop more systematic alumni communication and outreach programs that could lay the groundwork for future fund-raising.
Appendix F. Governance Documents

College By-Laws

Promotion and Tenure Guidelines

Post-Tenure Review

Faculty Evaluation Process
1. Purpose

1.1 The purpose of these By-Laws is to enable the College of Architecture to fulfill its responsibilities to the State of Oklahoma, to the professions it serves, to the University and to one another in as efficient, effective and fair a manner as possible.

2. Applicability, Membership, Voting Eligibility, and Meeting Attendance.

2.1 APPLICABILITY. All work and activities of the College and its constituents shall be carried out as directed by these By-Laws and the University of Oklahoma Faculty Handbook except when explicitly superseded by University regulations or State statutes.

2.2 MEMBERSHIP. The College of Architecture Faculty consists of those who hold the rank of instructor or higher and have full time Faculty appointments at the University of Oklahoma with at least a .50 F.T.E appointment in the College of Architecture. All Faculty as defined in this section are eligible to vote on COA matters.

2.3 MEETING ATTENDANCE. All Faculty specified in paragraph 2.2 above are eligible and expected to attend and participate in College Faculty meetings. The administrative staff of the College and other guests may attend meetings and participate in discussions when invited by Faculty but may not vote.

2.5 RESPONSIBILITIES. Faculty of the College of Architecture have responsibilities as defined in the University of Oklahoma Faculty Handbook, including a duty to be actively involved in the governance of the College.

3. Officers of the Faculty

3.1 CHAIR. The Dean of the College of Architecture will serve as the chair of Faculty meetings held in accordance with these By-Laws. When the Dean is unable to attend a meeting or for some other reason believes it appropriate to do so, he/she may designate any voting member of the Faculty to chair the meeting. If the Dean is not present and has not designated someone to chair the meeting, the Faculty shall elect one of its voting members to chair the meeting.

3.2 SECRETARY. Each year, the Faculty shall elect a secretary and an alternate. This person need not be a member of the Faculty.
3.3 PARLIAMENTARIAN. Each year, the Faculty shall elect the parliamentarian and an alternate who shall be members of the Faculty. The parliamentarian shall provide guidance in accordance with these By-Laws, whenever they apply, and otherwise, in accordance with Robert's Rules of Order.

4. Meetings

4.1. SCHEDULED MEETINGS. The Dean shall, at the beginning of the academic year, establish and distribute a schedule for monthly Faculty meetings beginning in August and ending in May. The Dean may cancel any meeting. However, there must be a minimum of two meetings held each semester. The Dean shall notify the Faculty of cancellations as far in advance as possible.

4.2. STATE OF THE COLLEGE REPORT. At the first regular Faculty meeting of the fall semester, the Dean shall present a state of the college report that includes budget and personnel modifications.

4.3. MEETING AGENDA. At least five working days in advance of each regularly scheduled meeting, the Dean will prepare and distribute an agenda to the Faculty. The Dean shall place upon the agenda of the next meeting any matter submitted by a member of the Faculty prior to the publication of the agenda. In accordance with these By-laws and Robert's Rules of Order, the Faculty may consider other matters not specified in the published agenda. In the event that the agenda is not published at least five working days prior to the meeting, the meeting will be automatically canceled.

4.4. SPECIAL MEETINGS. Special meetings of the Faculty may be called at any time between August 15 and May 15 by a written notice signed by either the Dean or by at least 25% of the voting members of the Faculty. The call for a special meeting shall specify the matters to come before the Faculty, and the Faculty shall consider only those matters specified in the call. The Dean shall distribute the call for a special meeting at least 48 hours in advance of the meeting.

4.5. QUORUM For all meetings of the College, a quorum shall consist of at least 50% of the College Faculty. Those Faculty members voting by absentee ballot will be considered in attendance, provided, that a quorum exists preceding any vote; and only those absentee votes entitled to be counted as set forth in Section 6.1.4 of these By-Laws will be considered. No official action shall be taken in the absence of a quorum.
5. Procedure

5.1. VOTING

5.1.1. Unless otherwise specified in these By-Laws, a simple majority of properly cast votes shall decide all matters brought before the Faculty.

5.1.2. All votes for Faculty assignments to elected positions and votes regarding promotion and tenure will be by secret ballot. All other votes shall be either by voice, by show of hands, or by absentee ballot. However, a request by any Faculty member for a vote by secret ballot on any proposition shall be honored.

5.1.3. The Chair has the same voting rights as all other Faculty.

5.1.4. If members of the Faculty are unable to attend a Faculty meeting, they may, prior to the meeting, give their written absentee vote to the Chair to be counted. Such absentee votes must indicate the member's vote on each matter for which it is to be counted, and will be counted only if the matter comes to a vote as originally proposed. Only those in attendance will decide any amendments and other motions from the floor which are properly voted upon at the meeting during which they are made. Neither a general nor a discretionary proxy shall be valid.

5.2. CHANGES.

5.2.1. Any proposal to change either (1) these By-Laws, (2) the organizational structure of the College as it pertains to the academic units of the College, or (3) the requirements for admission to either the College or any of its academic programs, shall be subject to the following procedure:

5.2.1.1. The proposal shall be provided in full, either in the meeting or with the agenda for the meeting. After it has been presented, the proposal must be tabled for at least two weeks before a vote. During that time the proposal may be referred to committee for study. This committee shall report its recommendations directly to the Faculty prior to the vote.

5.3. MEETING MINUTES. Either the secretary or the alternate shall prepare and sign minutes of each meeting. The Dean's office shall copy and distribute the minutes to the Faculty within two weeks or prior to the Faculty meeting that immediately follows the one reported in the minutes, which ever occurs first.

5.4. BY-LAWS SUSPEIVSION. If a quorum exists at a Faculty meeting, then the Faculty may suspend these By-Laws by their unanimous consent.
6. Organization and Responsibilities

6.1. COLLEGE ADMINISTRATION.

6.1.1. The College administration follows that outlined in the OU Faculty Handbook with the following additions. The College, rather than the Division, is the basic budgetary unit and there is only a College-level Committee A. Therefore, the Dean performs some of the department chair's functions related to budget and Committee A.


6.2. DIVISION ADMINISTRATION

6.2.1. Divisions are discipline specific academic sub-units of the College. Their roles are to support the goals of the College and the goals of their academic disciplines. Division Directors perform the Locations defined for Department Heads in the OU Faculty Handbook, except for budget authority.

6.3. STANDING COMMITTEES OF THE COLLEGE.

6.3.1. Except for those committees in paragraphs 6.3.2 (College Council) and 6.3.3 (Committee A), standing advisory committees and their membership are determined annually by the Dean and College Council. Each year the Dean shall provide to all standing committees specific tasks and objectives that outline the minimum committee duties for that year.

