PART 2

Conditions Not Met (VTR 4.)

6. Human Resources

VTR: “As the graduate program expands its enrollment, recruiting, advising, career planning, graduate assistantship and scholarship management, and the simple nature of graduate education suggests expanded staff and administrative resources. These needs are currently met as an overload to department staff that are already taxed. The modest teaching release for the graduate program director is tied to an equally modest (current) enrollment.” (p. 11)

Despite the sagging economy, our graduate program has grown to 94 students in 2009-10 compared to 80 in 2008-9. In 2008 and 2009 we had reported enhanced loading for the program director and expanded graduate assistantship support for administration and teaching. Also in 2009-10, despite the economic recession and 5% funding cuts at Ball State, our department has not seen any staff reduction. However, the university continues its hiring freeze and we do not foresee creation of new staff positions within the department in the next year or two.

In our 2008 report we had mentioned the pursuit of additional support for our major annual field-trip week, now named ArchITreks. ArchITreks now receives new and additional staff support from the university budget office. This support continues to relieve the department staff of at least 20% of the work previously handled in the department.

This year, we have also benefited from a fulltime graduate recruiter who has been helping us with recruitment efforts, which helps relieve 20% of the burden from the graduate program director.

13.17 Site Conditions

VTR: “This condition is only partially met. Learning outcomes of two studio courses (ARCH 401 & 501) demonstrate students’ ability to analyze and respond to primarily built site conditions in the development of the design project. Strategies for responding to natural environments remain mostly unexplored, or undocumented for the team’s review.” (p. 19)
Natural environments as sites for architectural interventions have now been distributed throughout the curriculum. Here is a listing of projects that chose natural sites:

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 102</td>
<td>S2010</td>
<td>Any biome ecosystem in the world</td>
</tr>
<tr>
<td>ARCH 103</td>
<td>Su2010</td>
<td>Indiana Museum of Art’s 100 Acres nature preserve, Indianapolis</td>
</tr>
<tr>
<td>ARCH 301</td>
<td>F2009</td>
<td>Indiana Dunes State Park, IN</td>
</tr>
<tr>
<td>ARCH 302</td>
<td>S2010</td>
<td>Cooper-Skinner Field Station (prairie), Muncie, IN</td>
</tr>
<tr>
<td>ARCH 402</td>
<td>S2010</td>
<td>Lennox Head and Bolina, Australia (natural coastal envl)</td>
</tr>
<tr>
<td>ARCH 429</td>
<td>F2009</td>
<td>White River Corridor, Muncie, IN</td>
</tr>
</tbody>
</table>

The syllabi have been attached at the end of this report.

13.22 Building Service Systems

VTR: “This criterion is partially met. The curriculum matrix in the APR identified ARCH 214, ARCH 314 and ARCH 401 as the documentation for fulfilling this requirement...There is no evidence of a focused building service systems presentation and/or discussion in this course [ARCH 214]...No evidence was found of a larger and more appropriately comprehensive presentation of building service systems in this course [ARCH 314]. One of the syllabi in ARCH 401 refers to a focused consideration of...‘environmental systems.’ However, the evidence of that focus was not found.

ARCH 373: Environmental Systems was not indicated in the curriculum matrix as contributing to the fulfillment of this criterion. However, it substantially fulfills the requirements for the basic principles and appropriate application and performance for plumbing, electrical distribution. However, no evidence was found in the syllabi, or documented student work that related to vertical circulation, communication, security and fire protection.” (p. 21)

Professor Walter Grondzik—hired in 2007 and an internationally recognized expert in environmental systems—covers plumbing, electrical distribution, vertical circulation, communication, security, and fire protection in the lectures, readings, labs, exams, and analyses he requires of his students. Prof. Grondzik is the author of six major books on the subject:

*Mechanical and Electrical Equipment for Buildings* by Walter T. Grondzik, Alison G. Kwok, Benjamin Stein, and John S. Reynolds (Hardcover - Nov 23, 2009)

*Principles of Building Commissioning* by Walter T. Grondzik (Hardcover - Mar 3, 2009)
This issue has also been addressed below (see 13.28).

13.23 Building Systems Integration

VTR: “Work exhibited did not demonstrate the ability to integrate building systems. The student work addressed systems integration only at a small residential scale in course 314. This team felt that the criteria [sic] of ‘ability’ should be demonstrated on a large scale project where the building systems and life safety issues are more complex, requiring relevant principles to coordinate and resolve the integration of these systems...” (p. 21)

As reported last year, ARCH 401 continues to be a studio where systems integration has been emphasized (see 13.28 below). In addition, as part of our comprehensive revision of the MARCH program, studio ARCH 501 now addresses systems integration at the graduate level. Thus, we have built a much needed redundancy in addressing comprehensive design with focus on systems integration at the undergraduate and graduate levels. ARCH 314 continues to provide this content in lecture and design/build format.

13.28 Comprehensive Design

VTR: “The comprehensive design studio as taught in the 401 studio is unclear in regard to satisfying its curricular agenda and pedagogy; this appears as a result of the 4 + 2 restructuring and a lack of requisite coordination and topic development for this studio. The student outcomes, required texts, and the topical/methodological focus of the studios differed considerably across the studio sections. A more comprehensive studio pedagogy and content is evidenced in the 501 studio.” (p. 4)

The department continues to focus this studio tightly on the NAAB criteria for comprehensive design. All students had to prepare not only the same set of presentation drawings and 3D and virtual models, but also a notebook that included process drawings, structural systems, environmental systems, envelope systems, life safety provisions, vertical circulation, research notes, and a narrative about how and why key decisions were made.

As reported the previous two years, there has been a high degree of coordination in 2009-10 among the studio sections, a coordination further reinforced by running a competition sponsored by Cripe Architects & Engineers of Indianapolis. Our competition format allows students at high and low pass levels to demonstrate ability
at comprehensive design through an exhibition of all the students’ work on the second, third and fourth floors of the CAP building at the end of the semester, an exhibit that includes the notebooks, drawings and physical models, and shows the highest average level of systems integration coupled with overall architectural excellence across all sections of a fourth-year studio, whose work has been juried by external evaluators from architectural firms.

The work done in ARCH 401 went on to win national accolades. Our students nearly fully swept the AIAS-Kawneer competition for the design of a courthouse. We won all but the second prize. The results were widely disseminated at the 2010 AIA Convention, and published in a twelve-page spread in the Competitions magazine. We believe that the strength of our student work is due to the comprehensive nature of their designs. The student work has also been given a three-page spread in AIAS’ Crit magazine. As mentioned before, we have made major curriculum revisions in the graduate program and designed ARCH 501 to become a comprehensive design studio that responds to new NAAB criteria. The redundancy has been intentional and helps us address comprehensive design at undergraduate and graduate levels.

PART 3

Causes for Concern (VTR 5.)

VTR: “...a separate NAAB matrix for this program (called ‘option 5’ [for career-change students who have undergraduate degrees in fields other than architecture]) is necessary to fully comprehend and evaluate this degree-program.” (p. 4)

Learning from three cycles, the M.ARCH “Career Change” Option 5 (now M.ARCH Option 2) has been comprehensively revised for better coordination with our undergraduate and graduate M.ARCH Option 1 course offerings. We began implementing the new program starting summer 2010. Our previous Option 1 program required 45-48 graduate credit hours as part of the accredited program while our previous M.ARCH “Career Change” program required 70 graduate credit hours and 33 undergraduate credit hours. Our revised M.ARCH Option 2 “Career Change” program now has a 12-month preparatory first year of undergraduate courses where students meet the same SPC requirements as M.ARCH Option 1 students who have received an undergraduate degree in architecture and then both M.ARCH Option 1 and Option 2 take the same two-years of graduate courses. In order to adequately describe the revisions in good detail, we have attached the curriculum changes at the end of this document.

VTR: “The comprehensive design studio as taught in the 401 studio is unclear in regard to satisfying its curricular agenda and pedagogy...” (p. 4)

This cause for concern is fully addressed in PART 2, 13.28 Comprehensive Design.

VTR: “There is concern for the expanding administrative and academic advising needs for the graduate program. Presently this work is ‘added on’ to the current staff
responsibilities. The concern for the staff work load was expressed in the last report...” (p. 5)

This concern is addressed in PART 2, 6. Human Resources.

VTR: “There are concerns for recruiting and retaining BSU’s ‘best students’ while remaining committed to the diversity initiatives and preparing undergraduates for other excellent graduate schools. A clear plan or strategy for recruitment and retention in the graduate segment is needed and is under consideration.” (p. 5)

We have attached our Strategic Plan for Recruitment, which is part of our effort to improve our national rankings. We have attached the plan at the end of this document. As part of the recruitment plan, we have conducted a live one-hour interactive broadcast which can be found here: http://divisweb1.bsu.edu/media/bsu/march.html.

We continue to see greater demand from students from other pre-professional and career change programs. In addition to retaining most of our best, we are attracting students from China, Greece, North Africa, South America and India. As a strategy, we are building greater distinction into our unique graduate experience, which will differentiate our program.

VTR: “With expansion to graduate education, and in light of faculty retirements, recruiting top-ranked faculty is a significant challenge. The modest support for faculty research travel also appears incongruent with the context and needs of graduate level faculty research and production.” (p. 5)

The department continues to recruit top quality faculty. Our newest addition is Miguel San Miguel who joins us from Los Angeles. He has taught and practiced on the West Coast. We continue to excel in preparing high quality professionals and attract strong faculty members as we have always done. As mentioned before, eight of our faculty members hold PhDs and provide excellent support for graduate-level research.

Despite the widespread economic hardship in the country and funding cuts at the university, our department still provides a total travel budget of $9861, for the third year in a row. We plan to maintain the same level of funding for years to come. Further, at least 40% of our faculty members support their travel from the grant funds they receive for their research.
Attachment: Curriculum Changes Since last NAAB visit
(changes to M.ARCH program, regular and career change options)
Ball State’s Master of Architecture Professional Degree
Department of Architecture, Ball State University

The College of Architecture and Planning is located in a handsome and well-equipped building with state-of-the-art IT systems, wireless networks, materials workshops, and advanced digital equipment in all studios and classrooms. Co-located in CAP are several knowledge units including the Institute for Digital Fabrication, Institute for Digital Intermedia Arts, the Center for Energy Research, Education and Service, the Building Futures Institute and the Land Design Institute. Ball State was recently recognized as one of the leading “digital networked campuses” in the US.

We continue to experiment with the design studio model, expanding its definition and methods, and regularly bring visiting professionals and academics as well as public officials and others to contribute to the learning process. Our studio student-faculty ratio is normally 12:1. Students have access to a full time faculty of 28, with a number of part-time faculty members. Ten of our faculty members have earned PhD’s, and a number engage in architectural practice. All have active scholarly and/or research programs, and many lecture and consult nationally and internationally.

Ball State University is one of five state universities in Indiana, with a student population of 20,000, located on a safe, beautiful residential campus in the city of Muncie, one hour by car from the state capital, Indianapolis. The nationally ranked College of Architecture and Planning (CAP) offers professional programs in architecture, landscape architecture, and urban planning as well as urban design and historic preservation with a common goal—to prepare students for leadership roles in the design and planning fields. CAP is built on a fundamental belief in hands-on, cutting-edge experiential, immersive learning giving students an appreciation for the power of design, confidence in their abilities, and connections to the real world. Ball State has Indiana’s only state-supported school of architecture.

In the 2009 national rankings of architecture schools by Architect magazine, the department of architecture has been ranked among the top three schools in the country in the area of digital design and fabrication, and among top six schools in the area of social justice.
M.A.R.C.H. Option 1

The department of architecture offers a professional degree—the Master of Architecture (M.A.R.C.H.). Students who have completed four-year undergraduate architecture programs that are part of accredited programs (or their international equivalent), follow a two-year program of studies (Option 1). Some students enter the M.A.R.C.H. after completing a four-year undergraduate program in a field other than architecture (Option 2). These students complete additional course work before beginning the master's program, which may total up to four semesters of prerequisite studies (two full summer semesters + two academic-year semesters) before commencing the M.A.R.C.H.

We offer one of the most affordable, innovative and flexible professional programs of architectural education, and invite highly motivated and capable applicants from around the world to apply and join a place where innovators and leaders are valued and groomed.

The Structure of the Master of Architecture Professional Program

- Three semesters + a summer session of academic studies (46 credits)
- Three 6-credit studios + a 3-credit summer workshop (21 credits)
- A required 14-week (minimum) immersive “away” experience (internship or approved academic study program outside of the College of Architecture and Planning)
- Three (3) directed electives (minimum) from three "Directed Elective" areas (Research Methods [RM], Integrated Building Practices and Technologies [IBT], and Critical Thinking and Representation [CTR]) (9 credits)
- Four (4) “Free” graduate electives (may be an approved Certificate Program) (12 credits)
- One (1) required Professional Practice Course (3 credits)
- One (1) Final Project Preparation Course (1 credit)
M.Arch Option 2 (Career Change)

Our M.Arch Option 2 (career change) program of studies is designed for students with undergraduate degrees other than architecture.

A four-semester period of study is required to complete up to 58 undergraduate pre-requisite credits prior to beginning graduate course work. The actual number of credits required depends on an analysis of each applicant transcript, and will be determined after an applicant has accepted an offer of admission.

The required “away” experience

A signature part of our Master of Architecture Professional Program is a required immersive “away” experience. It can be fulfilled in many ways, but must be completed during the two-year M.Arch program framework. This can consist of a) a minimum 14-week professional internship [PI] or b) a minimum 14-week pre-approved academic “away” program [AAP] outside of the College of Architecture and Planning. We expect each student to complete a minimum 14-week PI before engaging in an approved academic “away” program. The “Away” experiences occur at different times in the M.Arch framework for each of the two “Tracks”, as the diagrams on page two show.

Tracks

At the time of acceptance into the M.Arch program, each student is assigned to either Track 1 or Track 2 and registers as a graduate student for the fall semester of Year 1 (see diagrams). Students on Track 1 are generally international students and students with non-BSU undergraduate degrees in architecture. Students on Track 2 are generally BSU architecture undergraduates + Option 2 students, but a healthy mix of students with different backgrounds is sought in both Tracks.

Satisfying the PI / AAP requirement

M.Arch students are required to have completed a PI experience before commencing an AAP experience.

If an accepted M.Arch student has completed a PI of 14 or more weeks (whether IDP creditable or not, i.e. within the range of approved experiences listed by the NCARB Internship Development Program) before beginning the M.Arch program and submits evidence to that effect to the Department of Architecture, he/she is free to select a minimum 14-week pre-approved academic away program [AAP] outside of the College of Architecture and Planning for the semester-long “Away” period corresponding to the Track to which they are assigned. Alternatively, a student may choose to continue or find another PI during the academic semester “Away” period instead.

Students who have not completed a minimum 14-week PI before beginning the M.Arch program must complete the minimum PI (and register for ARCH 555) during the academic semester “Away” period corresponding to his/her Track (e.g., a Track 1 student will complete a PI during the Spring Semester of year 1).

Once a student is enrolled in the M.Arch, a PI experience earns 0 academic credits (ARCH 555), but should earn NCARB IDP credits. An approved AAP experience may generate graduate credits, up to 12 hours of which may be applied toward their M.Arch,
but only to the free electives or the 3 credit-hour summer session studio. Alternatively, a student may choose to add credits earned on an approved AAP to their total M.ARCH credits.

Students may choose either a PI or an AAP during the “Away” summer session corresponding to the track to which the student is assigned, or may choose to do neither.

Selecting an Away Experience

AAP selection and enrollment is the student’s responsibility. Neither the department nor the university will be responsible for ensuring that an AAP is available, appropriate to a student’s educational interests, or affordable. However, the M.ARCH Director maintains a list of suggested AAP’s.

A proposed “Away” experience and transferrable academic credits must be approved in advance by the Program Director. All approved AAP’s are monitored, with periodic reports from each student. Upon completion of an AAP, students will be required to complete a questionnaire evaluating their experience.

Early approval of a proposed AAP is critical to ensure adequate time for registration, payment of fees, obtaining visas (if needed), securing housing, making travel arrangements, and preliminary approval of transfer credit. Therefore, students in Track 1 must confirm their decision for a Year 1 spring AAP by September 1 of the previous (fall) semester. Students assigned to Track 2 must confirm their decision for a Year 1 fall AAP at least three months before that AAP experience is to begin.

Faculty-led independent studies (ARCH 590) as AAP’s are a possibility, if supervised by a graduate faculty member and approved by the Program Director. The expectation, however, is that any proposed “Away” experience will remove the student from CAP and allow exposure to new faces, places and ideas about architecture.

