Florida A&M University
School of Architecture + Engineering Technology
Division of Architecture

Architecture Program Report for
2018 NAAB Visit for Continuing Accreditation

Master of Architecture [M.Arch 2 years]
Pre-professional degree + 55 graduate credit hours

Master of Architecture [M. Arch 3.5 years]
Non pre-professional degree + 90 graduate credit hours

Bachelor of Architecture [B.Arch 5 years]
150 undergraduate credit hours

Year of the Previous Visit: 2011
Current Term of Accreditation: Six-year terms with focused evaluation

"…six-year terms of accreditation with the stipulation that a focused evaluation be scheduled in three years to review the following conditions and the progress that has been made in each area:

1.1.5   Self Assessment Procedures
1.2.2   Administrative Structure and Governance
II.4.1   Statement on NAAB-Accredited Degrees

The accreditation terms are effective January 1, 2012. The programs are scheduled for their next accreditation visit in 2018."

Submitted to: The National Architectural Accrediting Board
Date: September 7, 2017

Name and contact information for the following:

Program Administrator:
Valerie Goodwin, RA, Interim Director
School of Architecture + Engineering Technology
Florida A&M University
1938 South MLK Jr. Blvd.
Tallahassee, Florida 32307
(t) 850.599.3244
(f) 850.599.3436

Chief administrator for the academic unit in which the program is located:
Andrew Chin, Interim Dean
School of Architecture + Engineering Technology
Florida A&M University
1938 South MLK Jr. Blvd.
Tallahassee, Florida 32307
(t) 850.599.3244
(f) 850.599.3436

Chief Academic Officer of the Institution:
Rodner B. Wright, AIA, Interim Provost & VP for Academic Affairs
Florida A&M University
1601 South MLK Jr. Blvd.
Suite 300 Lee Hall
Tallahassee, Florida 32307
(t) 850.599.3276
(f) 850.561.2551

President of the Institution:
Dr. Larry Robinson, Interim President
Florida A&M University
1601 South MLK Jr. Blvd.
Suite 400 Lee Hall
Tallahassee, Florida 32307
(t) 850.599.3225
(f) 850.561.2152

Individual submitting the Architecture Program Report:
Andrew Chin, Interim Dean

Name of individual to whom questions should be directed:
Andrew Chin, Interim Dean

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PART I.1   IDENTITY AND SELF-ASSESSMENT

I.1.1   History and Mission
Institution's History: Florida A&M University was founded on October 3, 1887 as the State Normal College for Colored Students. In 1905, management of the school was transferred from the Board of Education to the Board of Control, officially designating the school as an institution of higher education. The name was changed again in 1909 to Florida Agricultural and Mechanical College for Negroes.

By 1944, Florida A & M had constructed 48 buildings, accumulated 396 acres of land, had 812 students and 122 staff members. In 1953, by legislative action, the college was renamed Florida Agricultural and Mechanical University (FAMU). In 1971, FAMU was recognized as a full partner in the nine-university State University System of Florida.

In the 1980's, FAMU grew to 12 schools and colleges. A major building program was undertaken including the new $5.3 million School of Architecture. Since 1986, the University has completed over $100 million in new construction. In 1984 FAMU awarded its first Ph.D. (in pharmaceutical sciences) in 1989.

Under the eighth President, Dr. Frederick S. Humphries, enrollment climbed from 5,100 in 1985 to 9,551 in 1992-93 and 12,000 in 1998-99. The University's national ranking in enrolling National Achievement finalists moved to first place (in 1992, 1995, and 1997) and second place (1993 and 1994), surpassing institutions such as Harvard, Yale and Stanford. During the celebration of its 110th Anniversary, FAMU was selected the 1997-98 College of the Year by Time Magazine-Princeton Review.

After the resignation of President Humphries in 2002, the FAMU Board of Trustees named Henry Lewis III, Pharm.D, Dean of the College of Pharmacy and Pharmaceutical Sciences, interim president. In May of that year, Fred Gainous, Ed.D, was selected as the ninth president. Dr. Gainous pushed the University to over $100 million in research dollars. On December 14, 2004, the FAMU Board of Trustees appointed Dr. Castell Vaughn Bryant as interim president. Dr. Bryant, an alumna, was the first woman to lead the University in its 117 years of existence. On July 2, 2007, Dr. James H. Ammons, became the tenth president of Florida A&M University. Under his leadership, FAMU also received its first unqualified audit in three years from the Auditor General's Office.

In July 2012, Dr. Larry Robinson was appointed interim president by the FAMU Board of Trustees. On April 2014, Dr. Elmira Mangum became the 11th president of Florida A&M University and the first permanent female president in the institution's 126-year history. In September 2016, Larry Robinson, Ph.D., returned as interim president of the University.

Institution's Mission: Florida Agricultural and Mechanical University (FAMU) is an 1890 land-grant institution dedicated to the advancement of knowledge, resolution of complex issues and the empowerment of citizens and communities. The University provides a student-centered environment consistent with its core values. The faculty is committed to educating students at the undergraduate, graduate, doctoral and professional levels, preparing graduates to apply their knowledge, critical thinking skills and creativity in their service to society. FAMU's distinction as a doctoral/research institution will continue to provide mechanisms to address emerging issues through local and global partnerships. Expanding upon the University's land-grant status, it will enhance the lives of constituents through innovative research, engaging cooperative extension, and public service. While the University continues its historic mission of educating African Americans, FAMU embraces persons of all races, ethnic origins and nationalities as life-long members of the university community.

Florida Agricultural and Mechanical University holds the following values essential to the achievement of the university's mission: Scholarship, Excellence, Openness, Fiscal Responsibility, Accountability, Collaboration, Diversity, Service, Fairness, Courage, Integrity, Respect, Collegiality, Freedom, Ethics and Shared Governance

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Program's History: In 1973 the State University System completed A Study of Florida's Future Need for Architects which concluded that the state would need more than twice the number of professional architects the two schools then existing in Florida could produce. Since the Board of Regents had no control over the private University of Miami and the program at the University of Florida was considered too large to expand further, a new school of architecture at one of the other eight universities was proposed. At the same time, the 1974 version of Florida's Plan for Equalizing Educational Opportunity in Public Higher Education was completed. This document, along with the Federal Equalizing Educational Plan of 1974, called for increasing the number of black students in the eight state universities, which were traditionally white schools, and for increasing the number of non-black students at the historically black Florida A & M University. The establishment of a professional school that traditionally attracts very few other-than-white males provided a solution to both the desegregation of FAMU and the need to educate more architects to practice in the state. Consequently, the School of Architecture (SOA) at Florida A & M University (FAMU) was opened in September 1975 under the leadership of Dean Richard Chalmers from SUNY Buffalo.

The original plan for the School was to offer a four-plus-two program structure, providing a four-year pre-professional Bachelor of Science in Architectural Studies and a two-year professional Master of Architecture. The National Architectural Accrediting Board (NAAB) accredited the Master of Architecture program in 1980. In 1983 the Board of Regents (BOR) approved the School's request to offer a non-professional Master of Science degree. At the same time, approval was given to offer the five-year professional Bachelor of Architecture and the Master of Architecture option for students with prior degrees in other fields. In 1986 the professional Bachelor of Architecture (B.Arch.) program received its first accreditation. Both professional architecture programs have been continuously re-accredited ever since.

In 1985 founding Dean Richard Chalmers resigned, and Professor Enn Ots was appointed as Acting Dean. In 1986 the eight-semester FAMU/USF (University of South Florida) Master of Architecture Cooperative Program was opened to students who had undergraduate degrees in other fields. This program received its own accreditation in 1992 and shortly thereafter became independent from the FAMU School of Architecture.

Professor Roy F. Knight was appointed Dean in 1988. Both professional programs were re-accredited in 1990 and again in 1995 with full five-year terms of accreditation. Professor Knight served as Dean until 1996 when he resigned, and Professor Rodner B. Wright was appointed as Dean.

In 1997, students were admitted to the new Master of Landscape Architecture (M.L.A.) program. The two professional architecture programs received full re-accreditation in 2000 and the first M.L.A. degrees were awarded. In 2002, an evening study opportunity was initiated for architecture interns using web cast classes to help them complete their B.Arch. degrees. In addition, the rehabilitation of the building and the addition of new space were also completed in 2002. In 2005, the Master of Landscape Architecture Program was advised of its full six-year accreditation. Similarly, in July 2006 the architecture program was later advised of its full six-year term of accreditation to both the B.Arch and M.Arch programs.

In 2011 the University's Restructuring Plan had a significant impact on the SOA. The Landscape Architecture program was identified for elimination. The Construction Engineering Technology and Electronic Engineering Technology programs were reassigned from the College of Engineering Sciences Technology & Agriculture (CESTA), to the School of Architecture. In Fall 2011, the School of Architecture was renamed the School of Architecture + Engineering Technology (SAET) and reorganized as two Divisions: the Division of Architecture and the Division of Engineering Technology. The school sees the change as an opportunity to initiate new graduate programs, access new research partnerships and provide new opportunities for the school's students and faculty.

In 2012, the architecture program hosted a Spring accreditation visit by the NAAB. The program was granted six years for the B.Arch. and M.Arch. programs. From 2012 to present, the school experienced a series of chages in leadership. On two occasions, Dr. Larry Robinson was asked to serve as the Interim

President. On each occasion, Rodner B. Wright served as the Interim Provost and Andrew Chin served as the Interim Dean.

Program's Mission: The mission of the School of Architecture & Engineering Technology is to provide an enlightened and enriched academic, intellectual, moral, cultural, ethical, technological, and student-centered environment, conducive to the development of highly qualified individuals who are prepared and capable of serving as leaders and contributors within the fields of Architecture and Engineering Technology in an ever-evolving society. The School aspires to seek and support a faculty and staff of distinction dedicated to providing outstanding academic education at the undergraduate, graduate, and professional school levels, with a particular emphasis on integrity, creativity, and ethical conduct. The School is committed to motivational teaching, imaginative research, and meaningful community service. The School is also committed to cultural diversity by means of its course offerings, special programs, and recruitment efforts.

University Influence on the Program: The architecture program balances the characteristic of a 21st century Historically Black College/ University (HBCU) and a public school in Florida's State University System (SUS). The University's "historic mission of educating African Americans" and the SAET's "committed to cultural diversity" illustrate an unmatched dedication to non-traditional students. As a HBCU with a national reputation, the University draws African American students from across the country. The result is a freshman design studio that typically has more than 20 African American students interested in architecture. The opportunity to serve minorities, who are not equitably present in the profession, enhances the diversity of the discipline.

As a publc school in north Florida, FAMU provides the SAET's core budget and multiple forms of support.
- The Office of Admissions and School of Graduate Studies process the admission applications of undergraduate and graduate students. (web link)
- The School of Graduate Studies provides assistantships and fee waivers to M.Arch. students.
- The Honors Program provides challenges to the more academically motivated and scholastically capable students. (web link)
- The Office of International Education and Development (OIED) provide assistance for student and faculty travel outside the US. (web link)
- The Office of Title III Programs provides support that includes the student lab software, lab hardware, the wireless network, lecture series guests and assistantships and fee waivers to M.Arch. students. (web link)
- The FAMU general educaton curriculum requirement means that 50% of an architecture student's freshman and sophomore classes are provided by the other programs across the university.

Program Benefits to the Institution: The architecture program is meshed with the mission and goals of Florida A&M University. Our specific mission, described on page 4, is an extension of the fundamental university mission: furthering the education of African American students and residents of the State of Florida. Therefore, at the most fundamental level, the architecture program contributes to its institutional context in a cooperative manner.
- State of Florida Board of Governors Performance Metrics: The architecture program contributes to the university's ability to meet the State of Florida Board of Governors Performance Metrics (web link). The 10 Metrics are used by the state to calculate the university's funding. Of the 10 Metrics, the SAET and/or architecture program often leads the university in 3 areas - Six Year FTIC Graduation Rate, the Academic Progress Rate and Percent of Bachelor's Degrees w/out Excess Hours.
- Gallery Space: The architecture building gallery typically hosts the work produced in the FAMU design studios. Ocasionally, it will host the work of another academic program or FAMU Office. For the last three years, it hosted an "Art of Sustainability" exhbit, sponsored by the FAMU Sustainability Institute.
- Hosting Academic Conferences: The architecture program hosted the 2013 HBCU Spring Forum, which brought together more than 200 HBCU architecture students. The architecture building

regularly hosts events for other units on the FAMU campus. This includes the College of Pharmacy, the School of Graduate Studies and others.

- Shared Classroom Space: The architecture bulding's largest lecture hall serves the University for its General Education classes. Similarly, FAMU departments and organizations often reserved the north atrium to host receptions and other special events. The computer lab, library, and construction lab are available to students from across the campus. The sharing of space increases community cohesion, enhances the educational experience of the students, and enhances the atmosphere for faculty and staff.
- Funded Lecture Series: The architecture program hosts seven to eight guest lectures each year. Also included in this series is a special "Architecture Week". The series was funded for the last 3 years and brings multiple guests for a concentrated week.
- Library: The Architecture Library resources are available to the larger campus, and also by interlibrary loan to regional universities, colleges, K-12 schools, and public libraries. (web link)
- University Service: The architecture program offers 4 courses that satisfy the FAMU School of Business and Industry concentration in Facilties Management: ARC 1301 Design 1.1; ARC 1160 Computer Applications; ARC 2470 Introduction to Technology; ARC 4610 Environmental Systems in Architecture.
- Electives: Each semester, the architecture program offers two or three architecture special topic electives open to students outside of the department by faculty permission.
- Architecture Minor: The Architectural Studies minor coursework is available to all FAMU students.

Participation in University Initiatives: Recent contributions of the architecture faculty to the University are shown below:
- Faculty Service: A typical faculty workload includes service to the School, the university, and beyond. The University-wide committees include, but are not limited to, Tenure and Promotion, Sabbatical and Professional Leave, Curriculum, Library, Graduate School and University re-accreditation committees. The faculty's contributions also include serving on Searches and representing the University at academic confernces.
- Communty Engagement: The SAET faculty enhances the University image and serves the north florida community by conducting highly visible service projects in Tallahassee, FL; Orlando, FL; Jacksonville, FL; and Apalachicola, FL.
- Student Service: Recent contributions of the architecture students to the University are listed below.
  - Election to positions in the FAMU Student Government Association.
  - Participation in intercollegiate athletics and various intramural sports. In 2017-18, architecture students will be on the FAMU football, baseball, volleyball, tennis, bowling and wrestling teams.
  - Participation in the famous FAMU Marching 100 Band.
  - Participation in fraternities, sororities, and other student organizations.
- Sponsored Research: The SAET faculty research grants generate indirect-cost income to the Division Sponsored Research.

Multi-disciplinary relationships to university, local and academic contexts:
Recent contributions to Florida A&M University by the architecture program and its faculty;
- teach required courses for the FAMU School of Business and Industry undergraduate concentration in facilties planning (Goodwin, Nicholson, Ots, Robles).
- taught a required class and provides lab space for the FAMU Visual Arts Department (LaGrasse).
- share faculty, classroom space, computer labs, construction labs, recruitment services and classes with the FAMU SAET Construction Engineerng Technology program.
- provided design assistance and construction supervision to the FAMU Sustainability Institute for the Green-Co Park (Chamel).
- provided design assistance to the FAMU College of Agriculture & Food Sciences for their USDA Brooksville Research Projects (Goodwin).
- participated in a panel discussion hosted by the FAMU Department of Visual Arts (LaGrassee).

- provided design assistance to the FAMU School of Journalism + Graphic Arts for their Black News Network Studio project (Huffman). (web link)
- provided facilties assessment services to FAMU ROTC and FAMU Facilties Office for their Perry Paige Adaptive Resuse Project (Goodwin and Ots).
- provided design assistance to the FAMU Facilties Office for the FAMU Way round-about (Chamel and Huffman).
- provided work for the FAMU Department of Visual Arts "Faculty Exhibit" (Hunnewell, LaGrassee, Lewis and Wells-Bowie).
- provided design assistance and construction supervision to the FAMU Sustainability Institute for the "HomeDepot: Retool Your School" outdoor classroom (Chamel). (web link)

Recent contributions to the local academic context by the architecture program and its faculty;
- led an acoustics workshop for the Florida State University (FSU) Interior Design program (Mohsenin).
- led a design charette for the FSU Interior Design program (Chamel).
- provided lab resources and construction assistance to the FSU Urban Regional Planning for their urban streetscape initiative (Hunnewell).
- teach summer classes as part for the FSU International Programs Office (Robles, White).
- teach courses in the FSU Osher Lifelong Learning Institute (Pabon).
- teach summer courses (study trips) in the FSU OLLI (Pabon).
- participate in a cooperative program that lets FAMU, FSU and Tallahassee Community College (TCC) students take classes at each other's institutions. (pdf link)

Recent contributions to the regional academic context by the architecture program and its faculty;
- maintain articulation agreements with community colleges in north and central Florida – including Florida State College at Jacksonville, Gulf Coast State College, Hillsborough College, Northwest Florida State College, Tallahassee Community College and Valencia College.
- serve on the Architecture Program Advisory Board for Tuskegee University (Chin).
- serve on the Architecture Program Advisory Board for NW Florida State College (Lumpkin).
- crafted articulation agreements with academic programs in the Carribbean – University of the Bahamas (UB), University of Puerto Rico (UPR) and the Polytechnic University of Puerto Rico (PUPR).

Recent contributions to local community by the architecture program and its faculty;
- provided design assistance to BluePrint 2000 for the FAMU Way corridor (Robles). (pdf link)
- provided design expertise or workshops to local non-profits - St. John Episcopal Church (Lewis and Pabon), St. Peter's Anglican Church (Knight), the School of Arts & Science (Chamel, Chin and Goodwin) and the Tallahassee Trust for Historic Preservation (Pabon and Robles)
- provided design assistance and historic preservation services to the City of Apalchicola (Goodwin and Pabon).
- serve on various professional and community boards and organizations, as described in the faculty resumes (see pages 23-42).

I.1.2   Learning Culture
Studio Culture: The SAET Studio Culture Policy provides a philosophy for faculty and students to help frame and ensure that the academic environment is conducive to healthy learning. It is, therefore, the intention of the School that faculty and students be given a nurturing and supportive environment where intellectual development can occur, where harmonious relations thrive between faculty and students, and where intellectual curiosities are matched with realistic expectations. As such, the Policy frames an academic climate that is conducive to individual and group exploration, achieving the learning outcomes, and asserting the value of each person who is a part of this community.

The SAET Studio Culture Policy is intended to ensure the healthiest possible teaching and learning environment, conducive to the development of the well-rounded student, while preparing fully for entry into the profession of architecture. Because the focus of the school's learning activity has at its heart the design studio experience where all learning comes together, this policy gives special attention to providing the conditions to enhance that experience. The policy stands as one expression of the mission of the University, a 1890 Land Grant Institution, which seeks to provide an enlightened and enriched academic, intellectual, moral, cultural, ethical, technological, and student centered environment. Six values (from the University Mission Statement) form the basis for the policy: passion, respect, professionalism, focus, integration, and time.

- Passion: The school provides a lively atmosphere, which encourages optimism, constructive thinking and acting, and a fervent pursuit of the best in architecture. Exploration, discovery, and creative imagination are supported by student and faculty interaction.
- Respect: Mutual appreciation among faculty and students creates an environment in which all benefit from the sharing of knowledge and good judgment. Faculty will work to enhance the best of student talent and abilities. Students respond to good faculty instruction and advice.
- Professionalism: Faculty will sustain a well-organized and clearly delineated program of study. Students will involve themselves in the learning process actively and engage the school community in a positive and self-disciplined manner.
- Focus: The learning and teaching setting are opportunities for giving full emphasis on architecture as the underlying purpose of the school's academic programs. Studios will provide the place where architecture has its clearest manifestation within the school.
- Integration: Recognizing that architecture is an inclusive field and represents a process of iterative synthesis, the faculty assists in bringing the widest possible range of knowledge and creative thinking to bear on student learning. The spirit of exploration, discovery, and critical thinking will be infused with a commitment to a search for truth that brings all together into a holistic understanding of architecture.
- Time: Time is valuable, and it requires careful allocation to a wide variety of activities, not only adequately providing for effective study, but also many other aspects of life. In the interest of the students' fullest personal development, the school and its faculty will endeavor to establish reasonable schedules for learning activity.

Implementation: In support of the broad purposes stated in the Studio Culture Policy, the following (actions) will be implemented:

- The Studio Culture Policy is published in the Florida A&M University School of Architecture & Engineering Technology (SAET) Student Handbook. The document is online (web link)
- Security is of paramount importance. The School will take the necessary steps to assure personal property is secured at all times. Late evening and early morning hours will be given special consideration. Arrangements have been made for the FAMU police to regularly walk thru the architecture building.
- To make sure that students have the time to view other students' reviews, the jury schedule is manged by the Program Director and spread across an entire week. The Director also reminds faculty that studio work must end prior to Final Exam week, so students can devote significant time and energy to their other classes.
- Students will be provided reasonable equipment, access to the library, workshop, and computer facilities, supporting their ability to work in the building. They may also expect appropriate furnishings and a reasonable level of comfort in the working environment.
- The forms and procedures for student complaints, for either Grade Appeals (pdf link) or Non-Grade Student Complaints (pdf link) are online.

Dissemination: The Studio Culture Policy is available to students and faculty in multple ways. For students, the policy is part of a freshman Orientation class conversation. Orientation to Architecture course introduces students to architecture, FAMU policies and SAET policies through the SAET Student Handbook - which includes the FAMU SAET Studio Culture Policy document. Students and faculty are also introduced to the policy through the annual all student meeting/ convocation. The welcome meeting

is attended by students and faculty. A third method is the online copy of the Student Handbook (web link).

Participation in Development*:* For the Studio Culture Policy to be effective, the entire SAET community must participate. The Studio Culture Committee is composed of faculty, staff and students. The student partcipants are from the SAET Dean's Council and represent a variety of academic levels from the architecture program.   The document is evaluated by the committee each Fall. Recommendations for improvement are presented to the faculty for formal adoption.

Classroom and Non-Classroom Learning*:* Individual and collective learning opportunites are available to students through the various stratigies listed below;
- Field Trips: Field trips are an important component of any architectural education. Therefore, efforts are made each the fall, but the scale and regularity will vary with available funds. The trips are used to enhance the design studio experience, lecture classes or a student's undertsanding of professional practice. As shown in a 2017 trip to Chicago, the trip may engage all three (3) goals. Time was divided between visits to important sites (Oak Park), architectural offices (Studio Gang) and studio related site analysis.
  - o The ARC studio related field trips provide opportunities for site research and producing case studies. Over the years, field trip destinations have included Seaside, FL; Jacksonville, FL; Orlando, FL; Chicago, IL; and Washington, DC.
  - o The ARC lecture classes often benefit from the numerous buiding types and construction sties that are found in a state capital with two universities. The lecture classes often take advantage of visits to local sites – FSU Stadium, Tiny House Community, the Mastercraftsmen Studio, the CenterPoint Wellness Center and more.
  - o The ARC professional practice classes take full advantage of visits to local firms and offices in our region. Examples include CRA Architects, DAG Architects, EMI Architects, Hoy + Stark Architects and Lewis + Whitlock Architects in Tallahassee. During an Orlando trip, students visited Rhodes + Brito Architects and Shenkel Shultz Architects.
- Professional Societies and Organizations: Students are encouraged to develop their leadership skills and be engaged within the local professional community through their participation in the school's four (4) student organizations.
  - o The American Institute of Architecture-Students (AIAS) works closely with the local AIA. The FAMU Chapter plays a significant role in the State of Florida AIA Legislative Day. The event provides students with an introduction to the Florida Legislature, how laws are made in the state and an opportunity to discuss issues that affect the practice of architecture. For more info, https://youtu.be/J6VmIV91xdE.
  - o Alpha Rho Chi (APX) is the only national coed professional social fraternity for architecture and the allied arts. The FAMU chapter was the first at an HBCU and its officers have received national awards.
  - o Tau Sigma Delta (ΤΣΔ) is the national Architecture Honor Society that recognizes students with exemplary academic performance in architectural education. Students in the top 20% of their class are invited to membership.
  - o The National Organization of Minority Architecture Students (NOMAS) seek to enhance the educational experience of its members by fostering diversity. While FAMU has a chapter, it has been inactive in the last 3 years.
- International Travel: FAMU architecture students have two resources for international travel assistance. The first is the FAMU Office of International Education and Development (OIED). The second is the FSU Internatonal Programs (IP) Office. (web link)
  - o The FAMU OIED collaborates with the FAMU colleges and schools to provide international educational opportunities that enable our students to develop their cross-cultural competencies by becoming knowledgeable of world affairs and developing regional expertise. In summer 2017, Prof Chamel and Robles led a study trip to Spain. In previous years, trips to Spain and France were scheduled during Spring Break.
  - o The FSU IP office provides the same type of service as the FAMU OIED, but the FSU Office has multiple sites with established centers across the globe. For almost 10 years, FAMU

Prof Robles has led FSU study programs in Spain and and FAMU architecture Prof White has led FSU study programs in Florence, England, Greece and other cities.