6.3.2. COLLEGE COUNCIL. This committee is advisory to the Dean and consists of the Associate Dean, Division Directors, Committee A, and the President of the Student Board. The College Council's purpose is to take a College-wide perspective in dealing with matters affecting the College.
6.3.3. COMMITTEE A.

6.3.3.1. There will be one Committee A that will represent all five Divisions of the College. It will consist of five members, one from each Division, elected by the Faculty of that Division. Terms of the five members shall be two years and staggered such that two members will rotate off in even years and three in odd years. For any unexpired term, the Dean may fill vacancies by an interim appointment until the Faculty elects a successor. Election of the successor will take place in a timely manner and should normally be at the next regularly scheduled Division Faculty meeting after the Committee vacancy occurs.

6.3.3.2. Division Directors and other members of the College Administration are not eligible to serve on Committee A. Committee A membership, therefore, will represent the non-administrative teaching component of the Faculty.

6.3.3.3. Committee A will perform all of the functions assigned to a departmental Committee A by the OU Faculty Handbook.

6.3.4. OTHER STANDING COMMITTEES, AD HOC COMMITTEES AND TASK FORCES. Either the Faculty or the Dean may create these as needed. College committees should have representation from as many of the College disciplines as possible and student participation where appropriate.

6.3.5. COMMITTEES REQUIRED BY THE UNIVERSITY. Committees required by the University for either colleges or departments will function as defined by the University except that they will exist on the College level.
DIVISION OF ARCHITECTURE
THE UNIVERSITY OF OKLAHOMA, COLLEGE OF ARCHITECTURE

CRITERIA FOR INITIAL APPOINTMENT, TENURE, ANNUAL EVALUATION & MERIT SALARY INCREASE AND PROMOTION

PREAMBLE
The Faculty Handbook direct that each academic unit will develop and publish, with the participation and approval of the Dean and Provost, its own set of specific criteria for evaluation of faculty performance which is consistent with the educational approach in that unit in accord with the University criteria.

The teaching programs in architecture in American universities are subject to national accreditation standards. These periodic professional reviews (as administrated by NAAB), are essential to maintaining course relevancy.

National accreditation standards require that programs maintain and teach a full range of professional core courses in order to remain accredited. Because of the nature of required design studio course instruction, scheduled classroom contact hours for faculty members in the Division of Architecture may range from fifteen (15) to twenty-five (25) hours per week. Due to the number and diversity of required courses, it is also usual practice for the faculty members of Division to teach in multiple areas. In the Division of Architecture, faculty members are often expected to teach in more than one subject areas, and in some cases, in more than one professional division. The paradigm of faculty involvement in multiple teaching areas is highly desirable because it promotes an interdisciplinary approach to professional design education.

The role of the national accrediting board is also important in defining faculty involvement in professional practice, creative activity, and research. The accreditation board values diversity and encourages design faculties to engage in a variety of activities. It is the goal of the Division of Architecture, and an expectation of its accreditation agency, to maintain a balance of faculty endeavors that ranges from direct involvement in professional practice to scholarship and research.

The narrative that follows sets forth criteria for initial appointment, tenure, promotion and merit salary increases in the Division of Architecture, and indicates the process by which these decisions are made. The intent is two fold. First, the document defines the minimum criteria. Second, and most important, the intent of the document is to encourage development of outstanding faculty performance in teaching, research and creative activities that include appropriate accomplishments in professional practice, and university service.

INITIAL APPOINTMENT
Criteria for initial appointment in the College of Architecture will include a varied combination of advanced degrees, professional experience, and licensure. For most members of the Division of Architecture faculty, professional experience is an important consideration in the review of an individual's qualifications for initial appointment. Preference will be given to candidates who are licensed. For most members of the design professions, the terminal degree is the professional Master's degree. However, in specialized areas, appointees may be required to have demonstrated capabilities in research and to hold doctorates.

Consideration will be given to prior experience in teaching, creative or research activities.

Conditions of employment, and all exceptions to the above stated criteria, must be approved by the Dean and the Provost and to be stated in writing at the time of appointment.

TENURE
The entire academic and professional history of the candidate, both before coming to the University of Oklahoma and while at the University of Oklahoma, will be considered for granting of tenure.
Time in Rank: Tenure consideration will be given to those holding full-time academic appointments at assistant professor rank or higher, and following the appropriate probation period stipulated in the Faculty Personnel Policy enacted by the University Regents, and in accord with the terms of that policy. Ordinarily, the probation period will be six years. Variations usually depend on prior service and professional experience. For specific conditions, definitions and other details, see appropriate sections of the current Faculty Handbook on probationary periods.

The probationary period will be approved by the Dean and Provost and stated in writing at the time of appointment.

A. CRITERIA
Evidence of achievement in the following four areas must be presented on the candidate’s behalf for recommendation for tenure. These four areas are: Teaching, Creative Activity and/or Research, Professional Service and University Service. Teaching and Creative Activity and/or Research are of prime importance in consideration for tenure.

1. Teaching
The faculty member should present evidence of good teaching. For definition and other related material to teaching, see the appropriate sections of the current Faculty Handbook. Documentation should substantiate that the faculty member:
   - Stimulates and motivates student’s high professional, creative and academic levels.
   - Transfers information of a given subject matter effectively.
   - Evaluates students fairly.
   - Contributes to the student’s development through instruction (in classroom and/or studio), advisement and consultation.
   - Participates in developing courses, programs and curricula.

Data submitted as evidence to support these criteria may include, but is not limited to, the following:
   a. Lists and syllabi of courses taught each semester during the probationary years including credit hours, contact hours and total number of students per course.
   b. University teaching outside the College.
   c. Number and nature of "special" students each semester; e.g. design competitions, directed readings, research projects, etc.
   d. Number of advisees by year.
   e. Number of graduate degree committees served each year.
   f. Number of graduate degree committees chaired each year.
   g. Titles of thesis supervised.
   h. Effectiveness in team-teaching situations.
   i. Development of new courses and programs
   j. Awards, honors and citations attesting to teaching excellence.
   k. Selected examples of student work completed under faculty supervision.
   l. Other evidence of teaching excellence such as teaching evaluations and letters from former students.
   m. Invited participation in design juries, studios and lecture classes.

2. Research and Creative Activity and Research
The faculty member should present evidence of creative activity and/or research. For definitions and other details related to creative activities and research, see the appropriate sections of the current Faculty Handbook. Documentation should show that the faculty member is judged primarily on the quality of creative activities and/or research endeavors and is evaluated in these areas by awards, reviews, publications, other forms of peer acknowledgment, individual or public response.

