



November 27, 2018

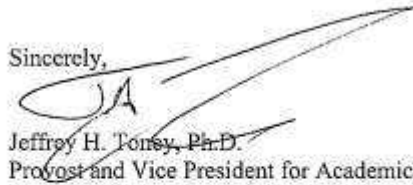
Ms. Ellen Cathey, Accreditation Manager
NAAB
1101 Connecticut Avenue, Suite 410
Washington DC 20036

Dear Ms. Cathey:

Wenzhou-Kean University is applying for Candidacy for its Master of Architecture program that is scheduled to begin in the Fall of 2021. The graduate program consists of 55 credit hours (39 credit hours in the professional discipline and 12 credit hours of electives), and follows a BA in Architectural Studies program that consists of 139-141 credit hours (43-45 credit hours of general education and 96 credit hours of required courses in the major). The curricular program is identical to the Kean/USA program that achieved Initial Candidacy status earlier this year.

Please accept this Plan for Accreditation as the first step in the NAAB Accreditation process. A proposed timeline for the program with respect to NAAB evaluation is included. It also references the Kean/USA timeline.

Sincerely,



Jeffrey H. Torsey, Ph.D.
Provost and Vice President for Academic Affairs

Office of the Provost / Vice President for Academic Affairs

Kean University • 1000 Morris Avenue, Union, New Jersey 07083-0411 • 908-737-7030 • Fax: 908-737-7035 • www.kean.edu

Wenzhou-Kean University

Plan for Initial Accreditation

Masters of Architecture (pre-professional degree plus 55 graduate credits)

Submitted to the National Architectural Accrediting Board: November 27, 2018

Program Administrator and Head of Academic Unit:

David Mohny, FAIA
Dean, Michael Graves College
Kean University - Green Lane Academic Building 429
1000 Morris Avenue
Union, NJ 07083
908-737-4772

Chief Academic Officer:

Dr. Jeffrey H. Toney, Provost and VPAA
Kean University – Kean Hall 107
1000 Morris Avenue
Union, NJ 07083
908-737-77032

Associate Vice President for Academic Affairs:

Dr. Eric Yang, Acting
Wenzhou Kean University
8 Daxue Rd, Ouhai, Wenzhou,
Zhejiang Province, China. 325060

Executive Vice Chancellor:

-vacant-
Wenzhou Kean University
8 Daxue Rd, Ouhai, Wenzhou,
Zhejiang Province, China. 325060

President:

Dr. Dawood Farahi
Kean University – Kean Hall 200
1000 Morris Avenue
Union, NJ 07083
908-737-7003

Plan for Initial Accreditation – 27 November 2018

NAAB CONDITIONS:

PART ONE: INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

PART ONE (I): SECTION 1—IDENTITY AND SELF-ASSESSMENT

I.1.1 History and Mission.

In 2008, Kean University signed an agreement with the Governor of Zhejiang Province in China, Xi Jinping (now President of China) to establish Wenzhou Kean University. Six years ago the academic programs started at WKU: Kean University provides these programs and hires the faculty, and the provincial and municipal governments provide the campus and administration. All instruction is in English, and WKU's programs are accredited through Kean's regional accrediting agency. Presently there are 2200 students, and this population will grow by 500-700 annually until it reaches 10,000.

Kean University has operated an exchange program in Public Management with Wenzhou University for officials from Zhejiang Province for nearly thirty years. The start of WKU as a collaborative university with Kean/USA has its origins in this academic connection. The particular motivation for the creation of Wenzhou-Kean University was to address the substantial migration of Chinese students to western universities. Over 4 million Chinese students have chosen to attend western universities, and only two million have returned to China. Often these are some of the best and brightest students in the country.

Wenzhou-Kean University is an alternative to this educational migration: WKU provides a western education, but in China. All academic programs are created and administered by Kean/USA administrators. Faculty are hired by Kean/USA. All instruction is in English. WKU is one of three American universities licensed by the Chinese Ministry of Education to provide a degree in this matter. Finally, it is a dual-degree program: all WKU degrees are accredited by the Middle-States Commission. The provincial and municipal governments provide all funding for operations (along with tuition), and administer the operations of the university as well as providing all capital construction. At this point, over 1.5 million square feet of academic buildings, dormitories, dining facilities, faculty housing, as well as associated infrastructure has been completed, and another 1 million sf is in construction or planning stage.

