

FLORIDA A&M UNIVERSITY

FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY

School of Architecture & Engineering Technology

BSAS Faculty Meeting

Wednesday August 21, 2024

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PRINT

SIGN

DOMATHON STEVENS



Mahsan M



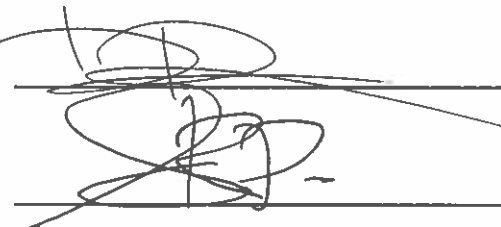
DAVID AKN SANTI



Stacy Tinner, Jr.



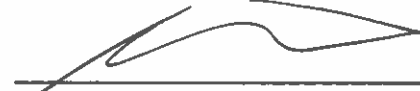
Mohamed Ahmed



DANIELLE FOTTIN



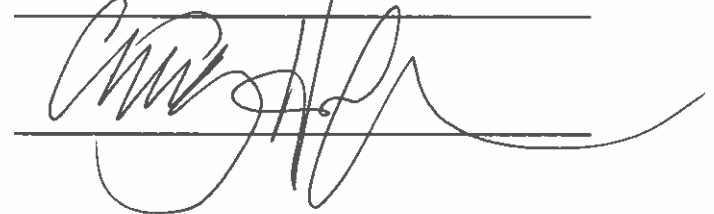
SANTIAGO PEREZ



Dang Park



GEORGE EPOLITO



Bryan Buie

B. Buie

CRAIG HUFFMAN



FLORIDA **A&M** UNIVERSITY

FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY

School of Architecture & Engineering Technology

BSAS Faculty Meeting

Thursday August 22, 2024

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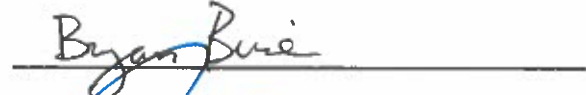
CRAIG HUFFMAN



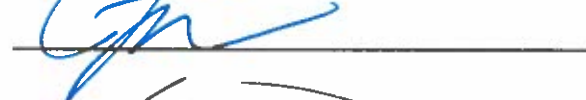
MAHSAN M



B. Buie



JONATHAN STEVENS



GEORGE EPOLITO



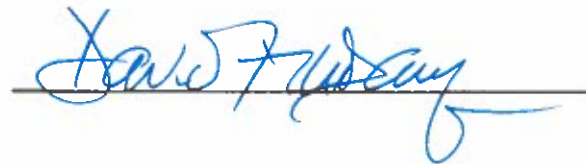
SANTIAGO PEREZ



DANIELLE DOTTIN



DAVID AKHUNDA



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BSAS Program Meeting Agenda

FAMU SAET

Wednesday, August 21, 2024

DOCUMENTS DISTRIBUTED

- Agenda
- Sign-in sheet
- NAAB criteria description
- NAAB criteria per ARC classes
- Friday lecture & workshop series

SYLLABUS

- Course description from irattler
- Office hours: 10 hrs.
- Textbooks: e-books or pdfs provided
- NAAB accreditation criteria
- Course goals & student learning objectives/outcomes
- Evaluation breakdown with grade percentages
- Grades posted week 1, 2, 4 and mid-term
- Post syllabus on Canvas by Thursday August 22.

GRADES SCHEDULE

Week 1, Week 2, Week 4, Mid-Term

1st and 2nd year: Short 1-week assignments meeting specific NAAB criteria

3rd year and up: 1-week assignments or design study, site analysis, warm up design exercise, etc...

