Plan for Achieving Initial Accreditation

Master of Architecture
Pre-Professional Degree plus 60-66 Graduate Credits or
Non-Pre-Professional Degree plus 90-96 Graduate Credits

Brian K. Craig, AIA, LEED AP, Director,
Graduate Program in Architecture
BrianCraig@ferris.edu
616.451.2787 ext 1215

M. Victoria Liptak, Dean of the College
VicLiptak@ferris.edu
616.451.2787 ext 1205

Dr. David Rosen, President
DavidRosen@ferris.edu
616.451.2787 ext 1150
# Plan for Achieving Initial Accreditation

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August 25, 2013

Andrea S. Rutledge, CAE
Executive Director
The National Architectural Accrediting Board
1735 New York Avenue, NW Washington, DC 20006

Dear Ms. Rutledge:

I write to inform you that Kendall College of Art and Design of Ferris State University (KCAD) intends to seek candidacy for NAAB accreditation for a first professional Master of Architecture degree program. The program has preliminary curriculum approval from Ferris State University and the full support of the KCAD President’s Office and the Office of the Dean (Academic Affairs). A formal curriculum proposal is going forward internally this fall, led by Brian K. Craig, AIA, the director of KCAD’s graduate program in architecture and of Ferris’s Center for the Built Environment.

The Master of Architecture program is developed as a three-year sequence for individuals with baccalaureate degrees from disciplines other than architecture. The three-year degree requires 90 to 96 graduate credits. Those individuals with pre-professional degrees in architecture may seek placement into the final two years of the program; placement will be based on evaluation of the undergraduate transcript and a portfolio of work. Earning a degree in two years requires 60 to 66 graduate credits. The program plans to demonstrate all of the NAAB Student Performance Criteria in the last four semesters of the curriculum. Prerequisites for the program are an earned baccalaureate degree from a regionally accredited college or university in the United States, or an equivalently recognized degree from an international institution; a minimum of 45 earned units of General Studies and non-architecture electives; and for students coming from institutions where the primary language of instruction is not English, a minimum internet-based TOEFL score of 61. Students with a baccalaureate GPA below 3.0 will be required to submit GRE scores. KCAD is seeking to admit a first cohort of students in the fall of 2014.

Attached you will find KCAD’s Plan for Achieving Initial Accreditation for a first professional Master of Architecture degree program. We look forward to hearing from you and to continuing our work with the National Architectural Accrediting Board.

Sincerely,

M Victoria Liptak
Dean of the College
February 22, 2012

President David L. Eisler
Ferris State University
1201 S. State Street CSS 301
Big Rapids, MI 49307-2737

Dear President Eisler:

This letter is formal notification of the action taken concerning Ferris State University by the Higher Learning Commission. At its meeting on February 21, 2012, the Institutional Actions Council (IAC) voted on the items below. This letter serves as the official record of this action, and the date of this letter constitutes the effective date of your new status with the Commission.

Action. The IAC voted to continue the accreditation of Ferris State University with the next comprehensive evaluation to be set in 2020-2021. No further Commission follow-up is required.

If the current Commission action includes changes to your institution’s Statement of Affiliation Status (SAS) or Organizational Profile (OP), the changes will appear in these documents on the Commission’s Web site by March 5, 2012. The SAS is a summary of your institution’s ongoing relationship with the Commission. The OP is generated from data you provided in your most recent Institutional Update. No other institutional information was changed.

If you have questions about these documents after viewing them, please contact John A. Taylor, your staff liaison. Information about notifying the public of this action is found in Chapter 8.3-3 and 8.3-4 of the Handbook of Accreditation, Third Edition.

Please be aware of Commission policy on planned or proposed institutional changes that require Commission action before their initiation. You will find the Commission’s change policy at ncahlc.org/information-for-institutions/institutional-change.html. If you have questions about how planned institutional changes might affect your relationship with the Commission, please write or call John A. Taylor.

On behalf of the Board of Trustees, I thank you and your associates for your cooperation.

Sincerely,

[Signature]

Sylvia Manning
President

cc: Evaluation Team Members
    Board Chair
Introduction

The Master of Architecture at Kendall College of Art and Design

Architecture and architecture education are transformative – to students, faculty, the community where the program resides, the wider region and world. Our new program, the Master of Architecture at Kendall College of Art and Design of Ferris State University (KCAD MArch), has from its beginnings been envisioned as making a difference – having impact – that is positive and real and enduring.

Vision
The KCAD MArch engages students, faculty and professionals in the pursuit of architecture deeply rooted in a sense of place and community.

Our Community
KCAD provides an unequalled atmosphere for studying the future of architecture. Located in the heart of a conservatory college of art and design, surrounded by design disciplines and thinkers, our community of creativity is set in a broad geography nationally recognized for its sustainable development and urban, rural and arts-based initiatives. We are as diverse as the world we serve. Our inclusive design approach embraces resource and social responsibility while affirming the power of architecture and transdisciplinary thinking to define and solve complex problems.

Our Program
The KCAD MArch is rigorous and unique. A new program, designed to reflect the best practices of teaching and learning, as well as the future of architecture, it is built on a structure of immersive seminars and studios. It holds high expectations of commitment and engagement of faculty and students and rewards those expectations with a deep and rich understanding of architecture. Gone are the silos that divide knowledge into disparate subject matter. They are replaced with unified understanding reinforced by reflection and practice.

Our Students
Our students learn to become architects while they pursue passions across disciplines. Our students value the relationship of individuals to society and their connection to place, community and nature. Our students advance a studio culture grounded in respect for diversity and the value of critical dialogue. They have the technical knowledge necessary to synthesize building components, materials and systems and the fluency to communicate in traditional and emergent media.

Our Graduates
Our graduates are prepared to develop new practices in a rapidly evolving global marketplace. They are architectural professionals and leaders, poised to make a positive impact with the knowledge, skills and drive to design society’s responses to emerging challenges.

This Plan for Achieving Initial Accreditation lays out where we are, where we are going, and how we plan to get there.
Part I (of Part One): Institutional Support and Commitment to Continuous Improvement

I.1 Identity and Self-Assessment

I.1.1 History and Mission

i. Kendall College of Art and Design of Ferris State University (KCAD)

WHERE KENDALL CAME FROM AND HOW IT GREW

Located in Grand Rapids in West Michigan (pop. 190,000, metro = 1 million), Kendall College of Art and Design opened in 1928 as the David Wolcott Kendall Memorial School, through an endowment provided by Helen M. Kendall as a memorial to her husband – one of the country’s first furniture designers, a business leader, and a sculptor.

March 1, 1931, the David Wolcott Kendall School began offering classes in the old Kendall homestead to 35 art students. By 1945, new wings had been built on two sides of the Fountain Street building, and a new library housing Kendall’s personal collection was opened to the public. In 1947 the school’s name was changed to Kendall School of Design, reflecting the school’s growing reputation in furniture design and home merchandising. In 1961, having outgrown the Fountain Street location, the school relocated to a building at 1110 College Avenue NE. As it expanded its programs, it added two new buildings.

What is now Kendall College of Art and Design was until 1976 a technical school for art and design that grew in harmony with a region dominated by innovation, collaboration, the creative spirit, and entrepreneurial thinking, cultivating the talents of artists and designers whose work made significant contributions to West Michigan and to the nation. In 1976, the college began the process of becoming a baccalaureate-granting institution, offering its first BFA in 1977. In 1981 North Central Association granted full accreditation to Kendall, and Kendall added programs in graphic design (visual communications), fine arts, and industrial design. In that same year, KCAD purchased a downtown space of about 90,000 square feet and in 1984 moved its operations there.

In 1996, Kendall entered an agreement to merge with Ferris State University, a public institution of 13,000 students located in Big Rapids, Michigan, fifty miles north of Grand Rapids. This merger was completed in 2000. Kendall’s decision to seek a merger partner resulted from a careful and thorough analysis in 1996 of the college’s current situation, its future needs, and the feasibility of continuing as a stand-alone institution. The specific decision to seek a merger with Ferris State University reflected the Board of Trustees’ judgment that these actions would best ensure Kendall’s continued ability to provide the quality of art and design education for which the college is known and to which the college is committed.

The positive impact of this decision was immediately apparent in May 1998, with the purchase of an adjacent building, giving Kendall over 180,000 sf of enhanced facilities, including classroom space, student studio space, a student commons, an expanded gallery, and a new student gallery. Also after the merger, the college’s enrollment began to strengthen remarkably. At the time the merger process began, Kendall had an enrollment of 520 students. By fall 2009, Kendall had achieved an enrollment of 1,385 – the highest in its history and an increase of 168%. Today its enrollment stands at nearly 1500 students.
Under the terms of the merger, Kendall College of Art and Design has remained semi-autonomous and financially responsible. KCAD has its own officers, including a president, chief academic officer, and chief officer for finance and administration. KCAD develops an independent budget that is approved by the Ferris State University Board of Trustees. KCAD continues its own system of academic governance.

As it did before the merger, KCAD has its own fully contained majors, with professional accreditations from NASAD and CIDA, and its own curricula. It continues to set its own general education requirements and to offer its own courses to satisfy all graduation requirements. All academic review and recommendation processes, including proposals for new programs, come through KCAD’s own College Senate, which consists of representatives of its academic programs, and with the approval of the president of KCAD are enacted directly or forwarded to the president of Ferris State University for inclusion in the Board of Trustees agenda. Similarly, KCAD continues to use its own procedures for assessing student academic achievement and program review.

Again in recognition of the autonomous nature of Kendall College of Art and Design, the KCAD faculty bargaining unit (the Kendall Faculty Association/MEA/NEA) remains separate from the Ferris faculty bargaining unit (the Ferris Faculty Association/MEA).

In 2009, the Ferris State University Board of Trustees reaffirmed the basic structure of the merger through a board resolution, “Kendall College of Art and Design of Ferris State University – Omnibus Resolution,” determining that an organizational structure to allow for the local administration of certain academic, financial, student affairs and advancement and marketing functions of Kendall College of Art and Design of Ferris State University should continue. The establishment of this organizational structure requires that the president of Kendall College of Art and Design of Ferris State University and his designee(s) be invested with authority concerning the administration of certain academic, financial, student affairs, and advancement and marketing functions of Kendall College of Art and Design of Ferris State University. The commitment of both Boards of Trustees at the time of the merger to a high degree of autonomy for Kendall required the sustaining of those procedures. This approach has resulted in a successful merger that has strengthened both Kendall College of Art and Design and Ferris State University.

In 2010, the college was again running out of space. Through a public-private partnership, the college obtained the 90,000 sf Federal Building that had also once housed the Grand Rapids Art Museum. Developed as a historical preservation project and a model of adaptive reuse, the building has won numerous state and national awards, including the Governor’s Award for Historic Preservation and the Michigan Historic Preservation Network Award, as well as LEED Gold Certification by the U.S. Green Building Council. The building opened in fall 2012. It houses majors in collaborative design, art history, fashion studies, and sculpture, and provides space for general education courses and community meetings. On the first floor the main gallery of the old art museum now hosts shows of regional and national importance, such as “Graphic Design: Now in Production,” an exhibition from the Cooper-Hewitt and Walker Museums, as well as “Contemporaries, Then and Now: The Gordon Collection and West Michigan Painters.”

Today, Kendall College of Art and Design grants undergraduate degrees in art education, art history, digital media, drawing, furniture design, graphic design, illustration, industrial design, interior design, metals/jewelry design, painting, photography, printmaking and sculpture-functional art. Recently KCAD added the first degree in collaborative design in the country, a medical illustration program taught in conjunction with the Michigan State University medical school, and a fashion studies major. The college grants the MFA in fine arts (drawing,
painting, photography, and printmaking), a Master of Art Education, and offers four courses in innovation and design management as part of Ferris State University’s MBA degree. It has a well-developed reputation both inside the region and beyond.

**KCAD VISION STATEMENT**
Kendall College of Art and Design will be

- A nationally prominent institution recognized for leadership, innovation, and excellence in visual art and design
- The preferred choice for art and design students, both nationally and internationally
- A student-centered learning environment with managed growth of facilities, students, faculty, administration, and staff
- Strongly connected to, and partnered with, its alumni, its community, and with business and industry
- An institution that plays a key role in each student’s journey toward an enriching professional life
- A recognized leader in the teaching and implementation of environmentally and socially responsible practices
- An asset to the greater Ferris State University community
- An institution that values, and is committed to, diversity
- An institution recognized for encouragement of, and opportunity for, collaboration across disciplines and throughout the college

**KCAD CORE VALUES**
Kendall College of Art and Design values and demonstrates

- Student-centeredness through
  a) An intimate environment
  b) Intellectual growth
  c) Individual creativity and diversity
  d) Collaborative experiences
  e) Professional preparedness

- Institutional enrichment through
  a) Professional development
  b) Creative and scholarly activity
  c) Industry involvement
  d) Collaboration
  e) Self-directed governance
  f) Alumni relationships

- Civic responsibility by encouraging and supporting
  a) Diversity
  b) Community involvement
  c) Leadership
  d) Ethical responsibility and aesthetic integrity
  e) The role of arts and design in the community

**MISSION**
Kendall College of Art and Design prepares students for leadership in the visual arts, design, art history, and art education; provides innovative, collaborative education that fosters
intellectual growth and individual creativity; and promotes the ethical and civic responsibilities of artists and designers, locally and globally.

**KENDALL COLLEGE OF ART AND DESIGN INTO THE 21ST CENTURY**

Since the seating of the new president of Kendall College of Art and Design in fall 2012, the college has sharpened its focus from wanting to produce artists and designers to wanting to produce shapers of the world in positive ways. As an organization devoted to a special form of learning, KCAD believes that the role of the institution is to develop the talent of all its members, and it further believes that this will be the goal of all good organizations.

In a world where art and design have leapt past simple notions of beauty and utility to powerful notions of creativity and innovation that can shape economics and ecology, healthcare and K-12 education, social justice and organizational processes, Kendall College of Art and Design has seized the moment to advocate for the importance of creativity and of those who create and to make that importance felt in all the ways it touches the world. When Kendall conceived of a new fashion program, for instance, it linked it to the fashioning of a local creative ecology that will join designers and makers and release the entrepreneurial resources that can grow the prosperity of a region. When it fashioned a collaborative design degree, it made that program a resource to help solve the region’s “wicked problems.” And when it thinks about an architecture program, it seeks to position that program in a way that will launch the region into the future of the built and natural environment in ways that can help the globe.

KCAD understands that the walls that divide people, subject domains, organizations and institutions, and parts of the city, region, and world are breaking down in positive ways. We see too that systemic thinking built on closed systems is giving way to thinking built on systems that are open, complex and sometimes unpredictable.

KCAD embraces the future both to make the world better and to give its students a meaningful and productive place in that world.

In his opening remarks to the college on August 20, 2013, President David Rosen articulated a vision and mission that drives our work:

**VISION**
KCAD produces artists and designers who matter and who produce art and design that matters. Impact is key.

**MISSION**
Kendall Develops Talent

He went on to note that in order to realize this vision, we must

- Nurture institutional growth
- Improve community and public relationships
- Improve campus culture
- Focus on student success

**ii. The KCAD Master of Architecture Program**

The new MArch is the right degree at the right time for KCAD, Ferris State, and our region. Three forces drive this:

A. The region and its history
B. The arc of the architecture profession and professional education
C. The people with the passion to make this happen

A. History

Grand Rapids and West Michigan were settled and built on abundant natural resources, particularly water. Much of the population growth was due to manufacturing, which relied on those resources. Immigrants to the area brought conservative religious and cultural values – conservative particularly in the sense of valuing stewardship of place and resources. Those families who were successful in manufacturing contributed another legacy: a strong local tradition of philanthropy.

These forces of history today make Grand Rapids a center of sustainable architecture and design. Fast Company magazine named Grand Rapids "America's Greenest City." It was the first U.S. city to be recognized by the United Nations University as a Regional Center of Expertise on Education for Sustainable Development. Home of many firsts (first LEED-certified transit facility and art museum, to name a few of many), Grand Rapids has more LEED-certified buildings per capita than any other city in the nation.

The expertise and innovation that produced these projects was local. This concentration and development of knowledge in sustainability is a unique asset and opportunity for a new program of professional architecture education.

West Michigan has a long heritage of furniture design and manufacturing. Today it possesses a strong, vibrant and growing design community – particularly reinforced by the presence of West Michigan's only conservatory college of art and design, KCAD.

Grand Rapids is the right place to house this degree. Our urban community will attract and retain students and faculty – a “cool city” of progressive architecture and learning.

B. Architecture

As much as or more than any other profession, the practice of architecture is changing rapidly and significantly. Delivery of projects and the leadership required to create the built environment is evolving in response to economic forces and the growing expectation that in some ways buildings are like other products – we want them "better, cheaper, faster" and at the same time in tune with the very specific needs of the client. Architecture responds to a growing desire for beauty and elegant design in products and places, by focusing on its ability to impact and transform culture, community, and place.

Architecture education must be nimble to keep up with the changing knowledge, skills and design thinking demanded of graduates. This provides the opportunity for a new program to take a fresh approach to architectural pedagogy. Free from existing program constraints, KCAD has seized the opportunity to design a forward-thinking curriculum and program that embody the best of what we know about education and learning, as well as the future of architecture and practice. The result has been a visionary and unique approach to architecture professional education – one that is “very unlike the usual” – a program that reflects and supports the uniqueness of this region and will help sustain it for decades to come.