Kean University was founded in 1855 as Newark Normal Teacher's School, and has undergone several transformations in its history, programs, location, and name. While for much of its history Kean's mission was to train the state of New Jersey's teachers, beginning in the 1980s the university added masters programs in education, the sciences, and selected professional fields. The name changed from Kean College to Kean University at this time. In the last generation, new doctoral programs were initiated, primarily in the allied health disciplines. Kean relocated to the estate of the first governor of New Jersey in the early 1960s, in Union Township, approximately five miles from its previous locale in downtown Newark.

Wenzhou Kean University is located in the Ouhai district of Wenzhou, a city with a metropolitan population of 8 million. It is approximately five miles from the center of Wenzhou, ten miles from the international airport, and four miles from the high-speed rail station. The campus is new, built on 500 acres of formerly agricultural land. Students matriculate through the regular higher education system in China, which utilizes the Gao Kao testing as a primary means of school selection. The Gao Kao is administered through the Chinese Ministry of Education, as is recruiting by universities. At present, WKU is permitted to recruit in nine of China's 23 provinces, and is

categorized as a Tier 1 school (top tier of three in the Chinese system). There are academic programs in Business, English, the sciences, Graphic Design, and Architecture in place at present, with new programs for Interior Design and Industrial Design, among others slated to start in 2019.

The Michael Graves College is comprised of two schools. The Robert Busch School of Design has four Bachelors programs with between 400-500 students in total (Graphic Design, Interactive/Advertising Design, Interior Design, and Industrial Design). The faculty of the RBSD requested the establishment of a professional program in architecture in 2013 and recruited Michael Graves to lead a board of external advisors in establishing it. This development was included as an integral element in the university's strategic plan for 2013-2020, both for the Kean/USA campus and for Wenzhou-Kean University.

The School of Public Architecture was approved by the Kean board of trustees in 2014, and the two schools were joined to create the Michael Graves College in 2015 by the board. A 4-year Bachelor of Arts in Architectural Studies was approved by both the university board and the NJ Presidents Council in 2015, and the first cohort of students – 20 in number – were enrolled in September 2015. A 2-year Master of Architecture degree was approved by the board and NJPC in April 2016, with the intention of beginning classes in the Fall of 2019. It is anticipated that the first class to graduate in the M. Arch. program at Kean/USA will be Spring 2021.

One important point deserves emphasis at the outset of this proposed Plan for Accreditation: All academic issues and decisions are made jointly between the two universities, with the Kean/USA administrators retaining ultimate authority regarding academics: ie. President, Provost, and Dean. Most operational decisions not involving academics – eg. facilities and equipment, administrative staff roles, overall budget oversight, etc. – are managed by WKU staff and administrators, although with close coordination with Kean/USA.

Mission: *The Michael Graves College at Kean University is committed to transforming architectural and design education by engaging a wider public audience for quality in the built and designed environment.*

Architecture and Design are inherently public and humanist arts. Yet the disciplines too often have situated themselves remotely from the public, particularly in education. This has had a deleterious effect, creating a distance between those people trained to enhance the public environment, and those who use it.

While there is a need for specialized instruction in aspects of the design process, there is also the need to provide a meaningful context for that effort. Continual acculturation of these disciplines is critical if Architecture and Design are to reaffirm their role in creating better experiences and places for people. Thus the programs of the Michael Graves College use the broad public context of design at several levels: as inspiration, as a tool, and ultimately, as a goal.

The interlocking disciplines of design and architecture endeavors are a significant asset in this effort. The Michael Graves College consists of two schools. The Robert Busch School of Design has recognized programs in Interactive Advertising Design, Graphic Design: Interactive, Print & Screen, Industrial Design and Interior Design. The School of Public Architecture offers a degree in architectural studies and will have a graduate professional degree as well. Together, these programs afford the college the opportunity to address public design efforts at a variety of scales, synergistically.

The program utilizes an ‘atelier’ pedagogical model: rather than dividing up the design process into discrete curricular elements, it stresses the holistic integration of the design enterprise.