Data submitted as evidence to support these criteria may include, but is not limited to, the following:
   a. List of professional projects or practice developed or completed during the probationary years, plus significant works completed prior to that time
   b. List of exhibitions.
c. List of major research projects (indicate funding if applicable).
d. List of Professional articles published.
e. List of papers delivered, workshops, lectures.
f. List of awards, honors and citations attesting to excellence.
g. Other evidence of creative and research excellence.

3. Professional Service
The faculty member should present evidence of professional service. For definition and other details related to professional services, see appropriate sections of the current Faculty Handbook. Documentation should show that the faculty member:
- Has participated in the activities of professional societies and associations.
- Has demonstrated the ability and willingness to share professional knowledge, creativity and artistry with members of the profession.

Data submitted as evidence to support these criteria may include, but is not limited to, the following:
   a. List of Professional organizations or membership
   b. List of offices held in professional organizations, with dates and accomplishments.
   c. List of committee work within professional organizations and accomplishments.
   d. List of conventions and professional meetings attended.
   e. List of external design juries of expert witness testimony as professional services.
   f. List of book reviews.
   g. List of editing done on professional journals.
   h. List of professional review of papers submitted for presentation of publication.
   i. List of awards, honors and citations attesting to excellence in professional service.

4. University Service
The faculty member should present evidence of university service. For definition and other details related to university service, see appropriate sections of the Faculty Handbook. The Faculty member's documentation of university service should show that the faculty member:
- Has contributed to the government of the University through timely participation on committees, councils, or advisory group at the Division, College or University level.
- Has shared professional knowledge, creativity and artistry with colleagues and members of the University community.
- New Course Development

Data submitted as evidence to support these criteria may include, but is not limited to, the following:
   a. List of elected Division, College, and University assignments.
   b. List of appointed Division, College and University assignments.
   c. List of awards and honors attesting to excellence in University service.
   d. Other evidence of excellence in University service including accomplishments.

B. ADDITIONAL CRITERIA
It is the expectation that professional licensing shall be a condition for tenure. An alternative is a doctorate in a specialized field closely related to the instructional area. Tenure recommendation shall indicate how the faculty member, if approved for tenure, will contribute to the long-term goals of the Division, the College, and ultimately to the mission of the University.

C. PROCESS
During the probationary period, the Director will provide each faculty member who is on probation for tenure, an annual written evaluation of performance prior to the applicable notification for reappointment. The Dean will also provide the candidate with a timetable for the tenure process in the Spring Semester preceding tenure consideration.

The Process of consideration for tenure will follow the Faculty Personnel Policy as approved from time to time by the University Regents and as published in the current edition of the Faculty Handbook.

The sequence of decision listed as follows must be made by the indicated process:
1. Candidates for tenure review will submit copies of their dossier materials to the Division Director two weeks prior to the voting meeting. The Division Director will make these dossier materials available for review to all tenured faculty members of the College of Architecture.

2. The meetings of all tenured faculty members of the College of Architecture will be chaired in turn by the Division Directors who will present the dossier materials and verbal assessment of each of their Candidates.

3. At this meeting, all tenured faculty of the College will vote. The Dean of the College may attend the meeting but will not participate in voting as a tenured faculty member. Copies of each candidate's dossier materials, the results of tenured faculty vote, and the written recommendation of the Division Director will be forwarded to Committee A.

4. Committee A and the Dean will meet to review and discuss all forwarded materials. Committee A will formulate, in writing, recommendations for each of the candidates.

ANNUAL EVALUATION AND MERIT SALARY INCREASES

Each year committee A and the Director of the Division will review each faculty member's performance. Suggestions for personal career development will be given as part of the individual's annual review. These evaluations also will be the basis for recommending annual merit increases.

Merit increases are considered rewards for past performance. Time in rank and prior service will normally be considered for increases, unless no merit increases money was available at a previous time when the faculty member was recommended for such an increase. In that case, Committee A, the Director and the Dean shall take into consideration prior recommendations.

A. CRITERIA

The four basic areas of achievement, accompanying the evidence of teaching that will be considered in the annual evaluation are: Teaching, Creative Activity and/or Research, Professional Service, and University Service.

B. PROCESS

All members of the faculty will be evaluated each year by Committee A and the Director. Data which support the four major areas of achievement will be considered at that time.

Upon completion of the review, Committee A and the Director will supply each faculty member with a written statement that describes the results of the review and make suggestions for personal career development.

At the time salary recommendations are requested, each member of the faculty will be considered for a merit increase. It will then be the responsibility of the Dean working with Committee A and the Director to allocate the available amount of money for merit increases to the qualified individuals for the next academic year.

These recommendations and amounts are then sent to the Provost. Copies of each of the candidate's dossier materials, results of the tenured faculty vote, Division Directors' written recommendations, and Committee A's Written recommendations will be forwarded to the Dean of the College of Architecture and the Campus Tenure Committee.

The procedural details and timetable are specified each year in memo from the Provost.

PROMOTION

The entire professional history of the individual faculty members will be considered for promotion.

A. CRITERIA

The four basic areas of achievement that will be utilized for consideration of promotion are: Teaching, Creative Activity and/or Research, Professional Service, and University Service. Teaching and Creative Activity and/or Research are of prime importance in consideration for promotion.
B. ADDITIONAL CRITERIA
Promotion is a reward for past performance, and is considered a long-term award. Ultimate evaluation for promotion will be based on evidence of continuous professional growth and maturity by the faculty member at the previous rank. It is expected that criteria for tenure have been fulfilled when a recommendation for promotion is being forwarded. Each promotion to a higher rank requires more extensive and greater in-depth documentation, including external peer evaluations. Willingness and capability to achieve the mission of the program are also needed for promotion.

C. PROCESS
Each year the provost request promotion recommendations, Committee A and Division Directors will review all faculty for consideration for promotion. However, rank in time in rank alone is not reason to grant a promotion.

Division Director should ask the individual faculty member for evidence and documentation to support his/her recommendation for promotion. The recommendation will include materials similar to those requested for tenure support. The recommendation will include a summary which lists student evaluations of teaching performance, in addition to Committee A's evaluation, the Directors' evaluation, and the Dean's evaluation. The specific procedural details and timetable are presented each year in memo from the provost.

All these materials will then be forwarded to the Provost's Office for consideration.

MISSION STATEMENT
College of Architecture
The University of Oklahoma

Advancing
Architecture and Society
through Education, Scholarship
and Service
A. PURPOSE

Post-tenure review at the University of Oklahoma, Norman Campus, is a periodic peer-based evaluation of tenured faculty, for the purpose of guiding career development and, when judged necessary, improving faculty performance. The post-tenure review process is based on and extends the annual evaluation of faculty described in Section 3.1 1 [Norman Campus Faculty Handbook] through two processes: (1) a retrospective review of faculty performance in teaching, research/creative activity and service over the five years preceding the review, and (2) a formative evaluation for future professional growth.