For more information about the College of Architecture and Planning, please visit our website at: http://cms.bsu.edu/Academics/CollegesandDepartments/CAP.aspx.

For further information about our Master of Architecture professional program, please visit our website at: www.bsu.edu/architecture/march

or

You may contact the Department of Architecture Programs Assistant Julie Kratzner (jokratzner@bsu.edu) (765.285.1900)

(Note: This summary of the M.ARCH program describes the new curriculum planned for implementation for the 2010 entering class, pending university approval)
BALL STATE UNIVERSITY
New or Revised Program Checksheet

1. Title of Program: **Master in Architecture**

   Academic Unit: **Department of Architecture**

2. _____ new program       **X** revised program       _____ drop only

3. Please provide a brief description of Revised or New Program:

   The Department of Architecture continues to offer two options for completing a Master in Architecture. We have streamlined the curricular structure and standardized the number of required credit hours, while opening up more electives and more flexibility within the new structure:

   **Option 1**: This program of studies is for graduates of accredited undergraduate architecture programs or their international equivalents, and requires 46 graduate credits for completion. Students are admitted in the fall semester only.

   **Option 2 (Career Change)**: This program of studies is for students holding a bachelor’s degree in academic fields other than architecture. The number of undergraduate prerequisite courses required for successful completion before commencing graduate courses is determined after evaluation of prior academic work.

   **Degree Requirements for Option 1**
   All students must complete a minimum of 46 credits, consisting of a set of core seminar and architecture studio courses (25 credits); a minimum of three Directed Electives (9 credits); a minimum of four Free Electives (12 credits); and an immersive away experience (0 credits) outside of the College of Architecture and Planning consisting of a) a professional internship or b) an approved academic or research experience.

4. Please provide a brief rationale, for the change, or, if new program, target student population and special skills/abilities this program will provide, as well as expected enrollment (attach a full rationale on a separate sheet):

   A. A distinction continues to be made between the course of studies for undergraduates of accredited undergraduate architecture programs (such as at BSU) (formerly called Track 1, now called OPTION 1) and the course of studies for “career change” students (formerly called Track 2, now called OPTION 2). This change simplifies and clarifies the two options offered by the Department of Architecture.

   B. The total number of credit hours for both OPTION 1 and 2 is now 46. This change (from 45 or 48 previously) simplifies advising, program management and implementation of the program.

   C. Within OPTION 1, two TRACKS are introduced, but the course content of each is identical. The difference is the placement of the required Immersive Away Experience. All students are on-campus for their final year of studies regardless of which TRACK they started in. The reduction of four tracks to two equal but alternating TRACKS within the first year of OPTION 1 contributes to balancing the use of facilities and faculty and allows all students to be on-campus during their final year of graduate studies.

1/28/10
D. Four “free” electives and three "directed electives" are introduced, whereas in the old program only one elective was required. This change introduces more flexibility and responds to student and faculty requests for more electives and still enables us to meet key NAAB criteria.

E. OPTION 2 students complete a series of undergraduate prerequisite architecture courses before commencing graduate (OPTION 1) courses. These undergraduate prerequisite courses are completed over two summer semesters and the intervening two semester academic year. The number of prerequisite undergraduate architecture courses required is determined following an analysis of each students’ academic transcript. Analysis of the career change students experience to date indicates that one more undergraduate architecture studio is needed to help students succeed in the graduate architecture studios, and also indicates that completion of the undergraduate prerequisite architecture courses prior to beginning graduate courses provides a smoother transition and simplifies program management.

5. Undergraduate Program Type (check one):
   ______ teaching major
   ______ major
   ______ minor
   ______ license area
   ______ option within existing major/minor (specify)

   Graduate Program Type (check one):
   ______ graduate major
   ______ (teaching)
   ______ graduate minor
   ______ (departmental)
   ______ standard or ______ X professional

   Degree Type (check one):
   ______ BA/BS
   ______ BA only
   ______ BS only
   ______ AA
   ______ AS
   ______ MA
   ______ MAE
   ______ MS
   ______ Ed.S./Ed.D.
   ______ DA
   ______ Ph.D.
   ______ Other (MArch)

6. Are the admission/retention/graduation requirements, if any, above and beyond those of the university? (For example, any requirements above a 2.0 or 126 hours to graduate.)

   No _____ none above and/or beyond standard university requirements.

   Yes ______ (If yes, attach a full rational on a separate sheet) ______ SEE BELOW

   Applicants must have the approval of the Department of Architecture. Submission of a design portfolio will be required as part of the application.

   (for graduate programs skip to #8)

7. To demonstrate how a student will be able to complete the proposed program in eight semesters, please complete a sample eight semester schedule (with no overloads or summers) on the last page of this document.

   N/A
8. Please provide the following information for all required courses in the proposed program (include new course/course revision forms where appropriate) where appropriate use N/A or none for courses with no prerequisite:

SEE ATTACHED

9. Please provide the following information for all directed elective courses in the proposed program (include new course/course revision forms where appropriate) where appropriate use N/A or none for courses with no prerequisite:

SEE ATTACHED

10. Describe the impact of proposed changes on currently enrolled students (if any) and plans to insure timely graduation.

We have planned the changes in such a way that the impact on currently enrolled students is minimal. Courses required of currently enrolled students are offered under the new curricular structure. Timely graduation of currently enrolled students will not be compromised.

11. If the program includes more than two University Core Curriculum courses in the major, please list all required UCC courses.

N/A

12. What additional resources, if any (faculty, equipment, etc.) are required for this program?

none

13. What impact will the proposed program have on other departments/programs?

none

Approved: [Signature]
Department Chair
Date: 2/3/10

Approved: [Signature]
College Dean
Date: 2/5/10
REVISED MASTER OF ARCHITECTURE
GRADUATE CATALOG CONTENT

MASTER OF ARCHITECTURE

Admission
The professional master of architecture degree (M.Arch) is for students who seek licensure in the profession. The M.Arch is accredited by the National Architectural Accrediting Board (NAAB).

Applicants to the M.Arch program must meet the admission requirements of the Ball State University Graduate School and the Department of Architecture. International students must also meet the requirements of the Rinker Center for International Programs. Applicants must hold a baccalaureate degree from an accredited program in architecture or its equivalent (Option 1). Applicants with a baccalaureate degree in a field other than architecture, if accepted, are required to complete a set of undergraduate courses in architecture, to be determined individually, prior to beginning the master of architecture courses (Option 2).

Programs of Study
The Department of Architecture offers two options for completing a Master of Architecture:

Option 1: This program of studies is for graduates of accredited undergraduate architecture programs or their international equivalents, and requires 46 graduate credits for completion. Students are admitted in the fall semester only.

Option 2 (Career Change): This program of studies is for students holding a bachelor’s degree in academic fields other than architecture. The number of undergraduate prerequisite courses required for successful completion before commencing graduate courses is determined after evaluation of prior academic work.

Degree Requirements for Option 1
All students must complete a minimum of 46 credits, consisting of a set of core seminar and architecture studio courses (25 credits); a minimum of three Directed Electives (9); a minimum of four Free Electives (12 credits); and an immersive away experience outside of the College of Architecture and Planning consisting of a) a professional internship or b) an approved academic or research experience.

Required Courses in the M.Arch Option 1 (25 credits)
501 Comp Studio (6)
600 Arch Wrkshop (3)
601 Topic Studio (6)
602 Final Studio (6)
520 Prof Prac (3)
555 Immersive Away Experience (0)
603 Final Proj Prep (1)
Directed Electives
A minimum of one course must be taken from each of the following Directed Elective Areas:

**Directed Elective Area 1: Research Methods (prefix ARCH)**
503 Research Methods in Architecture (3)
573 Directed Research in Historic Preservation (3)
UP 695/6/7 Introduction to Planning Research Methods (3)

630 Fundamentals of Historic Preservation for Architects (3)
631 Life Safety in Architecture and Environmental Design (3)
632 High Performance Buildings (3)
633 Advanced Technologies for Green Building (3)
634 Advanced Fabrication Seminar (3)
635 Advanced Building Information Modeling (3)

**Directed Elective Area 3: Critical Thinking and Representation (prefix ARCH)**
640 History, Theory and Criticism (3)
641 Human and Cultural Factors (3)
642 Architectural Theory (3)
643 The Structure of the Ordinary (3)
644 Theories of Sustainability (3)

**Free Electives**
A minimum of four free elective graduate courses are required; can include 590 (Independent Study) and 598 (Special Topics) and any graduate course at Ball State University approved by the graduate program director.

**Degree Recap for Option 1**
Core Requirements (25 credits)
Directed Electives (9 credits)
Free Electives (12 credits)
Immersive Away Experience (0)

**Total Required Graduate Credits for the M.Arch Option 1 = 46**
Degree Requirements for Option 2

Option 2 students are admitted as graduate students on a conditional basis. They must complete a number of undergraduate prerequisite courses (maximum 58 credits) listed below, the number of credit hours to be determined after evaluation of prior academic work. Upon completion, all students must complete a minimum of 46 credits, consisting of a set of core seminar and architecture studio courses (25 credits); a minimum of three Directed Electives (9); a minimum of four Free Electives (12 credits); and an immersive away experience outside of the College of Architecture and Planning consisting of a) a professional internship or b) an approved academic or research experience.

Undergraduate Prerequisite Courses = 58 Credit Hours Maximum

Summer Semester (May 16-July 23)
(13 credits)
ARCH 103 Dsgn Studio (6)
ARCH 163 Dsgn Media 1 (4)
ARCH 273 Env Sys 1 (3)

Fall Semester
(16 credits)
ARCH 203 Dsgn Studio (4)
ARCH 214 Build Tech 1 (3)
ARCH 218 Structures 1 (3)
ARCH 229 Hist Arch 1 (3)
ARCH 263 Digital Med (3)

Spring Semester
(17 credits)
ARCH 304 Dsgn Studio (5)
ARCH 314 Build Tech 2 (3)
ARCH 318 Structures 2 (3)
ARCH 329 Hist Arch 2 (3)
ARCH 252 Social Issues (3)

Summer Semester (May 16-July 23)
(12 credits)
ARCH 403 Dsgn Studio (6)
ARCH 373 Env Sys 2 (3)
ARCH 418 Structures 3 (3)
Required Courses in the M.Arch Option 2 (25 credits)
501 Comp Studio (6)
600 Arch Wrkshop (3)
601 Topic Studio (6)
602 Final Studio (6)
520 Prof Prac (3)
555 Immersive Away Experience (0)
603 Final Proj Prep (1)

Directed Electives
A minimum of one course must be taken from each of the following Directed Elective Areas:

**Directed Elective Area 1: Research Methods** (prefix ARCH)
503 Research Methods in Architecture (3)
573 Directed Research in Historic Preservation (3)
UP 695/6/7 Introduction to Planning Research Methods (3)

**Directed Elective Area 2: Integrated Building Practices, Technical Skills and Knowledge** (prefix ARCH)
630 Fundamentals of Historic Preservation for Architects (3)
631 Life Safety in Architecture and Environmental Design (3)
632 High Performance Buildings (3)
633 Advanced Technologies for Green Building (3)
634 Advanced Fabrication Seminar (3)
635 Advanced Building Information Modeling (3)

**Directed Elective Area 3: Critical Thinking and Representation** (prefix ARCH)
640 History, Theory and Criticism (3)
641 Human and Cultural Factors (3)
642 Architectural Theory (3)
643 The Structure of the Ordinary (3)
644 Theories of Sustainability (3)

Free Electives
A minimum of four free elective graduate courses are required; can include 590 (Independent Study) and 598 (Special Topics) and any graduate course at Ball State University approved by the graduate program director.

Degree Recap for Option 2
Undergraduate Prerequisites (58 credits maximum)
Core Requirements (25 credits)
Directed Electives (9 credits)
Free Electives (12 credits)
Immersive Away Experience (0)

Total Required Graduate Credits for the M.Arch Option 2 = 46
BALL STATE UNIVERSITY
Revised Program Form

Approval Signatures and Dates:

Department Committee ___________________________ Date 2/3/10

Department Chairperson ___________________________ Date 2/3/10

College Committee ___________________________ Date 2/9/10

College Dean ___________________________ Date 2/5/10

PEC Chairperson ___________________________ Date

UEC/GEC Chairperson ___________________________ Date

Provost ___________________________ Date

Implementation effective with next new Fall Semester catalog.

OLD Program Title: ___________________________ (Program as last printed)

<table>
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<tr>
<th>PREFIX</th>
<th>NO</th>
<th>SHORT TITLE</th>
<th>CR HRS</th>
</tr>
</thead>
</table>

SEE ATTACHED 2009-2011 GRADUATE CATALOG

Total hours required under old program 45-48

DROP ONLY

REVISED Program Title: ___________________________ (All programs must have a completed Program Check Sheet)

Total hours required under revised program 46

Please provide the following information for each course in the proposed program:

<table>
<thead>
<tr>
<th>PREFIX</th>
<th>NO</th>
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SEE ATTACHED

Rev. 6/05 (Yellow)
BALL STATE UNIVERSITY

REVISED COURSE FORM

Approval Signatures and Dates:

Department Committee

Department Chairperson

College Committee

College Dean

Provost

Post.# ______ Cert. Date ______

( ) Drop Only

OLD ARCH 501 ARCH DSGN 1

(Prefix) (Number) (Short Title, 12 characters & spaces) 6.0 (Credit Hour)

NEW ARCH 501 COMP STUDIO

(Prefix) (Number) (Short Title, 12 characters & spaces) 6.0 (Credit Hour)

Contact Hrs. 8 Var. Title Y N X

Mthd. Inst. U Grade Mthd. 0 Special Fees Y N X

Enrollment (Min) 6 (Max) 15 (Target) 12 FTE 0.500 SRF 9

STC ABST Permission Y N X

Is this an approved University Core Curriculum Course? Y N X

Architectural Design 1

Above the line, Old Long Title as listed on the ECA System – screen C111 (prefix, number, 99999).
Below the line, Old Course Description (including prerequisite, parallel, variable credit hour, not open to, and open only to) as printed on the ECA System – screen C111.

Graduate design course involves architectural problems of increasing scale and complexity and requires solutions that are thorough in their conception, development, and execution. Multiple studio sections are offered each semester. Prerequisite: graduate standing or permission of the program director.

Comprehensive Architecture Studio

Above the line, New Long Title (limited to 75 characters including spaces).
Below the line, New Course Description (limited to 50 words)

Graduate architecture studio involves work that is comprehensive in its conception, development, and execution. Meets NAAB criteria for “Comprehensive Design,” “Financial Considerations” and “Technical Documentation.”

Prerequisite: graduate standing or permission of the program director
Corequisite (separate form required):
Parallel:
A total of ________ hours of credit may be earned (for variable credit only).
A total of ________ hours of credit may be earned, but no more than ________ in any one semester or term.
Not open to students who have credit in
Only open to

Rev. 2/99 (Green)
BALL STATE UNIVERSITY

REVISED COURSE FORM

Department Committee: _______  Date: 2/10/10

Department Chairperson: _______  Date: 2/13/10

College Committee: _______  Date: 2/19/10

College Dean: _______  Date: 2/25/10

Provost: _______  Date: _______

( ) Drop Only

OLD ARCH 526 FUND HIST PRES 3.0
(Prefix) (Number) (Short Title, 12 characters & spaces) (Credit Hour)

NEW ARCH 630 FUND HIST PRES 3.0
(Prefix) (Number) (Short Title, 12 characters & spaces) (Credit Hour)

Contact Hrs. 3 Var. Title Y N X

Mthd. Inst. S Grade Mthd. 0 Special Fees Y N X

Enrollment (Min) 6 (Max) 15 (Target) 12 FTE 0.250 SRF 5

STC ABCR Permission Y N X

Is this an approved University Core Curriculum Course? Y N X

FUNDAMENTALS OF HISTORIC PRESERVATION FOR ARCHITECTS

Above the line, Old Long Title as listed on the ECA System — screen C111 (prefix, number,99999).
Below the line, Old Course Description (Including prerequisite, parallel, variable credit hour, not open to, and open only to) as printed on the ECA System — screen C111.

Introduces the special qualities of historic properties and the importance of such properties in providing a varied and interesting architectural character to communities and rural areas. Emphasizes skills in documenting historic properties and in developing familiarity with criteria and standards for identifying such properties and rehabilitating them appropriately. The economics of historic preservation, preservation law, and Section 106 reviews are also investigated. Not open to students who have credit in ARCH 426.

FUNDAMENTALS OF HISTORIC PRESERVATION

Above the line, New Long Title (limited to 75 characters including spaces).
Below the line, New Course Description (limited to 50 words)

Introduces the special qualities of historic properties and the importance of such properties in providing a varied and interesting architectural character to communities and rural areas. Emphasizes skills in documenting historic properties and in developing familiarity with criteria and standards for identifying such properties and rehabilitating them appropriately. The economics of historic preservation, preservation law, and Section 106 reviews are also investigated.