C. People with passion

The Master of Architecture at Kendall College of Art and Design has been a long time coming. In the late 1980s a task force of local educators and practitioners first dreamed about and studied the possibility of creating a new MArch program in Grand Rapids,
Michigan. The MArch director, Brian Craig, AIA, LEED AP, and advisory board chair, Mike Corby, FAIA, were among that group.

Ferris faculty, in conjunction with Kendall College, have produced several MArch proposals over the years, most recently in 2007. All of these proposals have envisioned a Kendall degree.

KCAD President David Rosen brings successful experience creating and implementing a new professional MArch program at Woodbury University. He is intensely engaged in the success of the new MArch. KCAD’s new dean of the college, M. Victoria Liptak, also comes to Kendall from Woodbury. While there she was a professor in the architecture program, associate dean of the School of Architecture, and the university’s senior vice president for Academic Affairs. She was instrumental in Woodbury’s successful NAAB accreditation. Responsible as dean for all of KCAD’s academic programs, she brings valued insight and energy to architectural pedagogy.

An advisory board of local and national leaders in the profession of architecture has been formed and has met numerous times. Their strong message of support for the program is encouraging. Their insights contributed much to the rationale for and substance of this program. The board continues to develop ways to support the program, including internships, scholarships, and events such as speaker series.

Together, this broad group of faculty, administrators, community leaders, and practitioners brings passion and enduring commitment to the pursuit of the new MArch.

iii. Relationship to the Institution

The new MArch is an indicator of and in many ways an experiment in the future of Kendall College of Art and Design. Its approach to curriculum, scheduling and assessment, as well as research-based design, provides an opportunity for KCAD to prototype new models with minimal disruption to existing programs.

As demonstrated in the curriculum design, engagement in community, practice and research-based design are at the heart of the new KCAD MArch.

The college’s assets in art and design – both physical and educational – will be instrumental to the success of the program. Our Interiors, Industrial Design, Design and Innovation Management, and Collaborative Design programs – and others – have faculty, including architects, with expertise that can be incorporated into a graduate architecture program. Students who have or are about to graduate from those programs have indicated strong interest in the MArch degree.

KCAD also has outstanding physical facilities that are immediate assets to the new program, including traditional shops as well as digital fabrication and production in new and emerging media. The new FlexLab is an open-source lab where students learn how to use contemporary digital processes such as 3D printing, laser etching and cutting, vinyl cutting, large format inkjet printing, CNC machining, and plasma cutting. In addition, the college has capacity in its seminar, lecture, and collaborative spaces to house the new program.

Ferris State’s 4-year program in Architecture and Sustainability in Big Rapids serves as a pre-professional track for students seeking a first professional degree at the Masters level in architecture. A connection between the undergraduate pre-professional degree program at Big Rapids and the Masters program at KCAD will help us clearly articulate a track that will
allow students to begin at Ferris State in Big Rapids and complete at KCAD in Grand Rapids – all within the same university system.

iv. Holistic Development of Young Professionals

The new KCAD MArch is designed to develop the student as a professional. The program focuses on practice and engagement, backed by an understanding of cultural and scientific context gained through seminars, studio, research and reflection.

Three aspects of the curriculum bear highlighting for the way they encourage the holistic development of young professionals: a required internship, study away, and the urban collaborative studio.

Required Internship. Occurring over winter or summer break, the non-credit required internship is a key opportunity for students to begin to develop as professionals. An internship opportunity for “real world” experience, developing their resume and presence in the practice community was the number one request of student advisory groups consulted in the design of the KCAD MArch. The program advisory board is very supportive and committed to finding internship opportunities for KCAD students.

Study Away. Understanding the broader context of history, culture, community and practice is also key to the holistic development of professionals. The for-credit required study away occurs at the beginning of the final year. Whether regional, national or global, the study sites provide opportunity for students to engage in place making, using design research to understand the interactions of social context, cultural diversity, and human behavior with the built environment.

Urban Collaborative Studio. Following the intensive study away, the urban collaborative studio challenges students to interact collaboratively within a design team and with community leaders and project constituents. Students explore the relationship between architecture, culture, and urban form through the design of a site-specific architectural intervention. Both in approach and content, this studio mirrors professional teams and design practice.

This graduate degree does not require liberal arts courses *per se*, though it certainly allows them as electives based on the individual student’s direction and interests. Transdisciplinary study, collaboration, and design are encouraged.

The student experience is further discussed in the Response to the Five Perspectives.

I.1.2 Learning Culture and Social Equity

i. Learning Culture

With approximately 1500 students and 185 faculty, KCAD provides a learning culture that is intimate, supportive and collaborative. The college’s mission and core values emphasize student-centeredness, intellectual growth, individual creativity and diversity, community engagement, professional development, and the ethical and civic responsibilities of designers and artists. As an art and design conservatory, KCAD primarily offers studio-based curricula, and the institution is attuned to the rhythms and stresses of studio learning.

The MArch program builds on these strengths. The inaugural cohort and faculty will be charged with developing a studio culture policy that responds to KCAD’s existing art and
design culture as it develops a unique role for architectural education at the college. As a professional degree program, the MArch studio culture requires synthetic innovation, creativity, and entrepreneurialism in dialogue with radical responsibility. Engaging complex unsolved problems will involve our students and faculty in multiple realms of investigation and action: environmental, spatial, political, economic, social, cultural, aesthetic and critical. KCAD’s MArch studio culture policy will communicate mutual expectations for academic and professional integrity among the entire graduate architecture community, including students, faculty and staff.

The inaugural cohort and faculty will develop, in addition to a studio culture policy, a plan and timeline for disseminating, implementing, assessing, and revising the policy so that it changes and responds as the program grows. The MArch program will support student and faculty engagement with the appropriate collateral organizations (AIAS, ACSA) so that we may learn about others’ best practices in learning culture and share observations and innovations.

The holistic development of young architectural professionals and the continuing development of our MArch faculty and staff depend upon a learning culture that arises from a learning organization. The self-assessment plan for the program (see section I.1.5) will ensure that the KCAD MArch community engages in a process of continuous improvement.


**ii. Social Equity**

KCAD cultivates a learning and work environment in which diversity is a core community value. KCAD’s official non-discrimination policy is published in the student handbook and excerpted here:

“Kendall College of Art and Design of Ferris State University is committed to the principle of equal opportunity in education and employment. It is the policy of the University to prohibit unlawful discrimination in connection with any aspect of educational programs or opportunities, services to the public, or employment, on the basis of race, color, religion or creed, national origin, sex, age, marital status, veteran or military status, height, weight, protected disability, or any other characteristic prohibited by applicable State or federal laws or regulations. In addition, although not mandated by law, it is the policy of the University to prohibit discrimination in education and employment on the basis of sexual orientation.”

Ferris State University has appointed a vice president for diversity and inclusion heading up a university-wide Diversity and Inclusion Office in Big Rapids. While KCAD can and does draw on the resources of this office, the college has formed its own task force to review the FSU Diversity Plan and Diverse Workforce Plan and develop college-specific plans for diversity and a diverse workforce. The college senate also has a standing Diversity, Equity and Inclusion Committee.

The KCAD student body is moderately diverse. In Fall 2012 the overall student body was 31% male, 69% female, while for graduate students alone it was 41% male, 59% female. In the overall student body 70% of students self-identified as white, 15% did not identify, 5% identified as Latino and 3% each as African American, Asian, and multi-racial. Among grad students only, 72% identified as white, 13% did not identify, 7% identified as Asian, 4% as
Latino, and 2% each as African American and multi-racial. Approximately 21% of our undergraduates received Pell grants.

To support our MArch vision for the future of an architecture profession of relevance, the architecture program aims to lead the college in diversity by valuing it explicitly from the beginning. While architecture programs often skew toward a larger male population, we will actively seek an applicant pool that can provide balance in our cohorts. Our advisory formation board is charged with reaching out to and networking in historically black colleges and universities (HBCUs) and Hispanic-serving institutions (HSIs). Our recruitment plan looks beyond our local back yard of West Michigan and into urban areas including Detroit, Chicago and beyond for those seeking a professional architecture program. Our MArch-specific institutional aid plan includes scholarships for graduate students with disadvantaged SES (socio-economic status). Our faculty recruitment plan includes reaching out to NOMA.

In support of social equity, the MArch program will actively seek significant social and civic opportunities to engage urban communities in working toward a high quality, locally responsive built environment. The urban collaborative studio in the final year of the program ensures this goal by encoding it in the learning outcomes.

I.1.3  Response to the Five Perspectives

Our program is nimble and responsive – responsive to the profession of architecture, and particularly responsive to the evolving culture of our students, faculty, staff and college. So it is with the five perspectives. The responses articulated now will evolve and change as we bring on faculty and students, learn and grow. This is our starting point.

A. Architectural Education and the Academic Community

Housed in the only conservatory college of art and design in West Michigan, the KCAD MArch is surrounded by a culture of design and discovery. As we bring in faculty and students we will be a prime contributor to the academic and learning culture of the institution. With our commitment to a transdisciplinary approach, the program partners with disciplines inside and outside of KCAD. The humane and humanistic emphasis of the program places architecture in both its academic and cultural context. With our unique approach to learning, demonstrated in the curriculum map, course descriptions, and SPC matrix, KCAD expects that the program will also engage in the larger dialogue about the nature of effective architecture education.

B. Architectural Education and Students

The student’s education in the KCAD MArch progresses from Tools to Practice to Mastery. Present throughout is a primary commitment to students engaging community and developing architecture to make a difference. The opening intensive of Year 2 (Year 1 for those with pre-professional degree) sets the global context of architecture as the students study and reflect on world architecture traditions, leadership and ethics. The urban studio in the final year encourages students to use the tools and culture they have learned and practiced to work with community stakeholders to develop responsive solutions to problems.

The immersive sequence of intensives and studios develops in students the habit and expectation of rigor. Each semester begins with a 6-week in-depth exploration of a topic, followed by a 9-week studio wherein the topic is reinforced, expanded and applied through design. This structure does not exist for the convenience of the institution or tradition. It is
solely focused on providing the best architectural learning for students.

C. Architectural Education and the Regulatory Environment

Concurrent with the introduction of this program, NCARB is assessing its examination and licensure sequence. Our program will closely follow the evolving requirements and examination. KCAD has worked with the State of Michigan to determine that retroactive accreditation and acceptance of the degree by NCARB is acceptable to the state and will not be a barrier to our initial graduates’ Michigan registration with successful NAAB accreditation. We are committed to active engagement and support of our students in the IDP and licensure process.

D. Architectural Education and the Profession

From the beginning of the design of our program a group of distinguished professionals has been key to its formation, advising on the needs of the profession, the future of practice, and the unique opportunities they observe for architectural education. The advisory board members range from architects with local, national and international practices to clients to educators to AIA leaders. AIA leadership includes the current local and state AIA presidents, a past national vice president (and NAAB visiting team chair), and a national president. They have been generous with their time and instrumental in sharpening the focus and priorities of our program. The curriculum’s focus on leadership, engagement and transdisciplinary practice is responsive to the board’s and KCAD’s shared vision of the future of the profession of architecture.

The KCAD MArch Board of Formation:

Adam Clark, Assistant Professor, KCAD
A graduate of Lawrence Technological University and University of Michigan, Adam is a practicing consultant and an Assistant Professor at Kendall College teaching within the Collaborative Design Program. His focus is design and graphics.

Mike Corby, FAIA
Executive Vice President and Design Principal of Integrated Architecture, and one of Michigan’s first LEED accredited architects, Mike is a leader in sustainable design. Mike has also served as past President, Vice President, Secretary and Treasurer for the AIA Grand Rapids Chapter.

Brian Craig, AIA, LEED AP, MArch Program Director, KCAD, ex officio
Architect, practitioner, educator, community leader, local and global volunteer, Brian utilizes his architectural abilities to serve humanity and create a sustainable future.

Tamara Burns, AIA
A native of Ann Arbor Michigan and firm owner there, Tamara’s practice focuses on architecture and historic preservation. She is currently president of AIA Michigan.

Steve Fridsma, AIA
Steve is a Principal Architect at Elevate Studio, focusing on architecture for worship and ministry. He has taught, critiqued, and advised at Calvin College.

Gene Hopkins, FAIA
Past National AIA President, Gene has an extensive and distinguished practice in historic preservation architecture.
Bryan Koehn, AIA  
Bryan is the Director of Design and Principle at Progressive ae. His focus is inspiring and leading design excellence, promoting a fun, curious and mentoring studio.

Michael Kruzich, MILS, Librarian, KCAD  
Michael is Director of the Kendall College of Art and Design Library and has been instrumental in positioning institutional information resources to create transformative learning experiences for students.

M Victoria (Vic) Liptak, Dean of the College, KCAD – *ex officio*  
Since beginning as shopmaster at Woodbury University in 1998, Vic has developed expertise in academic administration, assessment, and her first love, active and engaged learning.

Paul Long, RA  
Paul Long is a registered architect in Colorado and Assistant Professor of Architecture at Ferris State University with research interests in sustainability assessment methods and sustainable urban development.

Lorissa MacAllister, AIA, NCARB, LEED AP, EDAC  
Architect and president of Enviah, Lorissa uses evidence and research to create environments that improve human and business outcomes.

Tom Mathison, FAIA  
Tom is a Senior Principal concentrating in K-12 and higher education. He is a Past President of AIA Grand Rapids, AIA Michigan, and was a Regional Director and Vice President at AIA National. Tom founded the AIA Michigan Mentoring Network. He also serves on NAAB accreditation teams for colleges of architecture in the U.S.

Greg Metz, AIA  
Greg is an architect in Grand Rapids practicing urban architecture and planning and historic preservation. He also is a board member of AIA Michigan.

Gretchen Minhaar, AIA  
Native of Argentina, Grand Rapids resident, long-time community leader, architect, arts advocate and artist, Gretchen is passionate about “what architecture is all about and above all the role of women in our profession!”

Diane Nagelkirk, RA  
A graduate of Lawrence Technological University, Diane is a registered architect, Program Coordinator and Professor in the Architecture and Facility Management Department of Ferris State University.

Tom Nemitz, AIA  
Tom is a firm Principal with 32 years of historic preservation, adaptive reuse, urban revitalization and educational experience. Tom taught at KCAD, was a visiting professor in architecture at Ferris, and has served as a mentoring advisor for the Grand Rapids Public Schools.

Isaac Norris, AIA  
Isaac V. Norris, AIA, NOMA, is an African-American registered architect, firm owner, jazz musician, and artist who seeks to better himself and his community through the arts.
Charlotte Pease, AIA, LEED AP, NCIDQ Certified
Registered in Massachusetts and having practiced in Boston, Charlotte was an Assistant Professor at Western Michigan University in Interior Architecture, and is currently an Assistant Professor of Architecture at Grand Rapids Community College with an interest in how fabrication informs architecture.

Dr. David Rosen, President, KCAD - ex officio
Our visionary, mentor and chief cheerleader, David previously served as the senior vice president at Woodbury University and interim president at University of Maine-Machias.

Brian Swem, AIA
Brian is an architect with Lott3Metz Architecture and president of the AIA Grand Rapids board.

Megan Feenstra Wall, AIA
A graduate of Calvin College and Columbia University, Megan is an architect at AMDG Architects. She has worked in NYC and Newcastle, England, as well as traveled extensively in Europe and Asia. Megan sits on the local AIA board.

A. **Architectural Education and the Public Good**

Architectural leadership, engagement and transdisciplinary practice in service of the public good are the goals of the KCAD MArch. With our focus on place and placemaking, we will transform KCAD, its students and faculty as they in turn transform the city and region and beyond. We will use the tools of design thinking and collaboration to show ways to solve knotty problems. We will use the professional values of conservation and stewardship of resources to build solutions that are sustainable in every sense. We will use design to inspire and demonstrate a future of positive possibilities. The KCAD MArch aspires to create architectural leaders with the knowledge, skills and drive to design society’s responses to emerging challenges. Its very heart is service to the public good.

I.1.4 **Long Range Planning**
(narrative response to subsections i. – iv.)

We have planned our Master of Architecture degree at KCAD with a long-range view. Our program is built to last – mindful of the past, thoughtful about the future, and accommodating inevitable change within the framework of its unique structure.

In planning the program we have consulted extensively with college and university faculty and staff, as well as the practice community. We have engaged them in a systematic planning process.

As noted in History and Mission, planning efforts for the Master of Architecture began in the late 1980s. Architects and faculty from that original team joined others in the current planning – a diverse and multi-generational grouping of points of view. While the emphasis of architecture education and practice has changed over the intervening time, the values of stewardship of resources and place have not.

This round of planning by faculty and administration began in July 2012. From the outset the target was to admit the first group of students in the Fall of 2014. In January 2013, the Board of Formation was engaged in strategic planning for the program, adding a practice perspective and outside view. A separate curriculum committee (with membership overlapping the Board of Formation) began developing the curriculum map and course
descriptions in April 2013. There has been extensive dialogue and work back and forth between the planning groups. This process has been led by inaugural MArch Program Director Brian Craig, AIA, LEED AP. Brian brought to this work an extensive practice background in management and educational planning. He was joined in leadership by M. Victoria (Vic) Liptak, who as associate dean at Woodbury University had contributed significantly to its successful MArch initial accreditation. Vic has since joined KCAD as Dean of the College.

The group started with basic questions foundational to the design of our new MArch:
- What relevant issues in the profession of architecture influence the design of the new KCAD MArch?
- What resources and qualities does the geographic region and community bring?
- What assets of KCAD and Ferris State will influence the new MArch?