For all faculty, post-tenure review provides a formal opportunity for self-assessment and discussion with peers about professional development. For those faculty whose performance is judged to be below expectations, the evaluation leads to the formulation of a professional development plan, the purpose of which is to assist the faculty member to raise his or her level of performance to meet or exceed the expectations for tenured faculty.

Post-tenure review is mandatory for all tenured faculty who are reviewed under Section 3.1 1 of the Faculty Handbook, unless they have signed an agreement to retire within the two years following the year of the scheduled review or have entered into a formal phased retirement agreement with the University.

Bearing in mind the value and importance of academic freedom and procedural due process to the well-being and success of the academic community, the University acknowledges and supports in principle the policies and procedures set forth in the AALIP's Standards for Good Practice in Post-Tenure Review. Post-tenure review is not a reevaluation of a faculty member's tenure status, nor is it intended as means to effect programmatic change. The post-tenure review process will be carried out in a manner that is consistent with the University's policies on academic freedom and responsibility (Section 3.2 of the Faculty Handbook) and on faculty evaluation (Section 3.1 1 of the Faculty Handbook). Post-tenure review will be based on the criteria for annual review established by the faculty of the unit and approved by the administration.

B. TIMING

1. When Accomplished

Post-tenure reviews shall be initiated immediately following the completion of the annual faculty evaluation process.

2. Normal Review

Each faculty member shall undergo post-tenure review in the fifth year after the year in which the faculty member is awarded tenure or promotion, whichever is later, and every fifth year thereafter. Annually, the office of the Senior Vice President and Provost will identify those faculty to undergo a normal post-tenure review, and establish and publish a time schedule for completing the required steps in the post-tenure review process.
3. Early Review

A post-tenure review shall be initiated earlier than the normal review cycle under the following circumstances:

(a) If the composite or overall rating of a tenured faculty member's performance on the annual evaluation is below expectations (2.00 or less on a 0-5 scale) for two consecutive years, an early post-tenure review will be initiated immediately as an extension of the annual evaluation. Candidates for early post-tenure review will be identified by Committee A as part of the annual faculty evaluation process and reported to the unit's budget dean. However, Committee A may request from the dean permission to postpone initiation of an early review for one year if, in their opinion, the early review is not justified due to circumstances that Committee A enumerates in its request to the dean. With the approval of the dean, the initiation of an early review shall be postponed one year. If the review is postponed and the faculty member is judged to have performed to expectations in this third year, no early review will be required. If performance continues below expectations, the early review will be conducted immediately following the third year annual evaluation.

(b) A tenured faculty member may request an early review for the purpose of professional development. Such reviews are not subject to the mandatory professional development plan (Section 3.7.6(B)(8)), nor to the sanctions provisions (Section 3.7.6(B)(12)) of this policy.

4. Level of the Review

The review will be conducted by a Post-tenure Review Committee composed of the members of Committee A, the chair or director of the unit or units in which the faculty member holds an appointment, unless another arrangement has been approved in writing by the budget dean(s) and the Senior Vice President and Provost. Provided, in exceptional cases, as determined by the Senior Vice President and Provost, a senior faculty member outside such unit but within the college shall be added to the Post-tenure Review Committee, such member being chosen by the tenured faculty member under review from a list of three candidates selected by the Provost.

The results of the review will be forwarded simultaneously to the budget dean(s) and the Senior Vice President and Provost. All recommendations for actions must be forwarded to the dean(s) for approval.

5. Components of the Review

Post-tenure review dossiers shall consist of the following elements:

(a) Annual evaluations and mini-vitae for the previous five years. The annual evaluations and the accompanying mini-vitae from the five years previous to the review will constitute the primary sources of information about the faculty member's performance. The post-tenure review will take into account the numerical evaluations (on a scale of 0-5) for: teaching; research, scholarship & creative activity; professional, university and administrative service; and the composite evaluation reflecting the relative weights of the three categories.
(b) A self-appraisal by the faculty member being reviewed. A written statement prepared by the faculty member will constitute a central element of the post-tenure review dossier. This statement is intended to serve two purposes: provide a formal opportunity for the faculty member to reflect on his or her professional career and contributions to the University; and serve as a source of information to Post-tenure Review Committee to assist in helping the faculty member develop professionally. In this statement, the faculty member should describe his or her past contributions to the unit(s) to which he/she is appointed and to the University, assess the current state and direction of his or her career, and discuss what he or she has planned professionally for the next five years. This self-appraisal should include an evaluation of his or her past performance in the areas of teaching, research (including scholarship and creative activity) and service; a statement of professional goals for the next five years; and an explicit discussion-of how achieving those goals will advance his or her professional career and contribute to achieving the goals of the unit(s) to which he or she is appointed and the University as a whole. This document is not intended to be a contract but only a source of information to the Post-tenure Review Committee to assist it in helping the faculty member to develop professionally.

(c) The faculty member's current complete curriculum vitae.

(d) Sabbatical leave reports. The report of activities and accomplishments of any sabbatical or other leaves that occurred during the interval being reviewed should also be included.

(e) Post-tenure Review Evaluations. A copy of the evaluations by the Post-tenure Review Committee from the faculty member's previous post-tenure review(s), if any.

(f) Final Reports. A copy of previous professional development plans, if any.

6. Expectations

Faculty are expected to perform in all categories of the annual evaluation and achieve a composite evaluation of 2.01 or higher on a criterion-referenced scale of 0-5. The criteria should be specified in the approved evaluation criteria of the unit(s) to which the faculty member is appointed. As required under Section 3.1 1 of the Faculty Handbook, academic units should communicate carefully and clearly to their faculty the specific criteria for evaluation of the unit that are used for the basis of the annual evaluation.

When and only when a faculty member's five-year average composite evaluation is lower than 2.01, the faculty member shall be required to develop and participate in a professional development plan as described in Section 3.7.6(8)(8)

7. Feedback

All faculty members undergoing post-tenure review will be provided with written and verbal feedback about how they are developing as professionals and how the Post-tenure Review Committee evaluates the professional goals of the faculty member in relation to the goals and mission of the unit and the University. Within thirty days of completing its review of the faculty member's dossier, the Post-tenure Review Committee will provide the faculty
member with a written evaluation of his or her past performance, current status, and future professional goals. In addition, within thirty days of providing the faculty member its written evaluation, the Post-tenure Review Committee will meet with the faculty member to discuss the findings of the review.