- National Meetings: The program provides funds to help students attend conferences and regional meetings. The officers of the student organizations (AIAS, NOMA and Alpha Rho Chi) typically attend the annual meeting for the respective organization.
- Architecture Week: In Spring 2014, Spring 2015 and Spring 2016 the program began the tradition of hosting professionals and faculty during a week of concentrated first-hand experiences. The guests varied from local practiioners to famous faculty (e.g. Francis D.K. "Frank" Ching).
- AIA Legislative Day: The annual event provides students with a first-hand introduction to the Florida Legislature, how laws are made in the State of Florida, and an opportunity to discuss with our legislators important issues affecting the practice of architecture. (video link)
- AIA Resume Day: In Spring 2016, the program began a professional development afternoon that provided one-on-one connections between a student and a local architect. While the obvious rational was to have a professional review a student's resume, the indirect benefit is the connections that result from the one-on-one conversations.
- Lecture + Studio Review Guests: FAMU regularly hosts architects and non-architects for studio reviews, class lectures and school wide lectures. The full list of guests is provided in the SECTION 4 Supplemental Material. A sample list of recent guests is presented below;

Pablo Altikes	Universidad del Desarrollo, Concepción, Chile
Nancy Cheng, PhD	University of Oregon, Eugene, OR
Francis D.K. Ching	University of Washington (retired)
David Cuthbert	Caribbean School of Architecture, Kingston, Jamaica
Yolanda Daniels	studio SUMO, New York, NY
George Epolito	Leicester School of Arch., Leicestershire, England
Matthew Friesz	National Council of Architectural Registration Boards (NCARB)
Matt Hall	Auburn College of Architecture, Auburn, AL
Keelan Kaiser	Judson University, Elgin, IL
Vivian Lee	University of Michigan, Ann Arbor, MI
Ricky Navarro	Savannah College of Art and Design, Savannah, GA
Luis Palermo	Universidad Poiltècnica de València, Valencia, Spain
Valaria Pintard-Flax	College of Bahamas, Nassau, Bahamas
Ignacio Reyes	Leo Daly Architects, West Palm Beach, FL
Mark Schendel	Studio Gang, Chicago, IL
Jimmie Tucker	Self-Tucker Architects, Memphis, TN
Daisy-O'lice Williams	University of Oregon, Eugene, OR

I.1.3. Social Equity

As an academic unit within a public university, the SAET's position and practices related to diversity and inclusion are defined by the university and the State of Florida.

Institutonal Policies: The FAMU Office of Equal Opportunity Programs is responsible for the day-to-day implementation of nondiscrimination policies. The FAMU EEO/AA policies and procedures comply with relevant regulations and guidelines, including the Office of Federal Contract Compliance Programs (OFCCP), Equal Employment Opportunity Commission (EEOC) and the Office of Civil Rights (OCR). The Office also coordinates compliance with the Americans with Disabilities Act of 1990. The FAMU Office of Equal Opportunity Programs website policies and procedures are available online. (web link)

Within the guidance of the State and university, the FAMU architecture program prides itself on its unique accomplishments related to diversity, equity and access.
- From 2007-2012, the architecture program led the nation in the production of African-American graduates with a undergraduate degree in architecture with more than 200 degrees awarded during that period, (Diverse Issues in Higher Education)

- In 2017, the architecture program led the nation in the production of African-American graduates with a undergraduate degree in architecture (Diverse Issues in Higher Education) (web link)
- In 2007, the architecture program led the nation in the production of African-American graduates with a graduate degree in architecture (Diverse Issues in Higher Education) (web link)
- More than 80% of the architecture degrees awarded to African-American students in the State of Florida are graduates of FAMU,
- More than 25% of the students in the FAMU architecture program are not African-American.
- The SAET female student population has increased more than 25% in the last 10 years
- The SAET has a uniqe presence of African-Amercan professors and administrators.

Maintaining Diversity: The SAET's commitment to maintainging its diversity is imbedded in its history and mission (see page 1) and Strategic Plan (PDF link). But, as a public insitituion, the program can not recruit or search for faculty, staff or students in a manner that prioritizes applicants by race, gender or other demographics. Therefore, the school recognizes that it must;

- stay visible to faculty and staff that are interested in working with a more diverse student body,
- recruit students from a variety of sources and
- provide multiple access points into its program.

Visibility: To maintain its diversity, the FAMU architecture program keeps itself visible to potential faculty and staff that are interested in a more diverse student body. For example;

- the program maintains active memberships in various organizations (e.g. ACSA, ARCC, NOMA, AIAS, IFMA and USGBC).
- the program hosts ACSA faculty for its "end of the semester" studio critics, as lecture series guests and as evaluators for its internal assessment practices.
- the program hosted an HBCU Deans Meeting in 2013 that brought together all seven (7) HBCU programs,
- the program hosted an HBCU Spring Architecture Forum in 2014 that brought together more than 200 students from the five (5) of the seven (7) HBCU architecture programs,
- the ACSA Representative has attended the ACSA annual meeting for the last 10 years,
- the Dean has attended the ACSA Administrator Conference for the last 10 years
- the AXP (formerly IDP) representative has attended training for the last 10 years
- the AIAS and APX students attended their natonal meeting for the last 7 years
- the faculty often attend the AIA National Meeting, AIA Florida Meeting, ARCC National Meeting, the IFMA World Workplace and the NOMA Annual Meeting

Recruitment: To maintain its diversity, the FAMU architecture program pursues students through a variety of methods. The FAMU architecture program;

- participates in the university's HS recruitment events. The FAMU activies focus on First Time in College students from Florida. The activites typically attract African American students.
- has articulation agreements with State College programs. The agreements focus on the two-year pre-architecture programs. The agreements typically attract non-African American students.
- has articulation agreements with schools in the caribbean. The agreements focus on undergraduate architecture programs in the Bahamas and Puerto Rico. (web link)
- employs its own recruitment team. The team visits the State Colleges in north, central and south florida. The team also visits target HS that have a history of sending students to FAMU.

Access Points: To maintain its diversity, the FAMU architecture program crafts multiple access points into the pre-architecture B.S.A.S., B.Arch and M.Arch programs. The four primary access points results in students with very unique demographics. The FAMU architecture program;

- welcomes freshman architecture majors. In Fall 2017, more than 30 First Time in College (FTIC) students will begin their architecture studies at FAMU. But, unlike most ACSA schools, 95% of these students will be African-American. As one of the laergest and most visible HBCU in the nation, FAMU attracts African-American FTIC students across all majors.

- welcomes community college transfers. The State of Florida and FAMU expect academic programs to develop articulation agreements with the Florida's 2 Year Colleges. As a result, the FAMU architecture program has articulation agreements that are more than 20 years old. It is common to find a graduating class with students from Miami Dade College, Broward College, Valencia College, Seminole State College, Hillsborough Community College, Tallahassee Community College abd Gulf Coast State College. These are typically non-African American students, which broadens the racial composition of the FAMU architecture program. It also provides access (regardless of race or gender) to students who need an affordable option in North Florida.
- welcomes graduate students that do not have a previous degree in architecture. The 3.5-year M.Arch curriculum attracts students who did not consider architecture as a bachelors' degree. These are typically non-African American students who did not attend an HBCU.
- welcomes B.Arch students that have to work full time while they are in school. The B.Arch program provides two classes each semester as evening/ webcast courses. This allows students to keep their positions as full time interns and complete their classes as a part time student over a two-year period. This typically results in students that above the traditional age and students with unique experience levels.

I.1.4.   Defining Perspectives

NAAB recognizes the forces that impact the education and development of professional architects.The FAMU SAET's response to these five NAAB Perspectives takes into special consideration the missions and identities of FAMU and its architecture program. (See pages 2 and 4 for the respective Mission Statements of the University and the School.)

A.   Collaboration and Leadership

Team Dynamics/ Collaboration: The program places great importance on the development and fostering of interpersonal skills. All FAMU architecture students, freshman through graduate, have a personal desk space that is part of the larger open studio environment. The goal is to provide every student with a sense of belonging, and the opportunity to informally engage with other students. The more casual intereactions set the stage for more formally scripted group work in the design studios.

The most structured sites of academic team collaboration are in the third-year studios, fourh year studios and the Professional Practice classes. In the third-year studios, the students typically complete the reseach and master planning analysis as a group. In the fourh year studios, the students often work together in the development of the site analysis and site model. In the Professional Practice I and Professional Practice II classes (Fall 2016 and Spring 2017), the students are organized as teams/ firms to complete andpresent their projects throughout the semester.

Participation in SAET Governance: A student's participation in the governance of the SAET contributes to their professional development and provides a service to the School. Within each studio, a representative to the Dean's Council is selected. The Council meets with the Dean once a month to discuss topics, asks questions, and makes suggestions.

Leadership Preparation: The School supports four national architecture student-oriented organizations: American Institute of Architects Students (AIAS), National Organization of Minority Architects/Students (NOMAS), Alpha Rho Chi (APX) professional architecture fraternity and Tau Sigma Delta (IE) honor society. The organizations hold regular meetings and sponsor School and community service activities, fund-raising events, social affairs, etc. Each organization strives to provide events that allow the architecture students' voices and interests to be heard and develop.

B.   Design

The FAMU architecture faculty recognizes design thinking integral to most things in the school. Students immediately begin in a freshman design studio in their first semester of the program. The immediate

immersion helps students see the design opportunities that exist in everyday life. The first-year design studios introduce the principles of design and 2D and 3D communication skills. In the second-year, students apply these principles to building designsas they develop the ability to draw in plan, section and elevation. Third-year studios integrate programmatic, structural, and environmental systems in projects that have actual sites and contexts. This process continues in the fourth-year where students are expected to take on a greater responsibility for developing their design process as they demonstrating enclosure systems. The Capstone/ Intergrated Design project provides the final instrument for evaluating mastery of the design process.

The curriculum's sequence is a critical in the evolution and development of the student and articulates the relationship between courses. Three primary types of relationships exist between the courses: Progression (building upon themes, skills, and methods from semester to semester), Coordination (relationships between concurrent and successive courses in different topics such as history, technology and design), and Integration (seeking greater depth and breadth by relating concurrent courses). Together, the ARC studio, ARC lecture and FAMU general education lead to a progressive maturation of design thinking. For more information, see Section 3, II.2.2 Professional Degrees & Curriculum.

C. Professional Opportunity
The FAMU program strives to educate students on the breadth of professional opportunity and career paths for architects in both traditional and non-traditional settings. The architecture program meets the goal through a variety of activities;

- In a student's very first semester, an Orientation to Architecture course presents information about internship and licensure.
- In a student's very last year, Professional Practice I and Practice II classes are required by both B.Arch. and M.Arch. students. The classes survey a broad pallete of topics that are often presented by guest lecturers. Many of the guests are non-architects (e.g. developers, attorneys, engineers, facilties managers, etc).
- Internship/ Licensure Workshops are presented each year by the AXP (IDP) Coordinator. Discussions are held in the freshman "College Orientation" class, the fourth-year studio meetings and the senior level Profesional Pracice classes. At the end of the fourth-year studio discussion, the students complete a brief quiz. In addition, the school has hosted presentations by a representative from NCARB.
- Lecture Series guests provide students with varied perspectives on their career paths. Traditional career paths are presented by guests like Mark Schendel and Yolana Daniels. Alternate paths were presented by guests like Nancy Cheng and Francis D.K. Ching. Others introduce enginerring and facilities management. A list of lecture guests is in the Supplemental Materails.
- AIA Legislative Day provides students with a first-hand introduction to the Florida Legislature, how laws are made in the State of Florida, and an opportunity to discuss with our legislators the important issues affecting the practice of architecture. (web link).
- Field trips to local offices provide a first-hand introduction to the diverse roles and responsibilities within an office. Recent trips to local offices include CRA Architects, DAG Architects, EMI Architects, Hoy + Stark Architects and Lewis + Whitlock Architects in Tallahassee.
- The SAET Job Fair provides interview opportunities between a student and architecture firms. In 2016, the SAET hosted 18 firms.
- AIA Resume Day provides one-on-one connections between a student and a local architect.
- Architecture Week is an annual event that hosts workshops by licensed architects and guest faculty.

D. Stewardship of the Environment.
The FAMU program stirves to educate students that can contribute to the world thorugh design decisions that recognize the ecological challenges of today and tomorrow.

- Teaching: The 4-year Bachelor of Science in Architectural Studies requires 36 credit hours of design in 8 studios. Many of these studio projects explore strategies for sustainability. But, it is most evident in ARC 4610 Environmental Systems in Architecture lecture class.
- Publications: Associate Professor Elizabeth Lewis, Assistant Professor Mahsan Mohsenin and Research Associate Sang Park have multiple publications on sustainability and environmental systems. Recent research by Dr. Park and Dr, Lumpkin explore the role of environmental systems and student success. Examples of their published work is available online and listed in their resumes on pages 23-42.
- Research: The funded research by Olivier Chamel illustrates the role of desgn build experiences in sustainability education. While two projects were built in the public space of the FAMU campus (Green-Co Park and the Outdoor Classroom), one project was built in the architecture building atrium (Modular SIPS structure). Descriptions of the projects are available online. (video link)
- Enrichment Events: While numerous SAET lectures highlight sustainability, the issue was the central theme for Architecture Week 2016. The presentation by the guest speakers included;
  - *"Urban Sustainability in South America"* by Pablo Pinilla Altikes, Director of Architecture, School of Architecture and Art Universidad del Desarrollo, Concepción, Chile.
  - "*Climate Change Vulnerability Assessments in Trinidad & Tobago*" by Tisha Holmes, Ph.D., Assistant Professor, Dept of Urban & Regional Planning, Florida State University.
  - "*Green Walls in the City*" by Luis Palermo Iglesias, Vicedean of Students, Dept of Architectural Construction, Universidad Poiltècnica de València, Valencia, Spain.

E.   Community and Social Responsibility
The FAMU architecture program stirves to educate students that are prepared to be active, engaged citizens, that are committed to making communities more livable and will influence the presence of minroties in the built environment.

- Active, Engaged Citizens: Students understand the vakue of being actively engaged through participation on the SAET Dean's Council. Each studio selects a representative that presents their concerns and reports back to the students. Engagement is also fostered through the student organizations. Citizenship is also taught through works like the Apalachicola described below and participation in AIA Legislative Day (video link).
- Making Communities Liveable: The recent work in Apalachicola, Florida illustrate the multiple ways that the faculty and students strive to make cities liveable. Two faculty (Goodwin and Pabon) and a graduate student are completing a funded research project that explores the potential conflict between historic presrvationan FEMA guidelines. A studio (Wells-Bowie) is working closely with community members on the development of a commercial district in a challeneged African-american neighborhood. Another grant proposal was awarded $47,000 to document and develop visioning materials for a historic African-american neighborhood.
- Influence the Presence of Minorities in the Built Enviroment: The most unique impact of the program is its focus on changing the demographics of the discipline. Like other HBCU's, FAMU plays a significant roel in producing professionals and gradutes. According to the Directory of African-American Architects (web link), more than 25% of the registered Black architect sin Florida are FAMU graduates. According to Diverse Issues in Higher Education (web link), the FAMU architecture program was ranked as the nation's #1 producer in 2017 of African-Americans with a Bachelors degree in architecture or a related field. FAMU architecture was also ranked #1 for African-Americans with Graduate degrees in architecture.
  In addition to producing licensed architects and graduates, FAMU is focused on K-12 impacts. FAMU hosts a workshop called "I Can Be an Architect" for third grade girls. (web link) FAMU also hosts a summer camp for middle and high school students. (web link)

NAAB Perspectives and Long-Range Planning: The architecture program's long-range plan identifies multi-year objectves. The objectives clarfiy our role and contributes to the Florida A&M University 2010-2020 Strategic Plan. The objectives also serve as tools that demonstrate the natural alignment of the program to the five NAAB Perspective themes. Therefore, each of the five perspectives will be listed with

the related measurable objective (found in the program's long-range plan). (PDF link)

I.1.5   Long-Range Planning

The development of multi-year Strategic Plans is mandatory for Florida &M University and all of its academic units and research centers. To promote integrated plans, the assessment of academic units is measured by the alignment of their activities with their school's strategic plans and the alignment of these plans with Florida &M University's Institutional Mission. The following FAMU plans and the architecture program plans in effect during the period under review are listed below:

- FAMU Strategic Plan 2010-2020: 2020 VISION with Courage, 2009. (web link)
- FAMU Strategic Plan: FAMU Forever Forward, 2016. (web link)
- FAMU Strategic Plan: FAMU Rising 2017-2022, 2017. (web link)
- SAET Division of Architecture Strategic Plan: 2010-2020, 2010. (PDF link)
- SAET Division of Architecture SWOT Analysis, 2014. (PDF link)
- SAET Division of Architecture Strategic Plan: 2010-2020, 2015. (PDF link)
- SAET Division of Architecture SWOT Analysis, 2017. (PDF link)

SAET Division of Architecture Strategic Plan (2010-2020): In 2014, the architecture faculty provided their input through a series of SWOT analysis surveys. The survey data was used to identify the program needs and focus. In 2015, the needs were developed as program goals and measurable objectives. The key themes organizing the goals and objectives were: 1) research, 2) stewardship, 3) computation, 4) collaboration, and 5) diversity.

In 2017, the faculty revisited the program strengths, weakness, opportunities and threats. The updated survey information will be used to update the SAET Long Range Plan – and coordinate it with FAMU's newest Strategic Plan "FAMU Rising 2017-2022". (web link)

I.1.6   Assessment
A. Program Self-Assessment Procedures

Regular Self-Assessment: The architecture program uses various tools for scheduled self-assessment each month, semester and year. The varied methods of self-reflection include faculty meetings, fall planning meetings, Deans Council meetings and more. The discussions help the program understand its deficiencies and causes of concern.

- Student Reviews: Every week, formal and informal student reviews occur at all year levels of the FAMU program. The critics are made up of the faculty, invited academics, peers from the student body, and practitioners. The events provide a very informal opportunity to understand the programs strengths and weaknesses. (photo link)
- Faculty Meetings: Monthly Faculty Meetings provide an immediate source to identify issues and opportunities. A planning meeting at the start of each academic year promotes communication and identifies critical concerns. The meetings at the end of each semester allow faculty members to assess the content and success of each year level, discuss new objectives, and re-evaluate the curriculum document. (PDF link)
- Dean's Council Meetings: Monthly Dean's Council Meetings include representatives from each studio and the active student organizations. The meetings provide an opportunity for the students to speak clearly about their concerns and potential solutions.
- Faculty Course Evaluations: At the end of each semester, students complete a course evaluation form. The questions address the teacher and course content. The computer scored form is later reported to the faculty member and the Dean. These evaluations can serve as important tool in monitoring a teacher's progress. (web link)

- Faculty Annual Review: At the end of each semester, faculty complete an annual review form that summarizes his/her efforts in teaching, creative activity, research, and public service. This document asks faculty to define "specific goals and objectives, including areas in which improvement will be sought in the coming year." The Dean then reviews this material. (PDF link)
- Advisory Board: Once a year, architectural professionals and individuals from allied fields will become part of the program assessment through participation on the recently established Advisory Board for Architecture Programs. Appointed by the Dean, this group is informed of and encouraged to advise on current programs. The group forms an important communication link between the program and the architectural profession and the construction industry. (PDF link)
- Institutional Assessment Reports: Once a year, the architecture program submits an Assessment Report to the Office of University Assessment (OUA) for each of its degree programs. The primary purpose of the Office of University Assessment is to monitor and support academic, administrative, and educational support units in the continuous improvement of student learning and the quality of support services. (PDF link)
- Faculty Promotion + Tenure Review: After three (3) years, tenure-track faculty have an optional mid-review for preliminary and critical feedback. At the end of five (5) years, a tenure track faculty must submit their final dossier. All of the tenured-faculty vote in the School review, followed by the Dean, and then the Provost.

Progression Toward Objectives: Two (2) resources capture how the architecture program regularly evaluates its progress with measurable objectives.

- In 2015, the architecture program developed a long-range plan with measurable objectives. The major themes of the plan are summaried annual as the "Architecture Program Accomplishments". The summary headings (publications, conference presentations, service, etc) provide a resource for regularly assessing the programs progression toward its objectives. (PDF link)
- In 2017, the architecture program developed a Program Improvement Plan (PIP). As part of a University's Regional Accreditation Reaffrimation process, the Plan identifies a series of measurable objectives that reflect the University's newest Startegic Plan. In Fall 2017, the document will be reviewed by the faculty. If adopted, it will serve as an updated "SAET Division of Architecture Strategic Plan". (PDF link)

Deficiencies from 2012 Visit: The architecture program uses an end of the year exhibit of student work to review the current work and reflect on past SPC deficiencies.
- In 2013, the architecture faculty began the practice of exhibiting work from every studio at the end of the academic year. The purpose was to build their habit of gathering and exhibiting work.
- In 2014, the faculty exhibited their work and evaluated their studio's ability to meet its SPC responsibilities. The purpose was to increase their awareness of the SPCs for each class.
- In 2015, the faculty exhibited student work and evaluated the work of four (4) other studios. The purpose was to help faculty understand that an "A" design project is not equal to great SPC evidence.
- In 2016, the faculty exhibited student work in an empty studio as a mock team room.
- In 2017, the faculty exhibited student work in a larger mock team room. The larger room had studio work and lecture course binders. The program invited four external examiners that previously served on NAAB site visites. The guests (John Cays, New Jersey Institute of Technology; Susan Schaefer Kliman, PhD, Univ of District of Columbia; John Ehrig, FAIA, HHCP Architects; and Kwesi Daniels, Tuskegee University) reviewed the 2012 VTR and focused on the deficiencies from the 2012 visit. They evaluated the work and provide a report to the architecture faculty as part of the Fall Planning Meeting/Retreat.

Strengths, Challenges and Opportunities: The architecture program faculty completes surveys that identify the strengths, weaknesses, opportunites and threats. (PDF link) A similar exercise was done with students and will be done with the Advisory Board. (PDF link) The results are used to develop the program's long-range plan.

Impact of Results: The most significant impact from the assessment activites are the changes to the Intergrated Architectural Design Experience. As a result of the 2017 Mock Team Room guests, the program reconsidered the classes that contribute to the Realm C requirements. The program faculty realized that the excercises in the Professional Practice II class were a perfect fit for some of the the Realm C requirements (and past deficiencies).

I.1.6   Assessment
B. Curricular Assessment and Development

University Input- Admissions Office: Student assessment begins with the admissions process and graduate portfolio reviews. Students must first be accepted to the University. Then, the student record is reviewed by the architecture program.

University Input- Assessment Report: The architecture program submits Assessment Reports to the Office of University Assessment (OUA) for each of its degree programs. The primary purpose of the OUA is to monitor and support academic, administrative, and educational support units in the continuous improvement of student learning and the quality of support services. (PDF link).