Prerequisite: graduate standing or permission of the program director
Corequisite (separate form required):
Parallel:
A total of ______ hours of credit may be earned (for variable credit only).
A total of ______ hours of credit may be earned, but no more than ______ in any one semester or term.
Not open to students who have credit in ______
Only open to ______


BALL STATE UNIVERSITY

REVISED COURSE FORM

Approval Signatures and Dates:

Department Committee: __________________________ Date: 2/3/10
Department Chairperson: _________________________ Date: 2/3/10
College Committee: __________________________________ Date: 2/6/10
College Dean: _____________________________________ Date: 2/6/10
Provost: __________________________________________ Date: 

( ) Drop Only

OLD ARCH 529 HST TH CRIT 3.0
(Prefix) (Number) (Short Title, 12 characters & spaces) (Credit Hour)

NEW ARCH 640 HST TH RV CR 3.0
(Prefix) (Number) (Short Title, 12 characters & spaces) (Credit Hour)

Contact Hrs. _____ Var. Title Y N X

Mthd. Inst. _____ Grade Mthd. _____ Special Fees Y N X

Enrollment (Min) _____ (Max) _____ (Target) _____ FTE 0.250 SRF 5

STC ABCR Permission Y N X

Is this an approved University Core Curriculum Course? Y N X

Above the line, Old Long Title as listed on the ECA System – screen C111 (prefix, number,99999).
Below the line, Old Course Description (including prerequisite, parallel, variable credit hour, not open to, and open only to) as printed on the ECA System – screen C111.

Examines contemporary architectural theory and criticism through the presentation and study of significant texts and buildings of the present and recent past. Introduces and investigates the formal, technological, social and cultural, political, and economic issues within the disciplines of architecture and design. Explores interactions between theory and practice, and examines strategies for the making of architecture. Prerequisite: graduate standing or permission of the program director.

HISTORY, THEORY AND CRITICISM

Above the line, New Long Title (limited to 75 characters including spaces).
Below the line, New Course Description (limited to 50 words)

Examines contemporary architectural theory and criticism through the presentation and study of significant texts and buildings of the present and recent past. Introduces and investigates the formal, technological, social and cultural, political, and economic issues within the disciplines of architecture and design. Explores interactions between theory and practice, and examines strategies for the making of architecture.

Prerequisite: graduate standing or permission of the program director
Co-requisite (separate form required): ______________________ 
Parallel: A total of ________ hours of credit may be earned, (for variable credit only)
A total of ________ hours of credit may be earned, but no more than ________ in any one semester or term.
Not open to the student who has credit in ________.
Open only to ________________________
BALL STATE UNIVERSITY

REVISED COURSE FORM

Approval Signatures and Dates:

Department Committee

Department Chairperson

College Committee

College Dean

Provost

(post.

Cert. Date)

Date
2/3/10
2/3/10
4/19/10
2/3/10

( ) Drop Only

OLD

ARCH

552

CULT FACTORS

3.0

(Prefix)

(Number)

(Short Title, 12 characters & spaces)

(Credit Hour)

NEW

ARCH

641

CULTURAL FAC

3.0

(Prefix)

(Number)

(Short Title, 12 characters & spaces)

(Credit Hour)

Contact Hrs. 3

Var. Title Y N X

Mthd. Inst. S

Grade Mthd. 0

Special Fees Y N X

Enrollment (Min) 6 (Max) 15 (Target) 12 FTE 0.250 SRF 5

STC ABCR

Permission Y N X

Is this an approved University Core Curriculum Course? Y N X

ARCHITECTURAL HISTORY, THEORY, CRITICISM

Above the line, Old Long Title as listed on the ECA System — screen C111 (prefix, number, 99999).

Below the line, Old Course Description (including prerequisite, parallel, variable credit hour, not open to, and open only to) as printed on the ECA System — screen C111.

Addresses ethical, social, and cultural factors related to the design of the built environment. Includes: ethics; cultural patterns and values; privacy / community; the symbolic content of form and environment; and design across cultures. Its concern is with critical thinking, and from the standpoint of design research, it enables students to understand theoretical constructs, use conceptual argumentation, and construct strategies for a design process.

HUMAN AND CULTURAL FACTORS

Above the line, New Long Title (limited to 75 characters including spaces).

Below the line, New Course Description (limited to 50 words)

Addresses ethical, social, and cultural factors related to the design of the built environment. Includes: ethics; cultural patterns and values; privacy / community; the symbolic content of form and environment; and design across cultures. Its concern is with critical thinking, and from the standpoint of design research, it enables students to understand theoretical constructs, use conceptual argumentation, and construct strategies for a design process.

Prerequisite: graduate standing or permission of the program director

Co-requisite (separate form required):

Parallel:
A total of _____ hours of credit may be earned, (for variable credit only)
A total of _____ hours of credit may be earned, but no more than _____ in any one semester or term.

Not open to the student who has credit in

Open only to
BALL STATE UNIVERSITY

REVISED COURSE FORM

Approval Signatures and Dates:

Department Committee _______________________________ Date 2/3/10
Department Chairperson ______________________________ Date 2/3/10
College Committee _________________________________ Date 4/9/10
College Dean _________________________________ Date 2/6/10
Provost _________________________________ Date

( ) Drop Only

OLD ARCH 555 INTERNSHIP 0.0
(Prefix) (Number) (Short Title, 12 characters & spaces) (Credit Hour)

NEW ARCH 555 IMMERSIV EXP 0.0
(Prefix) (Number) (Short Title, 12 characters & spaces) (Credit Hour)

Contact Hrs. 0 Var. Title Y N X

Mthd. Inst. O Grade Mthd. 1 Special Fees Y N X

Enrollment (Min) 6 (Max) 15 (Target) 12 FTE 0.250 SRF 5

STC ABCR Permission Y N X

Is this an approved University Core Curriculum Course? Y N X

INTERNSHIP

Above the line, Old Long Title as listed on the ECA System – screen C111 (prefix, number,99999).
Below the line, Old Course Description (including prerequisite, parallel, variable credit hour, not open to, and open only to) as printed on the ECA System – screen C111.

Prepares students for architectural practice. Field studies in architecture under the supervision of a licensed architect. Approved internships earn credit in the National Intern-Architect Development Program (IDP). Offered credit/no credit only. Prerequisite: graduate standing or permission of the program director.

IMMERSIVE AWAY EXPERIENCE

Above the line, New Long Title (limited to 75 characters including spaces).
Below the line, New Course Description (limited to 50 words)

Immersive away experience outside of the College of Architecture and Planning consisting of: a) a professional internship (0-credits) or b) an approved academic or research experience. Students selecting b) may transfer up to the maximum number of graduate credits permitted by the Graduate School toward their M.Arch degree requirements.

Prerequisite: graduate standing or permission of the program director
Corequisite (separate form required):
Parallel:
A total of _________ hours of credit may be earned (for variable credit only).
A total of _________ hours of credit may be earned, but no more than _________ in any one semester or term.
Not open to students who have credit in ________________________________
Only open to ________________________________
### BALL STATE UNIVERSITY

**REVISED COURSE FORM**

Approval Signatures and Dates:

- **Department Committee**: [Signature] Date 2/3/10
- **Department Chairperson**: [Signature] Date 2/3/10
- **College Committee**: [Signature] Date 2/5/10
- **College Dean**: [Signature] Date 2/5/10
- **Provost**: [Signature] Date 2/5/10

( ) Drop Only

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- Mthd. Inst. 8
- Grade Mthd. 0
- Special Fees Y N X
- Enrollment (Min) 6 (Max) 15 (Target) 12
- FTE 0.250 SRF 5
- STC ABCR Permission Y N X

Is this an approved University Core Curriculum Course? Y N X

**PROFESSIONAL PRACTICE**

*Above the line*, Old Long Title as listed on the ECA System – screen C111 (prefix, number,999999)

*Below the line*, Old Course Description (Including prerequisite, parallel, variable credit hour, not open to, and open only to) as printed on the ECA System – screen C111.

Explores the essential elements of architectural practice and related professions. Addresses administrative role of the architect, basic principles of architectural practice, leadership, legal responsibilities, and ethics and professional judgment in architectural design and practice. Prerequisite: ARCH 559; graduate standing or permission of the program director.

**PROFESSIONAL PRACTICE**

*Above the line*, New Long Title (limited to 75 characters including spaces).

*Below the line*, New Course Description (limited to 50 words)

Explores the essential elements of architectural practice and related professions. Addresses administrative role of the architect, basic principles of architectural practice, leadership, information management, legal responsibilities, ethics and professional judgment in architectural practice.

Prerequisite: **graduate standing or permission of the program director**

Corequisite (separate form required):

Parallel:
- A total of _______ hours of credit may be earned (for variable credit only).
- A total of _______ hours of credit may be earned, but no more than _______ in any one semester or term.

Not open to students who have credit in

Only open to

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BALL STATE UNIVERSITY

REVISED COURSE FORM
Approval Signatures and Dates:

Department Committee

Department Chairperson

College Committee

College Dean

Provost

Post.#  Cert. Date

Drop Only

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Contact Hrs. 3 Var. Title Y N X
Mthd. Inst.  S Grade Mthd. 0 Special Fees Y N X
Enrollment (Min) 6 (Max) 15 (Target) 12 FTE 0.250 SRF 5
STC ABCR Permission Y N X

Is this an approved University Core Curriculum Course? Y N X

DIRECTED RESEARCH

Above the line, Old Long Title as listed on the ECA System – screen C111 (prefix, number,99999).
Below the line, Old Course Description (Including prerequisite, parallel, variable credit hour, not open to, and open only to) as printed on the ECA System – screen C111.

Methods of conducting primary and secondary research to produce academic papers, theses, creative projects, and publishable reports or articles; survey of principles of scholarly professional writing. Emphasizes exercises that develop skills in research and writing. Prerequisite: graduate status in the College of Architecture and Planning; permission of the program director.

DIRECTED RESEARCH IN HISTORIC PERSERVATION

Above the line, New Long Title (limited to 75 characters including spaces).
Below the line, New Course Description (limited to 50 words)

Methods of conducting primary and secondary research to produce academic papers, theses, creative projects, and publishable reports or articles; survey of principles of scholarly professional writing. Emphasizes exercises that develop skills in research and writing.

Prerequisite: graduate standing or permission of the program director
Corequisite (separate form required):
Parallel:
A total of ________ hours of credit may be earned (for variable credit only).
A total of ________ hours of credit may be earned, but no more than ________ in any one semester or term.
Not open to students who have credit in ________
Only open to ________
BALL STATE UNIVERSITY

REVISED COURSE FORM

Approval Signatures and Dates:

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<th>Position</th>
<th>Signature</th>
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Contact Hrs. 3  Var. Title Y N X

Mthd. Inst. S  Grade Mthd. 0  Special Fees Y N X

Enrollment (Min) 6 (Max) 15 (Target) 12  FTE 0.250 SRF 5

STC ABCR Permission Y N X

Is this an approved University Core Curriculum Course? Y N X

LIFE SAFETY

Above the line, Old Long Title as listed on the ECA System – screen C111 (prefix, number,99999).

Below the line, Old Course Description (Including prerequisite, parallel, variable credit hour, not open to, and open only to) as printed on the ECA System – screen C111.

Survey of topics relevant to life safety, encompassing wind, fire, ground motions, environmental conditions (including noise and criminal activity), home accidents, and matters pertaining to the Occupational Safety and Health Act (OSHA).

LIFE SAFETY

Above the line, New Long Title (limited to 75 characters including spaces).

Below the line, New Course Description (limited to 50 words)

Survey of topics relevant to life safety encompassing wind, fire, ground motions, environmental conditions (including noise and criminal activity), home accidents, and matters pertaining to the Occupational Safety and Health Act (OSHA).

Prerequisite: graduate standing or permission of the program director

Corequisite (separate form required):

Parallel:
A total of ________ hours of credit may be earned (for variable credit only).
A total of ________ hours of credit may be earned, but no more than ________ in any one semester or term.

Not open to students who have credit in

Only open to

______________________________
BALL STATE UNIVERSITY

REVISED COURSE FORM

Approval Signatures and Dates:

Department Committee: [Signature] Date: 2/3/10
Department Chairperson: [Signature] Date: 2/3/10
College Committee: [Signature] Date: 2/6/10
College Dean: [Signature] Date: 2/6/10
Provost: [Signature]

( ) Drop Only

OLD ARCH 590 INDPEND PROJ 1.0-4.0
(Prefix) (Number) (Short Title, 12 characters & spaces) (Credit Hour)

NEW ARCH 590 INDPEND STUDY 1.0-3.0
(Prefix) (Number) (Short Title, 12 characters & spaces) (Credit Hour)

Contact Hrs. 3 Var. Title Y N X

Mthd. Inst. S Grade Mthd. 0 Special Fees Y N X

Enrollment (Min) 6 (Max) 15 (Target) 12 FTE 0.250 SRF 5

STC ABCR Permission Y N X

Is this an approved University Core Curriculum Course? Y N X

INDEPENDENT PROJECTS

Above the line, Old Long Title as listed on the ECA System – screen C111 (prefix, number,99999).
Below the line, Old Course Description (Including prerequisite, parallel, variable credit hour, not open to, and open only to) as printed on the ECA System – screen C111.

Environmental topics. Prerequisite: approval of the program proposal by the faculty advisor and the department chairperson. A total of 8 hours of credit may be earned, but no more than 4 in any one semester or term.

INDEPENDENT STUDY

Above the line, New Long Title (limited to 75 characters including spaces).
Below the line, New Course Description (limited to 50 words)

Approval of the independent study proposal by the faculty advisor and the department chairperson.

Prerequisite: **graduate standing or permission of the program director**

Corequisite (separate form required):
Parallel:
A total of ________ hours of credit may be earned (for variable credit only).
A total of ________ hours of credit may be earned, but no more than ________ in any one semester or term.

Not open to students who have credit in

Only open to

________________________
BALL STATE UNIVERSITY

REVISED COURSE FORM
Approval Signatures and Dates:

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<th>Date 2/3/10</th>
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<tr>
<td>Department Chairperson</td>
<td>Date 2/2/10</td>
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Contact Hrs. 3  Var. Title Y N X

Mthd. Inst. S  Grade Mthd. 0  Special Fees Y N X

Enrollment (Min) 6 (Max) 15 (Target) 12 FTE 0.250 SRF 5

STC ABCR  Permission Y N X

Is this an approved University Core Curriculum Course? Y N X

SPECIAL PROJECTS IN ARCHITECTURE

Above the line, Old Long Title as listed on the ECA System – screen C111 (prefix, number,99999).
Below the line, Old Course Description (including prerequisite, parallel, variable credit hour, not open to, and open only to) as printed on the ECA System – screen C111.

Special and timely architectural projects undertaken by groups of students. Prerequisite: graduate status in the College of Architecture and Planning. A total of 9 hours of credit may be earned, but no more than 6 in any one semester or term.

SPECIAL STUDIES IN ARCHITECTURE

Above the line, New Long Title (limited to 75 characters including spaces).
Below the line, New Course Description (limited to 50 words)

Prerequisite: **graduate standing or permission of the program director**
Corequisite (separate form required):
Parallel:
A total of _______ hours of credit may be earned (for variable credit only).
A total of _______ hours of credit may be earned, but no more than _______ in any one semester or term.
Not open to students who have credit in
Only open to ________________________________
BALL STATE UNIVERSITY

REVISED COURSE FORM
Approval Signatures and Dates:

Department Committee ____________________________ Date 2/3/10
Department Chairperson __________________________ Date 2/3/10
College Committee ______________________________ Date 2/3/10
College Dean ________________________________ Date 2/3/10
Provost ____________________________ Date

( ) Drop Only

OLD ____________________________ ARCH ____________________________ 601
(Prefix) (Number) ARCH DSGN 3 ____________________________ 6.0
(Short Title, 12 characters & spaces) (Credit Hour)

NEW ____________________________ ARCH ____________________________ 601
(Prefix) (Number) TOPIC STUDIO ____________________________ 6.0
(Short Title, 12 characters & spaces) (Credit Hour)

Contact Hrs. _____ Var. Title Y____ N____ X____

Mthd. Inst. _____ Gradc Mtdh. _____ Special Fees Y____ N____ X____

Enrollment (Min) _____ (Max) _____ (Target) _____ FTE _____ 0.500 SRF _____

STC __________________ ABST __________________ Permission Y____ N____ X____

Is this an approved University Core Curriculum Course? Y____ N____ X____

Architectural Design 3

Above the line, Old Long Title as listed on the ECA System – screen C111 (prefix, number,99999).
Below the line, Old Course Description (including prerequisite, parallel, variable credit hour, not open to, and open only to) as printed on the ECA System – screen C111.