8. Professional Development Plan

A professional development plan is intended to assist a faculty member whose performance is not meeting expectations to bring his or her performance up to the expected level. Participation in a professional development plan is mandatory for faculty members who, during post-tenure review, are found not to meet the expectations for faculty performance, as described in Section 3.7.6(B)(6). Other faculty members may request, from Committee A, permission to participate in a professional development plan on a voluntary basis to assist in their professional development. Voluntary professional development plans are not subject to the sanctions described in Section 3.7.6(B)(12) and shall not alter the cycles of the normal and/or early review or otherwise affect those processes.

9. Process

The professional development plan should be prepared cooperatively between the faculty member and the Post-tenure Review Committee. The faculty member should prepare a draft of the plan and submit it to the Post-tenure Review Committee within 30 calendar days after his or her initial meeting with the Post-tenure Review Committee to discuss the results of the post-tenure review. The Post-tenure Review Committee must prepare a final plan, in negotiation with the faculty member, and submit it to the budget dean(s) for approval within 60 calendar days after the initial meeting between the Post-tenure Review Committee and the faculty member to discuss the results of the post-tenure review, and within 30 calendar days of its initial receipt of the draft plan from the faculty member. Should the faculty member disagree with the final plan prepared by the Post-tenure Review Committee, he or she may write an appeal to be submitted to the budget dean(s) along with the plan, setting forth the reasons for disagreement.

The dean(s) must notify the faculty member and the Post-tenure Review Committee, in writing, as to whether or not the final plan is approved. If the plan is not approved, the faculty member and the Post-tenure Review Committee must be notified in writing of the reasons for non-approval and the process described in the previous paragraph should be repeated until approval is obtained.

Following approval of the plan, the Post-tenure Review Committee must meet with the faculty member and explain both the contents of the plan, including the expected time-line, and the consequences to the faculty member of failure to attain the goals of the plan. Reasonable University resources to support implementation of professional development plans will be provided by the Provost and the Dean of the College. A faculty member shall have the two full annual evaluation cycles following the date the plan is approved to accomplish the goals of the plan and to bring his or her performance up to expected standards.
10. Content of the Plan

The professional development plan should include the following components:

(a) Goals and expectations.
(b) Proposed activities.
(c) A time-line for the plan.
(d) Resources that will be made available to the faculty member to assist with completion of the plan.
(e) An explanation of the consequences of failure to attain the goals of the plan. This provision is not applicable for a voluntary professional development plan.
(f) Signatures of the faculty member, the members Post-tenure Review Committee and the budget dean(s) verifying an understanding of the plan.

11. Monitoring, Follow-up, and Final Report

Formal written evaluation of the faculty member's progress towards meeting the goals of the professional development plan will take place as part of the annual evaluations of the faculty member following the beginning of the plan. Since less than a year will have elapsed between the implementation of the plan and the next annual faculty evaluation, that evaluation and the subsequent annual evaluation shall be used by the Post-tenure Evaluation Committee as an opportunity to provide written feedback to the faculty member on his or her progress in meeting the goals of the plan. The final assessment of the faculty members' progress in meeting the goals of the plan shall occur during the third annual faculty evaluation after implementation of the plan. Following this third annual evaluation, a written report will be issued by the Post-tenure Review Committee to the faculty member, with copies to the dean(s), explaining the outcome of the plan.

12. Sanctions

Failure of the faculty member to meet the goals specified in the plan and to bring his or her performance up to the level expected may lead to the initiation of the Abrogation of Tenure process as outlined in Section 3.8 of the Faculty Handbook. The results of the professional development plan, including without limitation the final report, shall be relevant evidence in such a proceeding. In tenure abrogation proceedings, the University retains the burden of persuasion to show cause, as defined by the Faculty Handbook. Provided, nothing in this policy shall be construed to limit or restrict the University's authority to undertake the Abrogation of Tenure and Severe Sanctions process set forth in subsections (a) through (e) of Section 3.8 of the Faculty Handbook.

Alternative actions, such as resignation or retirement from the University, may be negotiated and implemented with approval of the budget dean(s) and the Senior Vice President and Provost.

13. Review of Post-Tenure Review Policy and Procedures

The above Post-Tenure Review Policy will be jointly reviewed by the Faculty Senate and administration at least every five years and, if continued, will be evaluated every five years thereafter with respect to its effectiveness in supporting faculty development and redressing problems of faculty performance, the time and cost of the effort required, and the degree to which in practice it has been effectively cordoned off from disciplinary procedures and sanctions.

(Regents, 5-7-99)
To: College of Architecture Faculty  
From: Dean Fillpot  
Date: 1-12-2006  
RE: Faculty Evaluation for Calendar Year 2005

This document outlines the 2005 faculty evaluation process for the College of Architecture.

**Steps of the Evaluation Process**

1. Each faculty member (temporary, tenure-track and tenured) prepares and submits to their division Director and to the office of the Dean (D. Snider) by **Monday, February 6, 2006**:
   - a brief statement of one objective for 2006 to enhance, improve, or strengthen your contribution to the students, the division, the college or the university.

   The "Summary Report of Annual Faculty Evaluation" records the ratings of each faculty member's contributions in the areas of teaching, research scholarship/creative activity and service using a numerical scale ranging from 0.01, unacceptable, to 5.00, outstanding. The rationale section of this form should include a brief qualitative justification for the rating in each area. The mini-vita, which enumerates each faculty member's calendar year contributions, provides the basis for the qualitative assessment reported on the Summary Report form.

   Also, the Provost requests that all faculty either create or update their "Expertise Profile" in OU's Community of Science Expertise database. This site is at [http://expertise.cos.com](http://expertise.cos.com). You can use the "COS Quick Form for On-Line CV" to transform your Expertise Profile into a CV, export it to your computer, add any additional criteria, and your mini-vita is ready to submit.

2. Division Directors prepare and submit their preliminary evaluations of faculty to individual faculty and copy to the Dean by **Monday, February 6, 2006**.

   **Note that Division Directors and faculty members are to prepare their evaluations independently and submit them to the Dean before they meet to discuss the evaluations.**

3. The Directors schedule and meet with all individual faculty in their respective Division to review 2005 performance and 2006 goals. These review sessions should be completed by Friday, February 24, 2006.

   When the faculty/Director meeting is complete:
   a) If the faculty member and the Director mutually **agree** on the 2005 Summary Report and distribution of faculty effort for 2006:
      - The Director finalizes the Summary Report.
      - Both the Director and the faculty member sign the back of the Summary Report and the box "with consent" is checked.