Peer Faculty Input- Mock Teamroom: In 2017, the program invited four external examiners that previously served on NAAB site visites. The guests reviewed the 2012 VTR and focused on the deficiencies from the 2012 visit. They evaluated the work and provide a report to the architecture faculty as part of the Fall Planning Meeting/ Retreat. (PDF link).

Faculty Input- Academic Councils: The SAET Undergraduate and Graduate Councils are the primary means for faculty to discuss critical curriculum issues, assess the undergraduate and graduate programs and make recommendations for improvement. In the last five years, Council recommendations have resulted in significant changes to the SOA curriculum, including:
- a reduction in the number of required technology courses,
- an addition of new graduate courses (Making Architecture & Critical Thinkign Studio),
- the restructuring of the computer skills classes and
- the restructuring of the Intergrated Architectural Design Experience.

Student Input- Dean's Council: The Dean's Council is a student body of peer-selected representatives from each year level of the undergraduate and graduate programs. The Council meets regularly with the Dean to discuss ideas, projects, and plans, and to advise on matters of importance to students. The Council also plays a major role in revising and updating SAET's Studio Culture Policy, and helping to facilitate an inclusive process between the students, faculty and SAET administration. The Dean's Council meetings generally occur twice a semester. (PDF link)

Student Input- Course Evaluations: Online course evaluations are completed every semester for every course. These evaluations are accessible to the faculty, who can use this information to make appropriate modifications to improve courses and learning. The data can be used by the Dean in the Annual Faculty Reviews in order to reflect on quality and effectiveness of teaching. (PDF link)

Student Input - Student Surveys: The program initiated the use of student surveys to provide data from a large cross section of graduate and undergraduate students on issues such as time spent in studio, time spent on outside employment, economic need and its affects on student performance, demographics, etc. The data will help the program understand the experience of its students. (PDF link)

SECTION 2. PROGRESS SINCE THE PREVIOUS VISIT (LIMIT 5 PAGES)
The FAMU architecture program had its last NAAB Accreditation visit in the Spring of 2012. The 2004 Conditions for Accreditation were in effect for the visit. Both the Bachelor of Architecture and Master of Architecture degree programs were granted 6-year terms of accreditation. The school website provides access to the Architecture Program Report (APR) 2011, the Visiting Team Report (VTR) 2012, the NAAB Decision Letter (2012) and Focused Evaluation Reports. (web link)

Conditions Not Met
I.1.4   Long Range Planning
I.1.5   Self-Assessment Procedures
I.2.2   Administrative Structure & Government (Administrative Structure)
I.2.2   Administrative Structure & Government (Governance)
I.3.1   Statistical Reports
II.1.B.2   Accessibility (M. Arch)
II.1.B.6   Comprehensive Design (B. Arch and M. Arch)
II.1.B.7   Financial Considerations (B. Arch and M. Arch)
II.4.1   Statement on NAAB-Accredited Degrees

Causes of Concern
A.   Studio Contact Hours in the B. Arch Distance Learning Program
B.   Degree Parity in the B. Arch Distance Learning Program
C.   Inconsistent Student Advising
D.   Inconsistent Communication about IDP to M. Arch Students
E.   Financial Resources

PROGRAM RESPONSE TO CONDITIONS NOT MET

I.1.4 Long-Range Planning
2012 Team Assessment: Professor Chin represented the School of Architecture in the development of the University Strategic Plan – October 2009 and the University Restructuring Plan Fall 2011. The School of Architecture developed a Draft Strategic Plan in the spring of 2010. The plan includes schoolwide goals as well as specific goals for the Department of Architecture and for the Department of Landscape Architecture. The plan has not been ratified. There has been no further activity on the development of the School of Architecture Draft Plan since it was developed in May 2010. This is partly due to the university's reorganization of the School of Architecture to eliminate the Landscape Architecture program and to add an ABET accredited Construction program. The School indicated they plan to revise reassess the draft Strategic Plan to reflect these changes and their impact (if any) on the goals of the architecture program.

Program Activities in Response (2012-2017):
Since the 2012 APR and NAAB visit, the program has made significant improvements its Long-Range Planning documents. A summary of the current Long-Range Planning is presented in SECTION I.1.5 Long-Range Planning (2017 FAMU APR, p. 13). Additional information is provided in the Interim Progress Report (2014), Focus Evaluation Report (2015), SAET Division of Architecture Strategic Plan (2015) and SAET Division of Architecture Strategic Plan (2017). The documents are available in SECTION 4 as Supplemental Material and online (web link).

I.1.5 Self-Assessment Procedures
2012 Team Assessment:
The APR indicates the program engages the faculty through the committees, task forces and the Undergraduate and Graduate Council for developing short-term goals and long-range planning activities. The program's full-time faculty meets at least once a month during the academic year. If the School needs additional time for long-range planning or special needs, half-day or full-day workshops are held. In addition, the Dean meets weekly with the architecture program director, however no documentation was provided. There is anecdotal evidence that the program is advancing towards its mission; however, there

was no evidence presented summarizing the evaluation of progress toward the goals. As most of the goals in the strategic plan have five and ten-year targets, the lack of data at this point in the accreditation cycle does not impact conformance with this criterion. A significant number of faculty members indicate they are not as engaged in the self-assessment process at the level presented in the APR.

Program Activities in Response (2012-2017):
Since the previous 2012 APR and NAAB visit, the program has made significant improvements with its Self Assessment Procedures and documentation. A summary of the current Self Assessment Procedures is presented in SECTION I.1.6 Assessment (2017 FAMU APR, p. 13). The information was previously provided in the Interim Progress Report (2014) and Focus Evaluation Report (2015). The 2014 and 2015 documents are available in SECTION 4 as Supplemental Material and online (web link).

I.2.2 Administrative Structure & Governance: Administrative Structure:
2012 Team Assessment:
This condition is not met as evidenced by the APR, along with supplemental documentation provided to the team, and through conversations with faculty, students and administrators. The School of Architecture is represented as the "program" throughout the APR, except on page 48 where it states "The Dean (Rodner B. Wright) is the chief executive officer and oversees the administration of all degree programs, research, and service programs of the School. The Director of the Architecture Program (Andrew Chin) is responsible for the oversight of faculty academic activity and program development, with the Division of Architecture." The chair made this observation to the Dean prior to the visit and requested that the architecture program director represent the program during the visit in order to conform to the 2011 NAAB procedures (page 13). NAAB defines these two separate roles in SECTION 3.2.c.ii.1.c. Name, address, email, and telephone contact information for the following individuals: i. Program administrator ii. Head of academic unit in which the program will be located the visit and the VTR reflects the visiting team's assessment of the Division of Architecture within the School of Architecture.

There appears to be an overlapping of roles between the dean and the director in the administration of the program as evidenced by supplemental documentation provided to the team, and through conversations with faculty, students and administrators. While the current structure provides a certain degree of efficiency in operating the program, and while the great efforts of the current administrators are evident and well-recognized, the administrative autonomy of the program does not seem sufficient to affirm the program's ability to meet the conditions. In fact, better articulation of administrative responsibilities, with more involvement of the faculty, seems needed to better engage the faculty in strategic planning and vision building, improve communication flows with the faculty and the students, implement program initiatives, such as guest presentations, design reviews, and IDP educational programs, as well as addressing more effectively critical aspects such as advisement and recruitment.

Program Activities in Response (2012-2017):
A summary of the current Administrative Structure is presented in SECTION I.1.6 I.2.5 Administrative Structure and Governance (2017 FAMU APR, p. 55). The section provides the updated organizational chart (pdf link) and position descriptions (pdf link). The information was previously provided in the Interim Progress Report (2014) and Focus Evaluation Report (2015).

I.2.2 Administrative Structure & Governance: Governance
2012 Team Assessment:
This condition is not met as evidenced in interviews and the APR. While students seem to have equitable opportunities to participate in program and institutional governance through the Dean's Student Council, there is no evidence that the faculty have sufficient access to governance. The two councils (for Undergraduate and Graduate Programs respectively) are not sufficiently representative of the architecture program faculty, who can nominate only half of their members. The other half are appointed directly by the Dean. There are no governance documents (faculty handbook) for the program or for the school of which it is part which document the policies and procedures for administering the program described in the APR. In additional clear process of decision-making is not evident and the faculty should have more formal opportunities to impact the strategic direction of the program.

Program Activities in Response (2012-2017):
A summary of the program Governance is presented in SECTION I.1.6 I.2.5 Administrative Structure and Governance (2017 FAMU APR, p. 55). The section describes the faculty, staff, and student opportunities to participate in program and institutional decision making.

I.3.1 Statistical Reports
2012 Team Assessment:
The requested information was provided with the exception of the following:

- Qualifications of students admitted in the fiscal year prior to the last visit.
- Percentage that complete the M. Arch 2-year degree program within 150% of the normal time to completion for each academic year since the previous visit.
- Compare the # of faculty promoted each year since last visit, to the institution during the same period.
- Compare the # of faculty receiving tenure to the number at the institution during the same period.

Program Activities in Response (2012-2017):
A summary of the statistical data statistical data recruitment activities, student retention, African American student graduation success, student time to completion, student diversity, faculty diversity, faculty promotion and tenure patterns and other social equity information is presented in SECTION 4 as Supplemental Material and online (web link).

II.1.B.2 Accessibility (M.Arch.)
2012 Team Assessment:
Evidence indicates that both the B. Arch and M. Arch programs exhibit numerous examples of documentation that attempt to demonstrate the ability to comply with accessibility design skills in both site and building space documents. However, M. Arch course ARC 6359: Design 6.2 does not indicate an ability to comply with this criterion, whereas drawings/diagrammatic exhibits posted under ARC 4342: Design 4.2 is also not sufficiently in compliance with this criterion, due to either the small scale of the drawings (not visibly clear); they lack proper annotation/labeling of specific areas; or there are incorrect layouts relative to current ADA accessibility requirements. This evaluation applies to both interior restroom areas as well as exterior site design areas. As such, this SPC is NOT MET for the M. Arch program, but MET for the B. Arch program.

Program Activities in Response (2012-2017):
In the last five years, minor and major changes have been implemented by the faculty. The fourth-year design studios (ARC 4341 and ARC 4342) and the urban design studio (ARC 6373) address the SPC in the undergraduate and graduate levels. But, the most significant evidence for Accessibility (for the M.Arch. and B.Arch. students) will be found in the Realm C: Intergrated Design experience.

The program no longer attempts to address the capstone experience in a single studio. The responsibility is shared across a year long coordination of almost four (4) classes. A full description is presented in SECTION 4 as Supplemental Material and online (web link).

II.1.B.6 Comprehensive Design (B. Arch and M. Arch)
2012 Team Assessment:
This criterion is not met in the B. Arch Program. The team did not find sufficient evidence that the other SPC were integrated in the design projects completed by undergraduates. This was especially the case for A.4. Technical Documentation, A.9 Historical Traditions and Global Culture, B.2 Accessibility, B.4 Site Design, B.8 Environmental Systems and B.9 Structures.

The team did find more of the SPC integrated in the graduate design programs, however this criterion is also not met in the graduate programs, especially because both B.2. Accessibility and A.4.Technical Documentation were absent from most projects.

Program Activities in Response (2012-2017):
After meeting with coordinators at other architecture programs, significant changes were discussed to address the breadth of the Comprehensive Design requirement. The major decision was to no longer attempt to address the capstone experience in a single studio, but to engage other classes. As the NAAB requirments evolved in 2014, the faculty made additional changes to capture the spirit of an "Intergrated Architectural" experience. The SPC responsibility is now shared across almost four (4) classes. A full description is presented in SECTION 4 as Supplemental Material and online (web link).

II.1.B.7 Financial Considerations (B. Arch and M. Arch)
2012 Team Assessment**:**
The criterion is not met. ARC 5286 addresses the costs associated with starting and running an architecture firm, but does not deal with fundamental building costs, acquisition costs nor construction estimating.

Program Activities in Response (2012-2017):
After the 2012 visit, the program took a very honest and critical view of the classes that were supposed to address financial considerations. At the same time, the NAAB SPCs were revised. As a result, changes have been made to the more senior level ARC classes and assignments have been crafted that more clearly target building costs, acquisition costs nor construction estimating

II.4.1 Statement on NAAB-Accredited Degrees
2012 Team Assessment:
Public Information has not been satisfied. The NAAB statement is incorrect in the School of Architecture Handbook and in the FAMU Catalogue.

Program Activities in Response (2012-2017):
A few days after the 2012 visit, the NAAB statement was updated in the Student Handbook, the FAMU catalog and on the SAET website. (http://www.famu.edu/index.cfm?Architecture&NAAB)

PROGRAM RESPONSE TO CAUSES OF CONCERN

A. Studio Contact Hours in the B. Arch Distance Learning Program: Although non-traditional scheduling within the B. Arch program provides an opportunity for students to manage the time commitment of attending college, there is concern that certain policies associated with this program – including the contact hours for the design studio - may not provide parity with the traditional track for this program, particularly within the design studio experience. (I.1.1)

Program Activities in Response (2012-2017):
To improve the contact hour parity, 100% of the B.Arch. program lecture classes are offered as live webcasts. In addition, the studio is using distance learning tools to increase the contact hours for the design studio.

B. Degree Parity in the B. Arch Distance Learning Program: The students that take advantage of the non-traditional scheduling within the B. Arch program may not be receiving the appropriate academic credentials relative to their level of achievement as the work of these students appears to be of a consistently higher quality than that of other students. (II.2.2)

Program Activities in Response (2012-2017):
While the faculty appreciates the recognition of the quality of the student work, they do not feel that "higher quality" work justifies an alternate "academic credentials". The degrees must be based on the courses that are completed and not the level of success with the assignments.

C. Inconsistent Student Advising: There appears to be inconsistency in the delivery of student advising, especially as it relates to changes in the evolution of the curriculum. (I.1.3.B)

Program Activities in Response (2012-2017):
The program reviewed its advisement process and surveyd the students. The results indicted that more than 90% of the students see an Advisror prior registration.

D. Inconsistent Communication about IDP to M. Arch Students: There is evidence that an IDP Education Coordinator has been appointed, but their role, position description, and their current training status has not been defined to adequately demonstrate that information about the IDP program is being disseminated to the students. Although the IDP Coordinator hosts an annual presentation to the IDP process in the freshman orientation class, the team has no documentation that the same information is presented to the M. Arch 3.5 master students at the beginning of their architectural education. (I.1.3.C)

Program Activities in Response (2012-2017):
The program reviewed its IDP/AXP communication process. A description of its current practices is described in SECTION I.1.4. Defining Perspectives, PART C. Professional Opportunity (see page 11)

E. Financial Resources: Recognizing the financial system within which the university, the school, and the programs function, additional reductions in financial resources may impact the programs' abilities to fulfill their missions particularly in relation to continuing to provide a high-quality professional architectural education to this uniquely diverse student body. The school and the university have continued to multiply their efforts to sustain the operations of the programs, but no sufficient evidence was found that future resources could be considered adequate.

Finally, the school does not seem to have in place an aggressive strategy for development to tap private funding, as a potential increase in faculty grants alone cannot be seen as sufficient to address the current budget deficiencies.

Program Activities in Response (2012-2017):
A summary of the program's Financial Resources is presented in SECTION I.2.3 Financial Resources In addition, the program has taken steps toward an increase in private funding. The first step was to reconnect with alumni. A printed publication called "Archive" was developed. Its portfolio showcases student work and captures the unique qualities of the program. Copies were mailed and given to alumn. The second step was to meet with alumni. In 2015, an "Alumni Update Meeting" was held in Wahsignton DC. In 2016, an "Alumni Update Meeting" was held in Orlando and then in Chicago. In 2017 a second meeting will be held in Chicago and Orlando. The face-to-face conversation provided an oportuntiy for alumni to ask "How can we help?" The third step is to establish an Advisory Board. An Advisory Board is being developed to assist with the requests for assistance. The final step for 2017 is to announce the 2017-18 scholarship campaign. The goal is to raise $10,000 of scholarship funds.

PROGRAM RESPONSE TO CHANGES IN CONDITIONS

A significant change in the 2014 Conditions was the revision to NAAB's "Five Perspectives" and the evolution of Realm C as "Intergrated Architectural Solutions." Administration and faculty reviewed the language of both requirments and determined that the 2014 Conditions would require changes in existing courses to address new definitions, rewordings, and omissions so that the Program could be sure of alignment with the new document. A full description is presented in SECTION 4 as Supplemental Material and online (web link).

SECTION 3   COMPLIANCE WITH THE CONDITIONS FOR ACCREDITATION
PART I.2   RESOURCES
I.2.1.   Human Resources & Human Resource Development

The architecture program administration, staff and faculty are a diverse and experienced group with a national presence and a diverse range of interests, philosophies, and expertise.

The architecture program administration team includes three (3) full-time adminsitrators with limited teaching responsibilities and two (2) full-time faculty with limited administrative responsibilities. The full-time adminsitrators include the Dean, Director of the Professional Programs in Architecture and the Director of Student Services. The faculty with limited administrative responsibilities are the Coordinators for the Bachelor of Science in Architectural Studies and the Master of Science in Architecture. The position descriptions for these indivudals are available online (pdf links).

The architecture program technical support includes two full time staff; an IT Coordinator and a Construction Lab Coordinator. Secretarial support is provided to the faculty and the architecture library staff provides support to the main library. Graduate students are available in the office for general office assistance.

During the 2017-18 academic year there are an additional 14 full-time teaching faculty positions, 2 part-time teaching positions and 2 Research Associates. Collectively, the faculty have received numerous honors and other types of recognition as outlined in their resumes. Most are registered architects and many are members of the AIA. Their terminal degrees were earned at a representative cross section of institutions of higher learning including Florida A&M University, Harvard, MIT, University of Florida, University of California at Berkely, University of Washignton, Tuskegee University, Virginia Tech., Yale, etc. Five (5) faculty members have a PhD. A resume for each faculty member who taught in the program during the previous two academic years prior is provided.

Michael Alfano, AIA, Associate Professor

Courses Taught:
ARC 2201   Theory in Architecture I
ARC 3324   Architectural Design 3.1
ARC 4319   Design Analysis (Theory 2)
ARC 5204   Making Theory 3
ARC 6351   Graduate Design 6.2 Whole Building
ARC 6971   Thesis/Masters Project

Educational Credentials:
Masters of Science, Urban Design, Pratt Institute, 1971
Bachelor of Architecture, University of Florida, 1968

Teaching Experience:
Associate Professor, Florida A&M University, 1982-present
Assistant Professor, Florida A&M University, 1975-1982

Professional Experience:
Private Practice- 2000-present

Licenses/Registration:
State of Florida, Architect
City of New York, Urban Designer
NCARB Architectural License Advisor SA+ET

Service Learning:
Wind Design for Roofs, 2008 IDP Boot Camp, 2007
24 Hours Continuing Education HSW

Recent Research:
2008 Urban Corridor Study, Jacksonville Economic Development Corporation
2007 La Villa Neighborhood Study, Jacksonville Economic Development Corporation, 2006
Havana Community Medical Clinic:
Facility Analysis
Programming Charrette (Community, FSU Med School, FAMU Health Related Services)
Programming and Design Study, DCF & Florida State Hospital Chattahoochee

Professional Memberships/ Service:
The American Institute of Architects, Past President Tallahassee
The American Institute of Architects, Past State Director
NCARB Architectural License Advisor

Yves J. Anglade, PhD, Professor

Courses Taught:
ARC 2501   Architectural Structures I
ARC 3551   Architectural Structures II

Educational Credentials:
Ph.D., University of Florida, 1998
ME, University of Florida, 1995
BS, Milwaukee School of Engineering, 1983

Teaching Experience:
Associate Dean Director/Associate Professor, Florida A & M University, Division of Engineering Technology, 2002 to Present
Adjunct Professor, Florida International Univ., Dept. of Construction Mgmt., Coll. of Engineering, 1999
Instructor, Florida International University, College of Engineering Outreach programs, Spring & Summer 1999, Summer 2000, Summer 2001-Summer 2002 as a volunteer
Program Coordinator, University of Florida, Department of Civil Engineering, Fall 1995 to Spring 1997
Graduate Assistant/Instructor, University of Florida, Department of Engineering, Fall 1994 to August 1997
University of Florida, Department of Civil Engineering, Fall 1993 to Summer 1994

Professional Experience:
Project Engineer/Assistant Chief Engineer/Plant Supervisor, Spancrete, Inc., Miami, FL
Plant Manager/ Plant Engineer, Sterling Prestress, Inc., Miami Florida (1987-1989)
Project Engineer, Prestress Systems, Incorporated (1985-1987)
Project Engineer & Estimator, R. A. Morley Construction Company, Incorporated (1984-1985)

Selected Publications and Recent Research:
Research & Grants
- Member of a research team to conduct Security Studies for the FAA Federal, $19,000.00, 2002, FAA Education and Safety project 120,000.00 (PI) 2002-2003, 145,000,2003-2004.
- Title III, $356,000 (2203-2004)

Professional Memberships:
Refereed Publications:
- Najafi, F. T; Padmovanich, S; Anglade, Y.J. "justification of high speed Rail in Florida'29th Annual Conference of the Canadian Society of Civil Engineers May 29 -June 2, 2001, published in the CSCE proceedings (refereed)
- Tasheuras, N; Najafi, F. T; Anglade, Y.J. "Trench less Technologies Annual Conference of the Canadian Society of Civil Engineers 4-7 June 2003, accepted for publication in the CSCE proceedings (refereed)
- Villers, C, Anglade, Y.J., and Fazil!' F. T., 'Haiti: An Emergency call to Rehabilitate Its Transportation" Proceedings, 2nd International Symposium on Public Works Infrastructure Quly29 - August 1), Auburn University, Auburn, Alabama, CD ROM, 2001

Professional Memberships:
American Society for Engineering Educators (ASEE) member since June 2000
ASCE, American Society for Civil Engineering

Olivier Chamel, AIA, LEED AP, Assistant Professor

Courses Taught:
ARC 2303   Architectural Design 2.1
ARC 2304   Architectural Design 2.2
ARC 3663   Materials & Methods
ARC 4341   Architectural Design 4.1
ARC 4342   Architectural Design 4.2
ARC 3325   Architectural Design 3.2
ARC 5204   Architecture Making
ARC 5286   Practice I
ARC 5288   Practice II
ARC 5352   Advanced Architectural Design 5.1
ARC 5353   Advanced Architectural Design 5.2
ARC 6286   Digital Modeling & Fabrication

Educational Credentials:
Master of Architecture, University of New Mexico School of Architecture, 1998
Bachelor of Architecture, Grenoble School of Architecture, 1994

Teaching Experience:
Assistant Professor, Florida A&M University, 2012-present
Adjunct, Florida A&M University, 2009-2012
Adjunct, Art Institute of Tampa, 2004
Adjunct, University of New Mexico, 1997-98

Professional Experience:
Olivier Chamel Architect – January 08 – present -Tallahassee
Project Architect, EMI Architects 7-06-06-08 -Tallahassee
Project Architect, Hicks Nation Architects 04/04-06/06-Tallahassee
Project Architect, Sioux Kidwell Engineers 07/03-03/04-Tampa
Deputy Design Director, Jao Design international 05/02-01/03-Beijing, China
Project Architect, MKB Architects 06/01-04/02-Beijing, China
Project Architect, Prochaska & Associates 11/99-02/01-Omaha, Nebraska
Architect, SMPC Architects 09/98-09-99- Albuquerque, NM
Research Architect, University of New Mexico 10/95-05/96, Albuquerque, NM

Licenses/Registration:
State of Florida, Architect NCARB Certificate
USGBC, LEED AP

Recent Commissions/Creative Works:
Energy Efficient Residence using SIPs panels, Tallahassee, FL
Residential addition/renovation in Frenchtown, Tallahassee, FL
FSU College of Education Addition/Renovation
Walton County High School –Summer Camp Beach Club
Tongzhou City Hall -Fuzhou Residential Complex
New World Mall -City of Ningbo Master planning (competition: won)
Hangzhou New Central Business District (competition shortlisted) -Beilun Office park (competition: won)

Professional Memberships/ Service:
US Green Building Council, Florida Green Building Coalition

Andrew Chin, Interim Dean, Associate Professor

Courses Taught:
ARC 3058   Computer Application in Architecture
ARC 5363   Architectural Design 3.1
ARC 6245   Models of Inquiry
ARC 6951   Thesis Research
ARC 6971   Thesis/Masters Project

Educational Credentials:
Master of Science, Florida State University, Department of Urban and Regional Planning, 2017
Master of Architecture, University of Florida, School of Architecture, 1988
Bachelor of Design, University of Florida, School of Architecture, 1985

Teaching Experience:
Assistant Dean /Associate Professor, Florida A&M University, 2004-present
Associate Professor, Florida A&M University, 2002-present
Assistant Professor, Florida A&M University, 1999-2002
Instructor, Georgia Institute of Technology, 1996-1998
Assistant Professor, Florida A&M University, 1991-1995
Instructor, University of Florida, 1987-1988

Professional Experience:
Planning Assistant, City of Fort Lauderdale, FL, 1991-1992
Intern-Architect, Robert Bradford Brown Architects, Inc. Miami, FL, 1989 – 1991
Intern- Architect, Sender, Tragash & Alvarino Architects, Miami, FL, 1989
Intern-Architect, RTKL, Inc., Fort Lauderdale, FL, 1987

Publications/ Presentations (selected):
Chin, A., Race + Campus Travel Behavior. In Brooklyn says Move to Detroit: Health + Design Session :
    Proceedings of the 105nd ACSA Annual Meeting. (2017). Detroit, MI.
Chin, A., Lumpkin, R. & Williams, D. O. Race and Gender in Architecture Education: A Distance Learning
    Model. In Space Unveiled: Invisible cultures in the design studio. (2015). New York, NY: Routledge.
Chin, A., Lumpkin, R. & Williams, D. O. Diversity Awareness Survey. In Globalizing architecture: Flows
    and disruptions: Proceedings of the 102nd ACSA Annual Meeting. (2014). Miami, FL.
Chin, A. Florida Agricultural & Mechanical University, School of Architecture. D.S. Wilson (Ed.), African
    American architects: a biographical dictionary, (2004). New York, NY: Routledge.