Initiation and preparation of a thesis or creative project through topical explorations in architectural design. Prerequisite: sixth-year standing or permission of the program director. Parallel: ARCH 652.

Architecture Topics Studio

Above the line, New Long Title (limited to 75 characters including spaces).
Below the line, New Course Description (limited to 50 words)

Graduate architecture studio involves topical architectural problems. Students are expected to increasingly define their own interests and take initiative in defining design concepts, tasks and opportunities.

Prerequisite: graduate standing or permission of the program director
Corequisite (separate form required):
Parallel:
A total of ________ hours of credit may be earned (for variable credit only).
A total of ________ hours of credit may be earned, but no more than ________ in any one semester or term.
Not open to students who have credit in ________
Only open to ________
BALL STATE UNIVERSITY

REVISED COURSE FORM

Approval Signatures and Dates:

Department Committee

Department Chairperson

College Committee

College Dean

Provost

Date 2/3/10

Date 2/3/10

Date 2/6/10

Date 2/5/10

( ) Drop Only

OLD ARCH 602 ARCH DSGN 4
(Prefix) (Number) (Short Title, 12 characters & spaces) (Credit Hour)

NEW ARCH 602 FINAL STUDIO
(Prefix) (Number) (Short Title, 12 characters & spaces) (Credit Hour)

Contact Hrs. 8 Var. Title Y N X

Mthd. Inst. U Grade Mthd. 0 Special Fees Y N X

Enrollment (Min) 6 (Max) 15 (Target) 12 FTE 0.500 SRF 9

STC ABST Permission Y N X

Is this an approved University Core Curriculum Course? Y N X

Architectural Design 4

Above the line, Old Long Title as listed on the ECA System – screen C111 (prefix, number,99999).
Below the line, Old Course Description (Including prerequisite, parallel, variable credit hour, not open to, and open only to) as printed on the ECA System – screen C111.

Development of a design project in student's concentration area, supported by a research component completed in the research methods course. Requires thorough background research and an insightful description of the design project proposition. Course is required for a master's professional degree candidate choosing the graduate research methodology option. Prerequisite: ARCH 652. Open only to MArch (professional) degree candidates.

Final Architecture Project Studio

Above the line, New Long Title (limited to 75 characters including spaces).
Below the line, New Course Description (limited to 50 words)

Development and completion of a student initiated and defined architectural design project.

Prerequisite: Final Project Preparation Course or permission of the program director
Corequisite (separate form required):
Parallel:
A total of ___________ hours of credit may be earned (for variable credit only).
A total of ___________ hours of credit may be earned, but no more than ___________ in any one semester or term.
Not open to students who have credit in
Only open to

Rev. 2/99 (Green)
BALL STATE UNIVERSITY

REVISED COURSE FORM
Approval Signatures and Dates:

Department Committee ___________________________ Date 2/3/10
Department Chairperson ___________________________ Date 2/3/10
College Committee ________________________________ Date 01/19/10
College Dean _____________________________________ Date 2/3/10
Provost __________________________________________ Date

( ) Drop Only

OLD ARCH 629 ARCH THEORY 3.0
(Prefix) (Number) (Short Title, 12 characters & spaces) (Credit Hour)

NEW ARCH 642 ARCH THEORY 3.0
(Prefix) (Number) (Short Title, 12 characters & spaces) (Credit Hour)

Contact Hrs. 3 Var. Title Y N X
Mthd. Inst. S Grade Mthd. 0 Special Fees Y N X
Enrollment (Min) 6 (Max) 15 (Target) 12 FTE 0.250 SRF 5
STC ABCR Permission Y N X

Is this an approved University Core Curriculum Course? Y N X

ARCHITECTURAL THEORY
Above the line, Old Long Title as listed on the ECA System – screen C111 (prefix, number, 99999).
Below the line, Old Course Description (including prerequisite, parallel, variable credit hour, not open to, and open only to) as printed on the ECA System – screen C111.

Examines contemporary architectural theory, criticism, and practice through the presentation and study of significant texts and built form. Prerequisite: graduate standing or permission of the program director.

ARCHITECTURAL THEORY
Long title (limit 75 characters including spaces) above the line. Course Description (limited to 50 words).

Examines contemporary architectural theory, criticism, and practice through the presentation and study of significant texts and built form.

Prerequisite: graduate standing or permission of the program director
Co-requisite (separate form required): ____________________________
Parallel:
A total of ________ hours of credit may be earned, (for variable credit only)
A total of ________ hours of credit may be earned, but no more than ________ in any one semester or term.
Not open to the student who has credit in ________
Open only to __________________________
BALL STATE UNIVERSITY

REVISED COURSE FORM

Approval Signatures and Dates:

Department Committee

Department Chairperson

College Committee

College Dean

Provost

Post.#______Cert. Date______

Date 2/3/10

Date 2/3/10

Date 2/3/10

Date 2/3/10

( ) Drop Only

OLD   ARCH 652   RES MTHDS 3.0

(Prefix) (Number) (Short Title, 12 characters & spaces) (Credit Hour)

NEW  ARCH 503   RES METHODS 3.0

(Prefix) (Number) (Short Title, 12 characters & spaces) (Credit Hour)

Contact Hrs. 3 Var. Title Y N X

Mthd. Inst. S Grade Mthd. 0 Special Fees Y N X

Enrollment (Min) 6 (Max) 15 (Target) 12 FTE 0.250 SRF 5

STC ABCR Permission Y N X

Is this an approved University Core Curriculum Course? Y N X

RESEARCH METHODS

Above the line, Old Long Title as listed on the ECA System — screen C111 (prefix, number,99999).

Below the line, Old Course Description (including prerequisite, parallel, variable credit hour, not open to, and open only to) as printed on the ECA System — screen C111.

Enables students to study and research social, technical, environmental, ethical issues, and the creative processes of design. Uses scenario planning, case studies, ethnographic, and textual analysis. Formulates a broad range of research proposals. Course satisfies the Graduate School's research methodology option and constitutes part of the master of architecture professional degree. Prerequisite: graduate standing or permission of the program director. Parallel: ARCH 601.

RESEARCH METHODS IN ARCHITECTURE

Above the line, New Long Title (limited to 75 characters including spaces).

Below the line, New Course Description (limited to 50 words)

Introduction to research methods applicable to architectural practice. Enables students to study and apply a variety of research methods and tools. Students formulate a range of research proposals.

Prerequisite: graduate standing or permission of the program director

Corequisite (separate form required):

Parallel:

A total of ________ hours of credit may be earned (for variable credit only).

Not open to students who have credit in

Only open to
BALL STATE UNIVERSITY

NEW COURSE FORM

Approval Signatures and Dates:

Department Committee

Date 2/3/10

Department Chairperson

Date 2/3/10

College Committee

Date 2/9/10

College Dean

Date 2/8/10

Provost

Date

ARCH 600

ARCH WRKSHOP 3.0

(Prefix) (Number) (Short Title, 12 characters & spaces) (Credit Hour)

Contact Hrs. 8 Var. Title Y N X

Mthd. Inst. U Grade Mthd. 0 Special Fees Y N X

Enrollment (Min) 6 (Max) 15 (Target) 12 FTE 0.500 SRF 9

STC ABST Permission Y N X

Is this an approved University Core Curriculum Course? Y N X

ARCHITECTURE WORKSHOP

Long title (limit 75 characters including spaces) above the line. Course Description (limited to 50 words).

Graduate architecture workshop involves short exploratory architectural exercises or projects.

Prerequisite: graduate standing or permission of the program director

Co-requisite (separate form required): ________________

Parallel:

A total of ____ hours of credit may be earned, (for variable credit only)

A total of ____ hours of credit may be earned, but no more than ____ in any one semester or term.

Not open to the student who has credit in __________

Open only to ________________

RATIONALE

- What is the intended use of this course, i.e., an elective, university core curriculum, or program requirement? Program Requirement

- Do you have a faculty member to teach the course? Yes If no, describe the plan for providing appropriate instruction.

- If this course is similar to other courses, list the similarities and indicate how the new course will be different. similar to other studios, but a shorter duration

- Describe any extra class activities such as field trips, fieldwork, or observations. N/A

- Are library, laboratory, and instructional facilities adequate for offering this course? Yes If no, describe the plan for developing necessary facilities.

- When do you expect to offer this course for the first time? Summer 2011

Rev. 2/99 (Pink)
BALL STATE UNIVERSITY

NEW COURSE FORM
Approval Signatures and Dates:

Department Committee:  

Department Chairperson:  

College Committee:  

College Dean:  

Provost:  

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STC: ABCR  

Permission: Y | N | X

Is this an approved University Core Curriculum Course? Y | N | X

FINAL PROJECT PREPARATION

Long title (limit 75 characters including spaces) above the line. Course Description (limited to 50 words).

Provides students the opportunity to define, investigate, and articulate a topic for the final project.

Prerequisite: graduate standing or permission of the program director

Co-requisite (separate form required): ________________

Parallel:
A total of ______ hours of credit may be earned, (for variable credit only)
A total of ______ hours of credit may be earned, but no more than _______ in any one semester or term.

Not open to the student who has credit in ________

Open only to ________

RATIONALE

- What is the intended use of this course, i.e., an elective, university core curriculum, or program requirement? program requirement

- Do you have a faculty member to teach the course? yes If no, describe the plan for providing appropriate instruction.

- If this course is similar to other courses, list the similarities and indicate how the new course will be different. N/A

- Describe any extra class activities such as field trips, fieldwork, or observations. N/A

- Are library, laboratory, and instructional facilities adequate for offering this course? Yes  
If no, describe the plan for developing necessary facilities.

- When do you expect to offer this course for the first time? 2010-2011 AV
BALL STATE UNIVERSITY

NEW COURSE FORM

Approval Signatures and Dates:

Department Committee ___________________________ Date 2/3/10
Department Chairperson ___________________________ Date 2/3/10
College Committee ___________________________ Date 2/15/10
College Dean ___________________________ Date 2/5/10
Provost ___________________________ Date

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<td>(Short Title, 12 characters &amp; spaces)</td>
<td>(Credit Hour)</td>
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Contact Hrs. 3 Var. Title Y N X
Mthd. Inst. S Grade Mthd. 0 Special Fees Y N X
Enrollment (Min) 6 (Max) 15 (Target) 12 FTE 0.250 SRF 5
STC A B C R Permission Y N X

Is this an approved University Core Curriculum Course? Y N X

HIGH PERFORMANCE BUILDINGS

Long title (limit 75 characters including spaces) above the line. Course Description (limited to 50 words).

Consideration of high-performance buildings, including aspects such as green design, carbon-neutral design, net-zero-energy design, and sustainability.

Prerequisite: graduate standing or permission of the program director
Co-requisite (separate form required): __________________________

Parallel:
A total of _____ hours of credit may be earned, (for variable credit only)
A total of _____ hours of credit may be earned, but no more than _____ in any one semester or term.
Not open to the student who has credit in ________.
Open only to __________________________

RATIONAL

• What is the intended use of this course, i.e., an elective, university core curriculum, or program requirement? Directed Elective
• Do you have a faculty member to teach the course? Yes If no, describe the plan for providing appropriate instruction.
• If this course is similar to other courses, list the similarities and indicate how the new course will be different. N/A
• Describe any extra class activities such as field trips, fieldwork, or observations. field trips to fieldwork
• Are library, laboratory, and instructional facilities adequate for offering this course? Yes If no, describe the plan for developing necessary facilities.
• When do you expect to offer this course for the first time? 2010-2011 AY
BALL STATE UNIVERSITY

NEW COURSE FORM

Approval Signatures and Dates:

Department Committee ___________________________ Date 2/3/10
Department Chairperson ___________________________ Date 2/3/10
College Committee _______________________________ Date 2/6/10
College Dean ________________________________________________________________________ Date 2/6/10
Provost __________________________________________________________________________ Date

ARCH 633 GREEN TECH 3.0
(Prefix) (Number) (Short Title, 12 characters & spaces) (Credit Hour)

Contact Hrs. 3 Var. Title Y N X
Mthd. Inst. S Grdc Mthd. 0 Special Fees Y N X
Enrollment (Min) 6 (Max) 15 (Target) 12 FTE 0.250 SRF 5
STC ABCR Permission Y N X

Is this an approved University Core Curriculum Course? Y N X

ADVANCED TECHNOLOGIES FOR GREEN BUILDING

Long title (limit 75 characters including spaces) above the line. Course Description (limited to 50 words).

Investigations of green technologies including solar and wind energy, energy conservation, water management, building envelope design, lighting, building-integrated photovoltaic and wind energy systems, LED lighting, smart building systems, and sensor networks.

Prerequisite: graduate standing or permission of the program director

Co-requisite (separate form required): __________________________

Parallel:
A total of _______ hours of credit may be earned, (for variable credit only)
A total of _______ hours of credit may be earned, but no more than _______ in any one semester or term.
Not open to the student who has credit in _____________
Open only to ____________________________

RATIONALE

- What is the intended use of this course, i.e., an elective, university core curriculum, or program requirement? Directed Elective
- Do you have a faculty member to teach the course? Yes If no, describe the plan for providing appropriate instruction.
- If this course is similar to other courses, list the similarities and indicate how the new course will be different. N/A
- Describe any extra class activities such as field trips, fieldwork, or observations. Field trips
- Are library, laboratory, and instructional facilities adequate for offering this course? Yes If no, describe the plan for developing necessary facilities.
- When do you expect to offer this course for the first time? 2010-2011 AY
BALL STATE UNIVERSITY

NEW COURSE FORM

Approval Signatures and Dates:

Department Committee ____________________________ Date 2/3/10
Department Chairperson __________________________ Date 2/3/10
College Committee _______________________________ Date 4/9/10
College Dean ________________________________ Date 2/3/10
Provost ____________________________ Date

ARCH 634 FAB SEMINAR 3.0
(Prefix) (Number) (Short Title, 12 characters & spaces) (Credit Hour)

Contact Hrs. 3 Var. Title Y N X

Mthd. Inst. S Grade Mthd. 0 Special Fees Y N X

Enrollment (Min) 6 (Max) 15 (Target) 12 FTE 0.250 SRF 5

STC ABCR Permission Y N X

Is this an approved University Core Curriculum Course? Y N X

ADVANCED FABRICATION SEMINAR

Long title (limit 75 characters including spaces) above the line. Course Description (limited to 50 words).

Critical overview of current digital fabrication methods and tools for the design and production of artifacts of various scales and types.

Prerequisite: graduate standing or permission of the program director

Co-requisite (separate form required):

Parallel:
A total of _____ hours of credit may be earned, (for variable credit only)
A total of _____ hours of credit may be earned, but no more than _____ in any one semester or term.
Not open to the student who has credit in _______
Open only to _______

RATIONALE

- What is the intended use of this course, i.e., an elective, university core curriculum, or program requirement? Directed Elective
- Do you have a faculty member to teach the course? Yes If no, describe the plan for providing appropriate instruction.
- If this course is similar to other courses, list the similarities and indicate how the new course will be different. N/A
- Describe any extra class activities such as field trips, fieldwork, or observations. field trips
- Are library, laboratory, and instructional facilities adequate for offering this course? Yes If no, describe the plan for developing necessary facilities.
- When do you expect to offer this course for the first time? 2010-2011 AY
BALL STATE UNIVERSITY

NEW COURSE FORM

Approval Signatures and Dates:

Department Committee: [Signature] Date: 2/2/10
Department Chairperson: [Signature] Date: 2/3/10
College Committee: [Signature] Date: 3/10
College Dean: [Signature] Date: 6/10
Provost: [Signature] Date:

ARCH 635 BLDG MODLING
(Prefix) (Number) (Short Title, 12 characters & spaces) (Credit Hour) 3.0

Contact Hrs. 3 Var. Title Y N X
Mthd. Inst. S Grade Mthd. 0 Special Fees Y N X
Enrollment (Min) 6 (Max) 15 (Target) 12 FTE 0.250 SRF 5
STC ABCR Permission Y N X

Is this an approved University Core Curriculum Course? Y N X

ADVANCED BUILDING INFORMATION MODELING

Long title (limit 75 characters including spaces) above the line. Course Description (limited to 50 words).

Critical examination of BIM technology and software. Emphasis is on analysis of the application of BIM concepts and theories to complex architectural projects, and their relationship to innovation in the area of architectural systems.