From the ensuing dialogue, a vision for the program emerged. From the vision and values expressed by the Board of Formation, and in consideration of NAAB and regulatory requirements, a curriculum map and course descriptions very unlike the usual were developed.

Throughout this process there has been extensive opportunity for feedback and testing among groups and individuals. In addition to the formal groups, casual gatherings of students and faculty have provided and will continue to provide an opportunity to test and refine our ideas. Many voices were heard and their input incorporated.

This process has modeled the process the program will follow in the future: open, robust dialogue, diverse points of view, and a focus on the learner, the profession and the future. Going forward, the planning process and specific continuous improvement plan for the new MArch will be developed in collaboration with its faculty and staff. Data used to assess whether the plan is being met will include pass rates, course objectives met, student evaluations, and others as appropriate and agreed-upon by faculty and administrators.

The new MArch, including its pedagogy, is widely viewed in the institution as a leader and an opportunity to plan and experiment. It will in effect “rapid prototype” its approach to learning in a way that allows minimal disruption to other programs while perhaps ultimately leading them to new directions.

All programs at KCAD prepare an annual review. Currently this process requires identifying program learning outcomes, gathering program enrollment data and describing the effects on resources, and describing how the program complies with the current college strategic plan. On an approximately four-year cycle, each program undergoes external review. Those programs with professional accreditation, such as the Interior Design BFA and to include the MArch, may use the visiting team report as the external review.

The annual program review will be revised this year to focus on producing results by which we may measure a program’s progress in improving student learning and success, to which resource allocation may be aligned, and by which institutional priorities, short-term and long-range, may be determined.

In the realm of institutional planning, the KCAD community is currently engaged in developing a new master plan for its physical facilities. As part of that process, the strategic future of programs and the institution as a whole are being assessed. This initiative will benefit the new MArch. Its educational and spatial place within the institution is a key part of this dialogue and process.
The five perspectives are integral to the initial and long-range planning and execution of our MArch program. The voices of the perspectives are represented and incorporated throughout the planning process. Since achieving candidacy and advancing to initial accreditation require multiple Architecture Program Reports to the NAAB over the next five years, the five perspectives will help us shape and assess the program’s progress toward accreditation.

I.1.5 Self-Assessment Procedures

i. Relating mission and the NAAB perspectives
At the All College Meeting on August 20, 2013, KCAD President David Rosen said we must understand the college mission as this: KCAD produces artists and designers who have impact producing art and design that has impact. The KCAD MArch program embraces and extends this position; it will produce architects who have impact producing architecture that has impact. The architecture program’s mission, to engage students, faculty and professionals in the pursuit of architecture deeply rooted in a sense of place and community, establishes a benchmark we can use to understand the NAAB perspectives.

We see the NAAB perspectives as natural categories from which to assess our progress in achieving our mission. We find affinity between our mission, curriculum and learning context and the interests of the NAAB collateral organizations.

As we develop a faculty of fulltime and adjunct professionals and teaching scholars, and as we grow our student body, we seek to increase cultural and socio-economic diversity at KCAD and in the West Michigan architecture community. We embrace multiple perspectives on architecture and education. We honor the standards of our profession and the challenge and reward of achieving registration. We support our students as they seek licensure through IDP and the ARE. We aim for academic excellence and intellectual and professional rigor within the faculty, students and staff. We actively seek to identify and create leadership opportunities for students. We declare as a community engaged in placemaking that we work for the greater good.

After we launch the program and admit our first cohort, we will ask our board of formation to reconstitute as an external advisory board, providing us the benefit of supportive and continuing external review and advice, maintaining strong ties with the regional professional architecture community, and expanding connections within West Michigan’s vibrant design economy.

ii. Faculty, student, and graduate assessment of curriculum and learning context
As we prepared this Plan for Achieving Initial Accreditation, we assessed the development of our mission, vision, identity, curriculum and learning context by working with two advisory committees: the curriculum group made up of KCAD and Ferris State faculty and other architectural educators, and the board of formation comprising local architecture community leaders, educators, and allied professionals. We look ahead and forward to assessing the implementation and effectiveness of these critical building blocks, not to mention their fit within the institution. The first assessment of fit will happen with internal program approval; we welcome feedback from the College Senate and are prepared to use feedback and input to better prepare the program for launch.

We believe that participants’ subjective evaluation of their experience provides important evidence for assessment. Once the curriculum and program are approved, and we admit our inaugural cohort, we will annually survey the faculty and students for their evaluation of the current state of the curriculum and learning context. Survey results will inform program
review and revisions. We will not have alumni survey results for several years, but that group will be incorporated into an annual survey schedule and data from the surveys likewise used to inform review and revision. Alumni surveys can provide not only assessment data but also important evidence of alumni success in (1) finding and creating satisfying practice opportunities and (2) progress toward licensure.

iii. Institutional requirements for self-assessment
KCAD views assessment as a means to investigate and validate our progress in improving student success, developing a stronger campus culture, improving community and public relations, and nurturing institutional growth in areas including resources, reputation and quality.

At KCAD, institutional assessment includes an annual program review and an external review on an approximately 4-year cycle. The annual program review process itself is up for review, and it will be evaluated for its usefulness in supporting both individual program goal-setting and continuous improvement and institutional academic master planning and the consequent alignment of resource allocation. Each program will be asked to define its program-specific learning outcomes, identify where in the curriculum those outcomes are introduced, practiced or developed, and mastered, and then prepare an assessment plan that critically observes whether the curriculum achieves its goals. The program must also identify resource strengths and weaknesses and analyze enrollment trends. It must demonstrate that it uses information from those critical observations to continually improve its curriculum and the delivery of its mission.

For those programs with an external program review process, such as Interior Design (CIDA) and the proposed Master of Architecture, the college will seek to synchronize the cycle with the professional external review. The NAAB self-studies undertaken to achieve accreditation will serve as the MArch program’s basis for reviews for the next five years, though supplementary information may be required by the college.

iv. Relating self-assessment to long-range planning and development
Self-assessment must serve the purposes of those who undertake it; it will not lead to continuous improvement if done only to satisfy external requirements. The KCAD MArch program recognizes that its very existence will depend upon its success in setting compelling goals and reaching them. Those goals support the institution’s mission, provide unique opportunities to the architecture faculty and students who accept the challenge, and engage in defining a new leadership role for architecture as a practice and a discipline. We must regularly measure our progress toward those goals and communicate both the results of the measures and our plan for response to our internal and external stakeholders.

Once we have crossed the initial thresholds of internal program approval, PAIA acceptance, recruitment of faculty and students, and launching the curriculum, our immediate assessment plan focuses on evaluating, revising and refining to demonstrate that we meet and exceed the conditions for accreditation. The curriculum and the learning context will respond to the graduate cohorts we admit and educate, not the ones we imagine from the safety of our current “pre-approval” situation. The role of the architecture program within the college will develop from the new kid on the block piloting new pedagogical models to a peer department with a sustainable growth plan and a model assessment process for continuous improvement.

While we believe we are proposing the right program in the right place at the right time, we would be foolish to imagine it will inevitably and always be so. Higher education is navigating social, cultural and economic disruptions, while the architecture profession grapples with
shifting roles and responsibilities. Our program is designed to thrive by responding to change. The college, semi-autonomous within the larger state institution, remains nimble enough to seek out and act quickly upon emerging relationships with urban and regional movers and shapers. The program will capitalize on that agility. We will assess not only the quality of the education our students engage in, but the quality of the community capital we build and the success with which we re-invest in placemaking for the community.

Outline of proposed assessment after program launch
1. Convene monthly meetings of faculty teaching in the curriculum; invite members of the original curriculum development group. Align expectations and evaluation standards.
2. At the end of each semester, gather evidence of graduate student learning from each course. The new curriculum group should evaluate student learning and curriculum alignment with mission and learning outcomes, as well as the NAAB perspectives. Use this information to feed into direct changes in the following curricular sequence and to reset expectations for the next semester’s assessment.
3. Develop a system to clearly communicate the results of assessment among architecture faculty and students. Identify areas for curricular development. This identification informs the agenda for monthly faculty discussions.
5. Develop a graduate student survey to administer at entry, after the second year of the program, and on graduation.
6. Reconstitute the formation board as a board of advisors. Eventually include at least one MArch alumnus. The board should undertake an annual or biennial review of the MArch curriculum and learning context with respect to the program mission and the NAAB perspectives.
7. Analyze the evidence and use the results to effect change in the curriculum and learning context.
8. Use the results of assessment to support resource allocation requests and to revise long-range planning as needed.
I.2 Resources

I.2.1 Human Resources and Human Resource Development

Faculty/Staff

i. **Faculty Matrix**
   Not applicable as classes begin Fall 2014.

ii. **Faculty Resumes**
   Faculty are currently being recruited and identified for the program. It is the intent of the college to begin a national faculty search in the fall of 2013. Resumes for faculty already identified are included under Part 3.2.

iii. **EEO/AA Policies governing faculty, staff and students**
   Kendall College of Art and Design is part of Ferris State University. Its EEO/AA policies are those of the university.

   Equal Opportunity and Non-Discrimination Policy:
   [http://www.ferris.edu/htmls/administration/trustees/boardpolicy/7.htm](http://www.ferris.edu/htmls/administration/trustees/boardpolicy/7.htm)

   Employee and Student Dignity Policy:
   [http://www.ferris.edu/HTMLS/administration/Trustees/boardpolicy/Part8/8-7/8-701.htm](http://www.ferris.edu/HTMLS/administration/Trustees/boardpolicy/Part8/8-7/8-701.htm)

   Disability Services:

iv. **Diversity Initiatives**
   Diversity is fundamental to the values of Kendall College of Art and Design. So it is with our new MArch. Our program will reflect the world in its faculty, staff and students. Our language and actions welcome all to the design dialogue. We will reach out to recruit and retain students and faculty from diverse backgrounds.

   The KCAD College Senate Diversity Committee has been actively developing a diversity plan for the college. As part of that dialogue, they hosted a noted speaker on diversity as the opening keynote for this year’s all-college faculty and staff welcome-back convocation. The response was very positive.

   Ferris State University Diversity Web Page:
   [http://www.ferris.edu/htmls/administration/adminandfinance/human/employment/starting/diversity/index.htm](http://www.ferris.edu/htmls/administration/adminandfinance/human/employment/starting/diversity/index.htm)

   The Jim Crow Museum of Racist Memorabilia
   Ferris State University is proud to house its unique Jim Crow Museum. This site is a resource of national importance. It is available to students, classes, researchers, and the public. Its prominent existence in the university is a clear testimonial to the values of the institution.
   [http://www.ferris.edu/jimcrow/](http://www.ferris.edu/jimcrow/)

   The museum’s mission is achieved through the following objectives:
   - Collect, exhibit and preserve objects and collections related to racial segregation, anti-black caricatures, civil rights, and African American achievement.
   - Promote the scholarly examination of historical and contemporary expressions of racism.
   - Serve as a teaching resource for university courses that deal, directly or indirectly,
with the issues of race and ethnicity.

- Serve as an educational resource for scholars and teachers at the state, national and international levels.
- Promote racial understanding and healing.
- Serve as a resource for civil rights and human rights organizations.

Institute for the Study of Academic Racism:
http://www.ferris.edu/ISAR/

v. Human Resource Development Opportunities
KCAD encourages and supports the development of our faculty. The support of professional development is covered under the Kendall Faculty Association (MEA-NEA) Agreement:

As part of each faculty’s self-evaluation, four dimensions of involvement are considered:
1. Teaching effectiveness
2. Creative activity and scholarly research
3. Institutional service
4. Community service

The dean of the college maintains a budget for faculty professional development. Faculty members initiate development requests. Program and travel requests are particularly supported if the member is a presenter or active participant.

vi. Appointment, Promotion and Tenure
Procedures for appointment, promotion and tenure are covered in the Faculty Association Agreement.

vii. Visiting Lecturers and Critics
A key component of our new MArch is an ongoing series of lectures, presentations and workshops by distinguished and emerging practitioners. The board of formation (see Five Perspectives) has taken as its task the funding and facilitation of visiting architects. Grand Rapids architecture practices are fortunate to have existing partnerships with architects of international stature, such as Rafael Viñoly and Kulapat Yantrasast. Mr. Yantrasast has indicated great interest in our program, as have all who hear about it.

KCAD already hosts a number of lectures and events involving the built environment. In the month of August 2013 alone, KCAD hosted Alex Krieger, FAIA of the Harvard Graduate School of Design on the topic of Remaking the Urban Waterfront and Mitchell Silver, AICP of the City of Raleigh on Leadership Through Planning. These two events are jointly hosted with Downtown Grand Rapids, Inc.

September brings a panel discussion on shaping livable cities and remaking the Historic Federal Courthouse into KCAD’s LEED Gold gallery, classroom, lab and studio facility. Participants include the mayor of Grand Rapids, as well as Ron Bogle, president of the American Architectural Foundation, Robert Theel, chief architect of the GSA Region 5, and prominent practitioners. This event is jointly hosted with the AIA Grand Rapids. Later in the month we are hosting another joint AIAGR event, an evening lecture by James Timberlake of Kieran Timberlake. These events are open to KCAD and Ferris students as well as the design community.

On October 6 (pending confirmation) KCAD will host a brunch for women students and practitioners with Karen Fairbanks, professor of Professional Practice, chair of the
Department of Architecture of Barnard College, and partner in Marble Fairbanks. Professor Fairbanks is advising us in the MArch program design. Hosting for KCAD will be board of formation member Megan Feenstra Wall, AIA, Columbia MArch 2005. It is our intent to model from the outset our commitment to an inclusive, rigorous professional program.

The frequency and nature of these programs, in addition to numerous art and design presenters and partnerships, gives some feel for the scope of KCAD’s commitment to being a leader in the conversation about architecture and place.

viii. **Exhibits**
As West Michigan’s only conservatory college of art and design, KCAD is an important exhibit venue in our community and region. The remaking of the historic Federal Building has provided outstanding gallery space, easily accessed by students and community.

In September/October we are a hub and exhibit center for ArtPrize, the international art competition. KCAD is providing over $1 million in funding for ArtPrize over the next five years as part of our commitment to leadership in the arts. Information about this year’s exhibit at KCAD can be found at: [http://www.artprize.org/kendall-college-of-art-and-design](http://www.artprize.org/kendall-college-of-art-and-design)

In addition to continual exhibits of student work throughout our college, exhibitions in the Fed galleries over the last year have included:

**Role/Play | ArtPrize 2012**
September 18-October 7, 2012

**Syd Mead: Progressions**
Exhibition: October 23-December 7, 2012

**artworkdesign | Annual KCAD/Ferris Faculty Exhibition**
Exhibition October 23 – December 1, 2012
Reception October 23 | 5:00pm–7:00pm

**Graphic Design: Now in Production (national traveling exhibit hosted jointly with Grand Rapids Art Museum)**
February 1-April 21, 2013

**MFA Thesis Exhibition**
May 7-31 2013

**Annual Excellence Awards Exhibition (all-college student show)**
May 7-July 26

**Contemporaries: Then and Now | The Gordon Collection and West Michigan Painters**
June 19-July 13

**Students**

i. **Evaluation for Admission**
Please see Part II, Section 3

ii. **Student Support Services**
In order to better serve and support students, we have recently reorganized all student services under an Office of Student Engagement, headed by a dean of Student Engagement.
This office provides comprehensive services from recruitment through graduation and beyond.

**Student Engagement Mission**  
To engage, develop, and produce impactful and successful students.

**Student Engagement Vision**  
All students are engaged with the KCAD community through programming efforts that support student progress.

**Student Engagement Values**  
<table>
<thead>
<tr>
<th>Community</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integration</td>
<td>Collaboration</td>
</tr>
<tr>
<td>Inclusion</td>
<td>Success</td>
</tr>
</tbody>
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**Student Engagement Goals**
1. Provide programming that enhances a sense of belonging in the KCAD community  
2. Offer opportunities for student integration  
3. Support educational and social initiatives for an inclusive student environment  
4. Create methods for recognizing student success  
5. Continue to develop resources for student support

**Other drivers for persistence**
1. Academic integration and performance  
2. Community context for personal development  
3. Satisfaction of basic needs

The KCAD Student Handbook:  

iii. **Off Campus Opportunities**
The design of our MArch includes a required six-week study away immersion at the beginning of the students’ final year. Students engage placemaking by studying off-campus, using design research to understand the interactions of social context, cultural diversity, and human behavior with the built environment.

In addition it is anticipated that the collaborative urban engagement studio will utilize locations away from campus.

iv. **(and vi.) Participation in Organizations**
KCAD maintains a number of active student organizations. In addition, Ferris State’s undergraduate architecture program has one of the most active AIAS chapters in the State of Michigan. Student involvement is encouraged, and it is anticipated that an active AIAS chapter will develop in the graduate program.

v. **Student Research and Scholarship**
As a graduate program we will encourage and support student and faculty research. The emphasis throughout the curriculum, culminating in the thesis, is research-based study and learning.

In development at the time of this writing is an initiative to pursue Solar Decathlon 2015. This is an exemplary opportunity to realize our values and processes, strongly encouraged by our president and dean. We will model, from a time even before the program begins, our transdisciplinary research-based approach – bringing architecture, industrial design, interior
design, HVAC, construction management and others – including other institutions – together
in the intense pursuit of a shared goal.