As Pritzker Prize winner Alvaro Siza once noted, architects and designers “... are specialists at being non-specialists.” Thus the formation and application of a design language is predicated on a broad base of knowledge: not just the professional and technical aspects of a building design, but the broader public awareness of the forces that shape a project, its environs, and the issues it is intended to address.

Ours will be a ‘first-person’ education: learning by direct engagement, observation, documentation, and analysis of the places, spaces, buildings and experiences that form the built environment – and through discussion with the general public that use them.

It addresses longstanding criticisms of educational paradigms in these fields by incorporating a substantial outreach program – called “K-LABS & The Design Studio” – into both the curriculum and the culture of the college. These research and design projects exist both outside and inside the design studio. Led by faculty, they integrate students into defined projects in a manner that resonates with the working world: engagement with clients and consultants, differentiated responsibilities, public presentation and accountability.

Kean University affords substantial assets for this new college. Geographically, it is located in the New York metropolitan area, with the full range of habitation patterns readily accessible, from densely urban cities to suburban towns to rural hamlets. Kean’s own campus is situated at the border of three different municipalities, with historic structures both on campus and adjacent to it. Thus the potential to take on outreach projects of different types and scales is high. Finally, the extraordinary built environment of the region is a major asset for students to experience, document, and analysis great architecture.

The association with Michael Graves is profoundly appropriate for this new college. Graves redefined an idea of professional practice in the late 20th century by addressing design at multiple scales, from urban and building to object and artifact. The varied programs that comprise the Michael Graves College at Kean University represent this idea well, from industrial and interior design to graphic and architectural design. Graves’ legacy will consist of his commitment to high-quality design education, his interest in all scales of interaction, his engagement of a wide public audience for his work, as well as his own personal design language. We are proud to build upon this conceptualization of how architecture and design should be taught and produced as the 21st century unfolds, and intend to emulate Mr. Graves’ profound commitment to architectural education.

Kean University has a substantial global presence through its sister institution, Wenzhou-Kean University in China. The programs in Design and Architecture will be offered in Wenzhou (a city equivalent in size to New York City), and both faculty and students from each campus will engage with their counterparts from the other institution. The goals in China are the same as the USA: have students develop a deep understanding of architecture’s and design’s specific roles in shaping the environment and culture from a detailed observation and analysis of the environment around them, and engage a wider public audience for better design and environments.

Emphasis on the humanist qualities of Architecture and Design allows for a recalibration of the technologies that support the disciplines. While the computer is a remarkable tool, the degree to which it has supplanted design methods that utilize the hand, eye, and brain needs

recalibration. Our programs will balance these experiential and conceptual means of thinking and producing to better represent and engage the wider public audience.

In the end, we believe that our programs, including faculty and students alike, can be resources to enhance and improve the built environment and the experiences of people within them. Furthermore, we can do so in a manner that is integral to the academic program of the college. We believe that this is radically different from the vast majority of professional programs, and thus can provide a meaningful alternative to students who want to engage with the public and how it lives in and enhances the world.

I.1.2 Learning Culture

Higher education in China is highly valued by Chinese society. Only half the students who take the Gao Kao national university admissions test each spring will find a place in a Chinese university. Parents and extended family members are closely connected to applicants, and work with them to prepare academically for a successful program in higher education. While the primary audience for a WKU degree is Chinese natives, there is limited enrollment from other nationalities, as well as increasing study-abroad students from Kean/USA who attend for one semester.

Kean University is among the most diverse campuses in America, based on ethnicity. It also has a high percentage of first-time college students in their families. The university promotes a culture of inclusivity among students through access to new facilities dedicated exclusively to student life and study, organizations and activities. Academic excellence and equity of opportunity are hallmarks of the university's identity. It is the goal of WKU to provide the same culture of equity, inclusivity, and opportunity to its students.

At WKU, the 4-year BFA program in Graphic Design began in 2014, and the BA in Architectural Studies began in 2017. Interior Design and Product Design (called Industrial Design at Kean/USA) will begin in Fall 2019. At present the Design and Architecture students have dedicated studio spaces in the General Education Hall. A new building for all the college's programs, as well as Computing Sciences, will be ready for occupancy in Fall 2019. That building is the major academic building on campus, and has been designed by Moore Ruble Yudell Architects of Santa Monica and Shanghai. We expect it will set a standard for facilities serving Design and Architecture programs internationally.