Research (selected):
Hill Neighborhood Survey Project, Florida Department of State, Historical Resources, 2018, $47,000
Green Architecture and Public Health, Wachovia Bank, 2011, $12,000
Midtown Redevelopment Project: Phase I-4, City of Daytona Beach Planning Office, 2010 $80,000.
Downtown Nassau Redevelopment Project, National Museum of the Bahamas' Antiquities Monuments
    and Museum Corporation (AMMC), 2009-10, $15,000
Urban Design & Community Planning Assistance, City of Port St. Joe; City of Dunnellon; City of Panacea,
    State of Florida Department of Community Affairs, 2004-05, $27,000

Professional Memberships/ Service:
Tuskegee University, Architecture Program Advisory Council, 2017-present
Blueprint 2000 Citizens Advisory Committee, 2011-present
Judson University, Architecture Program Advisory Council, 2009-2011
American Collegiate Schools of Architecture, Southeast Regional Director, 2007-2008
American Institute of Architects, Committee on Education, ACSA Representative, 2007-2008
Tallahassee Trust for Historic Preservation, Board of Directors, 2003-2006
National Organization of Minority Architects, Board of Directors, 1995-1997

Robert Goodwin, RA, Research Associate

Courses Taught:
ARC 1274   Introduction To Facility Management
ARC 2470   Intro to Technology
ARC 3324   Architectural Design 3.1
ARC 3325   Architectural Design 3.2
ARC 3463   Materials & Methods of Construction II
ARC 4010   Facility Management
ARC 5018   Intro to Facilities Management
ARC 5286   Practice I
ARC 5288   Practice 2
ARC 5289   Facilities Management Professional
ARC 5363   Architectural Design 3
ARC 6932   Master's Seminar
ARC 6949   Internship

Educational Credentials:
Master of Architecture, Tuskegee Institute, 1976
Bachelor of Architecture Science, Tuskegee Institute, 1974

Teaching Experience:
Research Associate, Florida A&M University, 1996-present

Professional Experience:
Principal, Robert Goodwin, Architect, Tallahassee, FL., 2003- present
Principal, Goodwin & Goodwin Associates, P.A., Tallahassee, FL, 1997-2003
Director of Facilities Planning, Florida A&M University, Tallahassee, FL., 1986-1996
Facilities Planning Consultant to Vice President of Administration, Alabama A&M University, Huntsville, AL., 1986-2006
Project Manager, McKissack & McKissack Architects, Inc., Nashville, TN., 1979-1985
Draftsman/Project Manager, Harold Thompson Architects, Memphis, TN., 1977-1979

Licenses/Registration:
State of Florida, Architect State of Tennessee, Architect (Inactive)

Recent Commissions/Creative Works:
Little Salem PB Church, Fellowship Hall - 2016

Professional Memberships/ Service:
Faculty Advisor: Alpha Rho Chi Fraternity, "Seshait Chapter" Florida A&M University, Tallahassee, FL
Team Leader: Sustainability Institute "Indaba" focus team for "Better Building," FAMU Board member: School of Arts & Sciences, Tallahassee, FL

Valerie Goodwin, RA, Associate Professor

Courses Taught:
ARC 3324   Design 3.1
ARC 4294   3D Print & Laser Cutter
ARC 4319   Design Analysis
ARC 5294   Digital Fabrication
ARC 5361   Architectural Design 1
ARC 5362   Thesis/Master Project
ARC 6972   Thesis Studio

Educational Credentials:
Masters of Architecture, Washington University, 1983
Bachelors of Architecture, Yale University, 1976

Teaching Experience:
Interim Program Director, Florida A & M University (SAET) 2013 - present
Associate Professor, Florida A & M University (SOA) 2003-present
Assistant Professor, Florida A & M University (SOA) 1999-2003
Visiting Assistant Professor, Florida A&M University (SOA) 1994-1997

Professional Experience:
Principal, Goodwin & Goodwin Architects, P.A., 1997 – present
Project Architect and Designer, Johnson Peterson Architects, 1992 – 1994
Project Architect and Designer, Elliott and Marshall Architects P.A. 1989 – 1993
Project Designer and Project Team Member, Trivers Associates 1985 – 1989
Graduate Architect, TDP of Saint Louis, Inc., 1984 – 1985

Licenses/Registration:
State of Florida, Architect
State of Missouri, Architecture (inactive)
NCARB Certificate

Selected Art Exhibits:
Solo exhibit: "Imaginary Landscapes" Gensler Architects, Washington, DC, 2017
"Pattern and Place" Contemporary Craft Museum Pittsburgh, PA, 2016
"Blended Threads", Kirkland Art Center Clinton, N.Y..., 2016
"COCA's 30 for 30 Invitational Exhibition", City Hall, Tallahassee FL, 2015
"Contemporary Fiber: Breaking Tradition", Lore Degenstein Gallery, Selinsgrove, PA, 2015
"Expressions in Equality", Visions Art Museum, San Diego, CA, 2015
"Art on the Wall", Lee Hall, Florida A&M University, Tallahassee, FL, 2015
"Art Quilts" Georgetown Art Center in Georgetown, TX, 2015
Solo Exhibit: Art Quilt Maps by Valerie Goodwin Schweinfurth Memorial Art Center Auburn, NY, 2014
Solo Exhibit: "Art Quilt Maps" The Tallahassee Community College Fine Art Gallery, 2013
"Art Quilts XVII: Integrating a Paradox"—Vision Gallery, Chandler, AZ – November, 2013
"Art in Stitches" – Florida Museum for Women Artist, Deland, Florida, 2013

Professional Memberships:
Board Member: Studio Art Quilt Associates / Professional Quilt Artist Organization

Rhonda Hammond, AIA, Adjunct Instructor

Courses Taught:
ARC 2161   Advanced Topics in Digital Architecture
ARC 2162   CADD for Architecture
ARC 3324   Architectural Design 3.1

Educational Credentials:
Masters of Science in Architectural Studies with Concentration in Sustainable Design, University of Florida, Gainesville, Florida, 2013
Bachelor of Architecture, Florida A&M University, Tallahassee, FL, 1999
Bachelor of Science in Architectural Studies, Florida A&M University, Tallahassee, FL, 1999

Teaching Experience:
Adjunct Professor, Florida A&M University, 2015-Present

Professional Experience:

Hammond Design Group, LLC, Tallahassee, Florida
Project Manager and Managing Partner January 2006 – Present
Gilchrist Ross Crowe Architects, Tallahassee, Florida
Architectural Intern and Project Manager June 1999 – Dec 2005
Barnett Fronczak Architects, Tallahassee, Florida
Architectural Intern and CADD Technician May 1997 – May 1999
Mays Leroy Gray Architects, Tallahassee, Florida
Architectural Intern and Manual Draftsperson June 1993 – April 1997

Licenses/Registration:
State of Florida, Architect - AR97172

Recent Publications:
"BIM in Sustainable Design: Strategies for Retrofitting and Renovation", a paper presented at the annual conference for the International Society for Computing in Civil and Building Engineering (ISCCBE), Orlando, Florida, 2014
Hammond, R.S., (2014, June) "BIM in Sustainable Design: Strategies for Retrofitting and Renovation"
Paper published in the Conference Proceedings of the annual conference for the International Society for Computing in Civil and Building Engineering (ISCCBE), Orlando, Florida, 2014

Professional Memberships:
American Institute of Architects (AIA) – National and State
Tallahassee-Leon County Architectural Review Board Member 2-16 - 2018
US Green Building Council (USGBC) - national member and member of Florida Capital Region Chapter
National Association of Women in Construction (NAWIC)

Craig Huffman, RA, Professor

Courses Taught:
ARC 3325   Architectural Design 3.2
ARC 3463   Materials & Methods of Construction
ARC 4319   Design Analysis
ARC 4341   Architectural Design 4.1
ARC 4342   Architectural Design 4.2
ARC 4294   Urban Design (Elective)
ARC 5286   Professional Practice I
ARC 5352   Advance Architectural Design 5.1
ARC 5353   Advance Architectural Design 5.2
ARC 5204   Architectural Making
ARC 6357   Graduate Design 6.1
ARC 6972   Thesis Studio

Educational Credentials:
Master of Architecture & Urban Studies, Virginia Tech University, 1994
Bachelor of Architecture, Louisiana Tech University, 1980

Teaching Experience:
Associate Professor, Florida A&M University, 1992 – present
Assistant Professor, Florida A&M University, 1988 – 1992
Adjunct, Florida State University, 1985

Professional Experience:
Principal, Barnett & Huffman Studio, New Orleans/Tallahassee (2014 – present)
President & Design Principal, Huffman Associates / Studio for Architecture (2007 – present)
President & Design Principal, Huffman / Tarmey Architecture PA, (1997 – 2007)
Owner – Architect, Craig Huffman / Architect, (1989 - 1997)
Design Associate, Barrett, Daffin, & Carlan, Architects & Engineers, Inc., (1981 - 1989)
Designer, Drafting Technician, Ervin & Davis, Architects/Planners/Consultants, 1980-1981

Licenses/Registration:
State of Florida, Architect

Professional Memberships/ Service:
North Central Florida Chapter, AIA (Former member)
US Green Building Council
The Urban Land Institute
Congress for the New Urbanism
Gaines Street Revitalization Committee (2007 – 2014)

Roy Knight, FAIA, Professor

Courses Taught:
ARC 2201   Theory in Architecture I
ARC 3703   Architectural History 3
ARC 4341   Architectural Design 4.1
ARC 4342   Architectural Design 4.2
ARC 4294   Special Studies (Sustainable Urban Design for High Density)
ARC 5364   Design 4
ARC 6910   Thesis Research
ARC 6971   Master's Thesis

Educational Credentials:
Dipl.d' Etudes – Royal Academy of Fine Arts, Architects School, Copenhagen, (Fulbright Scholar) 1968
Master of Architecture, Graduate School of Design, Harvard University, 1967
Bachelor of Arts, Architectural Sciences, Harvard College, 1963

Teaching Experience:
Professor, Florida A&M University, 1996 - present
Dean and Professor, Florida A&M University, 1988 – 1996
Dean and Professor, School of Architecture, University of Tennessee, 1979-1988
Assistant Professor, Associate Professor of Architecture & Assistant Dean, School of Architecture,
University of Tennessee, 1968-1974
Catholic University of America, 1977 - 1979

Professional Experience:
Designer & detailer, Lawrence Whitten and Son Architects, Birmingham
Davis Architects, Birmingham
Director of Design, Tennessee Valley Authority
Private Practice, Knight Associates, Private Practice, Roy F. Knight, FAIA
Assistant Director of grant programs, National Endowment for the Arts
Client representative NEA, Old Post Office building with other agencies & architects

Licenses/Registration:
State of Florida, Architect NCARB Certificate
National Council of Architecture Registration Boards

Selected Publications, Lectures & Creative Work:
Approved to present at International Conference of the Arts in Society Knowledge Community in Rome
Italy: Paper: 'Architecture & Urban Design as Expressions of Culture', sole author. Travel agent funded.
TV and exhibition in the Mobile Arts Council Gallery
Lectures on architecture, St. Peters Anglican Church

Professional Memberships:
Cosmos Club of Washington D.C.; FAIA, NCARB Florida Convention, Palm Beach, FL Summer 2016
Indian Springs School Alumni Council
Harvard Graduate School of Design Special Visiting Committee 2016
Harvard University Choir Alumni Committee
Fellow, American Institute of Architects, Past President AIA, Florida
National Council of Architectural Registration Boards

Deborah LaGrasse, Instructor

Courses Taught:
ARC 1301   Design 1.1
ARC 1302   Design 1.2
ARC 2501   Architectural Structures I

Educational Credentials:
Master of Fine Arts, Southern Illinois University at Carbondale, 1983
Bachelor of Fine Arts, University of Florida, 1976

Teaching Experience:
Instructor, Design, Florida A&M University, 2004-Present
Building Construction Lab Instructor 1993-2004
Assistant Professor, Sculpture, Eastern Illinois University 1985-1988

Professional Experience:
Professional Leave: Riga, Latvia Produced 28 mixed media art works for exhibition and catalog that interprets Latvian Dainas and Art Nouveau Architecture, 2017
7th International Conference on Contemporary Cast Iron Art, *Advisory Board Member, Storytelling Event, Moderator and Panelist,* Pedvale, Latvia, 2014
7th International Conference on Contemporary Cast Iron Art, *Steering Committee Meeting,* Pedvale, Latvia & "Starptautiskais" Iron Art Symposium, SERDE Residency, Aizpute, Latvia, 2013
Nor'easter Conference: Aesthetics and Practice in Cast Iron Art, Buffalo State, NY, 2012

Recent Awards & Exhibitions:
National Library of Latvia, JFF Reading Room *Solo Exhibition*, Riga, Latvia (travelling 2018)
Rosemary Beach Sculpture Exhibition, *National Juried,* Rosemary Beach (year), 2017
Individual Small Grant *Award,* US Embassy Latvia, Riga, Latvia, 2016
13"Iron Tribe" *National Invitational*, Highlands University,   Las Vegas, NM, 2017
"Out of the Box" Outdoor Sculpture *National Juried,* Julie Collins Smith Museum, Auburn, AL, 2016
"Sculpture Walk" Outdoor Sculpture *National Juried* City of Jacksonville, FL, 2016
"Art 3", Anderson Gallery, Drake University *National Invitational*, Des Moines, IA, 2016
"A Transformative Vision" Solo Invitational Apalachicola Art Center, FL, 2015
"Savienošanās/Coalescence" *International Juried,* Sculpture, Talsi Museum, Talsi, Latvia, 2014
"Crossing the Line" *National Juried Drawing,* Czurles-Nelson Gallery, Buffalo, NY, 2013
Sloss National Cast Iron Conference, *Award- Cast Iron Art,* Birmingham, AL, 2012

Elizabeth Lewis, AIA, LEED AP, Associate Professor

Courses Taught:
ARC 1301   Architecture Design 1.1
ARC 1302   Architecture Design 1.2
ARC 2303   Architecture Design 2.1
ARC 2304   Architecture Design 2.2
ARC 2470   Introduction to Technology of Architecture
ARC 3324   Architecture Design 3.1
ARC 3325   Architecture Design 3.2
ARC 4342   Architectural Design 4.2
ARC 5361   Architectural Graduate Design 1
ARC 5362   Architectural Graduate Design 2
ARC 5364   Architectural Graduate Design 4
ARC 5291   Special Studies/Elective (Green Technology/ Higher Educ. Buildings)
ARC 5292   Special Studies/Elective (Sustain. Construction/LEED for Schools)
ARC 6293   Special Studies / Elective (Net-Zero Energy Buildings)
ARC 6971   Thesis/Masters Project

Educational Credentials:
Master of Architecture, Washington University, St. Louis, Mo., 1982
Bachelor of Arts, Newcomb College of Tulane University, New Orleans, LA,1974
Teaching Experience:
Associate Professor, Florida A&M University, SOA, May 2009 - present
Assistant Professor, Florida A&M University, SOA, 2003 - 2009
Visiting Assistant Professor, Florida A&M University, SOA, 1996-1999, 2000-2003

Professional Experience:
Nathaniel Curtis Architects, New Orleans, La. 1982-84
Washington University, Campus Architect Office, 1980-82

Licenses/Registration:
State of Florida Licensed Architect
US Green Building Council LEED Accredited Professional

Publications:
Sustainaspeak: A Guide to Sustainable Design Terms, Elizabeth Lewis, Routledge of Taylor & Francis (submitted for publication July 2017)
Decoding TheorySpeak, edited by Enn Ots, Routledge 2010, Elizabeth Lewis contributor: Sustainability, Zero Energy Buildings, Cradle to Cradle, Eco-Tech, Greenscaping, Passive Solar Design

Professional Memberships / Service:
American Institute of Architects (AIA) #30020103
AIA Tallahassee Board of Directors 2004 - present
AIA Tallahassee Chapter of the American Institute of Architects, President 2007, 2010, 2011
AIA National AIA RFP Awards Committee 2008
AIA Florida-Caribbean State Board of Directors 2008-2009
US Green Building Council, FL Capital Region Founding VP, LEED for Schools 2007-09
Society of Building Science Educators (SBSE), 2004 - present
American Solar Energy Society, Nat'l Ethics and Member Committee, ASES SOLAR 2006-2008 Passive Technical Review Committee, member 2006 - present
Sustainable Tallahassee: Green Schools Committee, Nominating Committee
Association of Collegiate Schools of Architecture (ACSA), FAMU SOA, Faculty Councilor, 2004-2012
American Institute of Architects Student Chapter (AIAS), FAMU SOA Faculty Advisor, 2003-present
NCARB Licensing Advisor, FAMU School of Architecture, 2017

Ronald Lumpkin, PhD, Director of Student Services, Associate Professor

Courses Taught:
ARC 1000   Orientation to Architecture
ARC 1160   Computer Applicants in Architecture
ARC 1211   Building Arts
ARC 1301   Architecture Design 1.1
ARC 1302   Architecture Design 1.2
ARC 2161   Advanced Topics in Digital Design
ARC 2162   CAD for Architecture
ARC 4292   Special Studies (Crime Prevention Design)
ARC 4293   Special Studies (K-12 Schools)
ARC 6292   Special Studies (Crime Prevention Design)

Educational Credentials:
Master of Architecture, Florida A&M University, 1984
Bachelor of Science in Architecture, Florida A&M University, 1980
Doctor of Philosophy in Educational Leadership, 2013

Teaching Experience:
Director of Student Services, 2014-present
Coordinator of Recruitment & Retention & Assistant Professor, Florida A&M University, 1992-2013
Instructor, Florida A&M University, 1986-1992

Recent Publications:
Ronald Lumpkin, *From Gods Hands to My Hands,* USA: Xulon Press, 2008, ISBN 978-1-60477-121-3
School Buildings, and Socioeconomic Status, Race, Student Achievement, and Journal *of Intercultural Disciplines*, Volume XV Spring 2016.
Impact of Classroom Environments on Academic Achievement in University Students, Architecture Research Centers Consortium (ARCC), 2015
Chapter co-author: "Race and Gender in Architecture Education: A Distance Learning Model", *Space Unveiled: Invisible Cultures in the Design Studio,* London & New York: Routledge Taylor & Francis Group, 2014
Code Compliant School Buildings Boost Student Achievement, *SAGE Open*, 2014
"Diversity Awareness Survey", *Project Proceedings of the 102nd ACSA Annual Meeting: Globalizing Architecture, Flows and Disruptions,* 2014

Recent Presentations:
2011-Action Research Forum, Florida A&M University College of Education
"School Buildings, Socioeconomic, Race, and Student Achievement", National Association of African American Studies & Affiliates, Eastern Regional Conference, Tampa, FL 2015
"Impact of Classroom Environments on Academic Achievement in University Students", Architecture Research Centers Consortium (ARCC), Chicago 2015
*"*Pursuing Racial Diversity in IFMA Accredited Degree Programs", International Facility Management Association World Workplace, New Orleans, LA, September *2014*
"Diversity Awareness Survey"*,* Co-author Poster Presentation: Globalizing Architecture: 102nd Annual American Collegiate Schools of Architecture Meeting, Miami, FL April 2014
"Student Achievement Rises in New Code Compliant School Buildings"*,* Global Science and Technology Forum, Architecture and Civil Engineering, Singapore, March 2014

Professional Memberships:
Florida Association of Teacher Educators
International Facility Management Association

Mahsan Mohsenin, PhD, Assistant Professor

Courses Taught:
ARC 2303   Architectural Design 2.1
ARC 2304   Architectural Design 2.2
ARC 2470   Introduction to Technology of Architecture
ARC 4341   Architectural Design 4.1
ARC 4610   Environmental Systems in Architecture
ARC 6186   Modeling and Digital Fabrication

Educational Credentials:
PhD, North Carolina State University 2015
Master of Science in Architecture Studies, MIT 2011
Master of Architecture, University of Tehran, IRAN 2009
Bachelor of Architecture, Shariaty Technical University, IRAN 2006

Teaching Experience:
Assistant Professor, Florida A&M University, 2015 – Present

Professional Experience:
Fluid Motion Architects Consultant Engineering, Tehran, IRAN 2007-2009

Licenses/Registration:

Publications:
Mohsenin, M. and J. Hu. 2017. Daylight Prediction in Individual Floors Using Well Index, *Architecture Civil Engineering Journal,* 2, 109-114.
Mohsenin, M. 2017. Integration of Building Energy Modeling in Architecture Education. *Proceedings of Building Technology Educators' Society (BTES) Conference, Des Moines, IA, 149-156.*
Mohsenin, M. 2016. User Interface for Atrium Daylight and Thermal Performances*, proceedings of the eSIM Building Performance Simulation Conference*, Hamilton, ON, 123-130.
Mohsenin, M. and J. Hu 2015. Assessing Daylight Performance in Atrium Buildings Using Climate Based Daylight Modeling*, Solar Energy,* 119, 553-560.