I.2.2 Administrative Structure & Governance

i. Administrative Structure
Kendall College of Art and Design is a semi-autonomous unit of Ferris State University. It is self-governing, maintaining its own academic programs and independent academic structure and processes, as well as its own administrative and support infrastructure. Recently, the leadership structure of the college was reorganized as a President’s Cabinet with four areas: Academics, Resources, Student Engagement and Success, and Communications. Each of the four has a head that reports directly to the president.

The head of academics is the dean of the college, Vic Liptak. The graduate program in architecture falls under her office, as do all other undergraduate and graduate programs. There are no area academic deans. Program chairs report directly to the dean of the college.
ii. **Program Administration**
The Master of Architecture program is led and administered by its formative director, Brian Craig, AIA, LEED AP. As the program grows, its administrative structure will evolve in concert with the leadership and academic culture of KCAD.

iii. **Opportunities for Involvement**
Currently the director represents the program. It is anticipated with growth and full-time faculty that representation and opportunities for involvement will mirror that of other KCAD programs.

The MArch curriculum committee was formed in Spring 2013. Its membership includes architecture faculty, prospective faculty, faculty from programs other than architecture and the KCAD librarian, as well as the program director and dean of the college as *ex officio* members. The membership and processes of the group will evolve with the growth of the program. It has been responsible for all MArch curriculum design decisions.

In recent remarks, President Rosen emphasized the importance of individual initiative in the life of the college: “If it’s good for the institution, do it; if it is not good, don’t. If you’re not sure, ask somebody.” This emphasizes a culture with the opportunity for each faculty and staff member, regardless of hierarchy, to have meaningful involvement.

iv. **Other Degree Programs**
No other degree programs are currently offered in the same unit as the Master of Architecture.

I.2.3 Physical Resources

i. **General Facilities Description**
Comprising over 300,000 sf in four buildings in the heart of Grand Rapids, Michigan, KCAD’s campus is a fast-growing urban hub to a vibrant community and region.

The two main buildings are 17 Fountain and Woodbridge N. Ferris. They house all of the core programs of the college. In addition to galleries, offices, library, classrooms and studios, these two buildings contain extensive wood and metal shops, photography, ceramics and digital media labs, as well as the new FlexLab digital production and fabrication laboratory.
Comprehensive information and images can be found at www.kcad.edu/facilities

The shops, labs and gallery spaces have capacity to support the new MArch for the foreseeable future. The existing facilities also have capacity to house the classroom and office spaces for the new MArch in its startup years.

Initial studio, crit and seminar space for the MArch will be in a street-level contemporary storefront at the 0 – 0 center corner of Grand Rapids. The 2,400 square foot space is part of our newest program and facility – the Urban Institute for Contemporary Arts (UICA). Located two blocks from 17 Fountain, this studio location establishes the program’s public presence and commitment to engaging place and community.

The UICA Building

It is anticipated and budgeted for the program’s studio and crit space to grow four-fold within a 3- to 4-year period. Although we own the entire UICA facility, expansion space is not available adjacent to the initial studio. We are currently planning for the program’s future spaces.

ii. Changes to Physical Facilities
We are undertaking a comprehensive master plan for our facilities, with assistance from a highly qualified architectural firm. It is anticipated that this plan and process may cause us to reimagine and in some cases rearrange facilities. It will address the MArch space needs. The plan will be completed in the current academic year.
To accommodate enrollment growth and expand our presence in downtown Grand Rapids, in 2013 we completed the major renovation and renewal of the historic Federal Building, now the Woodbridge N. Ferris Building. This added 93,000 square feet of state-of-the-art gallery, shop, classroom, studio, faculty office, and public presentation space, expanding the building area of our core campus by approximately fifty percent.

Announced on August 23, 2013, the acquisition of the UICA brings us an additional strong downtown cultural and physical presence, including a 42,000 square foot building that opened in 2011. While the initial MArch studios will be housed there, the determination of ultimate use of unprogrammed spaces within the UICA building will be part of the master planning process.

Currently studio space for graduate fine arts students is leased at a remote site. 5,000 square feet of additional lease space is being negotiated in an adjacent building (89 Ionia) to consolidate graduate fine arts studios. This will bring students near the resources and learning community of the college.

Market leasing rates are built into the budget for the MArch. Additional space in 89 Ionia is available to the college and has the potential to become the home for the MArch program. The master planning process, growth and success of the program will drive its facility decisions.

iii. Computing Resources
In addition to digital fabrication and lab facilities, we maintain extensive computer resources for our students, including:
• Open lab computers located in both 17 Fountain and the WNF buildings
• Color and B&W printers located in the open labs
• WiFi access
• All software in open labs including Adobe Creative Suite and iLife
• Server access for file transfer and storage
• Cintiq tablets located in the open labs
• IT support for computer-related problems
• Student email
• Student software discounts

As a graduate program it is expected that MArch students will provide their own computers and design software. For general access we provide the following software in limited areas:
• AutoCAD
• Revit
• Sketchup
• Rhino
• Keyshot

iv. Significant Problems
There are no significant operation or services problems in the college.
I.2.4 Financial Resources

Program Budgets

i. **Current Fiscal Year**
The program will begin operation next fiscal year. Anticipated budgets are shown in ii.

ii. **Forecast Revenue and Expenses**

<table>
<thead>
<tr>
<th></th>
<th>Year 1 (AY 2014/15)</th>
<th>Year 3 (AY 2016/17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projected Expenses</td>
<td>$285,000</td>
<td>$1,340,000</td>
</tr>
<tr>
<td>(Including Scholarships)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projected Revenue</td>
<td>$285,000</td>
<td>$1,916,000</td>
</tr>
<tr>
<td>(Tuition)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Year 1 budget is based on enrolling 10 students, which is less than two thirds of program designed capacity. Year 3 budget is based on 62 students, which is 78 percent of capacity.

Year 1 scholarships of $5,000 per student are budgeted in the program’s projected expenses.

iii. **Revenue and Expenditures since Last Accreditation Visit**
Not applicable, as accreditation visits have not yet occurred.

iv. **Comparative Data with Other Programs in the College**
This is the only studio-based graduate professional degree offered by KCAD. Following is a comparison of annual direct expenditures and investments per student credit hour.

<table>
<thead>
<tr>
<th>Program</th>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>KCAD MFA</td>
<td>AY 2011 – 12</td>
<td>$680</td>
</tr>
<tr>
<td>KCAD MArch</td>
<td>AY 2014 – 15</td>
<td>$950</td>
</tr>
<tr>
<td></td>
<td>AY 2016 – 17</td>
<td>$720</td>
</tr>
</tbody>
</table>

Institutional Financial Issues

KCAD receives no state aid and very little endowment support. Its budgeting is agile and strategic, conservative and enrollment-based. In the last year we have improved processes to retain and graduate students. Combined with an increase in entering enrollment, this has resulted in increased credit hours and therefore revenue – a trend that is anticipated to continue.

AY 2012/13 (FY2013) saw a 3% increase in credit hour production over the previous year. This translated into actual revenue that was 3% ahead of projection for the fiscal year. For FY 2014 enrollment is projected to increase by 2 to 3%. The budget for the year is based on FY 2013 actual minus 2%. The 4 to 5% gain thus achieved will be reinvested in new programs, such as the Master of Architecture.

There are no pending overall budget reductions. The college did assume significant new debt with the renovation of the Woodbridge N. Ferris Building. Debt service is financed from reserves.
The college’s primary operational costs, faculty salaries, are embedded in the new faculty union contract. It provides five-year fixed planning for salaries and benefits.

A facility master plan process is just beginning. With assistance from outside consultants the college is undertaking a comprehensive look at current and anticipated programs and their space needs. This includes the growth anticipated for spaces devoted to our new Master of Architecture program.

1.2.5 Information Resources

i. Institutional Context and Administrative Structure
The Kendall College of Art and Design Library (KCADL) is located within the Fountain Street building on the second floor and serves as the principal college library with a focus in art history, fine art, architecture and design for the students, faculty and staff of the college. There is no separate architecture library. The library functions collegially with, but independent from, the Ferris Library for Information Technology and Education (FLITE), the library on the Ferris State University Big Rapids campus. Library policy, hours of operation, budgets, staffing and other administrative responsibilities are set by the KCADL library director in consultation with college administration.

KCADL is fully automated and as a member of the consortium Ferrisnet shares an integrated library system (ILS) with FLITE and several other libraries. The ILS includes modules for acquisitions and cataloging, circulation, course reserves, serials, interlibrary loan and media booking. KCAD students, faculty and staff are included in FSU licensing agreements with vendors of online database subscriptions. While library holdings are separate, FLITE and KCADL share a common patron database allowing students and faculty on both campuses to borrow materials from either library. Web-based and digital collections are accessible remotely and available 24/7 through the KCADL and FLITE websites.

Mission Statement
Kendall College of Art and Design Library

The Kendall College of Art & Design Library transforms the lives of students, faculty and the college community, supporting classroom and studio learning and independent research through the selection, acquisition, and delivery of digital, textual, audio, physical and visual research collections. Through inquiry-based information literacy instruction, the library prepares students to be successful in their academic and creative pursuits while at KCAD and throughout their careers as professional architects, artists, art educators and designers.

The library’s mission supports the goals of the Master of Architecture program by providing access to significant, robust and intellectually challenging digital and physical research collections. Information resource formats are chosen based on best practices and the philosophy that when given a choice, convenient online access to full text documents, in large part, is preferred over physical ownership. In the ever-changing digital environment the expectation on the part of users is that information should be available “when and where I need it.” KCADL understands this expectation and seeks to deliver on its commitment to transform the educational experience of students through continuous innovation to content rich digital collections. Scholarly and professional print monographs and periodical subscriptions providing visual content or unique features often unavailable in online resources are important and are acquired.

Librarians formally teach research strategies and methods, critical inquiry and evaluation of sources within the context of the program courses and in reference assistance with students working in teams or individually.
ii. Assessment of Library Collection Assets

The library collection is dynamic and managed to ensure that academic and studio-based programs are supported with current undergraduate and graduate level research materials. The age of the entire collection is monitored closely to keep within the “eighty-twenty” principle for collection management, i.e., that eighty percent of the collection is current within twenty years, and that twenty percent of the collection represents enduring works of value.

Within the main book collection, one finds materials documenting the history, theory, and current professional practice in the disciplines of architecture, design, fine and applied arts, art education, and art history. Selection of new materials is based on positive reviews in Choice, current reviews for academic libraries, and a custom profiled slip approval plan with YBP Library Services.

YPB provides a tool for benchmarking purchases against “peer institutions.” KCADL has identified the following institutions for routine comparison when placing orders: The School of the Art Institute of Chicago, Bard Graduate Center, California Design College, College for Creative Studies, Detroit Institute of Arts, Emily Carr University, Harvard University Graduate School of Design, Museum of Modern Art, Parsons School of Design, and Rhode Island School of Design. These institutions have been chosen for comparison not because of any objective similarity or budget criteria, but rather to demonstrate that KADL is acquiring materials also being collected by other leaders in the field.

Materials of exceptional quality and academic, design or artistic significance are sought out and acquired that are interdisciplinary in scope, with the expressed goal to engage students with textual and visual content that spans disciplinary boundaries. The educational mission of the library to transform the lives of students is fundamentally expressed in its collections.

In 2012 the book collection numbered 24,025 total volumes. Within the total collection, the LC call range for architecture NA1–NA9428 numbers 1,418 volumes. The same call range in FLITE numbers 1,587. E-books shared by both libraries number 530 titles. Combining resources from KCADL and FLITE, the total architecture volume count currently available is 3,535.

Additionally there are many other areas of the collection that support architecture including interior design, design drawing, landscape architecture, design thinking and collaboration, sustainable design, and interdisciplinary works.

Online Collections and Resource Sharing

The university subscribes to 130 online databases containing citations, abstracts and full text of thousands of journals, newspapers, research reports, government documents, conference proceedings, radio and television transcripts, business and company information including SEC filings and financial data. Examples of subject coverage include ABI/INFORM Complete (ProQuest Business Collection); Academic Onefile (technology, medicine, social sciences, the arts, theology, literature, and other subjects); Applied Science and Technology Abstracts (ASTA); Business Newsbank; Demographics Now (online access to United States Census data and more); Hospitality & Tourism Index (comprehensive bibliographic database relating to all areas of hospitality and tourism); Lexis-Nexis Academic Universe; and the Management & Organization Studies Collection (peer-reviewed journals published by Sage and participating societies).

The Masters in Architecture program is supported specifically with the following online databases: Art Abstracts (architecture, art, art history, the decorative arts, industrial design, photography, and related subjects); ARTstor Digital Library (over 1.5 million digital images in
the arts, architecture, humanities, and sciences); Avery Index to Architectural Periodicals (over 700 American and international journals and popular periodicals); JSTOR (core journals in the humanities, social sciences, and sciences); Urban Studies and Planning (geography, environmental effects, social dynamics, policy, urban and economic development, and culture); Materials Science Collection (50 peer-reviewed journals published by Sage and participating societies); and MeLcat Resource Sharing (state-wide union catalog of the holdings of over 400 participating libraries in the State of Michigan).

KCAD students also have the opportunity to use the largest academic collection of samples from Material ConneXion. The onsite research center features more than 450 samples from an archive of more than 7,000 materials. Through KCADL, students have 24/7 remote access to the Material ConneXion database. Online users get unlimited access to images, detailed material descriptions, usage characteristics, and manufacturer and distributor contact information, all written and compiled by a knowledgeable staff of material specialists.

**Special Collections**

The library has a unique special collection of books, periodicals, prints and drawing portfolios, designer’s scrapbooks, and company product catalogs documenting the history of architecture, furniture design, interiors and ornamentation and industrial design dating from the 1800s with emphasis on the early 19th century through the mid-20th century. Also included in this collection are unique items as well as those owned by only one or a small number of libraries. Many of these items have been identified as being from the personal library of David W. Kendall and Helen Miller Kendall and present a unique window into their intellectual and artistic life.

This collection has been further developed though significant donations from both corporate furniture design libraries and personal libraries of individuals. European and American architecture and design dominate, but the collection also has holdings in Chinese, Asian, and Latin American art, pottery and porcelain, furniture and architecture. While a small group of faculty and their students are making use of the collection, planning is underway to digitize the collection, which will provide greater use through online access.

**Staff**

The library staff comprises three professional librarians with American Library Association (ALA) accredited Master’s degrees in Information and Library Science.

Michael J. Kruzich holds a Master of Information and Library Studies (MILS) from the University of Michigan and a Master of Arts from Marygrove College. He serves as library director and has been in this position since 2002. The library director is a member of the President’s Council and a voting *ex officio* member of the College Senate. Michael has received special training in critical literacy, training the trainer, supervision, and mediation. Michael currently serves as a member of the MArch board of formation and the MArch curriculum committee.

Diane C. Dustin holds a Master of Arts in Library Science (AMLS) from the University of Michigan and serves as the technical and access services librarian. Diane also has a certificate in Facilities Management from Ferris State University and holds the Leadership in Energy and Environmental Design (LEED) Accredited Professional (AP) credential in Operations and Maintenance. She has been in her position since 2002 and fulltime since 2007. Diane has subject expertise in sustainability, environmental and climate change.
Elise J. Brown received her Master of Science in Information Science (MSIS) from the University of Texas at Austin and serves as reference and instruction librarian. She has been in this position since 2004. Elise also maintains the library’s website and promotional activities.

The library receives between 30 (summer) and 70 (fall/spring) hours per week of graduate assistant and work-study labor, used mainly for staffing the circulation desk, reshelving materials and new materials processing.

Services
Audiovisual equipment delivery service: Flat screen television/DVD players are available to be scheduled by faculty for use in classrooms in the Fountain Street building and for student groups outside of classes. Items scheduled through the library’s booking system will be delivered and picked up from the needed location. DVDs from the library collection can also be booked for delivery at the same time.

Interlibrary Loan: In addition to access to the collections of over 400 libraries in the State of Michigan through MeLcat, a resource sharing between libraries, KCADL also provides traditional interlibrary loan through OCLC. Used primarily by faculty members doing research for publication, but also available to undergraduate and graduate students, interlibrary loan provides access to the holdings of research libraries and institutions throughout the United States and beyond.

Course Reserves: Faculty members are encouraged to place readings and other research materials on library reserve. Library course reserves allows for equitable and easy access to materials needed by a class for either a short period of time or for an entire semester.

Reference and Research Assistance: All three professional librarians are available during regular library hours and by appointment to assist with research. Focusing on teaching students basic research skills, reference service often takes the form of individual instruction on how to formulate a research query, generate search terms, and choose an appropriate database, narrowing or revising the search and selecting appropriate materials. While none of the librarians are subject specialists in architecture, they are conversant with the library’s collections and proficient information specialists, providing students with deep learning experiences in using information resources.

Instruction Services: Formal presentations are provided at the request of faculty members who are willing to incorporate library research sessions into their courses. At the undergraduate level, general library instruction sessions generally consist of one class session and are supplemented by instructional handouts and Web-based instruction. More frequently, sessions are delivered in a targeted fashion to meet the needs of specific assignments, which often include one-on-one consultation appointments. Graduate level seminars are being developed for the Master of Architecture program.

Assessment
The library participates in college-wide assessment of student learning outcomes. Using an assessment cycle, library research instruction sessions are developed and conducted with defined goals and learning outcomes, based on the standards set forth by the Association of College and Research Libraries (ACRL) and the Information Literacy Competency Standards for Higher Education. The following learning outcomes have been identified for assessment:

• KCAD students will be able to identify information access points, apply the appropriate access tool, and formulate search strategies.
• KCAD students will be able to search, select, retrieve and evaluate information to determine its level of usefulness.
• KCAD students will understand many of the economic, legal, and social issues surrounding the use of information and will access and use information ethically and legally.