There is a great deal of emphasis placed on providing ideal learning conditions for students. The initial class of 20 architecture students has been exposed to important buildings and places through weekly field trips. These excursions also included visits to offices of leading professionals across the region. The first-ever comprehensive lecture, exhibition, and professional workshop program was inaugurated in the spring 2016 semester for both Design and Architecture students. Several students are engaged in collegiate sports programs, and other performance-based activities. A chapter of AIAS is presently under discussion, and a college-wide student organization is planned. Outreach activities through K-LABS research projects includes selected students as team members. And interaction between Architecture and the Design program within the college is increasing through the K-LABS project-based work, joint programming, and social engagement.

Students in Architecture have been asked to participate in the formulation of a Studio Culture Policy, and it is planned that a policy will be in place during the 2018-19 academic year. With the significant emphasis on the design studio as the centerpiece of the academic program, the students have already informally adopted methods of engaging with each other in a supportive manner to create a learning culture, and the task in the year ahead will be to formalize these elements into a written document.

I.1.3 Social Equity

Kean's ethnic diversity sets an important standard for admissions and hiring at WKU. While admission to university is administered nationally by the Gao Kao system, the expectation of an equitable learning environment is an important standard at WKU.

Outreach and open houses targeting regional high school students are important recruiting tools. The faculty hiring process is administered by Kean/USA at every level – approval of positions, advertising, formation of an applicant pool, faculty search committees (with WKU representation), review by the Provost, contract negotiations by HR, and final recommendation by the Kean President to the Board of Trustees for approval. The process is monitored by a dedicated EEO/AA office at the university that assures conformity with all applicable standards. The plan for hiring new faculty and building a new program is addressed in the Timeline section of this Plan for Initial Accreditation.

At some point within the next 12-18 months, some of the hiring responsibilities will transfer to the administrative offices of WKU. These include advertising for approved positions, formation of a faculty search committee (with Kean/USA representation). Final approval for all academic positions, however, will remain with Kean/USA.

I.1.4 Defining Perspectives

The defining idea of the new program is a meaningful engagement of the public as a component of the education. This led to the decision to take the name, "School of Public Architecture." This theme is embodied in each of the five Defining Perspectives:

A. Collaboration and Leadership:

Studio projects are based in part on real-world design issues, and include public engagement as a part of the research, documentation, design, and review process. Collaboration in the studio is fostered through an effort to achieve meaningful engagement with the public for a project, fostering a sense of leadership about the values of design to a wider audience. By actively engaging with the public, it is our goal to enrich the design process and ultimately raise expectations for better design in the built environment. Even students can take leadership roles about the place of design in the public world, based on their developing expertise and interests in architecture's role in shaping the built environment.

B. Design:

The goal of the program is to understand public expectations about design – and to raise them, providing a leadership role in this public education. The college-wide outreach through K-LABS and Design Studio, which carry out real-world projects for external constituents, both engages students as team members, and brings back the dynamics of these projects for student learning. This leads to a pedagogical approach more in line with an "atelier" than the typical curricular model of most professional programs. Design is, at its best, a holistic enterprise, and the program centers an approach that reinforces the cultural meaning of design as central to the education. The emphasis on design is evident in the studio courses for architecture, which meet three days each week. It is also evident in the shared academic goals with the four programs in the Design school, especially in the shared effort to formulate a "Design Thinking" minor that can be offered campus-wide.

C. Professional Opportunity:

Treating the design studio as primarily an atelier-based activity, as opposed to a stand-alone curricular element, affords meaningful opportunity to integrate professional activity into the studio

environment. Students regularly visited the offices of leading architects in the region. As an example in the inaugural year of the program, first-year architecture students were engaged on several campus design initiatives, and presently are working on a regional infrastructure-based public design project. The K-LABS project-based initiative reinforces professional culture as well in several respects: differentiated responsibilities, legible outcomes for external audiences, and direct contact with clients. The close ties to Kean/USA should facilitate a wider understanding of professional opportunities globally. Finally, organized workshops for professionals across the region affords both students and practitioners access to each other. Leading professionals from Shanghai, Hong Kong, and Beijing, as well as Wenzhou, have been engaged as guest speakers, review critics, and studio visitors.