Recent Research:
Building Energy Modeling for FAMU School of Architecture building

Professional Memberships:
U.S. Green Building Council board member, 2016 – Present

Enn Ots, RA, Professor

Courses Taught:
ARC 1050   Architectural Design 1.1
ARC 2303   Architectural Design 2.1
ARC 2304   Architectural Design 2.2
ARC 3324   Architectural Design 3.1
ARC 3325   Architectural Design 3.2
ARC 4291   Special Studies Architecture 1 (Theory Elective)
ARC 4341   Architectural Design 4.1
ARC 5289   Facility Management Profession
ARC 6259   Program Theory & Practice
ARC 6624   New Tech Enclosed Buildings
ARC 6972   Thesis Studio

Educational Credentials:
Masters of Architecture, University of Manitoba, 1972
B.E.S. University of Manitoba, 1969

Teaching Experience:
Associate Professor, Florida A&M University, 1979 – 2013
Professor, Florida A&M University, 2013 - Present

Professional Experience:
BEC/Brian Awde Architects, Toronto, Ontario: 1972-1979
Enn Ots, Architect: 1985 - present

Licenses/Registration:
State of Florida, Architect

Recent Commissions/Creative Works:
Loft Conversion, Atlanta, GA 2016
Universal Design Conversion 2011
1905 Victorian house expansion, Atlanta, GA, 2009

Recent Research:
Appropriate Technology for Haiti Reconstruction – Joint project with Hope Builds and FAMU CESTA, 2010

Publications:
Ots, Enn, Decoding Theoryspeak: An Illustrated Guide to Architectural Theory, Abington, Oxon, England, Routledge, 2011. ISBN13: 978-0415-77830
Contributions to: Tom Porter, Archispeak: An Illustrated Guide to Architectural Term. London, Spon Press, 2004. ISBN 0-415-30012:
Contributions to: Beth Lewis, *Sustainaspeak: A Guide to Sustainable Design Terms*, Routledge, 2017

Arleen Pabón-Charneco, PhD JD, Professor

Courses Taught:
ARC 2701   Architectural History I
ARC 3207   Architectural History II
ARC 3703   Architectural History III
ARC 5206   Advanced Architectural Theory and Philosophy
ARC 5731   Architectural History I
ARC 5732   Architectural History II
ARC 6971   Thesis/Master Project

Educational Credentials:
PhD, Northwestern University, 1983
JD, University of Puerto Rico, 1997
MArch, University of Puerto Rico, 1974
BDE, University of Puerto Rico, 1972

Teaching Experience:
Professor; Associate Dean, Florida A&M University, 1999-Present
Instructor, Assistant Professor, Associate Professor, Professor; Assistant Dean and Associate Dean,
University of Puerto Rico, 1979-2004

Licenses/Registration:
Admitted to the Puerto Rico and Washington DC Bar

Professional Experience:
Principal, Arleen Pabón PhD, Consultant in Historic Preservation, Cultural Interpretation & Arch. History
Lecturer, Osher Lifelong Learning Institute, Florida State University, 2012 to present

Recent Commissions/Creative Works: (Selected since 2015)
Puerta de Tierra Histórica District / Distrito Histórico de Puerta de Tierra, San Juan de Puerto Rico
National Register of Historic Places Nomination. (In progress)
 "Identification and Evaluation of Historic Properties Puerta de Tierra, San Juan de Puerto Rico District,"
2016, Puerto Rico State Historic Preservation Office, 2016.
"Puerta de Tierra: A Place of Memories and Meanings A Historic Context from 1519 to 1915," Puerto Rico
State Historic Preservation Office, 2015.
Casa Márquez, Hormigueros, Puerto Rico, National Register of Historic Places Nomination, 2015.

Publications and Presentations: (Selected since 2015)
San Juan de Puerto Rico Architecture: Five Hundred Years of Architectural and Urban Experimentation,
        London: Routledge Press, 2016.
Nuria Benach, Miriam Hermi Zaar and Magno Vasconcelos P Junior (editores), *Actas del XIV Coloquio
        Internacional de Geocrítica: Las utopías y la construcción de la sociedad del futuro*, Arleen Pabón
        Charneco, "San Juan de Puerto Rico: Utopía de tres imperios,": Universidad de Barcelona, 2016.
"San Juan de Puerto Rico: Utopía de tres imperios," XVI Coloquio Int'l de Geocrítica, Barcelona, 2016.
"Puerta de Tierra: Un lugar de memorias y significación," Histórica Preservación Month, Puerto Rico State
        Historic Preservation Office, 2015.

Professional Membership/Service: (selected since 2012)
Advisor Emeritus, National Trust for Historic Preservation
Corresponding Academician, Royal Academy of St George, Barcelona, Spain
Board Member, Tallahassee Trust for Historic Preservation
Member, Washington DC Bar Association
Member, National Forum for Historic Preservation
Fellow, Japanese Institute, American Association of Colleges and Universities, 2013 and 2015

Sang Bum Park, PhD, Research Associate

Course Taught:
ARC 4610   Environmental Systems in Architecture

Educational Credentials:
PhD, Architecture, University of Florida, May 2012
Master of Science, Environmental Engineering, Yonsei University, South Korea, Aug. 2001
Bachelor of Science, Industrial Environment and Health, Yonsei University, Aug. 1999

Teaching Experience:
Visiting Assistant Professor and Research Associate, School of Architecture and Engineering
Technology, Florida A&M University, 2012-Present
Teaching Assistant, School of Architecture, University of Florida, 2008-2012

Professional Experience:
Project Manager, 4-Dimensions Engineering, Ltd., Seoul, South Korea 2007-2008
Acoustical Consultant, SOVICO Co., Seoul, South Korea 2002 - 2006

Licenses/Registration:
Certified Engineer Noise & Vibration, South Korea
Certified Engineer Industrial Safety, South Korea
Certified Engineer Industrial Hygiene Management, South Korea

Recent Research:
Acoustical evaluation of worship spaces - 2012-present
Impact of classroom environment on academic achievement in university students - 2014

Recent Publications:
Park, Sang Bum and Gary W. Siebein, "Soundscape Approach to Evaluate Outdoor Acoustic Spaces in
        Nature", Noise Control Engr. J., 63(5), 478-493, 2015.
Park, Sang Bum, Ronald B. Lumpkin, Kathie Laurent, and Khari Peart, "Environmental Measurements of
        Classrooms at the Florida A & M University", ARCC 2015 conference proceedings. Vol. 2015,
        434-441, 2015

Recent Presentations (Selected)**:**
Park, Sang Bum, "Spreading Acoustics to Architecture Programs", Acoustics' 17 Boston, 2017
Park, Sang Bum, Ronald B. Lumpkin, Kathie Laurent, and Khari Peart, "Environmental Measurements of
        Classrooms at the Florida A & M University", ARCC 2015.
Park, Sang Bum and Gary W. Siebein., *, "A soundscape approach to qualitatively evaluate acoustic rooms
        in a natural setting,"* INTER-NOISE 2012.

Recent Honors/Awards:
Provost's Digital Learning Initiative Fellowship, FAMU, 2017
Robert B. Newman Medal for Merit in Architectural Acoustics, ASA, 2011

Professional Memberships:
Acoustical Society of America (ASA)
Institute of Noise Control Engineering (INCE)-USA
Architectural Research Centers Consortium (ARCC)

Eduardo Robles, Associate Professor

Courses Taught:
ARC 1050   Space Planning
ARC 1301   Design 1.1
ARC 4242   Design 2.2
ARC 4291   Spec Studies (Study Trip)
ARC 4292   Architecture and Urbanism
ARC 4292   Spain and the Americas
ARC 4293   Art and Architecture
ARC 4293   Urban Design Issues
ARC 4342   Architectural Design 4.2
ARC 4293   Special Studies Arch III
ARC 4319   Design Analysis (Theory)
ARC 5364   Architectural Design 4
ARC 6357   Graduate Design 6.1
ARC 6971   Thesis/Masters Project

Educational Credentials:
Master of Architecture, Rice University, 1985
Master of Fine Arts, U.C. S

Teaching Experience:
Associate Professor, Florida A&M University, (SOA) 1996-Present
Assistant Professor, Florida A&M University, (SOA) 1994-1996
Visiting Professor, Rice University – 1986-1994

Recent Publications:
Plantation Houses of North Florida, Vitruvio, International Journal of Architectural Technology and
        Sustainability, June 2017
ReUso Congress proceedings, Scientific Committee and Co-Editor, Valencia, 2015
A History of Valencia: Florida State University's Heritage with Ignacio Messana and Juan Salazar, FSU
        International Programs, 2014

Current Research:
Plantation Houses of North Florida (History and construction of iconic plantations in Leon County).
Elche: The City and the Grove (The city of Elche in Spain and its relationship to the largest palm grove in
Europe surrounding it).

Laverne Wells-Bowie, Professor

Courses Taught:
ARC 3325   Architectural Design 3.2
ARC 4292   Special Studies (Theory)
ARC 4319   Design Analysis
ARC 4341   Arch Design 4.1
ARC 5353   Advance Architectural Design 5.1

Educational Credentials:
Master of Architecture, University of California, Berkley, 1984
Bachelor of Fine Arts, California College of Arts and Crafts, 1970

Teaching Experience:
Professor, Florida A&M University, (SOA), 2002 - Present
Associate Professor, Florida A&M University, (SOA), 1990-2002
Mickel Endowed Chair Professor, Clemson University, (SOA) 2000-2001
Florida A&M University Consortium Faculty, Virginia Tech WAAC, Alexandria, VA, 1998-2000
University of Tennessee; Knoxville, Tennessee; Assistant Professor, 1985-88

Professional Experience:
City of Tallahassee Sustainability Website, research and content, 2011

Recent Commissions/Creative Works:
Artist-In-Residence and Exhibitor; "Escape to Create" Program; Seaside, FL, 1998, 2002

Recent Publications/Recognitions/Creative Works:
Art Residency; Colografica (3 print series) at Taller de Grafica, Havana, Cuba, 2016
FAMU Innovative Teaching Award Recognition, 2014
Art Exhibitions, Florida A&M Art Department, 2012-2014
"Rattlers Play Leading Role in MLK Memorial Establishment", Interview with Brian Lucas,
Florida A & M Magazine, winter 2013; *"Above, Beneath, Beyond and Between"*, ROW Trajectories

Recent Research:
Caribbean Urbanism, Environmental and Cultural Sustainability: St. Maarten/St. Maarten and Saba in the
Dutch Antilles and Guadeloupe, environment and cultural contexts in the art of Romare Bearden.

Professional Memberships/ Service:
Tallahassee Civil Rights Memorial; Planning Task Force, recognized on Memorial, 2010- 2013
Tallahassee Civil Rights Memorial; Planning Task Force, 2010- 2013
ACSA 100th Anniversary Planning Committee, 2012
Tallahassee Urban Design Commission; Commissioner
Big Brothers, Big Sisters of Tallahassee; Mentor
Council on Culture and Arts (COCA); Member
Tallahassee Urban Design Commission; Board Member

Edward White, RA, Professor

Courses Taught:
ARC 2303   Architectural Design 2.1
ARC 2304   Architectural Design 2.2
ARC 3324   Architectural Design 3.1
ARC 3325   Architectural Design 3.2
ARC 5362   Grad Design 2
ARC 6357   Design 6.1
ARC 6259   Programming Theory & Planning
ARC 6974   Thesis/Masters Project

Educational Credentials:
Master of Architecture, University of Florida, 1966
Bachelor of Architecture, University of Florida, 1965

Teaching Experience:
Professor, Florida A&M University (SOA), 1980-Present
Assistant Professor of Architecture, University of AZ., 1966-1969
Associate Professor of Architecture, University of AZ., 1969-1972
Professor of Architecture, University of AZ., 1972-1979
Visiting Research Architect, Center for Building Technology, University of AZ., - (FAMU Sabbatical) 1979
Visiting Professor, Oxford Polytechnic, Oxford, England (FAMU Sabbatical) 1986-1987
Visiting Professor, Florida Study Abroad Program, Florence – 1996-1997, Paris – summer, 2000,
Valencia, – summer, 2001; London – summer, 2002
Leysin, Switzerland, summer, 2003; Gerakina, Greece, summer, 2004; Florence, Italy, summers, 2009-
2010, 2012-2013, 2015-2017
Visiting Professor, Drury University Architecture Program, Volos, Greece, (FAMU Sabbatical) spring 2011
110CEU Course on Programming and Concept Sketching for Architects and Interior Design

Professional Experience:
Edward White, Architect, 1979-Present
Designer-draftsman at: Hugh J. Leitch, Architects, Pensacola, FL.-1963-1964
      Marshall and McNeil Architects, Pensacola, FL.-1964-1965
      James L. Merry, Architects, Tucson, Arizona- 1966-1968
      Nicolas K. Sakellar, Architects, Tucson, Arizona – 1968-1969
Director of Programming and Planning at William Wilde and Assoc. 1969-1975
Architects (Now A.D.P. Associates), Tucson, Arizona
Director of Programming and Planning at Architecture One Ltd., Tucson, Arizona 1975-1979

Licenses/Registration:
State of Arizona, Architect; State of Florida, Architect; NCARB Certificate

Publications/Recent Research
Edward T. White, Contributor to Sustainaspeak 2018
Edward T. White, Contributor to Drawing at the Speed of Thought 2018
Edward T. White, DCA. Article on "Emerging Opportunities in the Continuing Education Arena" Edward T.
White, DCA Article on "Travel Drawing", Opportunities

Recent Presentations:
2002 Invited artist, California Summer Arts Program. 2 week drawing workshop, Univ. of Calif. at Fresno
2009 Workshop, Int'l Conf. of the Design Communication Assoc., Atlanta, Ga: Freehand Perspectives
2009 Six hour course, Osher Institute: The Piazzas of Florence
2010 Lecture and walking tour, Osher Institute: Seaside and New Urbanism
2010 Workshop, Int'l Conf. of the Design Communication Assoc., Bozeman, MT: Freehand Perspectives

Rodner B. Wright, AIA, Interim Provost

Courses Taught:
ARC 1000   Orientation to Architecture
ARC 1211   Building Arts

Educational Credentials:
Master of Architecture, Graduate School of Design, Harvard University, 1975
Bachelor of Science, Interior Design, University of Cincinnati, 1971

Teaching Experience:
Interim Provost and VP for Academic Affairs, Florida A&M University; September 2016- Present
Reassumed the position of Dean and Professor, School of Architecture + Engineering Technology,
Florida A&M University; February 2015-September 2016
Interim Provost and VP for Academic Affairs, Florida A&M University; August 2012 - February 2015
Dean and Professor, School of Architecture, Florida A&M University;
          August 1996 - August 2012
Associate Dean, School of Architecture, Mississippi State University;
          March 1993 - July 1996

Professional Experience:
Private Design consultant, residential, municipal and commercial projects in Mississippi:
          August 1985 – July 1996
Supervisory Construction Analyst, Department of Housing and Community Development,
Washington, D.C. January - August 1985
Construction Analyst/Project Manager, Department of Housing and Community
Development, Washington, D.C.; Oct-1983-Jan 1985
Associate Project Manager and Designer, Sims-Varner and Associates, Architects and Planners,
Detroit, Michigan; April 1976 - October 1983
Sculptor, Finalist in the New York State Harlem Office Building Sculpture Competition;
Commissioned as a finalist to build a 5'-0" x 5'-0"x 5'-0" scale model of the proposed design which would
become part of the permanent exhibit in the building; June 1974 - April 1976

Licenses/Registration:
State of Michigan
National Council of Architectural Registration Boards

Professional Memberships:
American Institute of Architects (AIA)
AIA Architectural Foundation (Board of Trustees) 2012-2016
AIA Florida (Board of Directors) 1996-2016
National Council of Architectural Registration Boards (NCARB)
National Organization of Minority Architects (NOMA)

Faculty Matrix: A Faculty Credentials Matrix identifies the faculty for the last two years prior to the APR, the courses he/she was assigned during that time and the specific credentials, experience, and research that supports the assignments. Additional information is listed in their faculty resumes. The required landscape formatted faculty matrix for the past two academic years, and the academic year of the visit, will be provided in the team room and a available online (PDF links)

- Mike Alfano is an Architect with 40+ years of practice and academic experience. Alfano has a Master of Science in Urban Design.
- Yves Anglade is a Professional Engineer (P.E.) with 30+ years of teaching experience. Anglade has a PhD in Structural Engineering
- Olivier Chamel is an Architect and LEED AP with 20+ years of practice experience. Chamel's research focus is sustainable design, furniture and design build strategies.
- Andrew Chin has 20+ years teaching experience. His funded research focuses on urban design. In addition to a M.Arch., Chin has a MS in Urban & Regional Planning.
- Robert Goodwin is an Architect with 30+ years of practice and 20+ years of teaching experience. His specialization is education design & facilities planning.
- Valerie Goodwin is an Architect with 20+ years of practice and teaching experience. Goodwin is an accomplished artist with publications, commissions, exhibits and international workshops.
- Craig Huffman is an Architect with 30+ years of practice and 25+ years of teaching experience. His funded research addresses urban design and universal design.
- Ivan Johnson is an Architect with 40+ years of experience. His firm, Johnson/ Peterson Architects, received the AIA Award of Honor and numerous AIA Awards of Excellence.
- Roy Knight, FAIA, is an Architect with 40+ years of academic and administrative experience. His academic work has resulted in publications, lectures and funded research.
- Deborah LaGrasse is an artist that specialized in drawing, painting and sculpture. She has 20+ years of teaching experience. She regularly leads workshops and exhibits her work.
- Elizabeth C. Lewis, AIA is an Architect and LEED AP. Lewis has 20+ years of teaching experience and published works on beginning design and high-performing buildings.
- Ronald Lumpkin has a PhD in Educational Leadership and 30 years of teaching experience. His publications focus on the relationship between student achievement and facilities management.
- Mahsan Mohsenin has a Ph.D. in Design from NC State University with a focus on sustainable design. Mahsan has 3+ years of teaching experience with numerous research publications.
- Luke Nicholson is a Professional Engineer (P.E.) and General Contractor with 15+ years of practice experience.
- Enn Ots is an Architect with 40+ years of practice and teaching experience. He specializes in pre-design analysis, programming, universal design and residential design.
- Arleen Pabón-Charneco is an Architect and Lawyer with a PhD in architectural history. Pabón-Charneco has 35+ years of experience as a preservation and cultural interpretation consultant.
- Sang Park has a Ph.D. from the University of Florida with a focus on acoustic design. Park has 7+ years of teaching experience with multiple research publications and grant proposals.
- Eduardo Robles has 25+ years of teaching experience. His practice focuses on urban design and historic preservation and lectured on urbanism and international preservation practices.
- LaVerne Wells-Bowie has 25+ years of teaching experience. Her teaching career has emphasized community involvement and service learning locally as well as regionally and internationally.
- Edward White is an Architect with 40+ years of practice and teaching experience. His research, publications, workshops and lectures specialize in programming and post-occupancy evaluation.
- Rodner Wright is an Architect with 30+ years of experience, specializing in residential, municipal and commercial projects. Wright also has 30+ years of academic and administrative experience.

Faculty Workload: Architecture faculty are hired with a work distribution load that targets 80% teaching and 20% service and research. The University recommendation for full-time status translates into one studio course and one lecture course or three lecture courses. Teaching positions are nine-month appointments. Benefits are supported over summer breaks. Faculty members are eligible for a paid

sabbatical leave of one semester after completing 14 consecutive semesters of teaching (along with other conditions noted on the Provost's web site).

In general, the FAMU SAET design studios are small. The typical faculty-student ratio in the undergraduate classes for all design levels is 1:15. This can trend down to as few as 1:10, but rarely exceeds 1:19. The graduate courses are even smaller. The typical faculty-student ratio in a graduate course is 1:10 or less. While FAMU is a large HBCU, the attitude, culture and expectation is that of a small college atmosphere.

Architect Licensing Advisor: Prior to Fall 2017, the Architect Licensing Advisor was Associate Professor Michael Alfano. In this capacity, he organized school-wide events, open both to graduate and undergraduate students. Professor Alfano participated in NCARB's IDP Coordinator's Conference regularly prior to Summer 2017. Prof. Alfano retired after Sprng 2017. In Summer 2017, Professor Lewis, AIA, accepted the role as Architect Licensing Advisor. She attended the ALA training and development programs.

Faculty Appointment: The policies and procedures for the appointment of all faculty at the University are mandated by both a Collective Bargaining Agreement between the Board of Trustees and the United Faculty of Florida and by extensive search and screen procedures developed by the University's Equal Employment Opportunity (EEO) office. The entire search procedure, interview process, post-interview procedure, and hiring process must be carefully documented and submitted to the EEO office for approval.

Faculty Promotion and Tenure: The University specifies its policies and procedures for both the promotion and tenure of faculty members according to its agreement with the United Faculty of Florida. Each school or college within FAMU must develop and have approved by the University a set of criteria and evaluation factors for each. In the case of promotion, separate criteria are specified for promotion to each rank. Complete copies of the School's Guidelines for the Evaluation of Applications for Tenure and the Criteria for Consideration of Applications for Promotion are available online (web link).

Professional Development: Both the University and the School of Architecture + Engineering Technology are dedicated to the ongoing professional development of their students, faculty, and staff. It has been the practice of the Dean to support faculty participation at any conference where the faculty will present a paper. This has included international conferences. Tenure-track faculty can get support for multiple in any year. Even in tight budgetary times, the travel goal has continued to be met by either the SAET or the Provost Ofice's Faculty Travel Grant program. (pdf link) Two to three architecture faculty are awarded funds through the Provost Office each year.

The remainder of this section outlines sample strategies for faculty development through mentorship, education, research, sabbatical or developmental leaveand travel support.
- Mentorship: Following appointment to tenure-earning status, new faculty are encouraged to consult with tenured senior faculty on matters concerning either their approach to teaching or the direction of their own scholarly interests.
- Advanced Education: The University provides a tuition reimbursement program for full time employees. The goal is to provide resources to help faculty and staff maintain the credentials necessary for advanced classes. FAMU faculty may take courses at FAMU, Florida State University or across the State University System. (pdf link)
- Continuing Education: Approximately 50% of the full-time faculty members are licensed architects. In the state of Florida, all licensed architects are required to complete continuing education courses biannually in order to renew their licenses. In addition, AIA members must take additional hours of continuing education to retain their active status. These mandated activities help ensure faculty currency, but there are also many other, less formal vehicles for faculty to continue their professional growth.

- FAMU Faculty Development Workshops: The University's Instructional Media Center and Provost's Office provide workshops for faculty and staff. Sessions (from beginner to advanced) are presented on a variety of topics including basic computer introductions, general office needs (word processing, spreadsheets, etc.), active learning, distance learning and more. Several architecture faculty has taken advantage of these workshops. (web link)
- Sabbatical or Developmental Leave: More than 75% of the program's full-time faculty have been provided sabbatical and other forms of paid leave to pursue their individual scholarship or creative pursuits, since the last visit. (pdf link) A description the faculty sabbatical and professional development leaves in the last two years are presented below:
  - Valerie Goodwin was awarded a Sabbatical in Fall 2016 to experiment and uncover new approaches to creativity and to expand her series of cartographic art quilts. The work combined traditional hands-on ways of making fiber art with laser-cut based technology. The work was exhibited in a solo show at Gensler Architects in Washington DC.
  - Deborah Lagrassee was awarded a Professonal Development Leave in Spring 2017 to develop an exhibit called "Where the Great Smoke Rises. Art Inspired by Latvian Folksong ". The Embassy of the United States of America in Latvia exhibited the work at the National Library of Latvia.
  - Elizabeth Lewis, AIA LEED AP was awarded a Sabbatical in Spring 2017 to research and write a book on sustainability in the built environment, which was completed in July 2017. The book titled "Sustainaspeak: A Guide to Sustainable Design Terms" is to be published by Routledge of Taylor & Francis Publishers in January 2018.
  - Arleen Pabon-Charneco, PhD was awarded a Sabbatical in Spring 2016 to research and complete a book on the history of architecture in San Juan Puerto Rico. The book titled " San Juan de Puerto Rico Architecture: Five Hundred Years of Architectural and Urban Experimentation" was published by Routledge in 2016.
- FAMU Faculty Travel Grants: The Provost's Office provides Travel funds for full time fauclty to attend national and international conferences. Several architecture faculty has taken advantage of these workshops. (pdf link)
- SAET Travel Support: The architecture program provides support for faculty presentations at conferences. Several architecture faculty have taken advantage of these funds to present their work at ACSA, ARCC, National Conference on the Beginning Design Student, AIA Florida and more. A list of recent conference presentations is available online (PDF link).
- SAET Enrichment: The architecture enrichment activities (lecture series, exhibitions, field trips, etc.) are educational for the faculty as well as the students.