Facilities, Equipment, and Hours of Operation
The library has been in its current location on the second floor of the Fountain Street building since 1985. The space is roughly 3,388 square feet and houses the entire library including reference, main, audiovisuals and special collections, offices for three librarians, circulation, reserves, technical services, and seating for twenty-six. In 1985 when the library moved into the space, the collection numbered 11,000 volumes, served 400 students and was designed with seating for 84 students. Today in the same square footage, the collection numbers over 24,000 volumes and serves over 1,400 students in three times the number of programs of study. As the collection has grown over time, shelving has replaced seating and the requisite floor space to accommodate patrons. The collection of 592 shelves of books and periodicals has been for some time functionally full, resulting in collections at zero-growth. Based on an enrollment standard for academic libraries, KCADL would be expected to have a physical book collection of 90,000 – 100,000 volumes [Planning Academic and Research Library Buildings, 3rd edition, 2000]. The scope and needs of the library in 2013 and beyond are vastly different from those in 1985. The library, once primarily a repository of print resources supporting art history and fine arts, is now an information portal serving both undergraduate and graduate students from all the programs of study with print, electronic, and digital resources.

During the Fall and Spring terms the library is open 66.5 hours per week. Remote access to online resources, including the online catalog, interlibrary loan and online renewal of books, is available 24/7. In the summer, the library is open approximately 40 hours per week.

Budget and Funding
Library funding is provided solely though the annual institutional allocation. The library’s materials budget, which includes books, periodical subscriptions, DVDs, CDs, bindery costs and subscriptions to online reference and periodical databases, has over ten years increased from under $50K to the current level of $81K. Funds are sufficient to maintain the current level of print collection acquisitions, however there is pent-up demand for expanding both the book collection and new online subscriptions. These cannot be supported with the current budget allocation.

Consortia resource sharing and electronic access to e-resources are without a doubt immensely important and will continue to be a driving force in the way libraries deliver content. KCADL is committed to the library of the future, which does not necessarily mean without printed books. It does mean that innovation will drive the creation of information and changing storage formats, challenging information professionals to find new ways to think about and teach information seeking skills and habits of mind to college students. The mission of KCADL to provide a transformative learning environment is immensely important.

As the college undertakes a master facilities planning process, it is expected that the needs for a new library with a bold new vision and mission as a learning commons will be addressed through this process. As envisioned, the learning commons seeks to reimage and repurpose the library as an extension of classroom and studio learning.

1.3 Institutional Characteristics
This section is not applicable to the Plan for Achieving Initial Accreditation. Faculty credentials are found in Part 3, Supplemental Information, Section 3.2.
II Educational Outcomes and Curriculum

II.1 Student Performance Criteria

i. Overview
The matrix which follows shows both where each Student Performance Criterion (SPC) is met and where it is practiced. The KCAD MArch curriculum scaffolds learning by asking students to engage with outcomes and objectives in situations where they are not required to demonstrate full understanding or ability.

The KCAD MArch program proposes that we engage students deeply in architecture by dissolving or at least blurring some of the usual boundaries between “subjects,” asking students to make innovative connections between and among such areas as history, professional practice, and technology, for example, or structures, critical theory, and design communication.

We have structured the learning experiences so that students are not asked to choose whether to put their hours into the studio project or their structures or history homework. The first part of each semester is devoted to an immersive, intensive and broad investigation of architecture and the connections among previously “isolated” topics, and the longer, second part of the semester engages students in design thinking to solve problems that exercise the areas of inquiry developed in the immersion. Design communication skills are developed in the first year as a complement to the studio and practiced throughout the curriculum.

The first year of the program is an acclimation and acculturation to the multifarious discourses in which architects engage. No SPCs are fulfilled in these courses, though many are introduced and practiced. The curriculum in the second year of the program asks students to demonstrate appropriate achievement in 17 SPCs, and the third year curriculum covers the remaining 15. The matrix shows each criterion in bright yellow in the course in which it is demonstrated. A pale green box indicates that the SPC is introduced, practiced or engaged. The matrix illustrates the program’s contention that students learn best when they engage skills, knowledges, aptitudes and attitudes at multiple points in their curriculum.

Students who have a pre-professional degree are expected to be familiar with the discourses of architecture and may be placed into the second year of the curriculum, based on transcript evaluation and portfolio review. No SPCs are expected to be met in pre-professional degree programs. Every student demonstrates every SPC during graduate architecture studies at KCAD.

ii. SPC Matrix
The SPC Matrix is shown on the following page.

II.2 Curricular Framework

II.2.1 Regional Accreditation
The most recent letter from the Higher Learning Commission is included in the front of this report.

II.2.2 Professional Degrees and Curriculum

i. Degrees Offered
Master of Architecture Degree
### Student Performance Criteria (SPC) Matrix

#### Realm A - Critical Thinking and Representation

<table>
<thead>
<tr>
<th>SPC Name</th>
<th>A.1</th>
<th>A.2</th>
<th>A.3</th>
<th>A.4</th>
<th>A.5</th>
<th>A.6</th>
<th>A.7</th>
<th>A.8</th>
<th>A.9</th>
<th>A.10</th>
<th>A.11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Realm C - Leadership and Practice</td>
<td>C.1</td>
<td>C.2</td>
<td>C.3</td>
<td>C.4</td>
<td>C.5</td>
<td>C.6</td>
<td>C.7</td>
<td>C.8</td>
<td>C.9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Course Credit Distribution

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Immersion 1: Critical Thinking and Representation</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Studio 1: Principles &amp; Processes</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Seminar 1: Design Communication 1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Immersion 2</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Studio 2: Making &amp; Meaning</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Seminar 2: Design Communication 2</td>
<td>3</td>
</tr>
<tr>
<td>Summer</td>
<td>Internship or Work Experience</td>
<td>0-6</td>
</tr>
<tr>
<td>Year 2</td>
<td>Immersion 3: Site and Tectonics</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Studio 3: Site and Tectonics</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Elective 2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Immersion 4: Building Systems Integration</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Studio 4: Comprehensive Design</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Elective 2</td>
<td>3</td>
</tr>
<tr>
<td>Summer</td>
<td>Internship or Work Experience</td>
<td>0-6</td>
</tr>
<tr>
<td>Year 3</td>
<td>Immersion 5: Urban Collaborative</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Studio 5: Urban Collaborative</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Thesis Preparation</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td>Thesis Paper</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Studio 6: Thesis</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Elective 3</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td>90-96</td>
<td></td>
</tr>
</tbody>
</table>

### Notes
- **SPC met in NAAB-accredited program**
- **Pale green = SPC practiced/activated**
- **Yellow = SPC achievement demonstrated**
There is a single three-year curriculum map for the degree, with multiple entry points, dependent on the student's prior education. For purposes of communicating generally with students and the public, the degree is defined in two increments:

- The “Three Year KCAD MArch”: For students with a baccalaureate degree that is other than a pre-professional degree, the curriculum is 96 credits, normally gained over three years plus the summer between Years 1 and 2. Certain students may not be required to take the summer Design/Building Science session, depending on admission review, resulting in a 90-credit MArch.

- The “Two Year KCAD MArch”: Students with a pre-professional baccalaureate degree in architecture may be admitted to the two-year track, which is 60 credits. Again based on admissions review, the summer session may be required of some students, resulting in a 66-credit MArch. All SPCs are demonstrated in the final two years of the program, so all students demonstrate them during their studies at KCAD.

The student’s exact placement in the overall curriculum will depend on the evaluation of her/his individual record.

All students are required to fulfill a non-credit practice internship during their studies at KCAD.

ii. **Curriculum Outline**
A graphic curriculum map is provided.

iii. **Minors and Concentrations**
The MArch curriculum contains three electives totaling nine semester credit hours. The final elective is placed in the thesis semester, allowing a thesis-related elective topic. As a new program, there are no current architectural electives listed. This will of course change as the program grows. With our focus on transdisciplinary learning and practice, and drawing on existing and currently proposed KCAD and FSU courses, students can choose their electives to gain concentrations in areas as diverse as:
- Theory and Criticism
- Digital Fabrication
- Industrial Design
- Graphics
- Energy and Environmental Systems
- Construction Management
- Business

Also under discussion are joint degree programs with major universities, which would allow expanded concentrations or dual degrees in fields such as:
- Landscape Architecture
- Environmental Design
- Architectural Engineering
- Urban Design

iv. **Credit Hours**
This information is included in the response to item v, List of Courses.

v. **List of Courses**
Courses are listed on the following page.
## YEAR ONE

Master of Architecture Yearly Schedule
20 August 2013

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Winter Break</th>
<th>Spring Semester</th>
<th>Summer 1</th>
<th>Summer 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Immersion I:</strong> Seeing Architecture</td>
<td><strong>Studio I:</strong> Principles and Processes: Objects</td>
<td><strong>Immersion II:</strong> How Things Work</td>
<td><strong>Studio II:</strong> Making and Meaning: Systems</td>
<td><strong>Summer Work / Internship</strong></td>
</tr>
<tr>
<td>6 credits</td>
<td>6 credits</td>
<td>6 credits</td>
<td>6 credits</td>
<td>6 credits</td>
</tr>
<tr>
<td>6 weeks</td>
<td>9 weeks</td>
<td>6 weeks</td>
<td>9 weeks</td>
<td></td>
</tr>
</tbody>
</table>
### Master of Architecture Yearly Schedule

**Fall Semester**
- **Immersion III:**
  - Critique of Architecture
  - 6 credits | 6 weeks
- **Studio III:**
  - Site: Tectonics: Sustainability
  - 6 credits | 9 weeks
- **Elective**
  - 3 credits | 15 weeks

**Winter Break**

**Spring Semester**
- **Immersion IV:**
  - Building Systems Integration
  - 6 credits | 6 weeks
- **Studio IV:**
  - Systems Thinking for Sustainable Architecture
  - 6 credits | 9 weeks
- **Elective**
  - 3 credits | 15 weeks

**Summer 1**

**Summer 2**

---

**Standard Entry Point:**

- Students with Pre-professional Degree
### Master of Architecture Yearly Schedule

20 August 2013

<table>
<thead>
<tr>
<th></th>
<th>Fall Semester</th>
<th>Winter Break</th>
<th>Spring Semester</th>
<th>Summer 1</th>
<th>Summer 2</th>
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<tr>
<td><strong>Immersion V:</strong></td>
<td>Critical Travel</td>
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<td></td>
<td>6 credits</td>
<td>6 weeks</td>
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<td><strong>Studio V:</strong></td>
<td>Urban Collaborative</td>
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<td>6 credits</td>
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<td><strong>Seminar:</strong></td>
<td>Critical Practice of</td>
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<td>3 credits</td>
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<td><strong>Elective</strong></td>
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<td><strong>Seminar:</strong></td>
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<td>3 credits</td>
<td>3 weeks</td>
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<tr>
<td><strong>Seminar:</strong></td>
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<td></td>
<td>3 credits</td>
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<td><strong>Studio VI:</strong></td>
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<td><strong>Elective</strong></td>
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Year 1
Entry point for students with any accredited baccalaureate degree or international equivalent.
No SPCs are met in Year 1.
30–36 Credit Hours

<table>
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<tr>
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<th>Course Name</th>
<th>Course Duration (weeks)</th>
<th>Credit Hours</th>
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<tr>
<td>Fall</td>
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<tr>
<td>KCAR 5x1</td>
<td>I-1 Seeing Architecture</td>
<td>6</td>
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<td>KCAR 5x2</td>
<td>S-1 Principles and Processes: Objects</td>
<td>9</td>
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<td>KCAR 5x3</td>
<td>Design Communication 1</td>
<td>9</td>
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<td>Spring</td>
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<tr>
<td>KCAR 5x4</td>
<td>I-2 How Things Work</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>KCAR 5x5</td>
<td>S-2 Making and Meaning: Systems</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>KCAR 5x6</td>
<td>Design Communication 2</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Summer</td>
<td>Required for students in 3-year program unless otherwise determined by the program. Possible entry point for students with pre-professional bachelor’s degree or equivalent, as determined by the program.</td>
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<tr>
<td>KCAR 5x7</td>
<td>Summer Studio: Design and Building Science</td>
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Year 2
Entry point for students with pre-professional bachelor’s degree in architectural studies or equivalent.
30 Credit Hours

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<th>Course Number</th>
<th>Course Name</th>
<th>Course Duration (weeks)</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Fall</td>
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<td></td>
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<tr>
<td>KCAR 5y1</td>
<td>I-3 Critique of Architecture</td>
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<tr>
<td>KCAR 5y2</td>
<td>S-3 Site : Tectonics : Sustainability</td>
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<td>XXXX</td>
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<td>Spring</td>
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<td>KCAR 5y3</td>
<td>I-4 Building Systems Integration</td>
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<td>KCAR 5y4</td>
<td>S-4 Systems Thinking for Sustainable Architecture</td>
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Year 3
30 Credit Hours

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<td>I-5 Critical Travel</td>
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<td>KCAR 6x2</td>
<td>S-5 Urban Collaborative</td>
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<tr>
<td>KCAR 6x3</td>
<td>Critical Practice of the Profession</td>
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<td>Spring</td>
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<tr>
<td>KCAR 6x4</td>
<td>Thesis Preparatory Seminar</td>
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<td>KCAR 6x5</td>
<td>Thesis Proseminar</td>
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<tr>
<td>KCAR 6x6</td>
<td>Thesis Studio</td>
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<tr>
<td>XXXX</td>
<td>Elective</td>
<td>15</td>
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</table>
vi. Off-Campus Programs

Study away is required in the first semester of the final MArch year. It is six weeks in duration, focusing on placemaking, using design research to understand the interactions of social context, cultural diversity, and human behavior with the built environment. This is a six-credit course.

Study away locations are in development.

II.2.3 Curriculum Review and Development

Curriculum review and development are at the heart of the assessment plan proposed in section I.1.5. Assessment occurs at many levels in higher education: we assess an individual student’s demonstration of achievement of the learning outcomes within a course (grades) and across her/his curriculum (gateway assessments such as portfolio review or thesis proposal, and capstone assessment). Based on aggregated data from these individual evaluations and general review of a cohort’s academic outcomes, we determine whether we are achieving what we intended to achieve in our curriculum sequence. And based upon the impact our students, faculty, graduates and program have on the college, the communities we engage, the academic discourse, and the profession, we gauge whether the KCAD MArch program is reaching its overarching goal: professionals, faculty, students and graduates engaged in the pursuit of architecture deeply rooted in a sense of place and community. Do we produce architects who have impact producing architecture that has impact?

The self-assessment proposal in section I.1.5 describes the curriculum as under review at several levels and by many constituencies. Students will be asked to assess their own progress at the end of each semester and the extent to which the learning experiences met the stated goals. The advisory board, consisting of those members of the board of formation (see section I.1.3.D) who choose to remain engaged plus other architects and allied professionals who seek involvement, will review the curriculum and programmatic outcomes annually (perhaps bi-annually as the program matures) and make recommendations to the MArch curriculum committee for revision consideration. The MArch curriculum committee, consisting of the teaching faculty and inviting those who participated in developing the curriculum as proposed here, will review the curriculum at the end of each semester and make recommendations to the college-wide committee for curricular changes and additions. [We expect that as our faculty numbers grow, the MArch curriculum committee could become a subset of the full MArch faculty.]

Within the institution, the College Senate is proposing this year a standing Curriculum Committee to receive, review and recommend curricular changes from the college’s programs. That committee is likely to comprise faculty representatives from the fine arts, design, general education, and architecture, plus the registrar. The Curriculum Committee will make recommendations to the dean of the college, who will have authority to approve them. Curricular changes typically take effect the following academic year. Students are typically expected to meet the degree requirements published in the catalog of the academic year in which they were admitted to a program. Changes to the MArch curriculum will be subject to this process and these policies.

Because substantive curricular changes may have resource implications, the long-range plan for the MArch program will need to be revisited on an annual basis to make adjustments arising from this process. Substantive curricular change may affect revenue and expenses, and may impact programmatic or college-level facilities and human resource needs. The college already requires an annual program review for each department; since this program
review process is under revision, it might be advisable to develop a mechanism within or consequent to annual program review that tracks the resource implications of curricular change across programs and throughout the college, especially in support areas such as student development and facilities management.

II.3 Evaluation of Preparatory/Pre-Professional Education

The initial admissions committee for the KCAD MArch program will consist of MArch Director Brian Craig, KCAD faculty member Adam Clark, and Ferris State University faculty member Paul Long (see faculty resumes, section III.3.2). Dean of the College Vic Liptak will serve in an advisory capacity to the admissions committee.

The KCAD MArch program requires an earned baccalaureate degree as a condition of admission. We acknowledge and embrace the wide variety of preparation our students will bring, and we believe the differences in students’ backgrounds and academic preparation will contribute to the diversity we seek to foster in the program and its community.

All applicants will be required to submit official transcripts from the baccalaureate-granting institution; if the undergraduate degree program is still in progress at the time of application, admission will be conditional upon degree conferral. All applicants will also submit a statement of purpose, a portfolio of work, and two letters of recommendation, at least one from someone familiar with the applicant’s academic potential.