COURSE ASSIGNMENTS

- Use NAAB criteria to develop assignments and studio projects
- List NAAB criteria addressed and corresponding student learning outcomes
- Studio assignments will be reviewed throughout the semester

NAAB Accreditation Visit Spring 2027

- Accreditation folder in Canvas

STUDIO PINUPS

- Mondays: 1st and 2nd year
- Wednesdays: 3rd and 4th year
- Fridays: B.Arch, M.Arch and Thesis Studio

FAB LAB AND CONSTRUCTION LAB UPDATE

- Mike Hunnewell responsibilities
- Construction lab access and use
- Material and supply requests

DESIGN 7 AND DESIGN 6.1 STUDIO MEETING SCHEDULE

- Mondays and Wednesdays focus on desk crits with presentations
- Fridays tentatively from 2-4 focus on studio enrichment (workshops, guests, presentations)
- Friday August 30 & Sept. 6: Rhino Workshops, Santiago Perez.

UPCOMING EVENTS/GUESTS

Monday Sept. 9, 9am-2pm: NCARB + NOMA, Ken Van Tyne and Pascale Sablan

ADVISEMENT UPDATE

1st and 2nd year: Sharlene Jones
3rd and 4th year: Tina Brewster
B.Arch and M.Arch: Olivier Chamel
MS Facilities Management: David Akinsanya

NEXT BSAS FACULTY MEETINGS

TBD

BSAS Program Questionnaire

FAMU SAET

Thursday, August 22, 2024

REFLECT ON YOUR ACADEMIC EXPERIENCE

1. What was the core mission of the undergraduate program you attended?
(primary purpose and focus of your program)

2. What was the distinctive feature of your undergraduate program?
(specialized courses, innovative teaching methods or research opportunities)

3. How did the program prepare students for future careers or further education?
(internships, certifications or job placement rates)

4. What kinds of students thrived in your program?
(students most likely to succeed in that program)

5. What are the key benefits students gained from that program during and after graduation?
(List the tangible and intangible benefits)

6. Was there a vision for the program? If so, what was it?

WHAT CAN OUR PROGRAM BE?

1. What can be the core mission of our undergraduate program?
(primary purpose and focus, students personal and professional development)

2. What could be our program's distinctive feature that sets it apart from similar programs?
(unique aspects of your program, specialized courses, students, innovative teaching methods)

3. How can our program uniquely prepare students for future careers or further education?

4. What can be the key benefits students gain from our program, both during their studies and after graduation?

5. What is your elevator pitch?
What do we aspire to be as an academic program?

Why should someone come to our program?

SAET
 Bachelor of Architecture Strategic Plan
 2024- 2025

BOG Performance Metric	Goals/Strategies	Actions	Measures	Responsible Person/Units
<i>Add each Metric</i>	<i>Add goal(s) for the Metric</i>	<i>Add tactics and/or actions that will be used to achieve the goal/strategy.</i>	<i>Add target metrics that will be obtained.</i>	<i>List the person(s) responsible for the strategy.</i>
Metric 6. Bachelor's Degrees Awarded in Areas of Strategic Emphasis (includes STEM).	Increase B.Arch enrollment to over 15 students.	Visit and connect with AIA chapters in Florida.	Outreach effort to the Miami, Tampa and Orlando AIA chapters.	Olivier Chamel

SAET
 Bachelor of Science in Architectural Studies
 Strategic Plan
 2024- 2025

BOG Performance Metric	Goals/Strategies	Actions		Measures	Responsible Person/Units
<i>Add each Metric</i>	<i>Add goal(s) for the Metric</i>	<i>Add tactics and/or actions that will be used to achieve the goal/strategy.</i>		<i>Add target metrics that will be obtained.</i>	<i>List the person(s) responsible for the strategy.</i>
Metric # 4 Four Year Graduation Rates (FTICs)	Retain more than 80% of the FTIC students with GPA Above 2.5.		Students' graduation check will be completed at 90 credit hours.	80% of the students will be advised before the end of the semester and will register for classes at that time.	Sharlene Jones, Tina Brewster, Deirdre McRoy
Metric # 5 <u>Academic Progress Rate</u> 2 nd Year Retention with GPA above 2.0	Retain more than 90% of the FTIC students with GPA Above 2.0. Retain more than 70% of the FTIC students with GPA Above 3.0.		-Students will be advised and will register for classes before the semester ends. -At least 1 field trip will be organized for freshman. -Professional mentors will participate to freshman studio reviews.	80 % of the students will be registered before the semester ends	Sharlene Jones, Tina Brewster
Metric 6. Bachelor's Degrees Awarded in Areas of Strategic Emphasis (includes STEM).	Increase number of AA transfer students.		Connect/reconnect with community and state colleges with existing articulation agreements.	Visit all Panhandle SC and CC during fall and spring.	Olivier Chamel
Metric # 9A: FCS AA Transfer Two Year Graduation Rate	Graduate 100% of the Fulltime AA transfers in two years		Every transfer student will have a path to obtain a BSAS in 2 years.	Meet with 5 FSC partner programs to promote articulation agreement and encourage transfers.	Tina Brewster, Deirdre McRoy, Olivier Chamel