Student Support Services: The school's academic advisement process and small classes support a student-centered experience. The freshman-through-graduate classes at the SOA are kept relatively small and allow for personal attention. Undergraduate studios and lecture courses rarely exceed 15-20 students. At the graduate level, lecture courses typically have 10-15 students.

- Academic Advisement: At the time of pre-registration, every architecture student must meet with an academic advisor and chart an acceptable course of study. No student is permitted to register for any course without completing the prerequisites (bundled in the IRattler System) or the written approval of the academic advisor. The full time Director of Student Services, Ronald Lumpkin, oversees the advisement process of the Lower Division Advisor (Julian Bourne-Smothers), the Upper Division Advisor (himself) and the Interim Professional Director (Valerie Goodwin). Each semester, the Advisor meets with the student to review academic progress and recommend a class schedule for the next semester. The advisement process sis descriobed below;
  - The SAET architecture advisors advise students designated as "pre-architecture" or "architecture" majors by the Office of Admissions. Students who have been at the University for one term have an academic transcript and a folder in the SAET Student Records Office.
  - Students interested in enrolling in architecture courses and have not been admitted to the SOA must be advised by the Coordinator of Recruitment and Retention and by the advisor in the Freshman Sophomore Year Experience Program through the School of General Studies.
  - To be advised, a student will schedule an appointemt session with their academic advisor

- o The student must secure a hard copy of their folder from the SAET Student Records Office.
- o When advisement is complete, the student returns the folder and signed registration form to the Student Records Office. The student will register for the courses using the I Rattler system.
- o The school provides the Lower-Division Academic Plan and Upper-Division Academic Plan forms to assist students in developing an acceptable plan of progression through the program. Students select courses from the University schedule and enter appropriate data on their Registration Form. If the Advisor agrees with the selected courses, the Advisor approves all courses selected by the student. The Advisor must initialize each course selected.
- o The SAET architecture advisors advise students designated as "pre-architecture" or "architecture" majors by the Office of Admissions. Students who have been at the University for one term have an academic transcript and a folder in the SAET Student Records Office.
- o Students interested in enrolling in architecture courses and have not been admitted to the SOA must be advised by the Coordinator of Recruitment and Retention and by the advisor in the Freshman Sophomore Year Experience Program through the School of General Studies.
- o Students can review his/her academic records using either the FAMU IRattler system and/or by SOA Progression/Completion Checklist. Any discrepancies in accuracy should be brought to the attention of the advisor. If this discrepancy is due to non-posting of transfer credits, the advisor should notify the Coordinator of Recruitment and Retention.

Professional societies and organizations: The American Institute of Architecture Students (AIAS), the National Organization of Minority Architects (NOMA), Alpha Rho Chi (APX) and Tau Sigma Delta have active chapters at Florida A&M University. The chapters hold a wide array of activities for their memberships. The Dean sets aside funds to support student travel, hotel, and registration for their national conferences were given to students. Also, as mentioned in Section I.1.1. History Mission/ Benefits To The Institution, SAET students contribute to the University in various ways.

Facilitation of student research and scholarship: Graduate students may receive financial aid in the form of scholarships (tuition awards), graduate assistantships including teaching assistantships (TAs), research assistantships (RAs) and fellowships to assist students who have received unconditional admission to the School of Graduate Studies. To be eligible for financial aid from the School of Graduate Studies, a student must, as a minimum, be admitted to and enrolled in a graduate program and pursuing a degree on a full-time (i.e., a minimum of 9 credits) basis. Graduate students who are pursuing less than 12 credits are not eligible for financial aid. A summary of the financial aid provided by the program can be seen in Section II.4.6 Public Information: Admissions and Advising and Sectioon II.4.7 Student Financial Information.

Career Guidance: The Florida A&M University Career Center is an integral part of the total education process. Their goal is to assist in the fulfillment of the primary mission of Florida A&M University namely, to provide career counseling that will prepare and provide opportunities for students to pursue meaningful careers in a variety of professional fields and/or pursue graduate studies. The Office prides itself on assisting students and alumni making informed career related decisions. They offer an array of services, from career advisement to professional development workshops, to students and alumni that facilitate career exploration and professional development. (web link)

Job Fair: The SAET Job Fair provides interview opportunities between a student and architecture firms. In 2016, the SAET hosted 18 firms.

SECTION 3   COMPLIANCE WITH THE CONDITIONS FOR ACCREDITATION
PART I.2   RESOURCES
I.2.2   Physical Resources

The FAMU School of Architectural building was first constructed during 1983-1984 and occupied in January 1985. In 1995 authorization was given by the Florida Board of Regents to proceed with plans for the renovation and expansion of the School of Architecture building.   Similar to the original design, the open display of the structural and mechanical systems was continued so that the building could continue to serve as a teaching tool. In 2001, an $11.5 million renovation/ expansion was completed. The total facility is 102,526 gross square feet that provides 67,871 net square feet.

Walter Smith Architecture Building

Space Category	SF
Classrooms and Class Labs	4,220
Studios	28,165
Meeting Rooms	7,948
Student Lounge	205
Library	4,299
Computer Labs	3,432
Exhibition/Gathering	2,368
Campus Support Services	1,487
Atriums (2)	8,100
Office	7,647
Total	67,871
GSF =	**102,526**

The new design "squared off" the building to the west and converted the two courtyards into interior atrium spaces. This expansion provided the following benefits:

- The building is more secure and has a more controlled perimeter because all circulation through the building is now interior circulation.
- The transformation of the courtyards into interior atriums has provided space for pin-ups, formal and informal gatherings, and display of work; they have become internal "streets."
- Studios are larger and more accessible, thus allowing for more inaction between various studio sections and levels.
- The administrative offices are more centrally located, allowing for more opportunity for "management by walking around" and access to visitors, faculty, and students.
- A wireless network, allowing faculty and student convenient access to the Internet at any time, supports the entire building.
- The faculty and administrative offices along with the library and classrooms are wired with fiber-optical connections providing a secure, 100 mbps computer network throughout the building.
- Computer labs have been expanded to include a student lab, dedicated teaching lab and distance learning spaces.
- The architecture library has nearly doubled in space to over 7,700 square feet.

The first floor includes the following facilities:

- Wing A is composed of an informal assembly area "under the bridge," a 50-seat multimedia lecture room, a 30-seat multimedia classroom, a dedicated archive room, and a student organization office/store.
- Wing B houses the Architecture Library.
- Wing C is occupied by a studio (currently the Team Room) and a 100-seat lecture hall.
- Wing D houses the Digital Fabrication/ Printing Lab and the M.Arch/ B.Arch studio.
- Wing E houses the Building Construction Lab
- The north atrium is located between Wings B and C while the south Atrium is between Wings C and D.

The second floor includes the following facilities:
- Wing A houses the deans' suite and administrative staff offices, and the Mechatronics Lab
- Wing B includes a reception area, faculty and support staff office, employee lounge/ mail room, a small conference room, and the SAET gallery.
- Wing C houses a flexible classroom/ meeting room, teaching and student computer labs, student organization office, and vending/lounge area.
- Wing D houses undergraduate studio space.

The third floor includes the following:
- Wing B houses faculty and support staff offices and seminar rooms.
- Wing C is first-year studio space.
- Wing D houses undergraduate studio space.

A plan of each of the three floors is shown in Figure ___ below.

Ground Floor
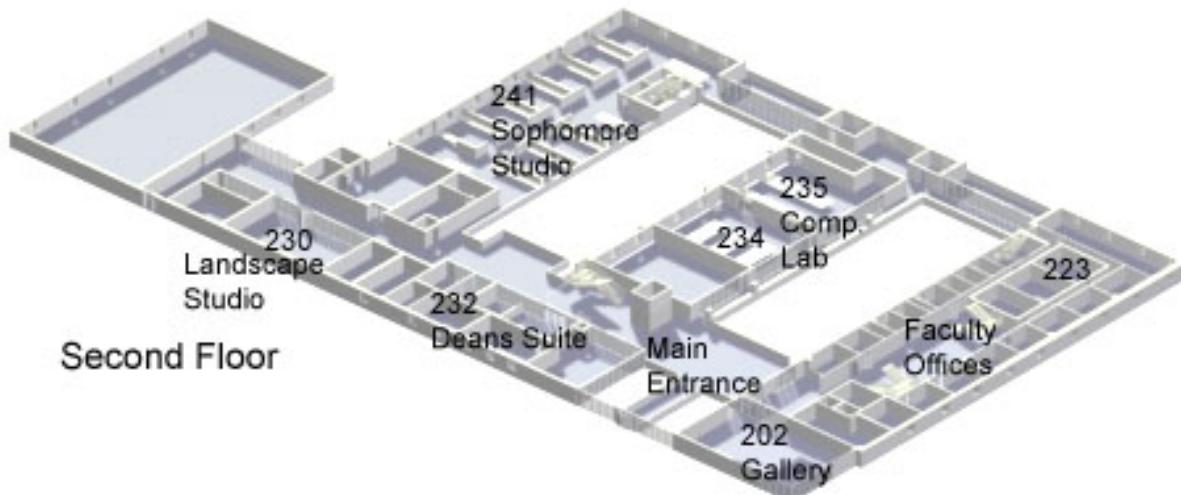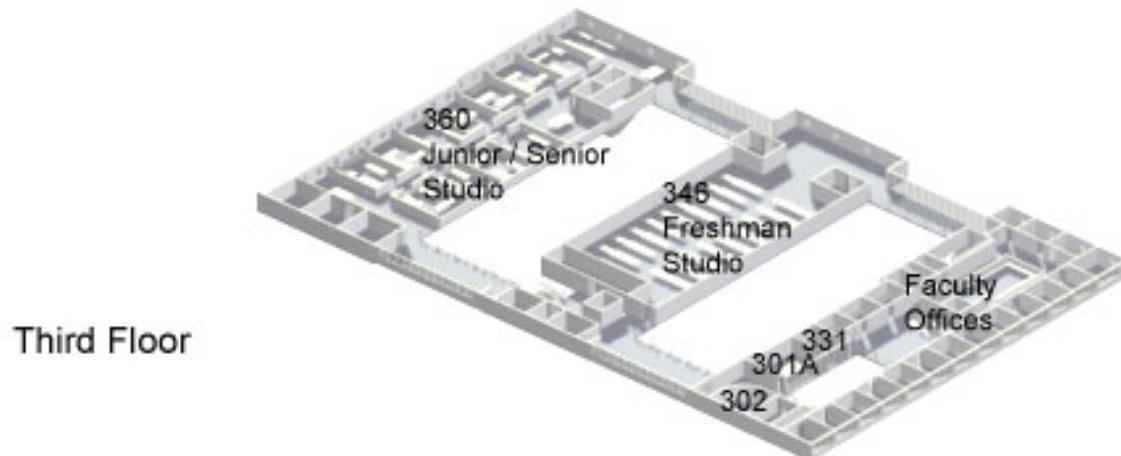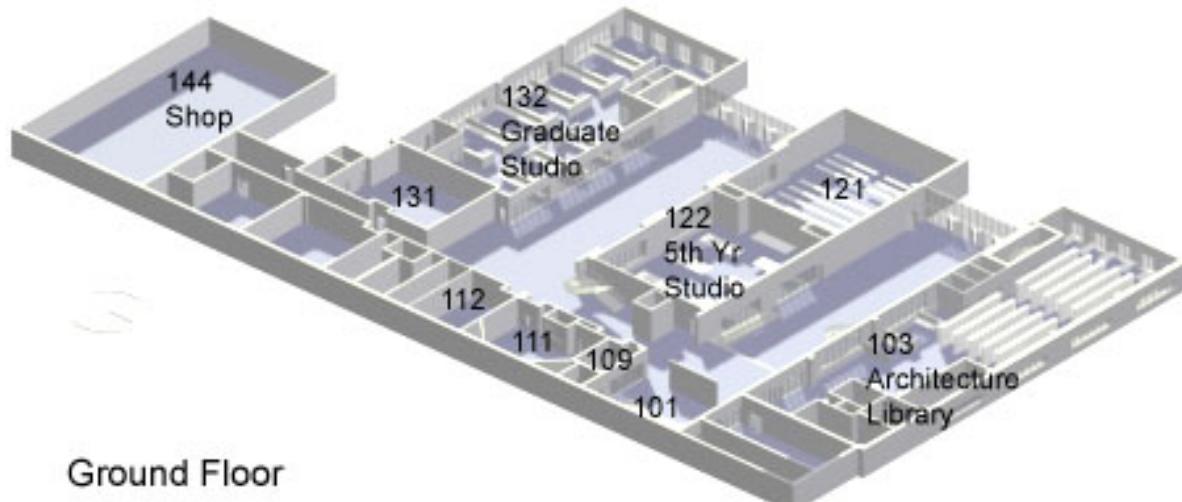
Computer Resources: The network provides both wired and wireless full-time high-speed network coverage throughout all five wings of the building. Fiber-optic cable tethered workspaces offer broad bandwidth and high throughput for each networked station and other network devices, such as group printers. The wireless network covers all areas of the building, and provides students, faculty and staff great flexibility in accessing information - anywhere and anytime in the building.

There are two SOA computer labs. The Teaching Lab has 24 high-end workstations and the Student Lab with 12 high-end workstations. All of the workstations are networked and equipped with the necessary software for architecture teaching or research purposes such as Autodesk Revit Architecture 2018, MS Office, PhotoShop, SketchUp, etc. The program has recently developed a Distance Learning Conference room adjacent to the Teaching Lab and two additional Distance Learning Classrooms on the ground floor. The systems provided teachers and remote sites high quality bi-directional audio and visual communication.

Each faculty and staff member's personal workstation is configured to access networked output centers (two) for unlimited black and white printing. Color printing is limited with a quota assigned to each faculty and staff member. High volume and high-speed digitizing of paper materials is available to all faculty and staff members. It allows users to convert papers or books to USB storage devices conveniently.

Digital Fabrication Lab*:* Large format plotting, up to 36" in width, is now available to students and faculty. Students make online reservation for the printing service and use of the two lasercutters. Large size flatbed scanners are also available in the student lab and faculty workspace. They also have access to a high-resolution slide scanner for digitizing their personal image collections.

SECTION 3   COMPLIANCE WITH THE CONDITIONS FOR ACCREDITATION
PART I.2   RESOURCES
1.2.3   Financial Resources

The major sources of funding for Florida A&M University and the SAET architecture program are a combination of allocations from the State of Florida and student tuition. Moneys from these sources are provided annually through the University to the academic units on a fiscal calendar of October 1 **-** September 30. These funds are used to support virtually all components of the School, including faculty and staff salaries, operating and maintenance expenses, travel, and capital equipment purchases.

<div align="center">

SAET Budget
Current Fiscal Year

	2017-18
Salary	3,407,968
OPS	18,201
Expense	60,000
Mandatory	33,275
OCO	0
Total	**3,519,444**

</div>

<div align="center">

SAET Budget History
Fiscal Years 2012 thru 2018

</div>

	2012	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**
Salary	2,978,308	2,970,256	2,953,196	3,113,805	3,368,519	3,333,659	3,407,968
OPS	269,366	149,476	158,616	180,605	118,446	85,881	18,201
Expense	118,570	329,396	456,341	345,246	207,554	195,241	60,000
Mandatory	48,479	55,063	58,330	25,536	24,843	25,556	33,275
OCO	24,315	20,802	0	0	0	106,950	0
Total	**3,439,038**	**3,524,993**	**3,626,483**	**3,665,192**	**3,719,362**	**3,747,287**	**3,519,444**

Additional information is available (e.g. a comparison of the SAET budget to other FAMU professional programs and scholarship/ financial assistance funds). But, due to the sesnistive nature of fiscal information, we would rather provide the information as either a direct email to the Chair of the visit or as hard copies during the visit.

SECTION 3   COMPLIANCE WITH THE CONDITIONS FOR ACCREDITATION
PART I.2   RESOURCES
I.2.4   Information Resources

The Architecture Library, a branch library designed to serve the architecture programs, is housed in the School of Architecture + Engneering Technology and draws upon the resources of the main library. The University Libraries provide collections of current books, periodicals, and pertinent reference materials, which are readily accessible to students and are sufficient in scope to support the curriculum of the SAET. The Samuel H. Coleman Memorial Library (the main library) and branch libraries provide traditional print and non-print resources, electronic access to full-text, bibliographic and abstracting databases, and to numerous online and traditional services.   The Architecture Library also serves as a resource to local practitioners in the surrounding community. Through the University Libraries' website, faculty and students have full access to the FAMU Library catalog on or off campus and to the library catalogs of the State of Florida University and Community College libraries. Online resources and services are available within the libraries, from campus computers, in faculty offices, and from residence halls. Off-campus access is also available 24 hours a day to authenticated users (students, faculty, and staff). Support services such as instruction, interlibrary loans, loan renewals, course reserves, reference assistance, and distance learning services are also accessible from the website.

The University maintains borrowing agreements and memberships that mutually enhance resources availability for FAMU and other Florida learning communities. Partnerships are with the State University Libraries of Florida, the Florida College System Libraries and the State Library of Florida. The Libraries are members of the Florida Academic Library Services Cooperative (FALSC) which provides services to the users and staff of Florida's public college and university libraries.

Library and Information Resources Collections: The Architecture Librarian serves as liaison to faculty in the SAET to assure that the collection supports defined curricular goals and that adequate services, including instruction, are available. Library collections contain materials that support the architecture program directly and indirectly through interdisciplinary collections. The University, Libraries, and School have strategic plans and work together to participate in, to support, and to achieve the mission of the University. The collection is designed to support the mission and goals of the University in general and the mission and goals of the SAET in particular. The policy statement for the architecture branch library is printed in the Policy and Procedures Handbook of the Library. Short-term and long-term goals are listed separately, and progress is reported in the annual report of the Library.   Requests for books, periodicals, electronic resources, and non-print selections made by the faculty and Library staff are considered as recommendations for purchase.

An approval plan has been established to ensure the timely receipt of current architecture literature. Books shipped on approval reflect requirements of a university library supporting general and advanced degrees in architecture. The approval plan also includes a notification service for items not supplied on approval, but which the library may want to order.

 During fiscal year 2016-2017, 107 books were acquired at a cost of $6,713.01. In addition to books and serial publications, the libraries provide access to the PALMM digital collection, a public university cooperative project that includes 303 digitized titles on architecture.

The Library collection contains a wide variety of print, visual, and electronic media and is adequate in size, scope, content, currentness, retrospectiveness, and availability for professional degree programs in architecture. The collection has been developed to support undergraduate and graduate degree programs in architecture. The collection includes over 10,000 Library of Congress classed "NA" titles along with technical and support volumes to provide a balanced architecture collection. The collection contains current and retrospective titles. Many are available in both print and electronic formats.

The Architecture Library has a healthy assortment of serial publications. The Library provides access to 2,307 architecture journals and serials. The Association of Architecture School Librarians (AASL) has

constructed a list of titles that serve the needs of a first-degree program, while reflecting a consensus of practice within the profession. The Architecture Library currently holds 51 (93%) of the 55 core periodical titles and 26 (60%) of the 43 supplementary periodical titles on the AASL list.   All of the titles are held by at least one public university of Florida. Faculty and students have reciprocal borrowing privileges, UBorrow and traditional interlibrary loan services. and interlibrary at all the public universities and community colleges in Florida.

Traditional Interlibrary Loan services and UBorrow services are available to all members of the FAMU community. UBorrow is a loan service that allows the users affiliated with a public college or university in the state of Florida, to borrow materials, not available from their library, from any of the other 28 Florida College System libraries or 12 State University System libraries. Users can search for and request materials in the statewide catalog system. Materials requested through UBorrow are delivered by the state-wide courier service.

The following are selected databases which are accessible to authenticated users 24/7 through the Libraries' web site from any Internet-accessible computer. Ten of the 16 indexes and databases considered essential by AASL are included.

* America History & Life
* Applied Science and Technology Source
* Architectural Index (Print)
* Art & Architecture in Video
* Art & Architecture Source
* Avery Index to Architectural Periodicals
* BHA: Bibliography of the History or Art
* Cambridge Journals Online
* CAMIO - Catalog of Art Museum Images Online
* Historical Abstracts
* Humanities Source
* Index to 19th Century American Art Periodicals
* JSTOR
* Oxford Journals Online
* Project Muse
* Proquest Digital Dissertations (citations and abstracts)
* Readers Guide to Full Text

Audiovisual and electronic resources are appropriate and sufficient in coverage and scope and are acquired in a timely fashion to support architecture programs. The online catalog reflects that the Library holds 2,534 audio visual resources, 19,747 ebooks and 2,033 ejournals on the subject of architecture.

The collection is housed in a properly climate-controlled environment. All appropriate measures are in place and enforced for the protection of the collection. Continuous monitoring is done to ensure that the collection is in good physical condition. When necessary, a standard bindery company is contracted to mend, bind, and preserve items in the collection.

Services: Information services provided include library orientation, information literacy instruction, ready reference, searching, and virtual reference—"Ask a Librarian." The goal of the Library is to provide information to the user in a timely manner. This goal is achieved through the attentive personal services provided by the staff and librarians. Policies are in place to ensure smooth operations.   Policies include collection development, circulation, ILL, use of equipment and audiovisual resources, and all University-wide policies. Research guides on a variety of subjects including architecture are provided.

Information literacy sessions are designed to equip users with the skills needed to locate, evaluate, and use library information resources and services. Formal literacy instruction is based upon goals as defined by classroom faculty. These classes are held in a classroom which allow hands-on interactive instruction.

Library instruction is based upon guidelines published by the Association of College and Research Libraries (ACRL) Guidelines for Instruction Programs in Academic Libraries.

Notices and announcements are circulated both in print and electronically via email. Bulletin Boards are used for most notices as well as displays in the Library. New arrivals to the Architecture Library are displayed, and a list is sent by email to the faculty and administration. Information about the Architecture Library is featured on the University Libraries website.

The Library of Congress cataloging classification system is used to organize the holdings of the Library. This is a standard system that allows for expansion as the holdings increase. Items ordered, received, processed, and delivered to the Library are represented in the online catalog and delivered to the Library within a reasonable time frame. The integrated library management system allows for federated searching across databases, article linking, and personal customizations for searching and managing results.

As a branch of the University Libraries system, the Architecture Library operates under the circulation policy of the main library. The Library is open six days a week at 70 hours per week. The main library is open 24/5 at 140 hours per week.

Providing electronic access to reserve material is a feature of the integrated library management system. Users may access reserve materials through course names; faculty names; or standard authors, title, subject, or keywords. Remote access to the holdings of the Library and databases is available to users with valid ID cards. Adequate licenses and agreements have been acquired for multiple users to avoid limited access and down time for our users. Library collections are supplemented with access to databases licensed through consortial arrangements. The Florida Academic Library Services Cooperative (FALSC) licenses core databases for all Florida public colleges and universities and makes them available to students and faculty by authentication, from any Internet-capable computer and at any of the public colleges and universities. Databases licensed by the State Library of Florida for the Florida Electronic Library are also available. Databases licensed by consortial arrangements are available seamlessly from the Libraries' website and by authentication from any location .

Interlibrary loan service provides access to library materials not owned by Florida A & M University Libraries. Service is provided to FAMU faculty, staff, and students who are currently enrolled and engaged in academic research. This international service is a reciprocal agreement between lending libraries to borrow or loan material as needed by participating members. A courier service operates between Florida state colleges and universities and Florida public libraries to fill interlibrary loan requests in a timely manner.

Staff: The staff of the Library operates under the following hierarchy: University President, Provost and Vice-President for Academic Affairs, Dean of Libraries, Associate Dean of Libraries, Assistant Director of Public Services, architecture branch librarian, staff. The Library staff's primary responsibility is to provide service and support directly to the architecture program and thus is considered a component of the architecture program's educational team. The University employs 17 professional librarians, all of whom hold the master's degree from an ALA accredited program. Additionally, three librarians hold the advanced master's degree, and two hold a second master's degree. The average length of professional service for librarians is 20.5 years. The University employs 30 library support staff and part-time and student workers as needed. The minimum requirement for employment as a paraprofessional is a high school education. Written position descriptions are available from the administrative office of the University Libraries for all library employees. In addition to the 2 FTE and 2 part-time staff assigned to the Architecture Library, all public service librarians and support staff assist in services to the branch libraries either virtually or in person.