      The Summary Report and mini-vita are forwarded to Comm A by **Monday, March 6, 2006**.
b) If the faculty member has designated "without consent" on the back of the Summary Report, Committee A meets with the faculty member and the Director to discuss the disagreement. It is the Director's and faculty's responsibility to schedule a meeting with Committee A. During this session Committee A works to resolve the differing views and writes a recommendation or report to the Dean addressing the disagreement. Once this is done Committee A signs off on the back of the Summary Report. *These signatures verify compliance with the process and that the Committee reviewed the case and made a recommendation.* If the faculty and Director agree on the Summary Report at this time it is revised, they sign off on the back. Whether resolution is reached or not, Committee A's recommendation or report is placed with the signed (by Committee A) Summary Report and forwarded to the Dean along with the rest of the evaluation packet by Friday, March 17, 2006.

4. All faculty evaluations will be submitted to the Dean from Comm A by **Friday, March 17, 2006.**

   A complete evaluation packet/is comprised of:
   
   - A completed final "Summary Report of Annual Evaluation for Calendar Year 2005 and Distribution of Effort for Calendar Year 2006".
   - The back of the final Summary Report signed by the faculty, Director and Comm A.
   - A one-page mini-vita.
   - If applicable, "without consent" documentation from the faculty (faculty supplied) and Comm A recommendation.

   Once all packets are submitted, the Dean's review may include additional meetings with Comm A, the Director or the faculty member. Unresolved "without consent" cases are reviewed individually by the Dean. The Dean may seek a meeting with the respective faculty and Director at his discretion. The Dean finalizes the Summary Report for each faculty.

5. The Dean forwards the final Summary Reports to individual faculty, Directors and Comm A by Friday, March 24, 2006. Included with the final Summary Report will be interpretive all-College numerical-only data.

6. The Dean forwards the final Summary Reports and mini-vitae to the Provost by **Friday, March 31, 2006.**

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**Attached:**

- a blank summary Report of Annual Evaluation for Calendar Year 2005 and Distribution of Effort for Calendar Year 2006
- a sample mini-vita
## Summary Report of Annual Evaluation for Calendar Year 2006 and Distribution of Effort for Calendar Year 2007

### DISTRIBUTION OF FACULTY EFFORT DURING CALENDAR YEAR 2006

<table>
<thead>
<tr>
<th>Faculty Effort During CALENDAR YEAR 2006</th>
<th>Teaching</th>
<th>Research, Scholarship, and Creative Activity</th>
<th>Professional, University &amp; Administrative Service</th>
<th>2006 Composite</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Relative Weight = 60%</td>
<td>Relative Weight = 20%</td>
<td>Relative Weight = 20%</td>
<td>Combined Weight = 100%</td>
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<tr>
<td>4.01 - 5.00</td>
<td>Outstanding</td>
<td></td>
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<tr>
<td>3.01 - 4.00</td>
<td>Very Good</td>
<td></td>
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<tr>
<td>2.01 - 3.00</td>
<td>Good, Meets Expectations</td>
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<tr>
<td>1.01 - 2.00</td>
<td>Marginal</td>
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<tr>
<td>0.01 - 1.00</td>
<td>Unacceptable</td>
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### RATIONALE FOR EVALUATIONS FOR CALENDAR YEAR 2006

Note: Evaluation of performance during ONE calendar year is distinct from an analysis of progress-toward-tenure. Assessment of progress-toward-tenure measures CUMULATIVE career accomplishments in teaching, research or creative activity, and service against national standards.

### COMMITTEE A SIGNATURES

Date

### DISTRIBUTION OF FACULTY EFFORT FOR CALENDAR YEAR 2007

Each academic unit should define expectations for faculty according to unit standards and procedures; in order to best meet the academic mission of the unit, college, and university. These expectations may reflect goals defined in plans developed by the unit and the professor.

<table>
<thead>
<tr>
<th>Faculty Effort for CALENDAR YEAR 2007</th>
<th>Teaching</th>
<th>Research, Scholarship, and Creative Activity</th>
<th>Professional, University &amp; Administrative Service</th>
<th>Combined Weight = 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relative Weight =</td>
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<td>Relative Weight =</td>
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<td>Relative Weight =</td>
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</table>

Unit FTE: 1.0
Appendix G. Instructor evaluation form

See following pages.
Note to Students: This form is intended to provide feedback to the faculty which will assist in course and curriculum improvement. Carefully consider each statement as related only to the course content, not quality of instructor.

The statements given below describe goals established by the faculty of the College of Architecture. Indicate your assessment of the course’s success in meeting each of these goals by filling in one of the responses provided, from “1” (poor) to “5” (excellent). Thank you for your participation in this important process.

The Course...

C1. content was relevant to my development
C2. projects/assignments provided good opportunity for learning
C3. exams were a fair measure of my learning
C4. textbook(s) & reading materials contributed to my learning
C5. special resources contributed to my learning (e.g. videos, slides, field trips, etc.)
C6. helped me develop important skills (e.g. computer, graphic, research, writing, critical thinking)
C7. the amount of work matched with the number of credit hours earned
C8. I was well prepared by previous experience to learn the material offered in the course (e.g. Prerequisite courses, work experience, etc.)
C9. provided an appropriate challenge which enhanced my learning and development
C10. prepared me to continue study for my chosen major in the College of Architecture

Overall...

C11. the quality of the content of this course was
### Note to Students:
This form is intended to provide input to the "teaching" portion of the annual faculty evaluation process. Please complete section #1 for courses with one instructor. If multiple instructors regularly contributed to the instruction in this course, complete one numbered section per instructor as indicated in the evaluation instructions given in class. Carefully consider each statement related only to the quality of instruction provided (i.e., not the course content).

The statements given below describe goals established by the faculty of the College of Architecture. Indicate your assessment of the instructor’s success in achieving each of these goals by filling in one of the responses provided, from “1” (poor) to “5” (excellent). Thank you for your participation in this important process.

### The Instructor...

<table>
<thead>
<tr>
<th>Statement</th>
<th>Instructor #1</th>
<th>Instructor #2</th>
<th>Instructor #3</th>
<th>Instructor #4</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1. made effective use of class/studio time</td>
<td>1 3 3 4 5</td>
<td>1 3 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 3 3 4 5</td>
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<tr>
<td>T2. is enthusiastic about teaching</td>
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<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>T3. maintained an atmosphere in class which is conducive to learning</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>T4. evaluated student work equitably</td>
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<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
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<td>1 2 3 4 5</td>
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<tr>
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### Overall . . .