Applicants will be evaluated for their potential to succeed in the rigorous, intensive, and nontraditional course of graduate study that is the KCAD MArch program. We will ask all applicants to articulate their intentions and goals in undertaking a professional graduate architecture preparation in their statements of purpose. We will also ask them to include some sample of visual communication in their portfolios. We will encourage applicants to understand the portfolio as an opportunity to demonstrate their intellectual and academic potential as well as their communication skills in visual and verbal media.

Applicants who have completed a pre-professional program in architectural studies or a closely related environmental design field may be awarded advanced standing in the program, entering at the level of the first semester of the second year. Some may be asked to complete the summer intensive course, Design and Building Science, prior to their first fall semester. Placement will be based upon review of the transcript and portfolio, with a follow-up applicant interview as needed.

The KCAD MArch curriculum asks students to demonstrate appropriate achievement in all the NAAB SPCs in the second and third year of the program. No SPCs are demonstrated in the first-year curriculum, and no SPCs are expected to be met in pre-professional degree programs.

Those who are admitted to the program will be assigned an academic advisor from among the architecture faculty. This faculty advisor will meet with the student prior to initial enrollment to discuss program expectations for engagement, standards for graduate-level academic achievement, the opportunities for developing special interests through electives and co-curricular activities, and the student’s own expectations for intellectual and professional development. At the end of each semester, the student and faculty advisor will meet to discuss the student’s progress, to surface concerns about the program or about the student’s engagement in it, and to develop and revise the student’s academic plan in support of her/his individual interests and goals. A record of each semester’s advising session will be
placed in the student’s advising dossier so that the overall arc of the student’s education may be tracked.

The KCAD MArch program seeks to provide learning experiences that will support student success in professional graduate studies in architecture. The program does not seek to admit students who will not succeed. The admissions process as outlined here will undergo annual assessment to determine that it yields a strong cohort of graduate students who support each other, learn from each other, and complete their degrees – and to revise the process as necessary to better meet that objective.

II.4 Public Information

A web presence of the KCAD MArch will be established in Fall, 2013. As the program moves into a public phase, data in conformance with NAAB requirements and University guidelines will be posted there in an accessible manner. At present this section is not applicable.
Part Two  Timeline for Achieving Initial Accreditation

The timeline is shown on the following page.
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<tbody>
<tr>
<td>Kendall</td>
<td>Background Research</td>
<td>Program Concept/Theme</td>
<td>Identify Resources</td>
<td>Finalize Curriculum</td>
<td>Finalize Plan</td>
<td>Go/No Go</td>
<td>Submit PAIA to NAAB</td>
<td>Degree Approval</td>
<td>NAAB Candidacy Entered</td>
<td>Admit first class</td>
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<tr>
<td>FSU</td>
<td>Kendall Senate for Information</td>
<td>Draft Curriculum</td>
<td>PCAF to Kendall Senate for Information</td>
<td>Curriculum and Degree Proposal to Kendall Senate</td>
<td>December FSU Trustee Approval</td>
<td>Finalize Curriculum</td>
<td>Degree Approval Process - April Approval by Statewide Presidents' Council</td>
<td>Candidacy Visit November 2014</td>
<td>VTR to NAAB Board</td>
<td>Board vote on initial candidacy</td>
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<tr>
<td>Curriculum and Degree Approval</td>
<td>NAAB Draft Implementation Plan</td>
<td>Attend ACSA Conference, NAAB Workshops</td>
<td>PAIA to NAAB</td>
<td>Eligibility Visit</td>
<td>Feb: NAAB Board votes on eligibility. Initial candidacy visit scheduled</td>
<td>Apr: APR for initial candidacy due 6m prior to visit.</td>
<td>Candidacy formally begins retroactive from Feb 2015 NAAB Board Vote</td>
<td>Candidacy Visit November 2014</td>
<td>Continuation Visit</td>
<td>Fall 2017 Request Initial Accreditation and Visit in 2018</td>
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<tr>
<td>Logistics and Support</td>
<td>Appoint Formation Board</td>
<td>Business Plan</td>
<td>“Friend raising”</td>
<td>Begin negotiation of “borrowed” faculty from current KCAD/FSU</td>
<td>Finalize and Plan Implementation of Space, Program Logistics</td>
<td>Finalize Business Plan</td>
<td>Finalize Program Space Order Studio Furniture</td>
<td>Final Preparation</td>
<td>Build Portfolio Collection - ongoing</td>
<td>Continuation Visit and Preparation</td>
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Part Three  Supplemental Information

3.1  Course Descriptions

KCAR 5x1 Immersion I: Seeing Architecture (6 credits)

Course Description
Through direct observation, students learn to see at different scales (material, structure, infrastructure, cityscape), engage architectural communication, product and practice, and draw relationships to precedents.

Learning Outcomes
In KCAR 5x1a, the student will
• Become familiar with architectural discourse.
• Learn how to see at multiple scales.
• Understand the dynamic nature of architecture and urbanism.
• Understand the importance of identifying and learning from precedents.
• Become familiar with the changing role of the architect.
• Learn how to support direct observation with indirect study.

NAAB Student Performance Criteria Introduced and Developed
No SPCs are demonstrated in this course. Those introduced and developed include
A2 Design Thinking Skills    B3 Sustainability
A5 Investigative Skills    B4 Site Design
A7 Use of Precedents    B12 Building Materials and Assemblies
A9 Historical Traditions and Global Culture    C1 Collaboration
A10 Cultural Diversity    C2 Human Behavior
B2 Accessibility    C8 Ethics & Professional Judgment
B9 Community & Social Responsibility

Topical Outline
Learning to look  25%
Scope of the discourse  25%
The value of precedents  25%
Challenges of change  25%

Prerequisite
Admission to the MArch program or permission of the program.

Textbooks/Learning Resources
Students engage and document the city and region directly through field trips. The instructor provides a bibliography. Students are introduced to KCAD and FSU libraries and databases, and use various media for research, documentation and presentation.

Offered fall semester of the first year program
Faculty to be determined (initial application)
KCAR 5x2 Studio I: Principles and Processes: Objects (6 credits)

Course Description
Working from Immersion I’s lessons and observations, students design, draw and make at full scale to solve a small but open-ended body/space problem.

Learning Outcomes
In KCAR 5x2a, the student will
• Engage in design thinking about problems of human occupation of space and place.
• Learn the process of group and individual critique in developing solutions.
• Acquire familiarity with the fundamental issues of context, place, sustainability, access, ethics and social responsibility.
• Use a variety of techniques and media to test and express each stage of the design process visually and physically.

NAAB Student Performance Criteria Introduced and Developed
No SPCs are demonstrated in this course. Those introduced and developed include
A1 Communication Skills   B2 Accessibility
A2 Design Thinking Skills B3 Sustainability
A5 Investigative Skills   B4 Site Design
A6 Fundamental Design Skills  C1 Collaboration
A7 Use of Precedents      C2 Human Behavior
A8 Ordering Systems Skills  C8 Ethics & Professional Judgment
A9 Historical Traditions & Global Culture  C9 Community & Social Responsibility
A10 Cultural Diversity

Topical Outline
Design thinking as methodology              25%
Design principles                            25%
Design systems, skills, process              25%
Visual communication skills                  25%

Prerequisite: KCAR 5x1 Immersion I
Corequisite: KCAR 5x3 Seminar I

Textbooks/Learning Resources
The instructor provides a bibliography. Students will draw on the KCAD and FSU libraries and databases, and use appropriate software for research, documentation and presentation.

Offered fall semester of the first year program
Faculty to be determined (initial application)
KCAR 5x3 Seminar I: Design Communication 1 (3 credits)

Course Description
Students investigate architectural communication conventions, and develop the habit of manifesting ideas in 2D and 3D form for testing, developing and communicating.

Learning Outcomes
In KCAR 5x3a, the student will
• Learn the conventions of architectural communication.
• Understand historical developments in architectural communication.
• Learn to project space through 2D and 3D drawings.
• Become familiar with choosing media and means for effective communication.
• Practice communicating Studio I design ideas.

NAAB Student Performance Criteria Introduced and Developed
No SPCs are demonstrated in this course. Those introduced and developed include
A1 Communication Skills    A4 Technical Documentation
A2 Design Thinking Skills    A6 Fundamental Design Skills
A3 Investigative Skills      A8 Ordering Systems Skills

Topical Outline
Principles of design communication 25%
History of design communication 25%
Visual communication skills 50%

Prerequisite: KCAR 5x1 Immersion I
Corequisite: KCAR 5x2 Studio I

Textbooks/Learning Resources
The instructor provides a bibliography. Students use appropriate analog and digital equipment and techniques for investigation, communication, documentation, and presentation.

Offered fall semester of the first year program
Faculty to be determined (initial application)
KCAR 5x4 Immersion 2: How Things Work (6 credits)

Course Description
Students develop conceptual understanding of how things work: materials / methods, structures / systems, societies / cultures, forces of nature and our historical responses.

Learning Outcomes
In KCAR 5x1b, the student will
• Begin to understand architecture as a set of responses to natural and social forces.
• Become familiar with materials and methods of construction.
• Understand basic concepts of structures and systems.
• Develop appreciation for transdisciplinary perspectives on the built environment.

NAAB Student Performance Criteria Introduced and Developed
No SPCs are demonstrated in this course. Those introduced and developed include
A1 Communication Skills    B8 Environmental Systems
A2 Design Thinking Skills    B9 Structural Systems
A5 Investigative Skills    B12 Building Materials and Assemblies
A7 Use of Precedents    C1 Collaboration
C8 Ethics & Professional Judgment

Topical Outline
Nature-science-technology and architecture    35%
Nature-culture-aesthetics and architecture    35%
Transdisciplinary perspectives    30%

Prerequisite
Completion of the first semester of the first year program or its equivalent.

Textbooks/Learning Resources
The instructor provides a bibliography. Students will draw on the KCAD and FSU libraries and databases, and use appropriate laboratories, equipment and software for research, documentation and presentation.

Offered spring semester of the first year program
Faculty to be determined (initial application)
KCAR 5x5 Studio II: Making and Meaning: Systems (6 credits)

Course Description
Working from Immersion II’s lessons, students apply design thinking and critical thinking to a structure/building/site problem that encompasses context and human social experience.

Learning Outcomes
In KCAR 5x2b, the student will
• Engage design thinking and critical thinking in addressing a problem at a scale requiring multiple systems across the fundamental issues of place, materials, structures and forces.
• Engage in direct site/place investigation as part of the design process.
• Integrate representation and communication skills in the design process.
• Practice ethics and social responsibility in design.
• Demonstrate foundational understanding of historical and contemporary constructions of science, technology and culture.

NAAB Student Performance Criteria Developed
No SPCs are demonstrated in this course. Those developed include
A1 Communication Skills B9 Structural Systems
A2 Design Thinking Skills B10 Building Envelope Systems
A5 Investigative Skills B11 Building Service Systems
A6 Fundamental Design Skills B12 Building Materials and Assemblies
A7 Use of Precedents C2 Human Behavior
A8 Ordering Systems Skills C8 Ethics & Professional Judgment
B8 Environmental Systems C9 Community & Social Responsibility

Topical Outline
Critical thinking for design development 30%
Design thinking for systems development 35%
Design development in response to social experience 35%

Prerequisite: KCAR 5x4 Immersion II, and KCAR 5x2 Studio I or equivalent
Corequisite: KCAR 5x6 Seminar II

Textbooks/Learning Resources
The instructor provides a bibliography. Students will draw on the KCAD and FSU libraries and databases, and use appropriate media for research, documentation and presentation.

Offered spring semester of the first year program
Faculty to be determined (initial application)
KCAR 5x6 Seminar II: Design Communication 2 (3 credits)

Course Description
Focusing on emerging techniques, students become familiar with new approaches to drawing and fabricating as they continue to practice the conventions of architectural communication.

Learning Outcomes
In KCAR 5x3b, the student will
• Learn emerging techniques for architectural communication.
• Practice the conventions of 2D and 3D representation.
• Learn fabrication techniques for different representation scales.
• Practice choosing media and means for effective communication.
• Develop skills and processes for communicating Studio II design ideas.

NAAB Student Performance Criteria Introduced and Developed
No SPCs are demonstrated in this course. Those developed include
A1 Communication Skills    A6 Fundamental Design Skills
A3 Investigative Skills  A8 Ordering Systems Skills
A4 Technical Documentation

Topical Outline
Emerging representation techniques  35%
Fabrication for different scales  35%
Developing representation skills and processes  30%

Prerequisite: KCAR 5x3 Seminar I or equivalent
Corequisite: KCAR 5x5 Studio II

Textbooks/Learning Resources
The instructor provides a bibliography. Students use appropriate analog and digital equipment and techniques for investigation, communication, documentation, and presentation.

Offered spring semester of the first year program
Faculty to be determined (initial application)
KCAR 5x7 Summer Studio: Design and Building Science (3 to 6 credits)

Course Description
Students explore through hands-on projects how materials work and go together, why buildings stand up, and how structural and environmental systems work together.

Learning Outcomes
In KCAR 5x7, the student will
• Develop a foundation in structural systems selection and design.
• Develop a foundation in environmental systems selection and design.
• Explore systems integration in a design project.
• Use Granger Center laboratories to investigate the science of building.

NAAB Student Performance Criteria Developed
No SPCs are demonstrated in this course. Those developed include
A1 Communication Skills B4 Site Design C1 Collaboration
A4 Technical Documentation B5 Life Safety C4 Project Management
A5 Investigative Skills B6 Comprehensive Design C5 Practice Management
A10 Cultural Diversity B8 Environmental Systems C6 Leadership
A11 Applied Research B9 Structural Systems C8 Ethics & Prof. Judgment
B2 Accessibility B10 Building Envelope Systems C9 Community & Social
B3 Sustainability B12 Building Materials & Assemblies Responsibility

Topical Outline
Varies by offering. An approximation:
Exploring materials and assemblies 25%
Experimenting with structural systems 25%
Experimenting with environmental systems 25%
Testing how these integrate through and with design 25%

Prerequisites
Completion of first-year program or equivalent, plus evaluation of individual prior course work

Textbooks/Learning Resources:
Instructor will determine texts as needed. The Granger Center laboratories at Ferris State University will be the primary learning resource.

Offered the summer preceding the second year of the program
Faculty to be determined (initial application)
KCAR 5y1 Immersion III: Critique of Architecture (6 credits)

Course Description
Students engage diachronic, cross-contextual and critical histories of architecture and urbanism, and the rebuttal/response of 21st century architectural issues – technologies, resources, cultures, aesthetics, ethics, leadership.

Learning Outcomes
In KCAR 5y1, the student will
• Demonstrate understanding of world history of the built environment, architecture and city planning, theories of architecture and their basis in culture and society, environment and technology.
• Demonstrate understanding of ethics and professional judgment in architecture in global and historic contexts.
• Demonstrate understanding of the architect's leadership role and its historic and cultural context.
• Use research to critically challenge current architectural theories.
• Use the understanding gained in the course to project architectural futures.

NAAB Student Performance Criteria Demonstrated
• A9 Historical Traditions and Global Culture: an understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.
• C6 Leadership: an understanding of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.
• C8 Ethics and Professional Judgment: An understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.

NAAB Student Performance Criteria Developed
A1 Communication Skills A7 Use of Precedents B3 Sustainability
A2 Design Thinking Skills A11 Applied Research C2 Human Behavior
A5 Investigative Skills B1 Pre-Design C9 Community & Social Responsibility

Topical Outline
World architecture history 30%
Architecture theory 30%
Ethics 20%
Leadership 20%

Prerequisite
Second-year standing in program

Textbooks/Learning Resources
The instructor provides a bibliography. Students will draw on the KCAD and FSU libraries and databases, and use appropriate software for research, documentation and presentation.

Offered fall semester of the second year program
Faculty to be determined (initial application)
KCAR 5y2 Studio III: Site : Tectonics : Sustainability (6 credits)

Course Description
Students engage a tectonic, placemaking exploration of design principles and processes, creating sustainable solutions that are responsive to site, ecology and program.

Learning Outcomes
In KCAR 5y2, the student will
- Demonstrate an integrated, collaborative approach to placemaking.
- Demonstrate understanding of site design through response to site characteristics within a design problem.
- Research and practice environmental principles within design projects, including an understanding of how to optimize, conserve and reduce the environmental impacts of building construction.
- Research natural and formal ordering systems and how they relate to design organization within a specific context.
- Use a variety of techniques and media to express each stage of the design process visually.

NAAB Student Performance Criteria Demonstrated
- A3 Visual Communication Skills: the ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.
- A6 Fundamental Design Skills: the ability to effectively use basic architectural and environmental principles in design.
- A8 Ordering Systems Skills: an understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two-and three-dimensional design.
- B3 Sustainability: the ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.
- B4 Site Design: the ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

NAAB Student Performance Criteria Introduced and Developed
A1 Com Skills  A9 Hist Trad/Glob Cult  B7 Financ. Consid.  B12 Bldg Mat/Assemblies
A4 Tech Doc  B1 Pre-Design  B9 Struc Systems  C6 Leadership
A5 Invest Skills  B2 Accessibility  B10 Bldg Env Syst  C8 Ethics & Prof Jdgmt
A7 Use of Precdnt  B6 Compreh. Des  B11 Bldg Serv Syst  C9 Com & Soc Responsibility

Topical Outline
Site analysis and design  30%
Principles of sustainable design  30%
Design systems, skills, process  20%
Visual communication skills  20%

Prerequisite
Second-year standing in program

Textbooks/Learning Resources
The instructor provides a bibliography. Students will draw on the KCAD and FSU libraries and databases, and use appropriate software for research, documentation and presentation.