The salaries of the staff in the Architecture Library are comparable to salaries of other main campus library employees. Funding is available to the staff to attend workshops and conferences. Professional development and continuing education are supported and encouraged by the administration.

Facilities: The Library occupies a space with 7,725 net square feet, which provides adequate space for housing the print collection, providing student study spaces, and providing access to computers, and other equipment. The space has optimum visibility and is strategically placed within the School. The Library is spacious, well maintained, comfortable, and inviting to students, faculty, and staff. Recent upgrades and improvements have served to enhance the access to resources and the overall study environment. Additional electrical outlets were installed near wall adjacent, study tables, so that students may charge their laptops, and other mobile devices. New task chairs were purchased for the study tables in 2016. The monitors on the student use computers were upgraded in size to 27-inch monitors. The student use computers were replaced with new Dell mini-computers in 2016. There is room within the Library for storage, and storage is available in Coleman, the main library, if the need arises. A group study room, equipped with a wall mounted monitor, is available for student use. Carrels are available for individual study. Faculty may use the conference room, which is equipped with two 70-inch wall mounted monitors, to teach. All spaces are in compliance with the American Disabilities Act.

The Library facilities are properly maintained by the HVAC system. University employees providing maintenance to all buildings monitor the Library's environment. Requests for service are honored in a timely manner. Security for the collection is provided by the Checkpoint Security System, which is installed at the entrance of the Library, and a security camera monitors the primary access to the Library. The Sonitrol security system provides access to the building. In case of an emergency, a fire alarm system and water sprinklers are also installed. A disaster plan and emergency evacuation plans and procedures are displayed in the building. The windows in the rear of the building provide a pleasant view and a warm atmosphere. The staff is very comfortable with the work space provided. All spaces are in compliance with the American Disabilities Act.

The Library facilities are properly maintained by the HVAC system. University employees providing maintenance to all buildings monitor the Library's environment. Requests for service are honored in a timely manner. Security for the collection is provided by the Checkpoint Security System, which is installed at the entrance of the Library, and a security camera monitors the primary access to the Library. The Sonitrol security system provides access to the building. In case of an emergency, a fire alarm system and water sprinklers are also installed. A disaster plan and emergency evacuation plans and procedures are displayed in the building.

Space is provided for the housing and storage of all library resources. Users have access to a photocopier and a print station networked to the computer workstations. Faculty and students have access to 270 computers in the main library and to an additional 52 computers in the branches. All computers are well maintained and reliable. The Library has wireless capability to connect to the Internet as well as LAN accessibility on the OPAC workstations.

Budget/ Administration/ Operations: Funds are allocated annually to cover the cost of renewing existing architecture subscriptions, memberships and licenses, the approval plan, and user driven acquisitions plans. Other resources in various formats are purchased at the request of architecture faculty. The architecture librarian is responsible for accepting faculty request and submitting them to acquisitons for purchase. The expenditure of the allocated funds is the responsibility of the librarian.

Inherent in responsibilities of the administrators and staff of the University Libraries is the duty to provide smooth, systematic, and efficient service to all users. This is accomplished by adherence to the rules and regulations governing the library system. The policies and procedures of the library system are available to all users. Diligent attention to the rules and regulations ensures successful sessions in the Library.

The Dean of the architecture program annually appoints a chairman and assigns faculty members to serve on the Library committee. This committee serves in an advisory capacity to review the policies of the Library and to make recommendations to the general faculty concerning the Library and to assist with collection development.   A student representative also serves on this committee.

SECTION 3   COMPLIANCE WITH THE CONDITIONS FOR ACCREDITATION
PART I.2   RESOURCES
I.2.5   Administrative Structure and Governance

University: Florida A&M University is governed by a Board of Trustees. According the University website, the Board "… consists of thirteen (13) members. Six (6) trustees are appointed by the Governor and five (5) trustees are appointed by the Board of Governors, subject to confirmation by the Florida Senate. The Presidents of the Faculty Senate and Student Government Association are elected by their bodies, and serve a one-year term. The other Trustees are appointed for staggered terms of five (5) years." As the governing body of the University, the Board of Trustees is charged with policy making for the University.

Additional information on the University's Administrative Structure is available from the link provided below:
- FAMU Organization Chart (web link)
- FAMU Board of Trustees (web link)
- Office of the President (web link)
- Office of the Provost and Vice President of Academic Affairs (web link)
- Office Faculty Senate (http://www.famu.edu/index.cfm?facultysenate)
- The Division of Student Affairs (web link)

School: The Dean of the School of Architecture + Engneering Technology reports directly to the Provost/ Vice President for Academic Affairs. This results in a short, effective, and responsive decision-making relationship with the University administration. Within the School, the goal is to also keep the lines of communication short and simple.

Although each of the School's four full-time administrators are involved in teaching, his/her primary responsibilities are administrative. The Dean is the chief executive officer and oversees the administration of all degree programs, research, and service programs of the School. The Director of the Architcture Program is responsible for the oversight of faculty academic activity and program development, with the Division of Architecture. The Director of the Engineering Technology Program is responsible for the oversight of faculty academic activity and program development with the Division of Engineering Technology.   The Director of Student Services is responsible for the academic advisement and recruitment ativities of the School. These four administrators meet regularly to coordinate the activities of the School. The SAET Organizational Chart (pdf link) and Job Descriptions for the lead administrators is available online
- Dean of the School of Architecture + Engineering Technology (pdf link)
- Assistant Dean and Director of the Engineering Technology Program (pdf link)
- Director of the Architecture Program (pdf link)
- Director of Student Services (pdf link)

Architecture: While the Division of Engineering Technology has always had Program Cooridnators, the positions did not exist in the Division of Architecture. Therefore, Program Coordinators were appointed for the Bachelor of Science in Architectural Studies (Enn Ots & Edward White) and the Master of Science in Architectural Studies (Robert Goodwin). For the last year, the Program Coordinators for the Bachelor of Science have focused on the NAAB Team Room. In Summer 2017, the Coordinators prepared the Team Room for the August Mock Team Room Review. The summer assignment provided a valuable opportunity for Ots and White to crticially review the course goals, student work and the SPC responsibilities of each. For the last 5 years, Goodwin has been personally engaged in the development of hybrid classes for the architecture and MS programs.
- Co-Coordinator, Bachelor of Science in Architectural Studies (pdf link)
- Co-Coordinator, Bachelor of Science in Architectural Studies (pdf link)
- Coordinator, Master of Science in Architectural Studies (pdf link)

University Governance: Florida Agricultural and Mechanical University publishes policies and procedures on the responsibility and authority of faculty members in matters related to governance (web link). Along with various University guidelines and rules, these policies and procedures pertaining to faculty responsibility and authority are published in three major university publications;

- The FAMU Faculty Senate Academic Constitution and By-Laws (web link)
- The FAMU Faculty Handbook (web link)
- FAMU Board of Trustees–United Faculty of Florida Collective Bargaining Agreement (web link)

Architecture Governance: Monthly architecture faculty meetings provide regular opportunities for questions, comments and input. The Undergraduate Council and the Graduate Council provide additional occasions for organized involvement. The Undergraduate Council focuses on B.S.A.S. and B.Arch concerns, while the Graduate Council focuses on M.S. and M.Arch concerns. The Council discussions are often centered on curriculum.

The Bachelor of Science Program Coordinators serve as the chairs for the two Councils. The Councils are composed of five members each, including the chairs. The faculty elect two members. The Dean appoints the remaining members to ensure the groups are diverse regarding race, gender, teaching experience and aeas of experitice.

Other Degree Programs: As a result of a University Restructuring Plan, the FAMU School of Architecture was reorganized as a School of Architecture + Engineering Technology composed of a Division of Architecture and a Division of Engineering Technology.

- The Division of Architecture offers two non-accredidted degrees. The Bachelor of Scence in Architectural Studies (B.S.A.S.) is the four year degree that provides the foundation to the B.Arch and M.Arch degrees. The Master of Scence in Architectural Studies (MS) has a concentration in Facilities Management. The non-studio program combines architecture, business, construction, environmental science and construction classes. Most of the classes are hybrid – on campus and live webcasts. The degree will apply for accreditation through the International Facilties Management Association (IFMA). (web link)
- The Division of Engineering Technology has two majors – construction engineering technology and electronic engineering technology. The available degrees are the Bachelor of Science in Construction Engineering Technology and the Bachelor of Science in Electronic Engineering Technology. Both are accredited by ABET. The Division submitted a proposal for a Master of Science in Construction Engineering Management. It has received preliminary approval by the Unviersity to start in Fall 2018.

SECTION 3   COMPLIANCE WITH THE CONDITIONS FOR ACCREDITATION
PART II.1   STUDENT PERFORMANCE
II.1.1.   Student Performance Criteria

A student in any of the FAMU professional architecture programs will find their curriculum organized by a core sequence of design studios. The studios begin with formal ordering systems and conclude with intergrated design. Studios also begin with traditional analog communication techniques and then encourage the use of digital media tools. The design curriculum uses a blend of assignments, programmatic and design research experiences, and small to larger project-based design problems. The problems grow from small isoloated buildings to multi-use structures in complex contexts.

Technology courses are designed to present material in two stages. The first stage is a sophomore class, ARC 2470 Introduction to the Technology of Architecture, that provides a holistic introduction of concepts and terms related to structure, materials, construction methods and environmental controls. The second stage is the junior and senior level classes that present each of the themes as individual areas of focus. The integration of technology themes in the design studio begins to occur in the junior and senior level studios.

The history/ theory courses are also designed to present material in two stages. The first stage is a sophomore theory class, ARC 2201 Theory in Architecture, that provides a broad introduction to terms and ideas. The second stage is the junior and senior levels history classes that present material in a chronological sequence. Professional practice, and several other courses that are supportive to the preparation for the profession of architecture are integrated into the curriculum.

Intergrated Architectural Studio Experience: All professional program students have an Intergrated Design Studio Experience.

The B.Arch and M.Arch requirement has significantly evolved since the last NAAB visit. Previously, the Intergrated Design Studio Experience (previously called Comprehensive Design) was a single studio. Ater speaking with faculty at other schools and then hosting a "Mock Team Room", the architecture faculty redesigned the capstone experience. The Intergrated Design Studio Experience introduces and evaluates the student's achievement of several NAAB Student Performance Criteria. It is a multi-semester experience that uses studios and lecture courses to address multiple issues.

The B.Arch students complete the Intergrated Design Studio Experience in the final year of the B.Arch program. M.Arch students complete the Intergrated Design Studio Experience in the year before hteir final year. In the final year of the M.Arch program, a student completes a thesis project. At FAMU, the term thesis is reserved for the M.Arch 2 year and M.Arch 3.5 year programs. The M.Arch Thesis is an opportunity for the student to build a closer relationship with a professor/ mentor.

Curriculum Review and Development: Curriculum review and development originates from both formal and informal assessments, faculty discussion and student feedback. Issues, suggestions and comments are presented to the Graduate Council and the Undergraduate Councils at the start of each semester (as their charge). The two Councils are a quorum of tenured and tenure track faculty, including the Program Director, that consider long and short-term program issues.

The two Councils discuss the issues, evaluate the options and evaluate the potential outcomes. If a change is recommended, it is introduced at a faculty meeting, discussed at the next faculty meting and voted on at a third faculty meeting. The faculty vote will determine if the Council should develop an implementation plan. While it may take a year to make a change, the slow process allows opportunity for input, questions and presentations to the Deans Council (of student representatives).

SPC Matrix: Master of Architecture (Pre-professional degree + 55 graduate credit hours)
(pdf link)

Required ARC Classes

Realm A: Critical Thinking and Representation
- A.1 Professional Communication Skills
- A.2 Design Thinking Skills
- A.3 Investigative Skills
- A.4 Architectural Design Skills
- A.5 Ordering Systems
- A.6 Use of Precedents
- A.7 History and Global Culture
- A.8 Cultural Diversity and Social Equity

Realm B: Integrated Building Practices, Technical Skills and Knowledge
- B.1 Pre-Design
- B.2 Site Design
- B.3 Codes and Regulations
- B.4 Technical Documentation
- B.5 Structural Systems
- B.6 Environmental Systems
- B.7 Building Envelope Systems and Assemblies
- B.8 Building Materials and Assemblies
- B.9 Building Service Systems
- B.10 Financial Considerations

Realm C: Integrated Architectural
- C.1 Research
- C.2 Integrated Evaluations and Decision-Making Process
- C.3 Integrative Design

Realm D: Professional Practice
- D.1 Stakeholder Roles in Architecture
- D.2 Project Management
- D.3 Business Practices
- D.4 Legal Responsibilities
- D.5 Professional Conduct

	Course	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
	PRE PROF (BACH SCI)	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	C1	C2	C3	D1	D2	D3	D4	D5
ARC 1301	Design 1.1																										
ARC 1302	Design 1.2																										
ARC 2201	Theory in Architecture																										
ARC 2303	Design 2.1																										
ARC 2304	Design 2.2																										
ARC 2470	Introduction to Technology																										
ARC 2501	Architectural Structures I																										
ARC 2701	Architectural History I																										
ARC 3207	Architectural History II																										
ARC 3324	Design 3.1																										
ARC 3325	Design 3.2																										
ARC 3463	Materials and Methods II																										
ARC 3551	Architectural Structures II																										
ARC 3703	Architectural History III																										
ARC 4319	Design Analysis																										
ARC 4341	Design 4.1																										
ARC 4342	Design 4.2																										
ARC 4610	Environmental Systems																										
	PRE PROF (MARCH 3.5)	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	C1	C2	C3	D1	D2	D3	D4	D5
ARC 5361	Grad Design 1																										
ARC 5362	Grad Design 2																										
ARC 5363	Grad Design 3																										
ARC 5364	Grad Design 4																										
	PROF (B.ARCH + M.ARCH)	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	C1	C2	C3	D1	D2	D3	D4	D5
ARC 5286	Professional Practice I																										
ARC 5288	Professional Practice II																										
ARC 5292	Arch Making																										
ARC 5352	Adv Arch Design 5.1																										
ARC 5353	Adv Arch Design 5.2																										
ARC 6259	Programming Theory & Practice																										
ARC 6357	Design 6.1																										
ARC 6359	Design 6.2																										
ARC 6624	New Technology of Buildings																										
	PROF (M.ARCH)	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	C1	C2	C3	D1	D2	D3	D4	D5
ARC 5206	Avd Arch Theory & Philosophy																										
ARC 6357	Urban Design Studio																										
ARC 6910	Thesis Masters Project Research																										
ARC 6971	Thesis Masters Project																										
ARC 6974	Thesis Masters Project Planning																										

SPC Matrix: Master of Architecture (Non-pre-professional degree + 90 graduate credit hours)
(pdf link)

Required ARC Classes			A.1 Professional Communication Skills	A.2 Design Thinking Skills	A.3 Investigative Skills	A.4 Architectural Design Skills	A.5 Ordering Systems	A.6 Use of Precedents	A.7 History and Global Culture	A.8 Cultural Diversity and Social Equity	B.1 Pre-Design	B.2 Site Design	B.3 Codes and Regulations	B.4 Technical Documentation	B.5 Structural Systems	B.6 Environmental Systems	B.7 Building Envelope Systems and Assemblies	B.8 Building Materials and Assemblies	B.9 Building Service Systems	B.10 Financial Considerations	C.1 Research	C.2 Integrated Evaluations and Decision-Making Process	C.3 Integrative Design	D.1 Stakeholder Roles in Architecture	D.2 Project Management	D.3 Business Practices	D.4 Legal Responsibilities	D.5 Professional Conduct
			A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	C1	C2	C3	D1	D2	D3	D4	D5
PRE PROF (BACH SCI)																												
ARC	1301	Design 1.1																										
ARC	1302	Design 1.2																										
ARC	2201	Theory in Architecture																										
ARC	2303	Design 2.1																										
ARC	2304	Design 2.2																										
ARC	2470	Introduction to Technology																										
ARC	2501	Architectural Structures I																										
ARC	2701	Architectural History I																										
ARC	3207	Architectural History II																										
ARC	3324	Design 3.1																										
ARC	3325	Design 3.2																										
ARC	3463	Materials and Methods II																										
ARC	3551	Architectural Structures II																										
ARC	3703	Architectural History III																										
ARC	4319	Design Analysis																										
ARC	4341	Design 4.1																										
ARC	4342	Design 4.2																										
ARC	4610	Environmental Systems																										
PRE PROF (MARCH 3.5)																												
ARC	5361	Grad Design 1																										
ARC	5362	Grad Design 2																										
ARC	5363	Grad Design 3																										
ARC	5364	Grad Design 4																										
PROF (B.ARCH + M.ARCH)																												
ARC	5286	Professional Practice I																										
ARC	5288	Professional Practice II																										
ARC	5292	Arch Making																										
ARC	5352	Adv Arch Design 5.1																										
ARC	5353	Adv Arch Design 5.2																										
ARC	6259	Programming Theory & Practice																										
ARC	6357	Design 6.1																										
ARC	6359	Design 6.2																										
ARC	6624	New Technology of Buildings																										
PROF (M.ARCH)																												
ARC	5206	Avd Arch Theory & Philosophy																										
ARC	6357	Urban Design Studio																										
ARC	6910	Thesis Masters Project Research																										
ARC	6971	Thesis Masters Project																										
ARC	6974	Thesis Masters Project Planning																										

SPC Matrix: Bachelor of Architecture (150 undergraduate credit hours)
(pdf link)

Required ARC Classes			Realm A: Critical Thinking and Representation								Realm B: Intergrated Building Practices, Technical Skills and Knowledge										Realm C: Integrated Architectural			Realm D: Professional Practice				
			A.1 Professional Communication Skills	A.2 Design Thinking Skills	A.3 Investigative Skills	A.4 Architectural Design Skills	A.5 Ordering Systems	A.6 Use of Precedents	A.7 History and Global Culture	A.8 Cultural Diversity and Social Equity	B.1 Pre-Design	B.2 Site Design	B.3 Codes and Regulations	B.4 Technical Documentation	B.5 Structural Systems	B.6 Environmental Systems	B.7 Building Envelope Systems and Assemblies	B.8 Building Materials and Assemblies	B.9 Building Service Systems	B.10 Financial Considerations	C.1 Research	C.2 Integrated Evaluations and Decision-Making Process	C.3 Integrative Design	D.1 Stakeholder Roles in Architecture	D.2 Project Management	D.3 Business Practices	D.4 Legal Responsibilities	D.5 Professional Conduct
			A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
PRE PROF (BACH SCI)																												
ARC	1301	Design 1.1																										
ARC	1302	Design 1.2																										
ARC	2201	Theory in Architecture																										
ARC	2303	Design 2.1																										
ARC	2304	Design 2.2																										
ARC	2470	Introduction to Technology																										
ARC	2501	Architectural Structures I																										
ARC	2701	Architectural History I																										
ARC	3207	Architectural History II																										
ARC	3324	Design 3.1																										
ARC	3325	Design 3.2																										
ARC	3463	Materials and Methods II																										
ARC	3551	Architectural Structures II																										
ARC	3703	Architectural History III																										
ARC	4319	Design Analysis																										
ARC	4341	Design 4.1																										
ARC	4342	Design 4.2																										
ARC	4610	Environmental Systems																										
PRE PROF (MARCH 3.5)																												
ARC	5361	Grad Design 1																										
ARC	5362	Grad Design 2																										
ARC	5363	Grad Design 3																										
ARC	5364	Grad Design 4																										
PROF (B.ARCH + M.ARCH)																												
ARC	5286	Professional Practice I																										
ARC	5288	Professional Practice II																										
ARC	5292	Arch Making																										
ARC	5352	Adv Arch Design 5.1																										
ARC	5353	Adv Arch Design 5.2																										
ARC	6259	Programming Theory & Practice																										
ARC	6357	Design 6.1																										
ARC	6359	Design 6.2																										
ARC	6624	New Technology of Buildings																										
PROF (M.ARCH)																												
ARC	5206	Avd Arch Theory & Philosophy																										
ARC	6357	Urban Design Studio																										
ARC	6910	Thesis Masters Project Research																										
ARC	6971	Thesis Masters Project																										
ARC	6974	Thesis Masters Project Planning																										

SECTION 3   COMPLIANCE WITH THE CONDITIONS FOR ACCREDITATION
PART II.2   CURRICULAR FRAMEWORK
II.2.1.   Institutional Accreditation

Florida A & M University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). The recent re-accreditation certification was extended to all FAMU programs offered. A letter dated January 12, 2010 certifying this re-accreditation is provided below.

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES
1866 Southern Lane • Decatur, Georgia 30033-4097
Telephone 404/679-4500 Fax 404/679-4558
www.sacscoc.org

January 12, 2010
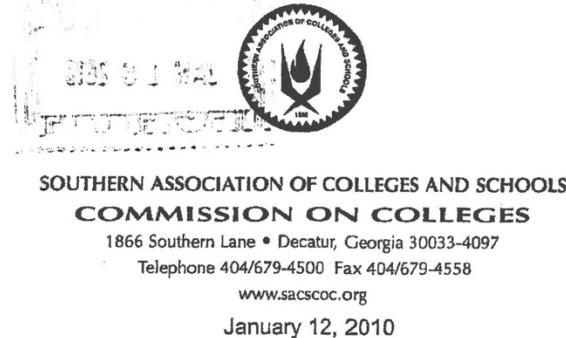
Dr. James H. Ammons
President
Florida Agricultural and Mechanical University
401 Lee Hall
Tallahassee, FL 32307-3100

Dear Dr. Ammons:

The following action regarding your institution was taken at the December 2009 meeting of the Board of Trustees of SACS Commission on Colleges:

> The Commission on Colleges reaffirmed accreditation. No additional report was requested. The institution's next reaffirmation will take place in **2018** unless otherwise notified.

Please submit to your Commission staff member a **one-page** executive summary of your institution's Quality Enhancement Plan. The summary is due **February 15, 2010,** and also should include: (1) the title of your Quality Enhancement Plan, (2) your institution's name, and (3) the name, title, and email address of an individual who can be contacted regarding its development or implementation. This summary will be posted to the Commission's Web site as a resource for other institutions undergoing the reaffirmation process.

All institutions are requested to submit an "Impact Report of the Quality Enhancement Plan on Student Learning" as part of their "Fifth-Year Interim Report" due five years after their reaffirmation review. Institutions will be notified one year in advance by the President of the Commission regarding its specific due date.

We appreciate your continued support of the activities of the Commission on Colleges. If you have questions, please contact the staff member assigned to your institution.