Prerequisite: graduate standing or permission of the program director
Co-requisite (separate form required): 

Parallel:
A total of _____ hours of credit may be earned, (for variable credit only)
A total of _____ hours of credit may be earned, but no more than _____ in any one semester or term.

Not open to the student who has credit in 

Open only to

RATIONAL

• What is the intended use of this course, i.e., an elective, university core curriculum, or program requirement? Directed Elective
• Do you have a faculty member to teach the course? Yes If no, describe the plan for providing appropriate instruction.
• If this course is similar to other courses, list the similarities and indicate how the new course will be different. N/A
• Describe any extra class activities such as field trips, fieldwork, or observations. N/A
• Are library, laboratory, and instructional facilities adequate for offering this course? Yes If no, describe the plan for developing necessary facilities.
• When do you expect to offer this course for the first time? 2010-2011 AY
BALL STATE UNIVERSITY

NEW COURSE FORM

Approval Signatures and Dates:

Department Committee
Date 2/13/10

Department Chairperson
Date 2/13/10

College Committee
Date 2/19/10

College Dean
Date 2/19/10

Provost
Date

ARCH 643
(Prefix) (Number)

STRUCT ORDIN
(Short Title, 12 characters & spaces)

3.0
(Credit Hour)

Contact Hrs. 3

Var. Title Y N X

Mtd. Inst. 8

Grade Mtd. 0

Special Fees Y N X

Enrollment (Min) 6
(Max) 15
(Target) 12

FTE 0.250

SRF 5

STC ABCR

Permission Y N X

Is this an approved University Core Curriculum Course? Y N X

THE STRUCTURE OF THE ORDINARY

Long title (limit 75 characters including spaces) above the line. Course Description (limited to 50 words).

Discusses the built environment as such, seen as a self-organizing entity under constant change. By seeing environment in different times/cultures through the lens of change, we can learn to understand the ways in which we organize ourselves as agents acting upon it.

Prerequisite: graduate standing or permission of the program director

Co-requisite (separate form required): __________________________

Parallel:
A total of ________ hours of credit may be earned, (for variable credit only)
A total of ________ hours of credit may be earned, but no more than ________ in any one semester or term.

Not open to the student who has credit in ___________

Open only to __________________________

RATIONALE

• What is the intended use of this course, i.e., an elective, university core curriculum, or program requirement? Directed Elective

• Do you have a faculty member to teach the course? Yes No If no, describe the plan for providing appropriate instruction.

• If this course is similar to other courses, list the similarities and indicate how the new course will be different. N/A

• Describe any extra class activities such as field trips, fieldwork, or observations. N/A

• Are library, laboratory, and instructional facilities adequate for offering this course? Yes No If no, describe the plan for developing necessary facilities.

• When do you expect to offer this course for the first time? 2010-2011 AY
THEORIES OF SUSTAINABILITY

Long title (limit 75 characters including spaces) above the line. Course Description (limited to 50 words).

Students explore ideas and assumptions behind green building and sustainable design. Philosophies and concepts of nature, design and technology are investigated and discussed. Students develop and share their understanding of sustainability and green building grounded in both current and established theories.

Prerequisite: **graduate standing or permission of the program director**

Co-requisite (separate form required): ___________________

Parallel:

A total of _____ hours of credit may be earned, (for variable credit only)

A total of _____ hours of credit may be earned, but no more than _______ in any one semester or term.

Not open to the student who has credit in ________

Open only to __________________________

RATIONAL

- What is the intended use of this course, i.e., an elective, university core curriculum, or program requirement?  Directed Elective

- Do you have a faculty member to teach the course? **yes** If no, describe the plan for providing appropriate instruction.

- If this course is similar to other courses, list the similarities and indicate how the new course will be different. **N/A**

- Describe any extra class activities such as field trips, fieldwork, or observations. **N/A**

- Are library, laboratory, and instructional facilities adequate for offering this course?  **Yes** If no, describe the plan for developing necessary facilities.

- When do you expect to offer this course for the first time? **2010-2011 AY**
### BALL STATE UNIVERSITY

#### REVISED COURSE FORM

**Approval Signatures and Dates:**

- **Department Committee:** [Signature]
  - **Date:** 2/3/10
- **Department Chairperson:** [Signature]
  - **Date:** 2/6/10
- **College Committee:** [Signature]
  - **Date:** 2/6/10
- **College Dean:** [Signature]
  - **Date:** 2/6/10
- **Provost:** [Signature]
  - **Date:**

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<th>(Credit Hour)</th>
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**Contact Hrs.**...

**Var. Title**... Y___ N___

**Mthd. Inst.**... **Grade Mthd.**... **Special Fees**... Y___ N___

**Enrollment (Min) (Max) (Target) FTE SRF**

**STC**... **Permission**... Y___ N___

**Is this an approved University Core Curriculum Course?** Y___ N___

---

**Above the line,** Old Long Title as listed on the ECA System – screen C111 (prefix, number,99999).

**Below the line,** Old Course Description (Including prerequisite, parallel, variable credit hour, not open to, and open only to) as printed on the ECA System – screen C111.

---

**Above the line,** New Long Title (limited to 75 characters including spaces).

**Below the line,** New Course Description (limited to 50 words)

**Prerequisite:**

**Corequisite (separate form required):**

**Parallel:**

A total of _____ hours of credit may be earned (for variable credit only).

A total of _____ hours of credit may be earned, but no more than _____ in any one semester or term.

Not open to students who have credit in _________

Only open to _________
**BALL STATE UNIVERSITY**

**REVISED COURSE FORM**

Approval Signatures and Dates:

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<th>Position</th>
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Is this an approved University Core Curriculum Course? Y N

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Above the line, Old Long Title as listed on the ECA System — screen C111 (prefix, number,999999).

Below the line, Old Course Description (including prerequisite, parallel, variable credit hour, not open to, and open only to) as printed on the ECA System — screen C111.

---

Above the line, New Long Title (limited to 75 characters including spaces).

Below the line, New Course Description (limited to 50 words)

Prerequisite:
Corequisite (separate form required):
Parallel:
A total of _____ hours of credit may be earned (for variable credit only).
A total of _____ hours of credit may be earned, but no more than _____ in any one semester or term.
Not open to students who have credit in
Only open to
BALL STATE UNIVERSITY

REVISED COURSE FORM
Approval Signatures and Dates:

Department Committee __________________________ Date 2/3/10
Department Chairperson __________________________ Date 2/3/10
College Committee ______________________________ Date 2/3/10
College Dean ________________________________ Date 2/3/10
Provost ________________________________ Date _________

( X ) Drop Only

OLD ARCH 558 INTERN REF 3.0
(Prefix) (Number) (Short Title, 12 characters & spaces) (Credit Hour)

NEW __________________________ (Number) (Short Title, 12 characters & spaces) (Credit Hour)
(Prefix)

Contact hrs. ______ Var. Title Y N

Mthd. Inst. __________ Grade Mthd. ________ Special Fees Y N

Enrollment (Min) _________(Max)_________(Target) ________ FTE ______ SRF ______

STC____________ Permission Y N

Is this an approved University Core Curriculum Course? Y N

Above the line, Old Long Title as listed on the ECA System – screen C111 (prefix, number,99999).
Below the line, Old Course Description (including prerequisite, parallel, variable credit hour, not open to, and open only to) as printed on the ECA System – screen C111.

Above the line, New Long Title (limited to 75 characters including spaces).
Below the line, New Course Description (limited to 50 words)

Prerequisite:
Corequisite (separate form required):
Parallel:
A total of _________ hours of credit may be earned (for variable credit only).
A total of _________ hours of credit may be earned, but no more than _________ ________ in any one semester or term.
Not open to students who have credit in ____________________________
Only open to ____________________________
# Revised Course Form

## Approval Signatures and Dates:

- **Department Committee**: Signed by Stephen Kendall, Date: 2/2/10
- **Department Chairperson**: Signed by [Signature], Date: 2/2/10
- **College Committee**: Signed by [Signature], Date: 2/2/10
- **College Dean**: Signed by [Signature], Date: 2/2/10
- **Provost**: Signed, Date: [Signature]

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## Contact Hrs.: Var. Title Y N

## Mthd. Inst.: Grade Mthd. Special Fees Y N

## Enrollment (Min) (Max) (Target) FTE SRF

## Is this an approved University Core Curriculum Course? Y N

---

**Above the line,** Old Long Title as listed on the ECA System – screen C111 (prefix, number,99999).

**Below the line,** Old Course Description (including prerequisite, parallel, variable credit hour, not open to, and open only to) as printed on the ECA System – screen C111.

---

**Above the line,** New Long Title (limited to 75 characters including spaces).

**Below the line,** New Course Description (limited to 50 words)

## Prerequisite:

Corequisite (separate form required):

Parallel:

A total of ________ hours of credit may be earned (for variable credit only).

A total of ________ hours of credit may be earned, but no more than ________ in any one semester or term.

Not open to students who have credit in ____________

Only open to ____________
BALL STATE UNIVERSITY

REVISED COURSE FORM

Approval Signatures and Dates:

Department Committee

Date 2/3/10

Department Chairperson

Date 2/3/10

College Committee

Date 2/5/10

College Dean

Date 2/8/10

Provost

Date

(X) Drop Only

OLD ARCH 612 DSG STUDIO 2 3.0

(Prefix) (Number) (Short Title, 12 characters & spaces) (Credit Hour)

NEW

(Prefix) (Number) (Short Title, 12 characters & spaces) (Credit Hour)

Contact Hrs. Var. Title Y N

Mthd. Inst. Grade Mthd. Special Fees Y N

Enrollment (Min) (Max) (Target) FTE SRF

STC Permission Y N

Is this an approved University Core Curriculum Course? Y N

Above the line, Old Long Title as listed on the ECA System - screen C111 (prefix, number,99999).

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Prerequisite:
Corequisite (separate form required):
Parallel:
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Not open to students who have credit in _______.
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BALL STATE UNIVERSITY

REVISED COURSE FORM
Approval Signatures and Dates:

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**REVISED COURSE FORM**

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BALL STATE UNIVERSITY

REVISED COURSE FORM

Department Committee ____________________________ Date 2/3/10
Department Chairperson ____________________________ Date 2/3/10
College Committee ____________________________ Date 2/9/10
College Dean ____________________________ Date 2/5/10
Provost ____________________________ Date

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Corequisite (separate form required):
Parallel:
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**Is this an approved University Core Curriculum Course?**
Y N

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**Above the line,** New Long Title (limited to 75 characters including spaces).

**Below the line,** New Course Description (limited to 50 words)

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**Prerequisite:**

**Corequisite** (separate form required):

**Parallel:**
A total of _______ hours of credit may be earned (for variable credit only).
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BALL STATE UNIVERSITY

NEW COURSE FORM

Department Committee

Department Chairperson

College Committee

College Dean

Provost

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Enrollment (Min) 6 (Max) 15 (Target) 12 FTE 0.500 SRF 9

STC ABST Permission Y | N | X

Is this an approved University Core Curriculum Course? Y | N | X

ARCHITECTURAL DESIGN STUDIO

Long title (limit 75 characters including spaces) above the line. Course Description (limited to 50 words).

Introduction to architectural form manipulation skills in both green field and built environments. Focus on design moves linking concepts of site, schematic building structure, materials and forces of human habitation. Design reasoning and spatial thinking, vocabulary, concept formulation, use of precedents, and basic investigative skills are linked to basic ways of building in both individual and collaborative design exercises.

Prerequisite: graduate standing or permission of the program director

Co-requisite (separate form required): ____________

Parallel:
A total of ________ hours of credit may be earned, (for variable credit only)
A total of ________ hours of credit may be earned, but no more than ________ in any one semester or term.

Not open to the student who has credit in ____________

Open only to ________

RATIONAL

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- Describe any extra class activities such as field trips, fieldwork, or observations.
- Are library, laboratory, and instructional facilities adequate for offering this course? Yes If no, describe the plan for developing necessary facilities.
- When do you expect to offer this course for the first time? Summer 2011
BALL STATE UNIVERSITY

NEW COURSE FORM

Approval Signatures and Dates:

Department Committee  Date 2/5/2010
Department Chairperson Date 2/5/10
College Committee Date 4/7/10
College Dean Date 2/5/10
Provost Date

ARCH 163
(Prefix) (Number) ARCH DSGN

4.0 (Credit Hour)

Contact Hrs. 3 Var. Title Y N X
Mthd. Inst. 8 Grade Mthd. 0 Special Fees Y N X
Enrollment (Min) 6 (Max) 15 (Target) 12 FTE 0.250 SRF 5
STC ABCR Permission Y N X

Is this an approved University Core Curriculum Course? Y N X

ARCHITECTURAL COMMUNICATIONS MEDIA

Long title (limit 75 characters including spaces) above the line. Course Description (limited to 50 words).

Introduction to architectural design representation techniques and media, including freehand drawing, orthographic and perspective drawing, analytic drawing, concept diagramming, and 3-D modeling.

Prerequisite: graduate standing or permission of the program director

Co-requisite (separate form required): ________________

Parallel:
A total of ________ hours of credit may be earned, (for variable credit only)
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Open only to ________________

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BALL STATE UNIVERSITY

NEW COURSE FORM

Department Committee
Department Chairperson
College Committee
College Dean
Provost

Post.# ___ Cert. Date __________

Department Committee
Department Chairperson
College Committee
College Dean
Provost

Approval Signatures and Dates:
Date 2/5/2010
Date 2/10/10
Date 2/10/10
Date __________

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STC ABST Permission Y N X

Is this an approved University Core Curriculum Course? Y N X

ARCHITECTURAL DESIGN STUDIO

Long title (limit 75 characters including spaces) above the line. Course Description (limited to 50 words).

Design projects of moderate scale and complexity consider tectonic issues, enclosure, territory and movement paths. Projects address concepts of space and place in the context of a variety of building types, ordering systems and theories. Continued development of digital and manual visualization methods.

Prerequisite: graduate standing or permission of the program director

Co-requisite (separate form required): ________________

Parallel:
A total of _______ hours of credit may be earned, (for variable credit only)
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- Are library, laboratory, and instructional facilities adequate for offering this course? Yes If no, describe the plan for developing necessary facilities.
- When do you expect to offer this course for the first time? AY 2010-2011
BALL STATE UNIVERSITY

NEW COURSE FORM
Approval Signatures and Dates:

Department Committee
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College Committee
College Dean
Provost

Date 2/10/10
Date 2/10/10
Date 2/10/10

ARCH 304
(Prefix) (Number)

ARCH DSGN
(Short Title, 12 characters & spaces)

5.0
(Credit Hour)

Contact Hrs. 8

Var. Title Y N X

Mthd. Inst. U

Grade Mthd. 0

Special Fees Y N X

Enrollment (Min) 6 (Max) 15 (Target) 12

FTE 0.500 SRF 9

STC ABST

Permission Y N X

Is this an approved University Core Curriculum Course? Y N X

ARCHITECTURAL DESIGN STUDIO
Long title (limit 75 characters including spaces) above the line. Course Description (limited to 50 words).

Design of increasingly complex projects with documentation of structure, materials, construction methods and life safety. Continued emphasis on concept development vis-a-vis historical and contemporary architectural thought and project context in all its dimensions. Reinforcement and application of sustainability principles including passive/active systems and day-lighting.

Prerequisite: graduate standing or permission of the program director
Co-requisite (separate form required):

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College Dean

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Arch Designation Form

ARCH 403

ARCH DSGN 6.0

Prefix

Number

Short Title, 12 characters & spaces

Credit Hour

Contact Hrs. 8

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Grade Mthd. 0

Special Fees Y N X

Enrollment (Min) 6 (Max) 15 (Target) 12 FTE 0.500 SRF 9

STC ABST Permission Y N X

Is this an approved University Core Curriculum Course? Y N X

ARCHITECTURAL DESIGN STUDIO

Long title (limit 75 characters including spaces) above the line. Course Description (limited to 50 words).

A capstone project that continues a rigorous emphasis on all aspects of sustainability. This in-depth design study requires synthesis of previous course work.