D. Stewardship of the Environment:

Resource management is addressed by the atelier method of studio instruction. Expectations about energy utilization and sustainability are included throughout the studio sequence, along with investigation of these issues at differing scales. In addition, the third semester theory course stresses ethical and environmental awareness in the building process. Advocacy about responsible engagement with the environment is a component of the program. Faculty in the RBSD have strong sustainability credentials that are a resource in the academic program for Architecture as well as Design.

E. Community and Social Responsibility:

As a School of Public Architecture, this value is inherent throughout the program. The intention is to relate the undergraduate and professional programs to the wider world and provide leadership in raising public expectations about good design as well as executing high-quality design projects, both in school and after. The K-LABS projects promote engagement with local communities in a responsible manner. Wenzhou-Kean University's goal of providing quality higher education to global populations affords the School of Public Architecture the opportunity to engage audiences often not associated with design culture, and to work with them to improve their communities.

I.1.5 Long-Range Planning

The Kean University Strategic Plan for 2013-2020 set out the goal of implementation of a new professional program in Architecture on both campuses as a means of promoting new areas of academic excellence among Kean's various programs.

Based on that strategic goal, the School of Public Architecture was formed based on the counsel of an external Board of Advisors, brought together in 2014 and chaired by the late Michael Graves. That group outlined a curricular structure and pedagogy that has been shaped by both university and college leadership and faculty. With the arrival of students, they are now integral to these planning efforts as well.

A comprehensive plan for the creation of the new professional program, both on the Kean/USA campus as well as the Wenzhou Kean campus, was developed in 2015 by then-Acting Dean David Mohney, and adopted by the Kean Board of Trustees. Based on criteria set forth by the New Jersey Presidents' Council, the state agency charged with approval of new programs, this plan addressed how the program connected to the university's strategic plan, how it engages with the professional world, including a needs assessment targeting future employment, and the resources needed for the start-up on both campuses.

According to this 2015 plan, it was intended to begin the WKU program in Architecture two years

after the implementation of the program at Kean/USA. For Kean/USA, the first students matriculated in Fall 2015, and will graduate from the 4-year BA program in May 2019, and from the M. Arch. program in May 2021. NAAB Eligibility was granted in 2017, and Initial Candidacy in early 2018. The intention is to hold the Initial Accreditation visit in the Fall of 2021.

Thus for WKU, the intention is to establish Eligibility in Spring 2019, and hold the Initial Candidacy visit in Fall 2019, with Continuing Candidacy in 2021, and Initial Accreditation in 2023.

The President and Provost are both fully engaged in providing counsel for this plan and its implementation through regular meetings. Kean University was put on notice by the Middle States Learning Commission in 2010 regarding deficient assessment procedures. The university's response was immediate and significant: it instituted a comprehensive and rigorous assessment process, which culminates annual procedures by "closing the loop," or using data-based evidence to amend and improve programmatic elements. New administrative staff guide that process, and the Provost's office provides regular assessment metrics used to evaluate program goals and outcomes.

A more detailed presentation follows, based on the submittal to the New Jersey Presidents' Council for state approval of the new program:

RELATIONSHIP TO INSTITUTIONAL STRATEGIC PLAN AND IMPACT ON OFFERINGS

The professional program in Architecture aligns with a significant number of the goals set forth in the Kean University 2013-2020 Strategic plan: ⁱ

Academically, it allows the university to grow with programs that demonstrate potential for both regional and national distinction (Objective 1.1), and specifically, addresses the action item calling for the establishment of the architecture program in both China and New Jersey (Action Item 1.1.2.5). Furthermore, it facilitates undergraduate programs that address regional and national needs (1.1.3) and that bring subject accreditation standards to the university (Action Item 1.1.4).

In terms of externally-focused learning opportunities, the professional program in architecture will provide significant opportunities for internships at regional, national, and international firms (Action Item 1.2.2).

In terms of academic metrics, the program will improve retention for the university (Objective 2.3), given the precedent of architecture students' retention and time-to-degree standards nationally.