SAET
Master of Architecture
Strategic Plan
2024- 2025

BOG Performance Metric	Goals/Strategies	Actions	Measures	Responsible Person/Units
<i>Add each Metric</i>	<i>Add goal(s) for the Metric</i>	<i>Add tactics and/or actions that will be used to achieve the goal/strategy.</i>	<i>Add target metrics that will be obtained.</i>	<i>List the person(s) responsible for the strategy.</i>
Metric 8A. Graduate Degrees Awarded in Areas of Strategic Emphasis (includes STEM).	Increase number of graduate degrees by 15 per year.	Discuss and present M.Arch degree in January and emphasize a Feb. 1 application deadline for the M.Arch.	Confirm M.Arch admissions by mid to late February.	Olivier Chamel, Tina Brewster.

Degree	Year	Class	NAAB Criteria
BS ARCHITECTURAL STUDIES	1	ARC 1003 Orientation	A1
		ARC 1112 Arch Drawing	A1
		ARC 1301 Design 1	A1, A2, A5, A6
		ARC 1302 Design 2	A1, A2
		ARC 1160 Comp Apps 1	A1
	2	ARC 2161 Comp Apps 2	A1
		ARC 2162 Comp Apps 3	A1
		ARC 2303 Design 3	A2, A3, A4, A5
		ARC 2304 Design 4	A2, A3, A4, A6
		ARC 2201 Arch Theory 1	PC4
		ARC 2470 Intro Tech	SC4
		ARC 2501 Arch Structures 1	SC4
	3	ARC 2701 Arch History 1	PC4
		ARC 2702 Arch History 2	PC4
		ARC 3324 Design 5	PC2, PC3, PC8, SC5
		ARC 3325 Design 6	PC5, SC1, SC3, SC6
		ARC 3463 M&M 2	SC4
		ARC 3551 Arch Structures 2	PC4
		ARC 3703 Arch History 3	PC4
	4	ARC 4220 Theory in Arch 2	PC4
ARC 4341 Design 7		PC2, PC3, PC8, SC5	
ARC 4342 Design 8		PC5, SC1, SC3, SC6	
		ARC 4610 Env Systems	SC4
B.ARCH		ARC 5352 Design 5.1	PC2, PC3, PC8, SC5
		ARC 5353 Design 5.2	PC5, SC1, SC3, SC6
		ARC 5286 Practice 1	PC1, SC2
		ARC 5286 Practice 2	PC6
		ARC 6259 Prog. Theory	SC3
		ARC 6624 New Tech	SC4
M.ARCH	1	ARC 6357 Design 6.1	PC2, PC3, PC8, SC5
		ARC 6359 Design 6.2	PC5, SC1, SC3, SC6
		ARC 5934 Urban Design	PC2
		ARC5936 Thesis Topic	PC5
		ARC 6910 Thesis Plan	PC5
		ARC 6259 Prog Theory	SC3
		ARC 6624 New Tech	SC4
	2	ARC 5286 Practice I	PC1, SC2
		ARC 5288 Practice II	PC6
		ARC 6972 Thesis Studio	PC5
		ARC 6976 Thesis Ref.	PC5

CRITICAL THINKING AND REPRESENTATION

Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

A.1 Professional Communication Skills: Ability to write and speak effectively and use appropriate representational media both with peers and with the general public.

- 1.1 write and speak effectively
- 1.2 use appropriate representational media.