Prerequisite: graduate standing or permission of the program director

Co-requisite (separate form required):

Parallel:

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BALL STATE UNIVERSITY

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Department Chairperson ___________________________ Date 2/5/2010

College Committee ___________________________ Date 2/6/10

College Dean ___________________________ Date 2/6/10

Provost ___________________________ Date

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Only open to

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Attachment, Ref: 13.17

Site Conditions
CAP102 Unit 02:
Site and design: learning from nature

Total number of studio days suggested [including final reviews]: 14

A summary description of the Unit:
Phase One: Research and development of site criteria.
Primary focus: understanding a biome as composed of related ecosystems, each with a distinct set of conditions that require specific responses from designers/planners who make places for human occupation.
- Students investigate extremes of environmental conditions -- hot/cold, wet/dry, and varying terrain conditions -- as represented in national parks or conservation reserves [these tend to have environmental and topographical information readily accessible]. They research characteristics and patterns of the important systems of the biome, considering geological history, climate and hydrologic systems and cycles, and the living systems and their interactions: plant/animal/insect communities, including human impact/s.
- What distinguishes the ecologies; which areas are the most threatened? What conditions must be mitigated in order for researchers to occupy the site in the coldest/hottest times of the year? Each student writes a paper of 3 to 5 pages.
- Next, each summarizes the relevant information in a convenient format for a designer/planner to use as a resource when siting and designing the camp, and develops criteria for choosing a site. [Note: this is an introduction to programming.]
- A role-playing exercise is suggested in the Procedures section that could expand/deepen each student's criteria. At the end of the phase, each student makes a terrain model that is characteristic of her/his site, about 400 sq ft. at 1:20 scale, for a series of study models used in Phase 3.

Phase Two: Precedent study. Primary focus: understanding that there are alternative models to help designers/planners in making socially viable and ecologically responsible environments; through analysis, these resources can be 'translated' for application.
- From a furnished list, each student chooses an organism/mammal/reptile/bird or insect that is uniquely adapted to the environment. They analyze the symbiosis between the living organism and its environment and ecological community.
- In a series of diagrams, students explore at least four of the organism's adaptations that can be models for how humans would inhabit this environment, OR how shelters for human occupation could configure or adapt in this environment, OR characteristics that can be translated into building materials choices, OR joint conditions for structures. [An alternative approach to precedents is described in the Procedures section.]

Phase Three: Preparing for design; site analysis and planning; design of the camps. Primary focus: understanding that there are two kinds of considerations that 'drive' design: the site and environmental conditions, and the social dynamics of human interactions and activities.
- Program: The students will design a living/working environment for 6 to 12 people, faculty scientists and students of both genders who will inhabit the site for one or two month periods at any time of the year, including under the most challenging temperatures and conditions. The 'settlement' needs to be space-efficient, with minimum impact on any fragile areas or those of critical or unique ecological value.
- The camp must be appropriate to the site and climate, and include interior and exterior spaces.
- The program should be simple: sleeping, cooking, eating areas; chemical toilets can be assumed but basic bath facilities should be included; some storage; work/laboratory areas; and social space. [Note: this is not a resort, so private rooms should be limited.] Programmatically, the camp will have separate sleeping/quiet areas, social/community areas [cooking, dining], and work areas [research facilities]. In most settings, these areas should not be contiguos. Each enclosed space should have at least one parallel in exterior space.
- Stages: Before beginning design, each student prepares a detailed site analysis, including primary influences on planning and design. Factors to consider: access for research teams and supplies; movement of team members to study areas; areas that would be off-limits for construction because of slope or other reasons; views; seasonal winds and precipitation; sun orientation and other factors.
Next: alternative site plans can be in the form of diagrammatic sketches, or in sketch models accompanied by notes. As the design develops, primarily in quick and easily-changed models of alternative approaches, students may switch to a larger scale site model, paralleled with drawn sections, plan sketches and diagrams. The final design for the site should be documented in model, diagrams and narrative, including criteria and program.

**Suggested procedures/structure of the Unit:**

**Phase One:**
- Form research groups of 4-5 students across sections for the purposes of sharing resource materials. This also creates support systems that go outside the 'home' section.
- The role-playing exercise can happen within the same groups, after they’ve made their initial criteria lists. The aim is to explore and add depth to their site criteria. Roles can include the following [and others that students may suggest]: visiting scientist, visiting student researcher, park ranger, local ecologist, local resident. This can encourage critical thinking about how criteria are prioritized and given weight; explore the potential natural and cultural impacts of the research camp -- balancing scientific and design knowledge to be gained against short and long term disturbances to a site.
- An option: each group could identify 5-10 potential site locations in their common biomes. Individual students then choose one site based on how/his individual priorities. This might result in a wider range of ecological locations within biomes being used for sites.

**Phase Two:**
- This is a relatively short exercise, perhaps a sketch problem. Studio critiques should focus on the student’s analysis of the organism’s relationships with its environment, and how the analysis is communicated: unconventional types of drawings may be required to show mechanisms or movement.
- Alternative: Students are shown a series [5 +/-] precedents that dealt with site/climate-specific design [such as research environments, flexible site-adaptive designs, and environments that deal with interfaces between human and plant/animal systems]. Students each find 1-3 precedents applicable to their biome, develop formal critiques of their success/deficiencies, and identify which design strategies will be of use in their own situations. [Emphasizes critical thinking.]

**Phase Three:**
- This phase brings together the first two phases, the research criteria and program, and the insights from the precedent study [whether organism or built work]. It should break down into three segments: site analysis, development of site plan and design alternatives, and resolution into a final design. The initial sketch models can be done on the first site model, and as design proceeds, move into larger scales such as 1:10, 1/16 or 1/8 scale.
- Permanent vs. temporary camps are an issue that could be explored in a one-class period workshop. Students who are intending to make a permanent installation can be required to make a re-designed version with all temporary structures. One result is that they may choose to revise their designs to be partly or completely temporary.

**Teaching notes and observations from past iterations:**
In general, the project should be introduced first as adaptation of a site for human use – as places for people - - while working with the ecological/natural systems as subject and material of the plan/design. This emphasizes the biome and camp in terms of human use, with the students addressing social interaction and dynamics as a factor in design at all scales. Students will identify social issues that come into play when choosing a site, as well as at the scale of positioning activities and uses. It will be important to consider all of the groups [see notes regarding potential role-playing exercises] who would have interests in the site and activities of the research camp.

**Critical thinking issues addressed in this unit, coordination with diagram work in 162:**
- Assessment of research information; creating a holistic picture [with the research], while choosing the factors that will specifically affect choice of site and design
- Designing a research investigation: why do we do research; how to formulate a research question; what's the most appropriate type of research [observation, library, precedent, etc.]
• Role-playing to question and balance the interests of a range of stakeholders; assessment and weighing of various factors in selecting a site; recognition of trade-offs involved in short- and long-term impacts of site disturbance.
• Analysis of the organism or precedent; deciding what aspects are applicable.
• Becoming increasingly confident in critiquing one’s own work and process, and able to work in groups in a responsible and constructive way, including critiques of teammates’ work; beginning to recognize when to stop [ie, that the design sufficiently addresses important issues and conditions, and is coherent in terms of form and function].
• Increasingly able to design a presentation that communicates well.
• Ability to use diagrams to understand, represent and explain activities, physical conditions, processes and phenomena [to appropriately select and use the diagram types covered in 101/161, and the additional diagrams introduced in 162 for this project].

Phase One:
• Sufficient national parks or conservation areas are needed so no more than 2-3 students per section are working in the same biome type or park. Faculty should balance the hot/cold vs. wet/dry places; in past teachings, there has been an excess of very cold sites.
• This should be a library [vs. Internet] research exercise. Alert the map librarian a few days ahead.
• The research narrative should treat the biome holistically, be clear about the distinct ecologies within the biome, and demonstrate understanding of typical plant/insect/animal communities. At a minimum, graphics should include a topo map and images of characteristic place types.
• The students should evaluate information critically – the summary and organization of information for a planner/designer must identify specific bases for making choices about siting [where should they NOT build?], and be clear about the most important aspects of the climate/geology/hydrology that the design of the site/buildings must respond to.

Phase Two:
• It may be more successful to furnish a list of choices for organisms to study; in the past, many students have chosen familiar animals, often selecting appealing mammals, which have less to offer when thinking about planning/design/environment issues.
• Emphasis needs to be on analysis, and on speculating – concretely – about the potential for informing planning/design strategies. In past years, many students stopped short of the last step.

Phase Three:
• Social issues – of power, economics, politics – need to stay in the forefront as students become more specific and detailed in their programs.
• After the groups across sections have completed their research phase work, it’s suggested that new groups form within sections to compare specific strategies for dealing with specific conditions, such as wind, terrain, heat/cold, etc. This can build awareness of different approaches to environmental and site conditions.
• The issue of terrain should be addressed in terms of siting, and how the functional and enclosed spaces are positioned. Students should all have shown topo on their first models. Most camps will require some modification of the terrain – while this may be minimal as a ‘light touch’ on the land, it will give an opportunity to talk about landform and introduce basics of manipulating grades, etc.
• In past teachings, students have tended to become focused on making coherent built structures in difficult environmental or terrain situations, and have done less well at integrating interior and exterior spaces, so this needs to be reiterated and illustrated by examples.
• Another issue has been a tendency toward ‘monolithic’ structures, thus the requirement in these guidelines that quiet areas, social spaces and work spaces be separately articulated.
• The built structures should ‘operate’ metaphorically and/or literally in similar ways to the organism studied in the second phase. Students should also consider how walls, roofs and other built elements can respond, for example, to cold by being thicker, or to heat by being permeable to a breeze.
• A programmatic consideration can be that the camp is an experimental design in terms of construction, materials, and energy efficiency for a particular climate and condition – a prototype that could be adapted as housing for refugee populations, for example.
• Students should consider the site impact between making a temporary camp, versus one that will cause more initial disturbance, but consume fewer resources over the time of its use. For example, most of the research camp structures could be temporary, but there might be one permanent element that would
facilitate 'installing' the camp for each session of use. This may be a wall, a foundation, a slab or plinth that is made of materials appropriate to the setting.

- As students get past the initial site decisions, and organizing different uses and functions, they sometimes have difficulty making the transition from diagram to built environment. Two approaches that can help: First, the idea of a form vocabulary that grows out of what the built parts need to do [ie, open and close relative to light or cold], and/or the materials being used. Second, the idea of structure, in terms of simple post and beam, bearing wall or truss systems, can help to order the design, both in plan and in section. Structure should be approached in a very pragmatic, common sense way.

- Most of the design should happen in a series of quick study models. A workshop on process models helped the students in an earlier version of the project, and students used models, sections and sketches more than floor plans. The final model can be a slightly more 'evolved' version of the previous study model, often on the same topo base.

- Desk crits can be small group crits, as each section will have more than one of a climate type, but in a different park. For example, someone working in the Everglades will have some similar concerns as a student working in a tropical rainforest. Students should also consult with their earlier team partners from other sections in Phase One.

Suggested number of studio days per phase:
[includes project introduction and final reviews]
- Phase One: 3
- Phase Two: 3
- Phase Three: 8

Suggested evaluation criteria:
- Phase One: depth and appropriateness of research [that they have explored the ecological profiles, as well as the pragmatics of what is needed to plan, design and occupy the site]; well-written paper with correct citations; effective design of how to organize the information for the planning/design stage; critical evaluation of the information; credible [is characteristic of the region] site model with topo and vegetation, along with a good collection of images of characteristic locations for reference
- Phase Two: good research for either the organism or built precedent; insight into adaptations to environment; effective analysis that contributes to the next phase [the latter needs emphasis]
- Phase Three: rigorous site analysis; effective use of the products of the prior two phases; development of alternatives; good process through iterations for the camp; effective balance of enclosed and exterior spaces; clarity, craft and effectiveness of presentation

Suggested coordination potential with CAP162:
In DCM, students will have had additional work in board layout, two-point perspective, and rendering perspectives in color. The color diagram unit of 162 uses the research camp project as a subject in a very effective way. This project also introduces quick study models as the major tool of design.

Resources
Phase One: Inspiring, poetic descriptions of distinctive environments include Annie Dillard [Pilgrim at Tinker’s Creek], Rachel Carson [The Silent Spring], and works by Barry Lopez, Wendell Berry, Gary Snyder, Peter Matthiessen, and John Muir. Also: Design with Nature [Ian McHarg], which introduces ideas of analysis by overlays and no-build areas. Graphic Thinking for Architects and Designers [Laseau] has good context and site analysis diagrams on pp. 94-99.
Phase Two: How Things Work, David MacCaulay.
Phase Three: The Shape of Things, Neil Goodwin. Video showing geometries and structure in nature. Houses in Motion [includes research and industrial examples]

Resource/work sheets recommended for development:
- Choosing a site [including topography, access, climate, microclimate]
- Working with topography
- Basic design in response to climate [basic low-tech passive design]
- Wind as a factor in design
- Solar patterns and design response
- Fundamentals of structure
Past examples of student work
Note that this project previously was taught on a longer timetable, taking between 24 and 27 class days. Some phases of that project have been combined or reduced, and the number of occupants of the research camp was reduced from 30, to 6 to 10 in this iteration. A subsequent version was taught over 12 days, which was not sufficient.

Objectives [from the CAP102 Map 6.08] addressed in this Unit:
- Understanding site and its context at a range of scales: cultural, climatic, natural and built
- Understanding scales of human and natural interaction
- Introduce the idea of resource-conservative design; reduced impact on sites; cultural sustainability
- Materiality
- Understanding the use of precedents
- Reiterate concepts and vocabulary from CAP 101

Essential content [from the CAP102 Map 6.08] addressed specifically in this Unit:
- Concepts relating to the idea of nature, site and place; physical and phenomenological conditions and systems; individual and societal ideas of nature
- Environmentally sensitive design, energy-efficient strategies
- Fundamental characteristics of materials and tectonics, energy-efficient design; structure as order
- Introduction to concepts about joints/joint conditions
- Role of materials in design
- Appropriate application of precedent study
- Use of the concepts and vocabulary from Form, Space and Order

Essential skills [from the CAP 102 Map 6.08] addressed in this Unit:
- Awareness of and documentation of natural site systems; specific knowledge of solar patterns and environmental responses; critical analysis of site conditions
- Learning to work with landform and contours
- Materials as sources of design ideas; work with joints and transitions between materials
- How to think about occupying site with lower impact; efficient use of resources
- Sources of design ideas and meaning; natural elements, site conditions and processes
- Idea of form languages; vocabularies of form [form development as non-arbitrary]
- Exposure to structure as an ordering tool
- Expansion of research skills
- Ability to use vocabulary and analytical tools to diagram their projects; able to formulate and explain design concepts in the context of their projects
- Introduction to programming
Problem Two Point One (2.1): Where in the World?
Design Form comes about in a variety of ways. Form is influenced by both natural and cultural forces, and is further influenced by the experience and sensitivities of a designer.

Objective:
To investigate how and why natural landscapes differ place to place, in order to begin to understand that natural ecologies and climate could be used to sensitively plan and design human places, and that, unfortunately, failure to consider the above only asks for environmental disaster.

Consider:
1. Boreal Forest: Taiga
2. Desert (Hot)
3. Tropical Rain Forest
4. Tundra
5. Alpine
6. Coastal Estuary
7. Coastal Dune
8. Desert (Cold)

Investigate: geologic, topographic, hydrologic, climatologic, biological, botanic aspects of the selected landscape type. Surround yourself with reference material and photographs of this unique earth biome*

*“A biogeographical region or formation. A major regional ecological community characterized by distinctive life forms and principal plant (terrestrial biomes) or animal (marine biome) species.”

Design Challenges (Assignments):
A. Create a written, graphic, digital, and xerigraphic environmental research file for the landscape (as part of an intended autobiography. Information included should provide at least the following:

"I am the _________."

"I descended from..., (genecology; geological information, I consist of ..... (plans, sections, elevations), I'm located at (world maps)....., My friends are....., My neighbors are......, I'm concerned about......, I'm healthiest when..........., I'm threatened by......, When it rains, it snows, or the north wind blows I........, you get the idea, etc. Daily, seasonal, annual cycles could be important. Investigate: geologic, hydrologic, climatologic, biotic, and other aspects of the environment. Colors? Materials? Unique Adaptations?"

B. Design and Produce a set of Environmental Study Notecards which will serve as your field guide for the environment/biome assigned. Assume that you will be taking this guide on an exciting adventure to the environment, so the cards should be designed and packaged for travel. The cards should concentrate on the essential ingredients of environmental understanding and environmental survival. Additional environmental research for this project should pay particular attention to unique plant and animal environmental adaptations to the biome. Provide detailed instructions for visiting comfortably (climatologic adaptation). The Cards should contain both written and graphic material, and should be designed for comfortable, safe, durable pocketing/carrying/stowing. You may want to provide ways to add cards which could provide field notes, collect data, and to save/preserve small found objects. Provide a resource guide/bibliography.

Environmental Extensive Research File Due: 2/10@1pm. Note Cards: Draft Design Due: 2/10 Final Product Due: 2/15@1pm: 20 cards (min) and package/container.

For Wednesday 2/10: Surround yourselves with useful information/print and digital images; Begin to develop a modified Pecha Kucha (google): 40 images, 5 seconds each, with environmental sounds and annotation, by biome cluster. Powerpoint Performance on Friday 2/12, by clustered “group”.