Sincerely,
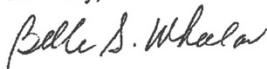
Belle S. Wheelan, Ph.D.
President

BSW:atn

cc: Dr. Joseph H. Silver

SECTION 3   COMPLIANCE WITH THE CONDITIONS FOR ACCREDITATION
PART II.2   CURRICULAR FRAMEWORK
II.2.2   Professional Degrees & Curriculum

Degree Title: Master of Architecture
                 Pre-professional degree + 55 graduate credit hours

YEAR 1	COURSE #	COURSE NAME	HRS
FALL	ARC 6357	Design 6.1	5
	ARC 5204	Architectural Making	3
	ARC 5206	Advanced Architecture Theory & Philosophy	3
	ARC 6259	Programming Theory & Practice	3
			14 credits
SPRING	ARC 6359	Design 6.2	5
	ARC 6186	Modeling & Digital Fabrication	3
	ARC 6624	New Technology of Enclosed Buildings	3
	ARC 6970	Introduction to Thesis Planning	3
			14 credits
FALL	ARC 5286	Practice 1	3
	ARC 6373	Uran Design Studio	6
	ARC 6910	Thesis Masters/Project Research	3
		ARC Elective	3
			15 credits
SPRING	ARC 6971	Thesis/Masters Project	6
	ARC 5287	Practice 2	3
		Non-ARC Elective	3
			12 credits

Degree Title: Master of Architecture
Non-pre-professional degree + 90 graduate credit hours

YEAR 1	COURSE #	COURSE NAME	HRS
FALL	ARC 5361	Graduate Design 1	3
	ARC 2161	Advanced Topics in Digital Architecture	1
	ARC 2201	Theory in Architecture	3
	ARC 2470	Introduction to Technology of Architecture	3
	ARC 2702	Architectural History 2	3
			13 credits

SPRING	ARC 5362	Graduate Design 2	3
	ARC 2501	Architectural Structures 1	3
	ARC 2701	Architectural History 1	3
	ARC 4610	Environmental Systems in Architecture	3
			12 credits

SUMMER	ARC 5363	Graduate Design 3	4
	ARC 3463	Materials & Methods of Const 3	4
			8 credits

YEAR 2			
FALL	ARC 5364	Graduate Design 4	4
	ARC 3551	Architectural Structures 2	3
	ARC 5204	Architectural Making	3
	ARC 5206	Adv. Architectural Theory & Phil	3
			13 credits

SPRING	ARC 6359	Graduate Design 6.2	5
	ARC 3703	Architectural History 3	3
	ARC 6624	New Technology of Enclosed Buildings	3
	ARC 6970	Introduction to Thesis Planning	3
			14 credits

YEAR 3			
FALL	ARC 6373	Urban Design Studio	6
	ARC 5286	Practice 1	3
	ARC 6259	Programming Theory & Practice	3
	ARC 6910	Thesis/Masters Project Research	3
			15 credits

SPRING	ARC 6972	Thesis/Masters Project	6
	ARC 5288	Practice 2	3
	ARC 6186	Modeling & Digital Fabrication	3
		ARC Elective	3
			15 credits

Degree Title: Bachelor of Architecture
150 undergraduate credit hours

YEAR 1	COURSE #	COURSE NAME	HRS
FALL	ARC 1301	Design 1.1	4
	ARC1000	Orientation to Architecture	1
	ENC 1101	Freshman Composition 1	3
	MAC1114	Algebraic/Trigonometric Functions	3
	AMH 2091	African American History	3
			14 credits
SPRING	ARC 1302	Design 1.2	4
	ENC 1102	Freshman Composition 2	3
	ARC 1160	Computer Application	1
	MAC 2311	Calculus 1	4
		Humanities Elective	3
			15 credits
YEAR 2			
FALL	ARC 2303	Architectural Design 2.1	4
	ARC 2161	Advanced Topics in Digital Arch	1
	ARC 2201	Theory in Architecture	3
	ARC 2470	Introduction to Technology of Arch	3
	PHY 2053	College Physics 1	3
		Social Science Elective	3
			17 credits
SPRING	ARC 2304	Architectural Design 2.2	4
	ARC 2162	CADD for Architecture	1
	ARC 2501	Architectural Structures 1	3
	ARC 2701	Architectural History 1	3
		Natural Science Elective	3
			14 credits
YEAR 3			
FALL	ARC 3324	Architectural Design 3.1	5
	ARC 3207	Architectural History 2	3
	ARC 3463	Materials & Methods of Construction 2	4
	ARC 3551	Architectural Structures 2	3
			15 credits
SPRING	ARC 3325	Architectural Design 3.2	5
	ARC 3703	Architectural History 3	3
	ARC 4319	Design Analysis	3
		ARC Elective	3
			14 credits
YEAR 4			
FALL	ARC 4341	Architectural Design 4.1	5
	ARC 4610	Environmental Systems in Architecture	3
		ARC Elective	3
		Social Science Elective	3
		Humanities Elective	3

			17 credits
SPRING	ARC 4342	Architectural Design 4.2	5
		Non-ARC Elective	3
		Non-ARC Elective	3
		Non-ARC Elective	<u>3</u>
			14 credtis

Degree Title: Bachelor of Architecture
                150 undergraduate credit hours (continued)

YEAR 5
FALL	ARC 5352	Advanced Architectural Design 5.1	6
	ARC 5204	Architectural Making	3
	ARC 5286	Practice 1	3
	ARC 6259	Programming Theory and Practice	<u>3</u>
			15 credits

SPRING	ARC 5353	Advanced Architectural Design 5.2	6
	ARC 5288	Practice 2	3
	ARC 6624	New Technology of Enclosed Buildings	3
		NON-ARC Elective	<u>3</u>
			15 credits

Minor/ Concentration
The School of Architecture provides a minor in architecture.

SECTION 3   COMPLIANCE WITH THE CONDITIONS FOR ACCREDITATION
PART II.3   EVALUATION OF PREPARATORY EDUCATION
II.3   Evaluation of Preparatory Education

While the State of Florida has a robost 2-year state college program, the evaluation of beginning architecture studies is typically the result of two legislative actions- the mandates a Common Freshman/ Sophomore Experience and the Statewide Course Numbering System.

Common Freshman/ Sophomore Experience: The State of Florida mandates a Common Freshman/ Sophomore Experience for all architecture majors across the State. This includes both general education and professional content courses. The statute is intended to provide a smooth transition for 2-year state college graduates. Over time, the mandate has lead to programs evolving from drafting or residential design classes to architecture classes by faculty with an M.Arch. degree. The mandate also means that the FAMU architecture program must accept the freshman and sophomore transfer credits as equivalent to its architecture courses

Statewide Course Numbering System: Evaluating a Florida student's transcript has been made much easier by the Statewide Course Numbering System (http://scns.fldoe.org/scns/public/pb_index.jsp). The SCN System provides a database of post- secondary courses that are used by architecture programs to build their curriculums. The assigned numbers describe course content to improve research and facilitate the transfer of students' credits. In summary, the system makes the confirmation of course content much easier. But, it also requires us to accept all classes from Florida schools, if it has the same number.

The transfer of professional content classes that are not in the SCN System requires additional verification. The Program Director will request a course description, syllabus and/ or NAAB Course description that identifies the class' SPC responsibilities. In general, it has become much easier to determine what courses are equivalent to the FAMU courses since schools began to post their APR documents online. From the online SPC Matrix, the Director of Student Services and Director of the Architecture Program will determine if it matches the FAMU program. They provide a recommendation to the Dean for a final approval.

Undergraduate transfer students will typically fall into one of the cases listed below;
- A student that requests a transfer of freshman or sophmore architecture classes that are not part of the State of Florida system, will typically be denied or only given credit for the frist year studios, the computer classes and the freshman theory class (which do not have SPC responsibilities). The students will take all of the ARC classes and must meet the general education requirements. A sample evaluation is provided from a Pensacola State College student or another similar case (PDF link).
- A student that requests a transfer of architecture classes that are part of the Common Freshman/ Sophomore Experience or took classes that are in the Statewide Course Numbering System will be given credit for the related classes on their transcript, as mandated by the state. This is typically freshman and sophomore classes. A sample evaluation is provided from a Broward College student or another similar case (PDF link).
- A student that requests a transfer of architecture classes that has completed three (3) or more years at another NAAB institution will typically be placed in third year deisgn studio and complete all of the third and fourth year studio and ARC lecture classes. A sample evaluation is provided from a University of Florida student or another similar case (PDF link).

SECTION 3   COMPLIANCE WITH THE CONDITIONS FOR ACCREDITATION
PART II.4   PUBLIC INFORMATION
II.4.1   Statement on NAAB-Accredited Degrees
The Statement on Accredited Degrees appears on the SAET website.
(http://www.famu.edu/index.cfm?Architecture&NAAB)

II.4.2   Access to NAAB Conditions and Procedures
The last NAAB Accreditation visit to FAMU in 2012 was subject to the 2004 Conditions for Accreditation.
Links to the 2010 Conditions for Accreditation, the 2014 NAAB Conditions for Accreditation and the 2015
NAAB Procedures for Accreditation are on the architecture program website.
http://www.famu.edu/index.cfm?Architecture&NAAB

II.4.3   Access to Career Development Information
The Florida A&M University Career Center is dedicated to helping architecture students with a
comprehensive approach to career preparation and development, with experiential learning as a key
component. The FAMU Career Center provides advising and counseling related to self-assessment,
career exploration, internships, and interview preparation. They frequently host workshops to develop
skills related to interviewing and creating a resume. As well, they work directly with firms to communicate
internships and full-time positions to students. For more information, visit the University Career Center
web site. (http://www.famu.edu/index.cfm?careercenter)

Each year, the architecture program hosts a Job Fair. This is a day long event when architecture firms
throughout the region interview students for internships and full-time positions. In 2016, the event hosted
16 architecture firms.

In preparation for the SAET Spring Job Fairs and the University Career Center Expos, the program
worked with the local AIA Chapter to host an AIA Resume Day. The AIA Resume Day provided students
with he opportunity for a one-on-on conversation with a professional about his/ her resume.

II.4.4   Public Access to APRs and VTRs
The most recent Architecture Program Report (APR), Visiting Team Report (VTR), the NAAB Decision
Letter from the 2012 NAAB Accreditation visit to the FAMU architecture program are on the architecture
program website.
http://www.famu.edu/index.cfm?Architecture&NAAB

II.4.5   ARE Pass Rates
The most recent ARE Pass Rate information is available on the architecture program website.
http://www.famu.edu/index.cfm?Architecture&NAAB

SECTION 3   COMPLIANCE WITH THE CONDITIONS FOR ACCREDITATION
PART II.4   PUBLIC INFORMATION
II.4.6   Public Information: Admissions and Advising

The FAMU architecture programs are designated as "limited access" programs. Therefore, the requirements for admission and progression are higher than those of other programs at the University. It also means that, even for those students who meet the minimum requirements, admission is on a space-available basis. While the program provides relatively open access into the pre-professional program, an academic review and portfolio review are completed prior to entering one of the professional programs. A sophomore review is also done for the community college transfers.

Pre-architecture (Lower Division): Florida A&M University is committed to the policy that all persons shall have equal access to programs without regard to race, sex, religion, national origin, handicap, age, or status as a disabled or Vietnam-era veteran. However, there are still basic requirements for admissions. The minimum admission requirements for First Time in College (FTIC) students are as follows:
- a diploma from a Florida public or regionally-accredited high school, out-of-state high school or, if foreign, its equivalent,
- a minimum 2.5/4.0 GPA with a 21 E/ACT or 1010 on the SAT,
- two years of foreign language in high school
- score of 500 on the Test of English as a Foreign Language (TOEFL) for international applicant's years of foreign language in high school

Applicants who have attended any college or university and who have earned 12 or more semester hours (except as high school dual-enrolled students) are considered transfer students. Transfer applicants with fewer than 60 semester hours must meet First-Time-in-College admission rules. Upon receipt of an admitted transfer student's transcript(s) the SOA transfer coordinator reviews the courses descriptions from the student's sending institution(s) to see if and how the credits will transfer to FAMU. If transferable, credits are included to the student's transcript as earned credits. For State of Florida Institutions, general education courses transfer without further review and without the need for a course-by-course match. For non-Florida Institutions, there must be a course-by-course match in order for the credits to transfer towards the fulfillment of the degree requirement. From institutions in which the SOA has an articulation agreement, the courses that are stipulated in the agreement transfer to the program without further review. Additional information about the transfer process and the Statewide Course Numbering System is available in Section II.3 "Evaluation of Preparatory/Pre-professional Education"

Transfer students without a FAMU equivalent lower-level architecture curriculum will be admitted into the Pre-architecture program provided they meet all of the FTIC criteria and have:
- two years of foreign language in high school or eight semester hours (or the equivalent) of a foreign language at an accredited undergraduate institution prior to enrollment
- Good standing eligibility at last institution attended,
- 60 semester hours and at least a "C" (2.0 on a 4.0 scale) in all college work attempted at an accredited institution,

Architecture (Upper Division): FAMU School of Architecture students and State of Florida articulated Associates of Arts Pre-architecture transfers must meet the following requirements: minimum cumulative 2.5/4.0 GPA in architecture courses, minimum cumulative 2.5/4.0 GPA in general education courses, completion of all lower division courses with a "C" grade or higher, and completion of all courses in lower division.

Students transferring with over 60 hours or with an Associate of Arts (AA) degree may be admitted if they have a 2.5 overall GPA in their college-level courses; Grade of "C" or better in all course work and two years of foreign language in high school or eight semester hours (or the equivalent) of a foreign language at an accredited undergraduate institution prior to enrollment

B.Arch. Admission: Admission to the Bachelor of Architecture program is competitive and primarily based on the applicant's GPA and portfolio rank. The SOA is a limited access program. Therefore, not everyone meeting minimum requirements will be admitted. The minimum admission requirements are as follows:

- completion of an undergraduate equivalent to the FAMU Bachelor of Science in Architectural Studies degree,
- a minimum 2.75 (of 4.0) GPA in Upper Division Courses of the FAMU B.S. or equivalent undergraduate degree in architecture and
- a satisfactory Portfolio Review Score.

M.Arch. Admission: Admission to the 2-year Master of Architecture program is competitive and primarily based on the applicant's GPA and portfolio rank. The SOA is a limited access program. Therefore, not everyone meeting minimum requirements will be admitted. The minimum admission requirements for a 2 Year Academic Plan are as follows:

- completion of an undergraduate equivalent to the FAMU Bachelor of Science in Architectural Studies degree,
- a minimum 3.0 (of 4.0) GPA in Upper Division Courses of the FAMU B.S. or equivalent undergraduate degree in architecture
- a 1000 GRE score and
- a satisfactory Portfolio Review Score.

Admission to the 3.5 Year Academic Plan is as follows:

- completion of an undergraduate degree,
- a minimum 3.0 (of 4.0) GPA in lst 60 hours and
- a 1000 GRE score

The application forms are provided below.

- Undergraduate Admission information is available on the FAMU Office of Admissions website (http://www.famu.edu/index.cfm?admissions&Welcome)
- Undergraduate Online Application (http://www.famu.edu/index.cfm?admissions&ApplyNow)
- Graduate Admission information is available on the FAMU School of Graduate Studies website (http://www.famu.edu/index.cfm?graduatestudies&U.S.Applicants)
- Graduate Online Application (https://www.applyweb.com/famug)

Advancement

Advancement in the program is based on performance in individual courses as measured by a student's grade point average (GPA). Students in the undergraduate program retake coursework in which they achieved a grade of "D" or "F" through the University's grade forgiveness program. Although the unsatisfactory grade remains on the transcript, it is no longer counted in the GPA calculation. This policy does not apply at the fifth-year or master's levels. Grades of "C" or lower are failing grades for graduate students.

At the end of 59 hours attempted, a student must have a 2.0 cumulative average and maintain it each term. A student whose cumulative average is less than 2.0 but who earns at least a 2.0 term average will be allowed to remain in school but placed on probation. Failure to earn a term average of at least 2.0, with the cumulative average being below 2.0, will result in probation or suspension by the University.

Advancement into the upper division requires that the student

- complete all lower-division course requirements,
- earn a minimum "C" grade in all courses attempted,
- have a minimum of a 2.5 overall GPA as well as

- a 2.5 GPA in all architecture coursework.

Financial Aid and Scholarships: The architecture program provides more than $200,000 of financial support every year exclusively available to architecture students. The funds are provided as scholarships, fellowships, assistantships, out-of-state residency reclassifications and partial fee waivers. Qualification for the individual scholarships varies - some are need-based, some merit-based, others dedicated to year levels. Scholarships available to all level students from new freshman to returning graduate students. All of the scholarships require full time enrollment and a 3.0 GPA. Due to the sensitive nature of fiscal information, additional details can be provided as an email to the Team Chair and as hardcopies during the visit.

The application forms for the scholarships are provided below.
- Undergraduate Architecture Student Scholarship Form (PDF link)
- Graduate Architecture Student Scholarship Form (PDF link)

Student Diversity Initiatives: There are many diversity initiatives at both the university and within the architecture program. The architecture program pursues diversity through its recruitment efforts. These are described in detail in the "Maintaining Diversity" section of SECTION 1. Program Description, I.1.3. Social Equity. See page 11 or more information.

SECTION 3   COMPLIANCE WITH THE CONDITIONS FOR ACCREDITATION
PART II.4   PUBLIC INFORMATION
II.4.7   Student Financial Information

Student Financial Information for students attending Florida A&M University is widely available on the web, and centrally organized at the Office of Financial Aid website (http://www.famu.edu/index.cfm?FinancialAid). Basic information on applying for Financial Aid can be found at a FAMU link to the FASFA website (https://fafsa.ed.gov/). A general estimate sheet that includes tuition, fees, housing, books, transportation, and miscellaneous cost of attending the university is covered in the Office of Financial Aid's "Cost of Attendance" weblink (http://www.famu.edu/index.cfm?FinancialAid&CostofAttendance)

Fees and tuition vary for undergraduate and graduate students. The difference between undergraduate versus graduate education can be found on the "Cost of Attendance" weblink. Frequently asked questions regarding student accounts and financial aid can be found at Office of Financial Aid website link "FAQ" (http://www.famu.edu/index.cfm?FinancialAid&FAQs)

Other financial information is major specific, and is provided by the school. Incoming students are not required to purchase a computer. The major one-time cost for a freshman, the design studio supply kit, has been designed so that it can either be purchase online, at the bookstore or the local arts supply store. The costs associated is provided in introductory emails sent to incoming students and at the summer Orientation discussions.

For graduate students, several sources of funding are provided to offset the increased cost of graduate fees, including: Architecture Student Scholarship Awards (funded by the Office of Cvil Rights), Graduate Research and Teaching Assistantships and partial Tuition Waivers. Approximately 80% of our current graduate students benefit from these awards. Details of the graduate awards can be provided during the visit.

SECTION 3   COMPLIANCE WITH THE CONDITIONS FOR ACCREDITATION
III.1.1   Annual Statistical Reports
The FAMU Office of Institutional Research (OIR) assists the SAET with statistics needed for our NAAB Annual Report. Attached is a letter from OIR verifying their preparation of this data annually in using data reported to state and federal agencies. (PDF link)

III.1.2   Interim Progress Reports
The 2014 Guide to the Conditions for Accreditation indicates that the NAAB will provide the items mentioned directly to the team at the same time as the VTR template and other materials.

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SECTION 4   SUPPLEMENTAL MATERIAL
1.   Lecture + Studio Review Guests

Sam Andras	2WR Architects, Denver, CO
Ashley Archie	Pfaffmann and Associates, Pittsburgh, PN
Pablo Altikes	Universidad del Desarrollo, Concepción, Chile
Pat Ballasch	DAG Architects, Tallahassee, FL
Daya Taylor Bates	Forum Architecture, Orlando, FL
Andrew Baque	Baqué Huffman • STUDIO, New Orleans, LA
Nancy Cheng, PhD	University of Oregon, Eugene, OR
Francis D.K. Ching	University of Washington (retired)
Seth Keys Coffin	EMI Architects, Tallahassee, FL
Richard Crowe	Gilchrist Ross Crowe Architects, Tallahassee, FL
David Cuthbert	Caribbean School of Architecture, Kingston, Jamaica
Kwesi Daniels	Tuskegee University, Tuskegee, AL
Yolanda Daniels	studio SUMO, New York, NY
Jim Dawkins	FSU Interior Design, Tallahassee, FL
George Epolito	Leicester School of Arch., Leicestershire, England
Matthew Friesz	National Council of Architectural Registration Boards (NCARB)
Chris Ford	Stanford University, Stanford, CA
Donald Gray	Fitzgerald Collaborative, Tallahassee, FL
Mark Greisbach	Mark Greisbach Architects, Tallahassee, FL
Kenneth Greene	DAG Architects, Tallahassee, FL
Erika Hagan	Hoy + Stark Architects, Tallahassee, FL
Matt Hall	Auburn College of Architecture, Auburn, AL
Henry Hanisee	Manning Architects, New Orleans, LA
Michael Hayse	Pensacola Sate College, Pensacola, FL
Tisha Holmes, Ph.D.	Florida State University, Tallahassee, FL
Herman Howard	Studio H Architecture, Atlanta, GA
Keelan Kaiser	Judson University, Elgin, IL
Hays Layerd	Architects Lewis + Whitlock, Tallahassee, FL
Brad Innes	EMI Architects, Tallahassee, FL
Vivian Lee	University of Michigan, Ann Arbor, MI
Shaun Lattimore-Martin	MARTA, Atlanta, GA
Rabbani Muhammad	FAMU Engineering Technology Tallahassee, FL
Tim McGinty	University of Arizona (retired)
Ricky Navarro	Savannah College of Art and Design, Savannah, GA
Luis Palermo	Universidad Poiltècnica de València, Valencia, Spain
Brian Peters	Kent State University, Kent, OH
Guy Peterson	Office for Architecture, Sarasota, FL
Valaria Pintard-Flax	College of Bahamas, Nassau, Bahamas
Ignacio Reyes	Leo Daly Architects, West Palm Beach, FL
Vaughn Samuel	EMI Architects, Tallahassee, FL
Carmina Sanchez, PhD	Hampton University, Hampton, VA
Linda Searl	Searl, Lamaster, Howe Architects, Chicago, IL
Mark Schendel	Studio Gang, Chicago, IL
Ryan Sheplak	Architects Lewis + Whitlock, Tallahassee, FL
Karl Thorne	University of Florida (retired)
Jimmie Tucker	Self-Tucker Architects, Memphis, TN
M. Saleh Uddin, PhD	Kennesaw State University, Kennesaw, GA
Trevor Walker	Niles Bolton Associates, Atlanta GA
Andrew Welch	Florida State University, Tallahassee, FL
Christopher Welty	Kennesaw State University, Kennesaw, GA
Leon Williams	Stellar Group, Jacksonville, FL
Daisy-O'lice Williams	University of Oregon, Eugene, OR

SECTION 4   SUPPLEMENTAL MATERIAL
        Lecture + Studio Review Guests (continued)

Recently, the non-architects included doctors, developers, philosophers, engineers, attorneys and professors across disciplines. A sampel list is prpvided below.

Melanie Annis	Judaism
Thomas Asbury	Developer
Andrew Balough	Environmental Health and Safety
Virginia Bell	Taoist Society
Dr. Bruce Boether	Buddhism
Mildred Brickler	Business
William Douglas P.E.	Civil Engineering
Dr. Stephen Faison	Philosophy
Shawn Heath Esq.	Attorney
Dr. Brad Holister	Art History
George Johnson	Civil Engineering
Father Robert O'Loughlin	Eastern Christianity
Dr. Levell Owens	Religion
Brend Pan Pango	Feng Shui
Joe Perdue	Attorney
Dr. Dennis Ridley	Engineering
Dr. Michael J.L. Smith	Medicine
Susan Taylor	Quaker Church
Dr. Christipher Timm	Art History
John Ward	Facilities Management
Dr. Jimmy Yu	Religion

SECTION 4   SUPPLEMENTAL MATERIAL

2.   Architecture Program: Course Descriptions
        (http://www.famu.edu/index.cfm?Architecture&CourseDescriptions)

3.   Architecture Program: Faculty Resumes
        (http://www.famu.edu/Architecture/NAAB/Appendix/FacultyResumes.pdf)

4.   Architecture Program: Faculty Credentials Matrix
        (http://www.famu.edu/Architecture/NAAB/Appendix/Faculty%20Credentials%20Matrix.pdf)

5.   Architecture Program: Visiting Team Report (VTR)
        (http://www.famu.edu/index.cfm?Architecture&NAAB)

6.   Architecture Program: Focused Evaluation Reports
        (http://www.famu.edu/index.cfm?Architecture&NAAB)

7.   Architecture Program: Statistical Information
        (http://www.famu.edu/index.cfm?Architecture&NAAB)

8.   Architecture Program: Intergrated Architectural Design Experience
        (http://www.famu.edu/index.cfm?Architecture&NAAB)

9.   Florida A&M University: Catalog
        (http://catalog.famu.edu/)

10.   Florida A&M University: Faculty Handbok
        (http://www.famu.edu/index.cfm?facultysenate&FacultyHandbook)

11.   Florida A&M University: Academic Honesty Policy
        (http://www.famu.edu/BOT/Academic Honesty Policy 7.27.17.pdf)

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