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<th>Instructor #4</th>
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Appendix H. Model Shop plan
Appendix I. Model Shop tool list
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<th>Skill</th>
<th>Make</th>
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### Air Powered Tools

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<td>Heavy Duty Staple Gun</td>
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<td>Block Plane</td>
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<td>Rubber Sanding Block</td>
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<td>Orbiter Drill (angled chuck)</td>
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<th>Bits</th>
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<td>Mortising Chisel Bit Set 5/16&quot;</td>
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<td>Mortising Chisel Bit Set 5/16&quot;</td>
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<tr>
<td>Mortising Chisel Bit Set 3/8&quot;</td>
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<td>Dremel Bits (Cutters)</td>
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<td>Dremel Bit #107</td>
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<td>Dremel Bit #108</td>
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<tr>
<td><strong>Router Bits</strong></td>
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<tr>
<td>1/3/8 x 1/4 Multi-Rabbet Bit</td>
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<td>3/16 x 7/8 Bearing for Rabbet Bit</td>
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<tr>
<td>Amana Bit (Table Edge)</td>
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<td>Amana Bit (Classical Ogee)</td>
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<td>Amana Bit</td>
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<td>Amana 45810 Dovetail Bit 70 3/4&quot;</td>
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<tr>
<td>Cloning Bit 1/2&quot;</td>
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<tr>
<td>Router Bit 1/8&quot; x 3/8&quot; (Straight)</td>
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<tr>
<td>Router Bit 3/8&quot; x 1/4&quot; (Straight)</td>
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<tr>
<td>Router Bit 3/8&quot; x 1/4&quot; (Straight)</td>
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<tr>
<td>Router Bit 7/16&quot; x 1/4&quot; (Straight)</td>
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<tr>
<td>Router Bit 7/16&quot; x 1/4&quot; (Straight)</td>
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<td>Router Bit 3/8&quot; Trim</td>
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<tr>
<td>Router Bit 3/8&quot; Keyhole Bit</td>
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<td>Router Bit 1/2&quot; Core Box (Amana)</td>
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<td>Router Bit Set (88 pcs)</td>
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<td>Router Bit 1/4&quot; x 1&quot; (Straight)</td>
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<td>Router Cabinet Set (3 Pc.)</td>
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<td>Router Super Lock Set (4 Pc.)</td>
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<td>Router Bushings Temp. Set (10 Pc.)</td>
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<td>Rabbit Bit 3/8&quot; x 1/2&quot;</td>
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<td>Rabbit Bit 1/2&quot; x 1/2&quot;</td>
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<td>Router Bit 1&quot; x 1/4&quot;</td>
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<td>Roundover Bit 1-1/4&quot; x 3/8&quot;</td>
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<td>Router Bit SET (10 Pc)</td>
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<tr>
<td>Router Bit CT 3/4&quot; x 1&quot; STR</td>
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<tr>
<td>Router Bit 1/4&quot; 3-Wing Slot Cut</td>
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<td>Router Bit 1/16&quot; 3-Wing Slot Cut</td>
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<td>Router Bit 5/32&quot; 3-Wing Slot Cut</td>
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<td>Router Bit 5/16&quot; Diameter Arbor</td>
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<td>PC. Router Collet 1/4&quot; with self release</td>
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<td>Spade Bits</td>
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<tr>
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<tr>
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<td>Spade Bit 1 1/4&quot; BT-2B</td>
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<td>Spade Bit 1 3/8&quot; BT-2C</td>
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<td>Masonry Drill Bits</td>
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<td>12pc Masonry Bitset (Junk)</td>
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<td>Brad Point Drill Bit Set (25 Pc.)</td>
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<td>Drill Twist 1/2&quot; High Speed</td>
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<tr>
<td>Drill Twist 31/64&quot; High Speed</td>
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<tr>
<td>Drill Twist 29/64&quot; High Speed</td>
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<tr>
<td>Drill Twist 13/64&quot; High Speed</td>
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<tr>
<td>Drill Twist 3/16 High Speed</td>
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<td><strong>Misc. Bits</strong></td>
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<td><strong>Forstner Drill Bit Set</strong></td>
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<td>Forstner Drill Bit Set 16 pcs</td>
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<td>Irwin Speedbor Drill Bit Set (8 piece)</td>
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<td>Columbian Wood Boring Bit Set 10 Pcs</td>
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<td>1/2&quot; Cove Cutter</td>
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<td>Rotary File Bit (Tree)</td>
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<td><strong>Upper Loft</strong></td>
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<td>Item Description</td>
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<tr>
<td>Pliers for Bending Brake</td>
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<tr>
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<tr>
<td>Table Saw 10' Left Tilt 5HP</td>
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<tr>
<td>Uniguard Blade Guard</td>
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<tr>
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<td>40L12 HS Guide Set White</td>
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<td>Biesemeyer Cut-Off Saw Stop</td>
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<td>25 x 36 STD Sliding Table</td>
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<td>Wood Lathe 12&quot;</td>
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<td>10&quot; Professional Cabinet Saw</td>
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<tr>
<td>52&quot; T-Glide Fence and Rails (two pcs)</td>
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<tr>
<td>4&quot; x 3&quot; Vacuum Adapte/ New Table Saw</td>
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<td>Band Saw (Older)</td>
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<td>Scroll Saw 1.3AMP</td>
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<td>Band Saw 14&quot; 1HP</td>
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<td>Band Saw Height Attachm. (for S-10)</td>
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<td>Planer 20&quot; 5HP</td>
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<td>Conco. Table saw/ Jointer</td>
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<td>Dust Connector (36-444)/ New Table Saw</td>
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<td>4&quot; x 3&quot; Vacuum Adapte/ New Table Saw</td>
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<td>Sawmill, timberking 1220</td>
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</tbody>
</table>
University of Oklahoma
660 Parrington Oval, Room 110
Norman, OK 73019

http://www.ou.edu

Chief Executive Officer: Mr. David L. Boren, President
HLC Institution ID: 1642
Current Accreditation Status: Accredited
Accreditation Date(s): (1913-.)
Commission Participation: PEAQ PARTICIPANT

Year of Last PEAQ Comprehensive Evaluation: 2001 - 2002
Year of Next PEAQ Comprehensive Evaluation: 2011 - 2012

Last Action: 03/01/2002

Legal Status: Public

Degrees Awarded (details below): B, M, D, 1st prof

Stipulations on Affiliation Status:

Doctoral programs abroad are limited to the Ph.D. in Organizational Leadership in Heidelberg Germany, and at military bases in Okinawa and Korea.

Approval of New Degree Sites:

The Commission's Streamlined Approval Process is only available for offering existing degree programs at new sites in Oklahoma or for offering existing Master's level programs at new military base sites in the United States and around the world.
Approval of Distance Education Degrees:

Prior Commission approval required for distance education programs other than the Bachelor of Liberal Studies, BS Rehab Sciences, MA Liberal Studies, and MS Rehab Sciences.