Offered fall semester in the second year program
Faculty to be determined (initial application)
KCAR 5y3 Immersion IV: Building Systems Integration (6 credits)

Course Description
Students explore the theory and practice of accessibility, life-safety, environmental, structural, and service systems, with emphasis on how they interact and collectively inform building design.

Learning Outcomes
In KCAR 5y3, the student will
• Gain understanding of how environmental, structural, and building service systems are effectively integrated with each other within building design.
• Demonstrate understanding of structural design and the selection of structural systems.
• Demonstrate understanding of environmental systems and the response of environmental systems selection and design to climate, resources, and emerging and traditional technologies.
• Demonstrate understanding of building service systems selection and design.
• Demonstrate understanding of sustainable systems interaction and integration.
• Become familiar with universal design principles and life-safety systems design.

NAAB Student Performance Criteria Demonstrated
• B8 Environmental Systems: an understanding of the principles of environmental systems design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics, including the use of appropriate performance assessment tools.
• B9 Structural Systems: an understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.
• B10 Building Envelope Systems: an understanding of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.
• B11 Building Service Systems: an understanding of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.

Student Performance Criteria Developed
A1 Communication Skills B3 Sustainability B12 Building Materials & Assemblies
A4 Technical Documentation B4 Site Design C1 Collaboration
B2 Accessibility B5 Life Safety C7 Legal Responsibilities

Topical Outline
Structural Systems 25%
Environmental Systems 25%
Building Service Systems 20%
Systems Integration 20%
Universal Design and Life Safety Systems 10%

Prerequisites
Completion of Summer Building Science and Studio/Immersion III, or the equivalent preparation.

Textbooks/Learning Resources
The instructor provides a bibliography. Students draw on KCAD and FSU libraries, databases, shops and laboratories, and use appropriate software for research, documentation and presentation.

Offered spring semester of the second year program
Faculty to be determined (initial application)
KCAR 5y4 Studio IV: Systems Thinking for Sustainable Architecture (6 credits)

Course Description
Students focus on integrated development and documentation of building design. A comprehensive, sustainable architectural project emerges, incorporating place, process, principles, technology, materials and systems.

Learning Outcomes
In KCAR 5y4, the student will
• translate abstract ideas, interpret information, test alternatives leading to integrated design solutions.
• demonstrate an understanding of cultural and historic context in place-making.
• select structural and environmental systems and demonstrate their integration in a building design.
• demonstrate ability to design accessible sites, buildings and systems.
• apply the basic principles of life-safety systems with an emphasis on egress.
• create technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of building materials and systems.

NAAB Student Performance Criteria Demonstrated
• A4 Technical Documentation: the ability to make technically clear drawings, write outlines specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.
• B6 Comprehensive Design: the ability to produce a comprehensive architectural project that demonstrates each student’s capacity to make design decisions across scales while integrating the following SPC:
  A2 Design Thinking Skills  A9 Historical Traditions & Global Culture
  A4 Technical Documentation  B2 Accessibility  B4 Site Design
  A5 Investigative Skills  B3 Sustainability  B8 Environmental Systems
  A8 Ordering Systems  B5 Life Safety  B9 Structural Systems
• B2 Accessibility: the ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.
• B5 Life Safety: ability to apply the basic principles of life-safety systems with an emphasis on egress.
• B12 Building Materials and Assemblies: an understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

Student Performance Criteria Developed
A1 Communication Skills  A7 Use of Prec.  B7 Financial Consideration  C1 Collaboration
A2 Des. Thinking Skills  A8 Ordering Syst Skills  B8 Env Syst  C2 Human Behavior
A3 Vis. Comm. Skills  A9 Hist Trad/Glob Cult  B9 Struct Syst  C7 Legal Responsibility
A5 Technical Documentation  B3 Sustainability  B10 Bldg Env Syst  C8 Ethics/Prof Judgment
A6 Accessibility  B4 Site Design  B11 Bldg Serv Syst  C9 Com/Soc Responsibility

Topical Outline
Program analysis  10%
Site analysis  10%
Materials selection  10%
Systems integration  25%
Comprehensive integration  30%
Technical documentation  15%

Prerequisite: KCAR 5y3 Building Systems Integration

Textbooks/Learning Resources
The instructor provides a bibliography. Students will draw on the KCAD and FSU libraries and databases, shops and laboratories, and use appropriate software for research, documentation and presentation.

Offered spring semester in the second year of the program
Faculty to be determined (initial application)
KCAR 6x1 Immersion V: Critical Travel (6 credits)

Course Description
Students engage placemaking by studying off campus, using design research to understand the interactions of social context, cultural diversity, and human behavior with the built environment.

Learning Outcomes
In KCAR 6x1, the student will
- Demonstrate an understanding of the built environment's impact on issues of social and environmental justice and the inverse ability of social and environmental justice to inform the built environment.
- Demonstrate an understanding of the role of research in design and architectural practice as they shape culture and human behavior through the form of the built environment.
- Evaluate and document visually, textually, diagrammatically, and orally the key physical, social, political, historical, cultural, and economic context of a specific site within the built environment.
- Synthesize contextual research into strategic design guidance that considers social and cultural influences to enhance placemaking in the built environment.

NAAB Student Performance Criteria Demonstrated
- A5 Investigative Skills: the ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes
- A10 Cultural Diversity: an understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects
- C2 Human Behavior: an understanding of the relationship between human behavior, the natural environment and the design of the built environment

NAAB Student Performance Criteria Developed
A1 Communication Skills  B1 Pre-Design  C8 Ethics & Professional Judgment,
A7 Use of Precedents  B2 Accessibility  C9 Community & Social Responsibility
A9 Hist. Traditions & Global Culture  B3 Sustainability
A11 Applied Research  B4 Site Design

Topical Outline
History of the city  20%
Urban theory: sociology, geography, contexts  25%
Human behavior in the built environment  25%
Political and cultural origins and issues of urban form  20%
Research and documentation methods  10%

Prerequisites
Studio/Immersion IV or permission of instructor.

Textbooks/Learning Resources
The instructor provides a bibliography. Students travel with laptops/tablets equipped with appropriate software for documenting, designing, graphics, writing, and research.

Offered fall semester of the third year of the program
Faculty to be determined (initial application)
KCAR 6x2 Studio V: Urban Collaborative (6 credits)

Course Description
Grounded in the research developed in KCAR 6x1, students explore the relationship between architecture, culture, and urban form through the design of a site-specific architectural intervention.

Learning Outcomes
In KCAR 6x2, the student will
• Identify and document visually, textually, diagrammatically, and verbally the key physical, social, political, historical, cultural, and economic factors impacting a specific site and associated design project.
• Demonstrate the use and integration of precedent in design research and problem solving.
• Interact collaboratively within a design team and with community leaders and project constituents.
• Develop a socially, economically, and environmentally responsive architectural intervention.

NAAB Student Performance Criteria Demonstrated
• A7 Use of Precedents: the ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.
• C1 Collaboration: the ability to work in collaboration with others and in multidisciplinary teams to successfully complete design projects
• C9 Community and Social Responsibility: an understanding of the architect’s responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.

NAAB Student Performance Criteria Developed
A1 Commun. Skills     A9 Hist. Trad & Global Culture     B7 Financial Considerations
A2 Design Thinking Skills   A10 Cultural Diversity      C2 Human Behavior
A4 Tech. Documentation    B2 Accessibility             C5 Practice Management
A5 Investigative Skills    B3 Sustainability         C6 Leadership
A6 Fund. Design Skills    B4 Site Design             C7 Legal Responsibility
A8 Ordering Systems Skills  B5 Life Safety           C8 Ethics & Judgment

Topical Outline
Learning from and working with community 20%
Research and documentation of place 20%
Developing responsive urban and architectural design 60%

Prerequisite
KCAR 5y4 Studio IV: Comprehensive Design

Textbooks/Learning Resources
The instructor provides a bibliography. Students will draw on the KCAD and FSU libraries and databases, and use appropriate software systems for research, documentation and presentation.

Offered in the fall semester in the third year of the program

Faculty to be determined (initial application)
KCAR 6x3 Practice Seminar: Critical Practice of the Profession (3 credits)

Course Description
Students investigate the role of design, collaboration, project delivery, client relationships and ethical behavior in building and maintaining a sustainable professional practice.

Learning Outcomes
In KCAR 6x3, the student will
- Understand broadly the historical trajectory of global architectural practices
- Document an understanding of standard and alternative firm types, sizes, and structures.
- Investigate interdisciplinary combinations of architecture and other practices with cultural, civic or economic organizations.
- Analyze multiple forms of project delivery and demonstrate an understanding of the impact of project delivery on contractual roles and responsibilities of project team members.
- Identify stages of a project and the key elements and team participation at each stage necessary for successful project management.
- Interpret situations faced in professional practice and recommend appropriate action based upon the roles and ethical responsibilities of the architect.
- Demonstrate an understanding of licensure and continuing education requirements.

NAAB Student Performance Criteria Demonstrated
- B7 Financial Consideration: an understanding of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.
- C3 Client Role in Architecture: an understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.
- C4 Project Management: an understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods.
- C5 Practice Management: an understanding of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.
- C7 Legal Responsibilities: an understanding of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.

NAAB Student Performance Criteria Developed
A1 Commun. Skills A9 Hist. Trad & Glob. Culture B3 Sustainability C8 Ethics & Judgmt
A4 Tech. Doc. A10 Cultural Diversity B4 Site Design C6 Leadership
A5 Investig. Skills A11 Applied Research C1 Collaboration C9 Community & Social
A7 Use of Precedents B2 Accessibility C2 Human Behavior C7 Legal Responsibility

Topical Outline
Forms of practice across time and place 25%
Forms of project delivery 20%
Roles and responsibilities of the project team 20%
Legal and ethical responsibilities 20%
Licensure and professional development 15%

Prerequisite: Completion of the second-year course of study

Textbooks/Learning Resources: The instructor provides a bibliography. Students draw on the KCAD and FSU libraries and databases, and use appropriate software for research, documentation and presentation.

Offered in the fall semester in the third year of the program
Faculty to be determined (initial application)
KCAR 6x4 Thesis Preparatory Seminar (3 credits)

Course Description
The student focuses on independent design research, analysis, and critical readings, and develops a written thesis proposal to solve an original, architecturally relevant problem.

Learning Outcomes
In KCAR 6x4, the student will
• Identify an appropriate research topic for an architectural thesis.
• Conduct a comprehensive literature review for the topic and provide analysis and commentary in development of the thesis proposal.
• Engage in multiple methods of design research and analysis in development of the thesis proposal.
• Document visually, textually, diagrammatically, and orally research undertaken in development of the thesis proposal, including a comprehensive program.
• Synthesize independent research and analysis to define the thesis proposal and establish a development plan.

NAAB Student Performance Criteria Demonstrated
A1 Communication Skills: the ability to read, write, speak and listen effectively.
B1 Pre-Design: the ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

NAAB Student Performance Criteria Developed
A2 Design Thinking Skills     A11 Applied Research
A5 Investigative Skills      C2 Human Behavior
A7 Use of Precedents        C6 Leadership
A9 Hist. Traditions & Global Culture C9 Community & Social Responsibility
A10 Cultural Diversity

Topical Outline
Research development  20%
Critical readings and discussions  20%
Comprehensive program development  30%
Thesis proposal development and critique  30%

Prerequisite
Studio V: Urban Collaborative

Textbooks/Learning Resources
The instructor provides a bibliography of common transdisciplinary readings, and each student develops and documents a thesis-specific bibliography. Students will draw on the KCAD and FSU libraries and databases, and use a wide range of research and representation media and techniques appropriate for research, documentation and presentation.

Offered spring semester in the third year of the program

Faculty to be determined (initial application)
KCAR 6x5 Thesis Proseminar (3 credits)

Course Description
The student focuses on thesis development with emphasis placed on continued research, written, diagrammatic, and oral communication, and peer review.

Learning Outcomes
Building on work undertaken in KCAR 6x4 Thesis Preparatory Seminar, students will
• Engage in multiple methods of design research and analysis in development and defense of an architectural thesis.
• Engage in active, constructive critique of fellow students’ work.
• Document visually, textually, diagrammatically, and orally research undertaken in development and defense of the thesis.
• Synthesize design research in a manner that is effectively communicated to both architectural and non-architectural audiences.
• Synthesize the independent research and analysis undertaken into a final, public thesis defense.

NAAB Student Performance Criteria Developed
No SPCs are demonstrated in this course. Those developed include
A1 Communication Skills     A10 Cultural Diversity
A2 Design Thinking Skills     A11 Applied Research
A5 Investigative Skills     C2 Human Behavior
A7 Use of Precedents     C6 Leadership
A9 Hist. Traditions & Global Culture     C9 Comm. & Social Responsibility

Topical Outline
Research development         10%
Visual communication development      10%
Verbal communication development       10%
Development of the argument          10%
Development of peer review          15%
Critical readings and discussions       15%
Final thesis defense preparation       30%

Corequisite
KCAR 6x6 Thesis Studio VI

Prerequisite
KCAR 6x4 Thesis Preparatory Seminar

Textbooks/Learning Resources
The instructor provides a bibliography of common readings, and each student develops and documents a thesis-specific bibliography. Students will draw on the KCAD and FSU libraries and databases, and use a wide range of research and representation media and techniques appropriate for research, documentation and presentation.

Offered spring semester in the third year of the program

Faculty to be determined (initial application)
KCAR 6x6 Studio VI: Thesis (6 credits)

Course Description
Each student defines and presents an unsolved, architecturally relevant problem and develops, proposes and defends a solution through design research, thinking and communication.

Learning Outcomes
In KCAR 6x6, the student will
• Collaborate with faculty and professional advisors to realize an architectural thesis.
• Develop and define a sustainable approach to architecture and its practice.
• Integrate research results, technical skills, and knowledge of craft and communication in producing a project that exhibits empathy and understanding of a specific culture and place.
• Defend an individual thesis through critical re-evaluation and communicate results in a clear and compelling form.

NAAB Student Performance Criteria Demonstrated
• A2 Design Thinking Skills: the ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.
• A11 Applied Research: an understanding of the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.

NAAB Student Performance Criteria Developed
A1 Communication Skills  A8 Ordering Systems Skills  C1 Collaboration
A3 Visual Comm. Skills  A9 Hist. Trad. & Global Culture  C2 Human Behavior
A5 Investigative Skills  A10 Cultural Diversity  C6 Leadership
A7 Use of Precedents

Topical Outline
Research and pre-design  15%
Development of the thesis argument and consideration of counter-arguments  20%
Development of project for presentation and critical review  65%

Corequisite
KCAR 6x5 Thesis Proseminar

Prerequisite
KCAR 6x2 Studio V: Urban Collaborative
KCAR 6x4 Thesis Preparatory Seminar

Textbooks/Learning Resources
The instructor provides a bibliography of common readings, and each student develops and documents a thesis-specific bibliography. Students will draw on the KCAD and FSU libraries and databases, and use a wide range of research and representation media and techniques appropriate for research, documentation and presentation.