A.2 Design Thinking Skills: Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

- 2.1 use abstract ideas to interpret information
- 2.2 test alternative outcomes

A.3 Investigative Skills: Ability to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

- 3.1 Gather and record relevant information to support conclusions
- 3.2 Assess and evaluate relevant information to support conclusions

A.4 Architectural Design Skills: Ability to effectively use basic formal, organizational, and environmental principles and the capacity of each to inform two- and three-dimensional design.

- 4.1 use organizational principles to inform three-dimensional design.
- 4.2 use environmental principles to three-dimensional design.

A.5 Ordering Systems: Ability to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

- 5.1 apply natural and formal ordering systems to two-dimensional design.
- 5.2 apply natural and formal ordering systems to three-dimensional design.

A.6 Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices regarding the incorporation of such principles into architecture and urban design projects.

- 6.1 examine the fundamental principles in precedents
- 6.2 incorporate the fundamental principles in precedents.

PROGRAM CRITERIA (PC)

Curriculum, structure, and other experiences address the following criteria.

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

- 1.1 the paths to becoming licensed as an architect
- 1.2 the range of available career opportunities

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

- 2.1 integrate multiple factors at the building scale in urban setting
- 2.2 integrate multiple factors at the building scale in rural setting
- 2.3 integrate multiple factors at the city scale

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

- 3.1 understand how ecological principles can mitigate climate change
- 3.2 understand how advanced building performance can mitigate climate change
- 3.3 understand how resilience principles can mitigate climate change

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

- 4.1 understand how social, cultural, economic, and political forces frame architecture history nationally
- 4.2 understand how social, cultural, economic, and political forces frame architecture theory nationally
- 4.3 understand how social, cultural, economic, and political forces frame architecture history globally
- 4.4 understand how social, cultural, economic, and political forces frame architecture theory globally

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

- 5.1 engage/ participate in architectural research
- 5.2 understand innovations in the field of architecture
- 5.3 test innovations in the field of architecture
- 5.4 evaluate innovations in the field of architecture
- 5.5 apply innovations in the field of architecture

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

- 6.1 understand approaches to leadership in multidisciplinary teams
- 6.2 understand approaches to leadership in diverse stakeholder constituents
- 6.3 understand approaches to leadership in dynamic physical and social contexts
- 6.4 understand how to apply effective collaboration skills

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

- 7.1 fosters positive and respectful environment among its faculty
- 7.2 fosters positive and respectful environment among its students
- 7.3 fosters positive and respectful environment among its administration
- 7.4 fosters positive and respectful environment among its staff

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

- 8.1 understand diverse cultural and social contexts
- 8.2 understand supporting people of different backgrounds, resources, and abilities
- 8.3 translating diverse cultural and social contexts into built environments

STUDENT CRITERIA (SC)

Student Learning Objectives and Outcomes - curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

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

- 1.1 Understand human health, safety, and welfare in buildings
- 1.2 Understand human health, safety, and welfare in cities

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

- 2.1 Understand professional ethics and the forces that change it relevant to architecture practice
- 2.2 Understand regulatory requirements and the forces that change it relevant to architecture practice
- 2.3 Understand business processes and the forces that change it relevant to architecture practice

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

- 3.1 understand life safety, land use, and current laws and regulations that apply to buildings
- 3.2 understand life safety, land use, and current laws and regulations that apply to sites
- 3.3 understand the evaluative process architects use to comply at the building scale
- 3.4 understand the evaluative process architects use to comply at the site scale

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

- 4.1 understand established and emerging systems
- 4.2 understand established and emerging technologies
- 4.3 understand established and emerging assemblies
- 4.4 assess systems against design, economics, and performance objectives
- 4.5 assess technologies against design, economics, and performance objectives
- 4.6 assess assemblies against design, economics, and performance objectives

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

- 5.1 Ability to synthesize user requirements, regulatory requirements, site conditions, and accessible design
- 5.2 Measure the environmental impacts of design decisions

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

- 6.1 Demonstrate the integration of building envelope systems and assemblies
- 6.2 Demonstrate the integration of structural systems
- 6.3 Demonstrate the environmental control systems
- 6.4 Demonstrate the life safety systems
- 6.5 Demonstrate the measurable outcomes of building performance.