Reports Required:

None.

Other Visits Scheduled:

None.

Enrollment Headcount (last updated: 04/23/2008)

<table>
<thead>
<tr>
<th></th>
<th>Full-Time</th>
<th>Part-Time</th>
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<tr>
<td>Undergraduate:</td>
<td>18199</td>
<td>3455</td>
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<tr>
<td>Graduate:</td>
<td>3493</td>
<td>4202</td>
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<td>Post-baccalaureate First Professional:</td>
<td>1893</td>
<td>3</td>
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</table>

Other Headcounts (last updated: 04/23/2008)

Non-Credit headcount: 448227
Dual enrollment (high school) programs: 69

Degree Programs (last updated: 04/23/2008)

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<th></th>
<th>Programs Offered</th>
<th>Degrees Awarded in Last Reported Year</th>
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<tbody>
<tr>
<td>Associate Degrees</td>
<td>0</td>
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<tr>
<td>Bachelors Degrees</td>
<td>116</td>
<td>4351</td>
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<td>Masters Degrees</td>
<td>136</td>
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<td>Specialist Degrees</td>
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<td>First Professional Degrees</td>
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</table>
Doctoral Degrees  85  200

**Certificate Programs** (last updated: 04/23/2008)

<table>
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<th>Programs Offered</th>
<th>Certificates Awarded in Last Reported Year</th>
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</thead>
<tbody>
<tr>
<td>Pre-Associate Certificates 0</td>
<td>0</td>
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<tr>
<td>Other Undergraduate Certificate 13</td>
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<tr>
<td>Post Baccalaureate Certificates 17</td>
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</tbody>
</table>

**Off-Campus Activities** (last updated: 06/13/2008) [Click here for definitions...](#)

**In-State:**
- **Campuses:**
  - Oklahoma City (Health Sciences Center)
  - Tulsa (Schusterman Center)
- **Sites:**
  - Ada (East Central University)
  - Ardmore (Ardmore Higher Ed Center)
  - Bartlesville (Tri County Tech Center)
  - Duncan (Duncan)
  - Lawton (Cameron University)
  - Lawton (Ft Sill)
  - Midwest City (Rose State College)
  - Midwest City (Tinker AFB)
  - Oklahoma City (Nichols Graduate Business Center)
  - Oklahoma City (OCCC)
  - Weatherford (Weatherford)
  - Woodward (Woodward Hospital)

**Course Locations:** 8

**Out-of-State:**
- **Campuses:** None
- **Sites:** San Diego, CA (OUCN at...
Sharp Cabrillo) ; Washington, DC (AP Washington DC Office) ; Hurlbert, FL (Hurlbert) ; Honolulu, HI (Hickam AFB) ; Mt. Home, ID (AP Mt. Home Office) ; Omaha, NE (Offutt AFB) ; Las Vegas, NV (Nellis AFB)

Course Locations: None

Out-of-U.S.: Campuses: None

Sites: SHAPE, Belgium (AP Shape Office) ; Ansbach, Germany (Ansbach) ; Boeblingen, Germany (AP Stuttgart Office) ; Geilenkirchen, Germany (Geilenkirchen Air Base) ; Heidelberg, Germany (Patton Barracks) ; Hoenfels, Germany (AP Hoenfels Office) ; Mannheim, Germany (Sullivan Barracks) ; Ramstein, Germany (AP Ramstein Office) ; Spangdahlem, Germany (AP Spangdahlem Office) ; Vilsec, Germany (Vilsec) ; Wiesbaden, Germany (Wiesbaden) ; OUG Station, Guam (Anderson AFB) ; Naples, Italy (AP Naples Office) ; Kadena, Japan (Kadena AB) ; Yokosuka, Japan (AP Yokosuka Office) ; Osan, Korea, South (Osan AB) ; Yongsan, Korea, South (Yongsan) ; Lajes, Portugal (AP Lajes Office) ; Rota, Spain (AP
Distance Learning (last updated: 04/23/2008)

This listing is limited to programs that are delivered 100% asynchronously.

Bachelor of Liberal Studies (Internet)
BS Rehab Sciences (Internet)
Master of Liberal Studies (Internet)
MS Rehab Sciences (Internet)

Course Locations: Colima, Mexico (Colima);
Riyadh, Saudi Arabia (Saudi Arabia)
2008 Architectural Program Report Notes

Section 1.1 History and Description of the Institution

1 "About the University of Oklahoma Health Sciences Center." The University of Oklahoma Health Sciences Center. 2008. University of Oklahoma. 7 Sept. 2008 <http://www.ouhsc.edu/about/>.


Section 1.2 Institutional Mission


Section 1.3 Program History


Section 1.4 Program Mission


18 2002 Architectural Program Report. College of Architecture, University of Oklahoma. Norman, OK, 2002. Section A4 This statement was first adopted by the faculty in 1996, and is periodically re-affirmed.

Section 2.1 Summary of Responses to Team Findings

20 Ibid.
23 Ibid.
26 Ibid.
27 Ibid.
28 Ibid.
29 Ibid.
30 Ibid.
31 Ibid.
32 Ibid.
33 Ibid.
34 Ibid.
35 Ibid.

Section 2.2 Summary of Responses to Changes in the NAAB Conditions
Section 3.1.1 Architectural Education and the Academic Context


Section 3.1.2 Architectural Education and the Students


Section 3.1.5 Architectural Education and Society


Section 3.2 Program Self-Assessment Procedures


FINAL REPORT AND RECOMMENDATIONS of the CAMPUS DEPARTMENTAL REVIEW PANEL for the DIVISION OF ARCHITECTURE in the COLLEGE OF ARCHITECTURE. CAMPUS DEPARTMENTAL REVIEW PANEL, University Of Oklahoma. Norman, OK. 2008.

Ibid.


Section 3.3 Public Information
Section 3.4 Social Equity

48 NAAB Conditions for Accreditation for Professional Degree Programs in Architecture, National Architectural Accrediting Board. 24.
Also found in:

Section 3.5 Studio Culture


Section 3.6 Human Resources

63 Ibid.
64 Ibid.
66 Ibid.
Section 3.7 Human Resources Development


Section 3.8 Physical Resources


Section 3.10 Financial Resources

28 Ibid.
32 Ibid.
33 Ibid.
34 “College Summary – Table 26a,” University of Oklahoma, Institutional Research and Reporting, April 2008.

Section 3.11 Administrative Structure

35 Norman Campus Faculty Handbook, Office of the Senior Vice President and Provost, University of Oklahoma. Norman, OK, 2008. Section 2.8.2b.
36 Ibid.
37 Ibid.
38 Ibid.

Section 4.2 Studio Culture Policy