Offered spring semester in the third year of the program

Faculty to be determined (initial application)
3.2 Faculty Resumes

M Victoria Liptak
Dean of the College

Recent Courses Taught (at Woodbury University)
ARCH 670 Graduate Teaching Practicum: Introduction to Teaching Architecture (Spring 2012)

Selected Other Courses Taught (at Woodbury University)
ARCH 492 Degree Project, 2002 to 2008
ARCH 476 Design/Build Mini Studio, Fall 2004
ARCH 475 Foreign Study Summer Studio, Summer 2002 Paris
ARCH 375 Urban Environment: Foreign Study, Summer 2002 Paris
ARCH 330 Theory of Architecture, Spring 2002
ARCH 269 Objectmaking, San Diego and Burbank, 1998 to 2007
ARCH 182&183 First Year Architecture Studio, 1998 to 2009 (coordinator and instructor)
INAR 327 Constructions, Interior Architecture Studio, Spring 2004
INDS 373 Energy and Society, Fall 2006 (upper division general education)
INDS 104 Knowledges, Spring 2007 (lower division general education)
ENTP 330 New Venture Creation, Spring 2005 (interdisciplinary course on entrepreneurship)

Education
1994 MArch, Southern California Institute of Architecture
1985 BA in Linguistics, University of California, Santa Cruz

Teaching Experience
Woodbury University School of Architecture: 1998-2012
Pasadena City College Department of Architecture adjunct instructor: 2000-2003

Academic Administration Experience
2013-present Dean of the College, Kendall College of Art and Design
2012-13 Senior Vice President, Woodbury University
2009-12 Associate Dean, Woodbury University School of Architecture
2011-12 Associate for Academic Quality, Office of Academic Affairs, Woodbury University
2007-11 Dean of the Faculty, President of the Faculty Association, Woodbury University

Selected Publications and Recent Research

Other Accomplishments
2013 Curriculum consultant, Kendall College of Art and Design MArch program development
2011-12 Group mentor and sessions presenter, Western Association of Schools and Colleges (regional accreditor) retreats: Core Competencies, Assessment in Context, Student Success
2010 Design/Build workshop leader for the Design Bridge Program, February 2010, School of Architecture and the Allied Arts, University of Oregon, Eugene
Brian K. Craig, AIA, LEED AP  
Director, Graduate Program in Architecture – Kendall College of Art and Design  
Director, Center for the Built Environment – Ferris State University

Courses Taught (2009-2013)
- EGR 304 Innovation and Creativity, Spring 2009 & 2010 – Grand Valley State University
- FMAN 322 Project Management, Fall 2012 – Ferris State University
- FMAN 431 Principles of Space Planning, Fall 2012 – Ferris State University

Education
- 1975 MArch, University of Michigan (with Distinction)
- 1973 BS in Architecture, University of Michigan
- 1971 Albion College

Registration
Current registration in Michigan and Indiana, NCARB Certificate

Professional Membership
- The American Institute of Architects
- US Green Building Council - LEED Accredited Professional
- Society of College and University Planners

Teaching Experience
- Ferris State University, Administrative appointment 2010-present; taught in addition, 2012
- Grand Valley State University College of Engineering, Adjunct Faculty, 2009-2010
- The University of Notre Dame, Instructor of Architecture, 1978-1980
- Kabul University, Peace Corps Instructor of Architecture, 1975-1977
- The University of Michigan, College of Architecture and Urban Planning, Graduate Assistant, 1973-1975

Professional Experience
- 2009-present become design, Principal
- 2008-2009 URS Corporation (formerly Daverman Associates), Education Practice Leader
- 2007-2008 The University of Alabama at Birmingham Medical School, Center for Infectious Disease Research in Zambia, Consulting Architect
- 1987-2007 Progressive AE, Senior Vice-President, Principal

Selected Publications and Recent Research
- 2007 “Learning Environments for Tomorrow - What the World is Teaching Us,” Presentation to Grand Rapids Community College Faculty Symposium

Other Accomplishments
- 1990-2006 AIA Grand Rapids – Eleven Distinguished Building Awards, including DeVos Place Convention Center - 2006
- Girl Scouts Camp Anna Behrens Dining Hall: Distinguished Building and Sustainability awards, first LEED-certified Camp Facility - 2006
- Goodwillie Environmental School: first LEED-certified school in Michigan - 2003
- 2005 Nominee, Grand Rapids Area Chamber of Commerce Minority Business Advocate of the Year
- 2005 Michigan Society of Architects Design Award, ITP-The Rapid Central Station
- 2002 Michigan Society of Architects Firm of the Year Award, Progressive AE
- 2000-2002 President, Grand Rapids Public Schools Board of Education
- 2001 AIA Grand Rapids, President’s Award
- 2000 AIA Grand Rapids Inaugural Firm of the Year Award, Progressive AE
- 1991 Michigan Society of Architects Design Award, Steelcase File Plant Office
- 1989 President, American Institute of Architects Grand Rapids
Paul W. Long  
Assistant Professor, Ferris State University

Courses Taught (2011-2013)
ARCH 101  Architectural Graphics, Fall 2011 & 2012
ARCH 203  Architectural Documentation (Revit Architecture), Fall 2012 & 2013
ARCH 270  Building Information Modeling (Advanced Revit), Spring 2012
ARCH 297  Special Studies in Architecture – Digital Presentation, Spring 2011
ARCH 361  Environmental Systems I, Fall 2011 & 2012
ARCH 362  Environmental Systems II, Spring 2012 & 2013
ARCH 421  Current Issues in Architecture, Fall 2012
ARCH 441  Architectural Design III – Small Town Studio, Fall 2012 & 2013
FMAN 432  Principles of Interior Architecture, Spring 2011
ARCH 499  Architectural Design IV – Capstone, Spring 2013

Education
2008  MSc City Design and Social Science, London School of Economics (post-professional)
2002  MArch, University of Idaho (professional)
2002  BS in Architecture, University of Idaho

Registration
Current registration in Colorado

Professional Membership
National Council of Architectural Registration Boards
U.S. Green Building Council – West Michigan Chapter, Individual Member
Association of College Schools of Architecture, Basic Member
Association of Pedestrian and Bicycle Professionals, Professional Member

Teaching Experience
Ferris State University: Assistant Professor, 2011 – present
Art Institute of Colorado: Instructor, October 2008 – December 2010

Professional Experience
2008 – 2010 Chamberlin Architects, Project Manager

Selected Publications and Recent Research
2013  “Small Town Studio - The role of architecture students in facilitating sustainable development,” Unpublished paper presented at From the Outside In: Sustainable Futures for Global Cities and Suburbs, Hofstra University, Hempstead, NY.
2012  “A comparison of the accuracy of architectural daylighting analysis methods,” Student Research Fellowship Program. Ferris State University, Big Rapids, MI.
2012  “A comparative, case study analysis of industry standard sustainability assessment methods and their application to sustainable architecture and urban development in Michigan,” Student Research Fellowship Program. Ferris State University, Big Rapids, MI.

Other Accomplishments
2013-Present  Commissioner, Property Maintenance Board of Appeals, Big Rapids, MI.
2005-2010  Planning Commissioner, Golden, CO.
2007  Commissioner, Downtown Character Committee, Golden, CO.
Adam L Clark, LEED AP
Assistant Professor of Furniture Design/Design Studies

Courses Taught (2005 -2013)
ID 342  Computer Aided Design One, Spring Semester 2012
DS 110 Digital Foundation, Fall Semester 2011 – Fall Semester 2013

Education
2001    MArch, University of Michigan,
1999    BArch, Lawerence Technological University

Registration
LEED AP Registered Professional

Professional Membership
The American Institute of Architects

Teaching Experience
Kendall College of Art and Design: Assistant Professor 2011-present
Kendall College of Art and Design: Adjunct Instructor 2005-2010

Professional Experience
2010-present  Clark Studio, Principal
2008-2010  Integrated Architecture, Senior Designer
2001-2008  Progressive AE, Project Designer
2000-2001  Hobbs and Black, Designer
1999-2000  Arthur F Smith Architects | Gensler, Junior Project Designer
1997-1998  JCK and Associates, AutoCad Operator

Other Accomplishments
2013-present  Design West Michigan Advisory Board
2012-present  Kendall College of Art and Design March Formation Board Member
Lee A Davis
Assistant Professor, Interior Design – Kendall College of Art and Design of Ferris State University
Program Chair, Interior Design

Courses Taught (2011-2013)
KCGE 100  Critical Transitions course, Incoming Freshmen and Transfer students, Fall 2012
KCID 120  Introduction to Interior Design, Undergraduate Course, Fall 2012, Spring 2013
KCDS 303  Special Topics: New York – Study Away Course, Spring 2012
KCID 319  Interior Design Studio IV, Undergraduate Course, Fall 2011
KCID 451  Senior Interior Design Studio B, Undergraduate Course, Fall 2012, Spring 2013
KCID 460  Interior Design Studio V, Undergraduate Course, Fall 2011, Spring 2012

Education
2010  MA, Michigan State University
1984  BFA, Kendall College of Art and Design

Professional Membership
International Interior Design Association, VP Membership 2011 - present
American Society of Interior Designers

Teaching Experience
Kendall College of Art and Design of Ferris State University: Adjunct Instructor 2000 - 2010
Kendall College of Art and Design of Ferris State University: Assistant Professor 2010-present, Chair of the program 2012 - present

Professional Experience
1999 – present  Lake Affect Design Studio, Interior Designer, Principal
1994 – 1999  Haworth, Project Designer, Senior Facilities Designer
1987 – 1989  American Seating, Interior Designer – Laboratories and Special Applications
1985 – 1987  Hospital Purchasing Service, Interior Designer

Selected Publications and Recent Research
2010  “Cohousing and Sustainability Rating Systems: Opportunities for Planning Groups and Developers” Proceedings from Cohousing Annual Conference, June 2010
2011  “Cohousing and Sustainability Rating Systems” Edra 42 Chicago, Conference Proceedings, eds: Daniel Mittleman, PhD, Deborah A Middleton, PhD, The Environmental Design Research Association (EDRA), McLean, VA

Other Accomplishments
2013  Juror: Rehau competition, Leading Edge Design Challenge
2011  Panelist, Design West Michigan, Sustainability Conversation
2011  Liaison for Kendall College of Art and Design with The Duncan Littlefair Great Speakers event, “Gimme Shelter” to bring Sarah Susanka and John Peterson, AIA to Kendall College
2010- present  Liaison for Interior Design Professional organizations and Design West Michigan
2011  Speaker at EDRA 42, Chicago, IL
2010  Speaker at National Cohousing Conference, Boulder, CO
2007  Representative for Kendall at Symposium on Inclusive Design, New York
2002 – present  Design Committee member of West Michigan Sustainable Business Forum
1999  Alumni Board representative for Kendall College of Art and Design
1991  NCIDQ Certification
Laura J. Whatley
Assistant Professor

Courses Taught (2010-2014)
KCAH 111 Survey of Western Art I (Fall/Spring 2010-13)
KCAH 112 Survey of Western Art II (Fall/Spring 2010-13)
KCAH 203 Classical Art and Architecture (Fall 2012)
KCAH 203 Art of the Medieval Mediterranean (Spring 2013)
ARTH 200 Medieval Art and Architecture (Fall 2010)
KCAH 203 Islamic Art and Architecture (Spring 2014)
ARTH 300 Baroque Art and Architecture (Spring 2011)
KCAH 303 Egyptian Art (Summer 2012)
KCAH 303 Northern Renaissance Art (Fall 2013)

Education
2010 Ph.D., Art History, University of Illinois Urbana-Champaign
2004 M.A., Art History, University of Toronto
2002 B.A., Art History, Arizona State University (magna cum laude)

Professional Memberships
College Art Association (CAA)
Medieval Academy of America (MAA)
International Center for Medieval Art (ICMA)
American Historical Association (AHA)

Teaching Experience
Kendall College of Art and Design of Ferris State University, Assistant Professor, 2011-present
University of Tennessee Knoxville, Lecturer, 2010-2011
University of Illinois Urbana-Champaign, Instructor, 2005-2010
University of Toronto, Teaching Assistant, 2004

Select Publications
2014 The Crusades and Visual Culture, introduction & co-ed. with Elizabeth Lapina, April Morris and Susanna Throop (Ashgate), forthcoming

Select Awards and Honors
2011 Course Development Grant, Kendall College of Art and Design of Ferris State University
2010 Kalinke Grant for Travel, Program in Medieval Studies, University of Illinois
2010 Block Grant for Conference Travel, Art History, University of Illinois
2010 Teaching Excellence by a Graduate Student Award, Art + Design, University of Illinois
2009-10 Graduate Studies Dissertation Fellowship, University of Illinois
2008 WUN Fellow, Centre for Medieval Studies, University of York, UK
2007-08 Predoctoral Fellow, Graduate College, University of Illinois
2007 IHR Mellon Pre-Dissertation Fellow, Institute of Historical Research, School of Advanced Study, University of London, UK
2004-05 Medieval Studies Fellowship, University of Illinois
2002 Archaeological Research and Travel Grant, Princeton University

Institutional Service
2013-14 GO BEYOND: Mythologies, Center for Global Studies, Ferris State University
2013 ArtPrize Education Committee, KCAD
2012-13 Art History Representative, Enrollment Committee, KCAD
Suzanne Kohrs Miller  
Associate Professor  
Construction Management Program Coordinator, Ferris State University

Courses Taught (2011-2013)  
ARCH 323 Structural Design, Fall 2011, 2012  
CONM 112 Plans and Specifications, Spring 2013  
CONM 117 Building Information Technology, Spring 2013  
CONM 324 Advanced Computer Techniques, 2011 – 2012  

Education  
1997 MArch, University of Michigan  
1997 - MS Engineering – Construction Management, University of Michigan  
1994 BArch, University of Michigan  
1994 BFA – Industrial Design, University of Michigan

Registration  
Current registration in Michigan

Teaching Experience  
Ferris State University – 2005 to Present

Professional Experience  
2005 – Present Miller Development, Inc. - Manager  
2004 – 2005 Clark Construction Company, Lansing, MI, Project Manager  
1997 – 2004 Barton Malow Company, Southfield, MI, Project Engineer, Superintendent, Manager  

Other Accomplishments  
- LEED AP (BD+C)  
- 2010 – present GBCI Education Review Committee Member  
- Reviewed upcoming textbook on Sustainability by Joseph Wujek  
- Created new courses for Construction Management Program – “Construction Graphics” and “Building Information Technology”  
- Selected as College representative on the University Strategic Planning Committee (2013)  
- Selected as Program Coordinator (Fall 2013)  
- Member of School of Built Environment Curriculum Committee  
- Member of Construction Management Program Curriculum Committee  
- Chair of Industry Advisory Board Task Force to revamp bylaws  
- Professional Development grant received 2012 to investigate three-dimensional computer programs for use in the classroom
Courses Taught (2011-2013)

HVAC 111  Electricity-Blueprints-Fabrication, Spring & Fall 2011, Spring & Fall 2012, Spring 2013
HVAC 331  Secondary System Selection & Design, Fall 2011 & 2012
HVAC 337  Mechanical-Electrical Systems for Building, Spring 2011, 2012 & 2013
HVAC 393  Summer Internship, Summer 2011

Education
2010  Ph.D., Educational Leadership, Emphasis in Career and Technical Education. Western Michigan University
2001  Master of Science (M.S.): Career Technical Education. Ferris State University
1997  Bachelor of Science (B.S.): HVACR Engineering Technology. Ferris State University
1996  Certificate: Sheet Metal Apprentice Instructor. Ohio State University
1994  Certified Welding Inspector (CWI). American Welding Society
1981  Journeyman Sheet Metal Worker. Local Union 410
1976  Associate In Applied Science (AAS): HVAC. Grand Rapids Junior College

Professional Membership
The American Society of Heating, Refrigeration and Air Conditioning Engineers (ASHRAE)
The Mechanical Contractors Association of America (MCAA)
The Mechanical Service Contractors of America (MSCA)

Teaching Experience
Ferris State University, HVACR, Professor, 1998-present
The Ohio State University, Sheet Metal Instructor Train the Trainer, 1991 – 1996
LU 7 Zone 2 Sheet Metal Apprentice Instructor/Coordinator, 1989 - 1998

Professional Experience

Selected Publications and Recent Research
2012  Introduction to HVACR. Book commissioned by the American Supply Association (ASA).
2011  "A Phenomenological Study of Engineering Graduates," in Association for Career and Technical Education Research (ACTER)
2010  The Phenomenology of The Bachelor Of Science in HVAC Engineering Technology from Ferris State University. Dissertation. Western Michigan University, Kalamazoo, MI.
2002  Study Guide for the UA STAR Exam. United Association of Plumbers and Pipefitters UA.

Other Accomplishments
2002-2013  Faculty Advisor, Chapter of Excellence, MCAA
2004-2012  Faculty Advisor, MCAA Student Competition, Final Four 2004
2000, 2002, 2008, 2010  Faculty Advisor, Chapter of the Year Faculty Advisor: MCAA.
2008, 2010  Educator of the Year, MCAA
1998-2009  Chair, HVACR Department, Ferris State University, coordinated development of first ever fully online degree offered by FSU, participated in team for the design & construction of the Granger Center for Construction and HVACR, wrote two federal earmark grants (DOE & DOT)
2008  LEED AP
2002  Recognition: Council of Air conditioning & Refrigeration Educators (CARE)
Edward F. Baxter  
Practicing Architect – Adjunct Faculty

**Education**  
2003   MArch, Yale University  
1926   BA, Amherst College (fine arts)

**Registration**  
Current registration in Michigan

**Professional Membership**  
The American Institute of Architects

**Teaching Experience**  

**Professional Experience**  
2013-present   Progressive AE (Grand Rapids), Project Designer & Architect  
2011-2013   GMB Architecture + Engineering, Project Architect  

**Other Accomplishments**  
2013   Member, formative Curriculum Committee for new MArch  
2009   Rotch Traveling Scholarship, (finalist).  
1999   The Watson Fellowship (Japan and Europe)
Megan J Feenstra Wall
Practicing Architect - Adjunct Faculty

Education
2005 MArch, Columbia University
2002 BA with honors, Calvin College
2001 Keble College, Oxford University

Registration
Current registration in Michigan

Professional Membership
The American Institute of Architects
United States Green Building Council
LEED Accredited Professional (Building Design + Construction)

Teaching Experience
Columbia University Graduate School of Architecture, Planning, & Preservation, Teaching/Research Assistant 2004
Calvin College Engineering Department, Teaching Assistant 2000
Calvin College Rhetoric Center, Tutor of Speech and Writing 1999-2001

Professional Experience
2009-present AMDG Architects, Project Designer
2007-2009 Napper Architects, Architectural Assistant
2004 ProgressiveAE, Architectural Intern

Selected Publications and Recent Research
2005 text/image research for Comparative Critical Analysis, Kenneth Frampton – publication pending
2004, 2005 Abstract 03/04 and 04/05 Columbia University GSAPP catalogue of selected student work

Other Accomplishments
2012-present AIA-Grand Rapids Associates Director
2012-present Kendall College Masters of Architecture Advisory Board of Formation
2011-present Childrens Healing Center Working Board Member
2012 Girl Genius: Motivating Young Women Towards Careers in STEM mentor
2009 Team leader for Can-struction Grand Rapids “People’s Choice” award-winning entry
2006 Interpreter Please! Buckley Memorial Art Gallery architectural photography exhibitor
2006 “Going Green: an introduction to sustainable design” lecturer, Yonkers Town Hall
2005 Columbia University GSAPP Admissions Committee Member/Reader
2004-2005 National AIA Scholarship recipient
2000-2002 Calvin College AIA Student Chapter chairperson
1998-2002 Calvin College Deans List and Honors Program Council Member