For starters: www.aaec.berkeley.edu/exhibits/biomes; www.blueplanetbiomes.org; http://www.mbgnet.net/
Unit 2: Site and Design: Learning from Nature
Phase 3: Environmental Research Camp (ERC)

Introduction
In the first phases of this unit you have been deeply involved in the search for understanding biomes, ecosystems, and ecological communities. There have been important lessons in how an environment's or organism's physical form, behavior, processes, and/or other distinctive characteristics represent its adaptation and survival within a specific niche. You have also designed a "field guide" that began to examine how humans might survive, study/learn, and invent/discover in this biome. This final phase of the project requires making the transition from an understanding of an environment or ecosystem, to applying this awareness to the design of a place for humans within that setting. Using your understanding of the ecology of a place, and the ways in which the biotic world thrives within that eco-system, you will design an environmental research camp that is uniquely fitted to that particular place, and which fits into the healthy ecosystem it is there to study.

The objective of this design opportunity is to reflect on how environmental and ecological contexts differ from place to place, and to express ways to respond to these differences with sensitivities that work for all of the environmental design professions when planning for human habitation.

The program
The Institute for Environmental Study has decided to establish regional base camps in a variety of ecosystems around the world for the purpose of improving our understanding of the fragile nature of the planet: how should people act as good environmental citizens? A unique aspect of this international organization is that it is managed by university students who are the primary participants in the research, guided by faculty advisors who are environmental scientists. While the subjects of the studies will be the individual ecosystems within the biomes you've studied, the objective is also to create new prototypes for camps for short-term occupation of these places for use by other organizations doing environmental research. Note that the camp should enable residents to occupy the site at any time of the year, and thus adapt to year-round climate conditions.

Having completed the preliminary research -- an environmental profile (powerpoints) of the biome and the field guides should serve as an introduction to the ecosystems -- you have now been chosen to be a member of the planning and design team for one of the base camps to be located in this area. The design of the camp must take into account the following programmatic requirements:

1. The base camp will accommodate a team of 20-25 -- university students accompanied by 2 to 4 faculty-scientists -- who will be sent to this location to collect data, make observations, and develop experiments. Each team will reside and work at the site for a minimum of 6 months.
2. The camp will be planned as a small community with contiguous [in cold climates to minimize exterior surface area] or interconnected individual units. The footprint of the camp should be as compact as possible. The camps will be semi-permanent and involve contemporary and high tech construction processes. The camps are not primitive shelter, but rather compact, sophisticated state of the art field laboratories. Once constructed, the camp may be supplied with provisions once a month (how?), or might ultimately be self-sufficient, depending on the biome.
3. The research that is to be done at these locations is field-oriented work. The siting of the camp relative to the ecosystems in the landscape is of extreme importance, so that every opportunity is provided for the team to observe, monitor, or measure the diverse and defining aspects of the biome being studied. All systems (animals, vegetable, mineral, etc.) are of interest.
4. The overall design and placement of the camp and its individual components should be seen as a part of the study of the environment. Consider each aspect of the structures and their siting as ways to observe or test something about the place, or how to occupy it lightly. Could the camp be a catalyst for environmental health, rather than an environmental parasite or intrusion?
5. Since resources are limited, and fuel and power sources must be used efficiently, make every effort to take advantage of natural sources of energy. Every consideration must be made to minimize the effect of the camp on the environment. It is not, however, unreasonable to think that energy could be responsibly produced, food and water harvested, and waste disposed of responsibly. Could the Camp exemplify human adapted natural processes for respiration, circulation, digestion?
6. Specific functions that must be provided for: spaces for eating, cooking, sleeping, personal hygiene, recreation, socializing, energy generation waste storage/disposal, supply storage, research facilities, storage of the exploration vehicle, contemplation, and fuel and water storage. The camp design must include both indoor and outdoor spaces, and
address the full range of integral relationships. Plans might be considered for expansion of the camp, and for the eventual abandonment and/or removal of the facility. Consider how elements or aspects of the space can be used in multiple ways, to reduce space and construction needed?

Think of the facility performance relative to your biome and field guide – how can the built-forms and processes of people be direct responses to environment. The solution here, however, is one of a planned place and built form: habitat function through material, enclosure, structure, order, and place-making. Consider cold, heat, fragility of certain places, insect activity, wind and the lack of it. Spaces should be considered not just as something built, partly or wholly taking advantage of existing conditions. Materiality is another very specific consideration: What materials and construction processes are appropriate for your biome? What is the ideal research location within the biome for understanding of your environment, or that holds the best promise for abundant study? Why will the researchers be going here? Think about this human habitation as being part of (rather than an intrusion into) the forest, mountain, permafrost, dune, desert or estuary. Consider the ERC facility – including both interior and exterior components – as an complex “organism” of its own.

Assignment
1. Begin by assembling the following:
   • model building materials, including a sturdy base, landform/contour materials, whatever is required to make abstract versions of the site features, lighter weight [lightweight chipboard or cardstock, or other] material to make concept/mass studies of the camp elements.
   • images you’ve collected of the landscapes of your biome. Reconsider your autobiographical sketch exercise. Surround yourself with the place for inspiration and for clarity.
   • topographic or other detailed map of the specific location selected within your studied biome.
   • a summary environmental ‘profile’ of the site, including landform characteristics, climate [rainfall, winds + direction, temperature], hydrology, ‘fragile’ places/fauna/flora [these can be in tabular or chart form, brief text, images]. (Note: these may be developed this with your team from the slide show, autobiography, and field guide phase.)
   • put the summary and images on one or more 8.5 x 11 sheets kept in a file for easy reference . Note: this will become a part of your final presentation.
2. Programming. Develop a specific listing and rough estimate of requirements (quantities, qualities) for each aspect of the camp. Are there functions within functions? Consider research activities, mobility, access, etc.
3. Site the camp: where is the best place to study representative ecosystems, but not to damage a fragile place; to use the environment in efficient ways that minimizes the impact of the camp? Make diagrams that help you understand the important factors; make diagrams that explain your choices.
4. Make an initial study model of the site that takes in the equivalent of 200 x 200 x 200 cu ft. (estimated)
5. Make a series of diagrammatic studies of the functional program [see Program item 6, above] that are specific to the environmental conditions of the site. How should spaces relate to each other? What spaces can serve more than one function, with little or no modification? What needs to have outside access? How can utility spaces like storage serve as buffers or insulation for other spaces that need to be more climatically comfortable? OK to add notes to the diagrams to clarify how each study addresses these questions. [Note: these studies will be part of your final presentation.]
6. Make 3 quick three-dimensional diagrammatic concept/planning models at a scale about the size of your hand. [If you cut model bases the same size, these will make good process studies.] Consider both performance criteria for human use, and how it functions as an organism in this place and climate. Each alternative should have a distinct aim. Letter the following onto the base of each model: what are you trying to do or what issue do you want to study/solve; what variables are being tested? Each model/study should have a purpose. Make text notes and diagrams to clarify and communicate your thinking. These will become part of your final presentation; tape onto 8.5 x 11 sheets, and add titles.
7. Critique the alternatives – with text and diagrams – and develop one on the 1:20 scale model. This will be your final site scale model – but you should feel free to change it as the detail design suggests better relationships or locations.
8. Develop a larger scale model – (scale to be determined later) – to work out the detailed design of the camp, and its built/related spaces. Consider the ‘skin’ and ‘bones’ of the structures, relationships between interior and exterior spaces, how the camp incorporates existing materials [building into the ground or snow, for example], and how it may change with the seasons. Work mainly in model form, but make section and other types of sketches necessary to your process. Make diagrams to understand how the spaces relate, and how the structures and interior/exterior spaces function as an organism.

The final presentation will incorporate a summary of the sequence of your process materials, the planning scale study models, and the larger scale model.

F 05 Mar  Project is due at 1:00pm.
FIELDS AND STREAMS

PROBLEM #2.0: INSTITUTE FOR LANDSCAPE PHOTOGRAPHY

Assigned: July 1st, 2010
Due: July 23rd, 2010 1pm.

You are asked to design an Institute for Landscape Photography. Your building should include a lab, gallery, administration office, public restrooms, 2 living units with private bathrooms, and large archives + library.

- Lab = 1000 sq.ft.
- Gallery = 1000 sq.ft. min. 12'-0 ceilings with natural light
- Administration = 300 sq.ft.
- Living units = 250 sq.ft. Each
- Archives + Lib. = 2000 sq.ft.
TOTAL = 4800 sq.ft. + Circulation

PROBLEM #2.1: SITE: Indianapolis Museum of Art- Art + Nature Park

Bring a camera, measuring tape, + sketch books for our site visit on July 5th. We will meet in the lobby of the IMA @ 2pm.

PROBLEM #2.2: RESEARCH, DOCUMENTS, SITE
- Please gather all relevant site information to locate your construction, for example: dimensions, canal, north, trees, views, pathways, etc.
- Please format all information into 11x17 sheets horizontal format- GILL SANS MT
- Have information ready for use in class July 7th

PROBLEM #2.3: CONCEPTUAL DESIGN

Please choose one of these tectonic strategies for your institute.

Camouflaging, Patterning, Framing, hinging, joining, lining, weaving, veneering, stretching, patching, slipping, sectioning, skinning, revealing, interlocking, layering,
The main goal of this first exercise is to understand how to design with a serious regard for the environment. The starting point is the site and the climate. The climatic and context imperatives require us to understand the violence and subtleties of designing with the sun on our back, knowing the essential need for shade in summer, the desire for cooling breezes from the water, and the need for solar radiation in winter. We will seek to use the building as a tool to, in addition to moderating climate, to enhance and expose the senses to the spectrum of thermal and visual delight of the moderate coastal climate in which we are designing. Knowledge of green strategies is also an inspiration for this work. The thrust of this design direction is to utilize concepts that minimize environmental impacts of buildings through selecting an appropriate response to the climate, region, and place. The focus is on moderate and hot humid climate coastal types.

**SPECIFIC TASK**

1. Thoroughly read the articles and information available on blackboard. Select which of the surf life safety clubs you would like to work on. Understand the specific context in which it is located. This will be a team project, however, your first task will be to understand the qualitative and quantifiable aspects of the place.

2. In small working groups, thoroughly consider the site and context of the surf club. In teams, create a PowerPoint that analyzes the interrelationships among the buildings' elements and systems, site and context, climatic considerations, programmatic requirements, etc. An outline of what should be considered in this PowerPoint is referenced below:
ARCH 429 – Culture and Environment (CSI 2)
Fall, 2009

Professor: Pam Harwood  Professor: Karen Keddy
TA: Sam Vondereau  TA: Ryan Ellsworth

PROJECT 1:
Place and Event in the Environment

"Space in the image of man is place. Time in the image of man is event."
Aldo van Eyck

"Place is space plus 'something', where the something is never completely explained."
Amos Rapoport

Final Installation Due: Thursday, September 17
Presented 11:00 - 1:00 (extended class time)

This project is to be done in groups of 3-5 students. Choose a space along the White River Corridor between the Muncie downtown High Street Bridge and McCulloch Park. Use this space to re-search, interpret, and re-present a temporary Installation in the landscape that serves to create a multi-sensory place in the environment.

Research the social/cultural issues that are part of the history of the natural environment that you chose to work within. Explore the forces, values and attitudes to the natural, the built, and the human environment in which this architectural intervention/installation is made. What insights do you discern from the complex set of phenomenon (air, wind, light, natural habitat, human habitat, e.g.) that comprises this particular ‘place’ in the world and that will have an impact on your project? As a design problem, a set of issues and questions are embedded in the environment in which you are to work. Begin then, by exploring ‘place’ in context, with context as a repository of meaning. Train your eyes and ears to search outwards and to discern order out of complexity. As Jorn Utzon has suggested, “nature is a spatial workshop.”
Senses - you are to explore all of the following:

1) Aural perception, "acoustic intimacy" (hearing): voices, sounds (man-made and natural)
2) Olfactory perception, "space of scent" (smelling odors, pleasant smells): people, place, environment, materials
3) Tactile perception, "the shape of touch" (touching): man-made and natural materials
4) Haptic perception, "image of muscle and bone" (sensing with our skin): sun, wind, air movement
5) Corporeal perception, "bodily identification" (body movements): opening, closing, walking, sitting, rising, falling
6) Taste perception, "taste of architecture" (oral sensations): materials sensed by the tongue
7) Sight perception, "ocularcentric" (visual sensations): sensing through the eyes of the skin

(Taken from the reading, An Architecture of the Seven Senses)

Your final installation should invite sensory intimacy of your site. Create an interaction of all sense modalities, reinforcing each other and thus strengthening our sense of reality of the site. Each of the senses should be re-presented in the installation.

Activities - you are to be consider the following:

Attributes of form, use, and meaning
- Use type: For removal and control
- Use type: For retreat or escape
- Use type: For protecting and honoring
- Use type: For producing and controlling capital
- Use type: For public service
- Use type: For enabling and empowering

(Taken from the reading, Typos Are Us)

- Using leisure in various forms of play and art
- Engaging in religious (or spiritual) practices
- Engaging in community activities

(Taken from the Middletown Book)

Final submission:

1) A temporary installation – to be constructed and deconstructed within a 12 hour period of time on Thursday, Sept. 17 (it must be removed by 8:00 pm).

2) Poster – design an 11x17 poster that illustrates the process of making, visiting, and dismantling the “place and event” in the environment! The process of recording this event is up to you, but should include writing, sketching, drawing, and photographing. DUE on Thursday, September 24th. A digital copy (png + word files) must be turned in as part of the submission.

3) Written Notes – describe your process, recording of the event, and the event using the following categories:
   - Activities (attributes of form, use, and meaning)
   - Place (space and time)
   - Context
   - Human Interaction (on the site and interacting with your project)
   - Environmental forces (light, wind, habitat, etc)

Refer at least once to each of the 7 readings covered between Weeks 1 and 3.

DUE on Thursday, September 24th with poster, notes, and digital copy
1 Historical / Cultural Understandings
Understanding of the site, context, and environs, including the socio-spatial history of the environment, and the cultural development of the area; include an evolution/history diagram showing how and when the site and the surf club developed, noting all changes, additions, new built form, changes to the land form, etc. Consider how to integrate the surf life safety building design into the fabric of the community.

2 Climatic Data
Including average daily temperatures, humidity, heating and cooling degree-days, average annual rainfall, wind rose diagram, psychrometric chart, solar geometry presenting sun angles and solar path data, cloud cover and overcast day average, and solar radiation.

3 Topographical, Ground Soil, and Vegetation Data
Consider low and high tides on the site, ravines, ridges, low-level depressions, sandy soil type foundations, potential drainage retention areas, rain gardens, cistern collection points, erosion control, and water management on site; develop design strategies involving water collection. Identify the natural flora, size and type of trees, under story growth, any flowering, and native or planted material on the site; protect and retain existing landscape.

4 Dimension / Zone Diagram
Carefully consider and record the physical dimensions of the site, the specific zones or areas that might be implied by the shape and configuration of the site, the size and scale of the site in terms of active and more passive areas, natural landform and built form areas, shaded and full-sun areas, easily accessed areas and more secluded areas, etc.

5 Edges / Boundaries and Linkages / Interfaces Diagram
Define all edges to and within the site, boundaries should be identified as primary, secondary and tertiary, describe the nature of each boundary condition (natural edge, built edge, soft edge, hard edge, implied edge, etc.) and how it defines specific territories or domains within the site; consider the entries and exits within the site, opportunities and those provided, what are the transitions, linkages needed and existing.

6 Views from the Site Diagram
Identify type of view at various points on the site: panoramic (wide, unobstructed view), distant (a long view, far off point in space), framed (a contained view with visual limitations, may be a partly contained view), fragmented (a broken view which depicts a fragmented image), filtered (a veiled view, seeing something through something else), screened (something is in the way of a view and restricts sight line).

7 Views to the Site Diagram
Identify type of view at various points off the site; same as above, carefully consider the approach to the site, the arrival, the entrance and the departure.

8 Functional Use / Claim Diagram
Identify all uses and activities in and around the site; identify trees, vegetation, soft and hardscape areas, buildings size (height as well), configuration and use, sidewalks, roads, alleys, pedestrian paths; identify private, secondary and public claim; identify recreational/leisure activities as well as specific uses of building to be designed on the site.

9 Circulation / Access Diagram
Include all movement systems in and around site; analyze public transit and pedestrian accessibility; include a larger context in your analysis, zooming in on your specific site in various scales, identify all primary, secondary and tertiary sidewalks, roads, alleys, pedestrian paths, bike paths, and any other movement over, around, through or above the site.

10 Geometry / Proportion / Materiality / Scale / Texture
Consider materials, textures, color and scale, parts in proportion, dimensioning lines, regulating lines, or geometric configurations that are relevant in the site to create a well-ordered balance of the whole; consideration must be given to the development of the whole site.

3. Construct an interpretive experiential plate representing the uniqueness of your design context. The plate shall be on the multi-media paper provided, and will be placed together as a quilt with each of the other student's interpretation of the site displayed alongside. These plates are to be INDIVIDUALLY constructed, so each site project will have eight or nine plates as representations. Using Photoshop, embellish the materiality of interior and exterior surfaces, photomontage the context in, and add people and artifacts to the spaces for an "occupational diagram" of the project's spatial-temporal use. Hand drawing, new media, as well as digital imagery is encouraged, as this final image should have as its main goal a desire to express a "spirit of place."

DUE: PowerPoint and Plate DUE Tuesday, Feb. 9th, but presented during week 3 along with Precedent Research because of Field Trip to Brisbane!
Attachment, Part 2, 6. Human Resources
Recruitment Strategic Plan
The Graduate School and University Marketing and Communications have identified two goals to support the Department of Architecture’s vision to expand enrollment in the Master of Architecture (MArch) program:

**GOAL I: PROCESS.** Develop and implement a systematic plan and process for actively recruiting, admitting, and enrolling students for the Master of Architecture program.

**GOAL II: RECRUITMENT.** Increase and diversify student enrollment for the Master of Architecture program.

The following **top six action steps** are the highest priority items that can result in the most immediate impact on enrollment growth and systems to handle growth:

1. **Define the process, roles, and resources for student recruitment by July 15, 2010 and build a database for tracking prospects by August 30, 2010.** Tactics to include but not limited to:
   - identify and assign **strategic functions** for faculty and staff:
   - develop a **strategic communications plan**
   - establish a **graduate assistantship**
   - develop a **budget plan**

2. **Increase the prospect pool to 20,000 by fall 2013.** Tactics to include but not limited to:
   - enhance **Web site** and **campus visit program**
   - communicate directly with **colleges, universities, programs, and professional organizations** within target markets
   - implement **strategic communications plan**
   - recruit current students and alumni to serve as **program ambassadors**
   - provide **special events** to engage with faculty, staff, students, and alumni

3. **Increase the applicant pool to 200, the number of admitted students to 91, and the number of new students enrolled in the program to 60 by fall 2013.** Tactics to include but not limited to:
   - implement **follow-up communications**
   - develop an **e-mail confirmation template** for new applicants
   - develop and host a **virtual question & answer session**
   - develop and host a **campus visit event** for non-confirmed admits

4. **Ensure at least 20 percent of new students are career changers and at least 5 percent of new students are international students by fall 2013.** Tactics to include but not limited to:
   - establish **incentives** for non-architecture and international prospects
   - distribute a portion of **recruitment materials** to these prospects
   - select **target markets** for international recruitment
   - complete analysis of **country-specific competitors**

5. **Evaluate the effectiveness of the recruitment, admission, and enrollment process by May 15, 2012.** Tactics to include but not limited to:
   - send **electronic survey** to all new MArch students
   - conduct **student focus groups** with new MArch students
   - host a **faculty focus group** to assess recruits
   - analyze **enrollment data and research results**
   - develop an **enhanced recruitment and enrollment plan**

6. **Ensure all new students demonstrate potential to be creative, innovative, entrepreneurial, passionate, global-oriented, and technology-savvy leaders by fall 2013.** Tactics to include but not limited to:
   - evaluate **current recruitment strategies, materials, and selection criteria**
   - modify **program application** to better assess the desired qualities
   - create a **group interview** process for applicants
   - communicate **program values, expectations, and selection criteria**
   - develop **feature stories** about model students
GOAL I: PROCESS
Develop and implement a systematic plan and process for actively recruiting, admitting, and enrolling students for the Master of Architecture program.

Objective 1: Define the process, roles, and resources for student recruitment by July 15, 2010.

Strategy 1: Identify key steps in the recruitment process and assign responsibilities.
- Tactic 1: Map the sequence of deadlines, procedures, and communications by 6/8/10.
- Tactic 2: Conduct a planning session to identify and assign strategic functions for faculty and staff in the recruitment process by 6/11/10.
- Tactic 3: Develop a strategic communications plan for student recruitment by 6/15/10.
- Tactic 4: Establish graduate assistantship for recruitment and marketing by 6/30/10.

Strategy 2: Develop a budget plan for student recruitment.
- Tactic 1: Identify available and potential funding by 6/30/10.
- Tactic 2: Create an itemized budget plan by 7/15/10.

Objective 2: Build a database for recording and tracking the progress of students through the recruitment process by August 30, 2010.

Strategy 1: Identify student data to be recorded and tracked in system.
- Tactic 1: Assess existing data tracking by the Graduate School and Rinker Center for International Programs by 6/15/10.
- Tactic 2: Compile list of key variables for recording/tracking based on sequence of key steps in the recruitment process (see Objective 1) by 6/30/10.

Strategy 2: Determine platform for database management (interim solution until ERP).
- Tactic 1: Evaluate systems currently available through the university by 6/30/10.
- Tactic 2: Select appropriate system for database development by 7/15/10.

Strategy 3: Create database structure within selected system.
- Tactic 1: Build key fields and arrange for data storage/backup by 8/15/10.
- Tactic 2: Launch new database for fall recruitment cycle by 8/30/10.

Objective 3: Evaluate the effectiveness of the recruitment, admission, and enrollment process by May 15, 2012.

Strategy 1: Appraise new students’ perceptions of the admissions process and tools.
- Tactic 1: Send electronic survey to all new MArch students to gain perceptions of the recruiting, admission, and orientation strategy by 10/30/11.
- Tactic 2: Conduct student focus groups with new MArch students to evaluate the effectiveness of current recruiting and communications tools by 12/1/11.
Tactic 3: Host a faculty focus group to determine if new students in the program meet the desired student qualities identified in Goal II, Objective 6 by 1/30/12.

**Strategy 2: Review enrollment data to determine if target student characteristics were achieved (see Goal II, Objective 6).**

- Tactic 1: Obtain and evaluate data on new MArch students from Curt Westfall (EMC) reviewing GPA, hometown, undergraduate institution, undergraduate GPA, age, etc. by 2/28/12.
- Tactic 2: Review the number of applications and the conversion rates for applicant-admitted and admitted-enrolled by 3/15/12.

**Strategy 3: Analyze data from Strategies 1-2 to develop an enhanced recruitment and enrollment plan for 2011-12.**

- Tactic 1: Synthesize student data from Strategies 1-2 to create an annual recruiting report by 4/1/12.
- Tactic 2: Meet with Graduate School, Rinker Center, and UMC to review and adjust the recruiting strategy by 5/15/12.

**GOAL II: RECRUITMENT**

Increase and diversify student enrollment for the Master of Architecture program.

Objective 1: Increase the prospect pool to 13,000 students by fall 2011, 16,000 by fall 2012, and 20,000 by fall 2013.

**Strategy 1: Define target markets for desired prospects.**

- Tactic 1: Inventory demographics of current students over the past three years (location, undergrad major/school, age, where else applied for graduate school, etc.) by 6/1/10.
- Tactic 2: Complete analysis of regional competitors (similar offerings/values) by 6/1/10.
- Tactic 3: Identify strategic geographic regions based on existing student data and competitive landscape by 6/15/10.
- Tactic 4: Identify strategic fields and disciplines based on skills, values, and qualities by 6/15/10.
- Tactic 5: Identify target colleges and universities, academic programs, and professional organizations based on demographic, geographic, and academic characteristics by 6/30/10.

**Strategy 2: Enhance Web site for prospective students.**

- Tactic 1: Review current MArch Web area and recommend content revisions by 6/30/10.
- Tactic 2: Provide a simple request information tool on the MArch main page by 7/15/10.
- Tactic 3: Implement content revisions by 8/30/10.
- Tactic 4: Conduct focus groups and electronic survey with newly admitted students to determine additional student-focused recruiting tools for the Web site by 12/1/10.
Strategy 3: Communicate directly with colleges, universities, programs, and professional organizations within target markets to generate inquiries.

- Tactic 1: Develop a letter and program poster to be sent to deans, program chairs, directors, and other academic and professional leaders in target markets by 8/6/10. (Messages: program values, rankings, facilities, faculty, admissions, virtual info session.)
- Tactic 2: Design and send a special events poster to target-market programs by 9/15/10.
- Tactic 3: Create and send postcards and/or e-mails announcing new rankings, new faculty, and other events as needed throughout the year.

Strategy 4: Purchase names of potential prospective students.

- Tactic 1: Acquire prospect profiles from GRE (permanent address, area of study, test score, GPA, etc.) by 9/15/10 and subsequent dates to be determined.
- Tactic 2: Acquire prospect names from other educational and industry sources to be determined by 9/15/10 and subsequent dates to be determined.

Strategy 5: Implement strategic communications plan for new prospects and inquirers.

- Tactic 1: Confirm key messages for new inquirers and prospects (i.e., program values, rankings, facilities, faculty, admission/application, curriculum, financial aid, assistantships, campus visit, social media) by 6/15/10.
- Tactic 2: Design and print new program brochures by 9/1/10 to be available for any inquirers and to be mailed to Virtual Information Session participants by 11/1/10.
- Tactic 3: Design and distribute e-mail by 9/15/10 and follow-up postcard by 10/1/10 promoting Virtual Information Session to all purchased names and other inquirers.
- Tactic 4: Distribute a personal “Spirit of MArch” e-mail from Mahesh to all prospects by 11/15/10.
- Tactic 5: Create and send special postcards and/or e-mails announcing new rankings, new faculty, and other events to prospects as needed.

Strategy 6: Provide special events and opportunities for prospects to engage with faculty, staff, students, and alumni.

- Tactic 1: Plan, promote, and host an online Virtual Information Session by 10/18/10, with registration posted on the Web by 7/15/10.
- Tactic 2: Develop an ambassadors program and select current MArch students to assist with recruitment initiatives such as special events, visit/road programs, social media efforts, and program evaluation by 9/15/10.
- Tactic 3: Invite selected graduates of the program to serve as alumni ambassadors to participate in recruitment initiatives such as special events, visit/road programs, social media efforts, and program evaluation by 10/1/10.
- Tactic 4: Create and implement a periodic event for current Ball State undergraduate students (i.e., Honors College) to visit and learn about the MArch program by 12/1/10.
Tactic 5: Investigate and develop a social media presence to engage with prospective students and other colleges, universities, programs, and organizations by 2/20/11.

Tactic 6: Develop and implement MArch “road show” for faculty and students to visit target colleges, universities, programs, and organizations (see Strategy 1) by 4/30/11.

Tactic 7: Develop an enhanced campus visit program by 9/1/11.

Tactic 8: Plan, promote, and host a summer institute for Ball State undergraduate juniors by 7/30/11, with registration posted on the Web by 1/1/11.

Tactic 9: Expand, promote, and host the summer institute for undergraduate juniors from all target markets by 7/30/12, with registration posted on the Web by 1/1/12.

Tactic 10: Plan, promote, and host a national/international design competition for undergraduate juniors and seniors by 5/1/12.

Objective 2: Increase the applicant pool to 120 students by fall 2011, 160 by fall 2012, and 200 by fall 2013, and increase the number of admitted students to 85 by fall 2011, 80 by fall 2012, and 91 by fall 2013.

Strategy 1: Implement follow-up communications with prospects and applicants.

Tactic 1: Evaluate and enhance the MArch Web site to facilitate applications (i.e., Apply Now page and application checklist) by 8/30/10.

Tactic 2: Develop an e-mail confirmation template for new applicants acknowledging receipt of materials and noting any missing items by 9/15/10.

Tactic 3: Distribute an e-mail reminder about the application deadline to all prospects that also promotes the Virtual Q&A (see Strategy 2) and the Virtual Information Session and graduate chronicling video on the Web by 12/1/10.

Tactic 4: Evaluate and enhance the admission letter with next steps (i.e., orientation, Muncie living resources, housing, financial aid, assistantships) and key program messages by 12/15/10.

Strategy 2: Conduct special events for potential applicants.

Tactic 1: Develop and host a Virtual Q&A Session to address questions regarding the application process, admissions, and financial aid by 12/8/10.

Objective 3: Increase the number of new students enrolled in the program to 55 by fall 2011, 58 by fall 2012, and 60 by fall 2013.

Strategy 1: Revise follow-up communications with nonconfirmed admits.

Tactic 1: Develop and host a campus visit event just for admitted students who have not confirmed their enrollment by 3/10/11.

Tactic 2: Invite (e-mail/call) admitted students who have not confirmed enrollment to schedule a skype appointment with Josh Coggeshall by 3/20/11.

Tactic 3: Follow up skype appointment with personal note from Josh by 3/25/11.
Strategy 2: Modify the acceptance/enrollment process.

- Tactic 1: Create an electronic acceptance process with an automated resources page for moving to Muncie by 9/30/11.

- Tactic 2: Use Julie’s Resource Guide brochure as the basis for developing an electronic packet for new students by 9/30/11. Packet may include housing, course registration, who’s who, contact info, financial aid, Cardinal View Jobs, assistantships, payment, etc.

Strategy 3: Conduct special events to orient new students.

- Tactic 1: Encourage/require students to register for/attend Graduate School Orientation by 7/1/10 (fall admits), 11/1/10 (spring admits), and 3/1/11 (summer admits).

- Tactic 2: Host an in-home reception for new and current MArch students by 8/23/10 (fall admits), 1/10/11 (spring admits), and 5/16/11 (summer admits).

Strategy 4: Evaluate and enhance the orientation process.

- Tactic 1: Conduct focus group research to determine the effectiveness of the current orientation process by 12/1/11.

- Tactic 2: Review the process from admission letter to the first day of classes to determine missing resources and tools by 1/15/12.

- Tactic 3: Develop e-mail, Web, and social media strategies to assist with the orienting process (review what the Graduate School is doing and link to that site) by 2/15/12.

Objective 4: Ensure at least 20 percent of new students are career changers by fall 2013.

Strategy 1: Establish incentives for non-architecture prospects.

- Tactic 1: Determine and allocate specific funding/scholarships for non-architecture students with a quota system distributing by merit-based, need-based, and university partnership assistantships by 8/30/10.

- Tactic 2: Create a unique award for incoming non-architecture students recognizing their potential contribution to the field by 9/15/10.

Strategy 2: Designate and distribute a portion of recruitment materials and communications to non-architecture fields and disciplines.

- Tactic 1: Develop a separate program brochure and other selected mailings to include messages geared toward prospective students, academic programs, and professional organizations outside of architecture by 9/1/10.

- Tactic 2: Develop separate stories and videos focused on non-architecture students’ transition to the MArch program by 8/30/11.

Objective 5: Ensure at least 5 percent of new students are international students by fall 2013.

Strategy 1: Identify target markets for international prospects.

- Tactic 1: Meet with Rinker Center to select target markets for international recruitment based on country-specific strategies to include student interest (i.e., India), Ball State brand identity and recognition, financial affordability, and VISA success rate by 7/1/10.
Strategy 2: Establish incentives for international prospects.

- Tactic 1: Determine and allocate specific funding/scholarships for international students with a quota system distributing by merit-based, need-based, and university partnership assistantships by 8/30/10.
- Tactic 2: Create a unique award for incoming international students recognizing their potential contribution to the field by 9/15/10.

Strategy 3: Develop brand identity for MArch program in target countries.

- Tactic 1: Create and distribute communication materials specific for international students in target countries (see Strategy 2) and distribute them through recruiters by 9/30/10.
- Tactic 2: Produce a 2-3 minute video to share with international recruiters by 11/1/10.

Objective 6: Ensure all new students demonstrate potential to be creative, innovative, entrepreneurial, passionate, global-oriented, and technology-savvy leaders by fall 2013.

Strategy 1: Enhance the admission process to support program values.

- Tactic 1: Evaluate the current recruitment strategies and selection criteria to determine appropriate changes or enhancements by 6/1/11.
- Tactic 2: Modify the program application to better assess the desired qualities through targeted questions, supporting materials, resume review, references, etc. by 7/1/11.
- Tactic 3: Create a group interview process for new applicants and/or assistantships by 7/30/11.

Strategy 2: Communicate program values, expectations, and selection criteria to prospective students.

- Tactic 1: Develop feature stories about students and alumni who embody the characteristics desired of MArch applicants for print, Web, and video recruitment materials by 8/30/11.
- Tactic 2: Periodically evaluate all recruitment and admission materials and communications to ensure their messages reflect the selection criteria, program values, academic expectations, and desired student characteristics.