The professional program can draw upon the leading architectural communities in the world for faculty and technical staff (Goal 3), as well as an emerging community of architects in China. Both emulating best practices in defining full-time faculty responsibilities (Objective 3.1) and professional development to address recruiting and retaining faculty (Objective 3.2) will be enhanced by the extensive professional community in New York and the opportunities for demonstration of professional activity in China. This applies as well to adjunct faculty on both campuses (Objective 3.4).

Additionally, the professional program in architecture will be anchored philosophically by a commitment to engage the communities around it for teaching, research, and service activities. Both the metropolitan New York / New Jersey region and Wenzhou and its environs will serve as case studies for curricular elements of the program. These will provide extensive opportunities for community partnerships on both campuses (Goal 5). It applies to programmatic elements that take place on both campuses (Objectives 5.1 and 5.2) to the surrounding communities (Objective 5.3).

Finally, the commitment to a single program operating at two campuses on different continents elevates the idea of the global university greatly (Goal 6). The opportunity to use the curricular elements as a means to address the issues of the built environment, and the differing responses in different cultures, is a profound learning opportunity (Objective 6.1). The interchangeability of the academic program across campuses is another significant asset (Objectives 6.2 and 6.3), and should shoulder a significant part in achieving Kean's vision as a global university (Objective 6.4).

Additionally, the Wenzhou-Kean University Strategic Plan 2015-2020 contributes to understanding the program:

Goal 1 is to position WKU as a world-class institution through the offering of academic programs that are responsive to local, national, and international needs. It calls for the establishment of the School of Architecture and Design (2017) (1.1.1.1) and to grow the program in Architecture (1.1.1.3) as well as the other programs in Design within the college. Because the curriculum on both campuses is identical, we anticipate that this will facilitate exchange of students (2.1.4). In terms of facilities, the WKU plan calls for appropriate space and equipment (4.1.1) and to establish a maker-space lab (4.1.2). Finally, the plan calls for the design and construction of key academic buildings, including the School of Architecture and Design (6.1.2), and its completion by Fall 2018 (6.1.2.3). While that deadline will not be met, the new facility should be operating by Fall 2019.

I.1.6 Assessment

A. Program Assessment:

Since all academic administration is managed by Kean/USA administrators, program assessment at WKU will be managed by the Dean of the Michael Graves College, with input from faculty and staff on both campuses.

Kean University has defined standards for Student Learning Outcomes (SLO's), how they are measured, and in particular, "closing the loop" to respond to issues and opportunities raised by assessment procedures.

There are defined goals within the six-year curriculum of the professional program. They are:

- **Core 1/2:** In the first two years of study, students will acquire skills and abilities to:
 - - think in visual and abstract terms, and assess design at multiple scales
 - -assess ecological and environmental context of the built environment
 - -investigate economic and social context of the built environment
 - -assess levels of civility and urbanity in the history of human discourse
 - -demonstrate the value of representation by hand, in both 2-D and 3-D

- **Baccalaureate 3/4:** For the final two years of undergraduate study, students will acquire skills and abilities to:
 - -create designs that are cultural products across the history of human discourse
 - -instill values of the public realm into the design process
 - -assess and design structures and spaces for complex programs
 - -develop the technical skills for construction
 - -refine representational skills, both by hand and digitally
 - -engage in a semester-long international experience

- **Graduate 5/6:** In the two years of the professional degree students will acquire skills and abilities to:
 - -integrate of the cultural, social, and technological elements of the design process into a unified project
 - -investigate of individual interests and abilities through a capstone/thesis project
 - -engage in opportunities for intense field work and international travel
 - -synthesize a comprehensive design education into an expression of humanism in the contemporary world

In addition, there are defined goals for quantitative measures, such as student enrollment, faculty positions, and staff positions. The following chart sets these out:

Faculty Resources and Student Enrollment

FACULTY RESOURCES AND STUDENT ENROLLMENT												
ENROLLMENT		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
KEAN/USA	UNDERGRAD	0	20	49	92	130	144	144	144	144	144	
KEAN/USA	GRAD	0	0	0	0	0	15	40	55	60	60	
WKU	UNDERGRAD	0	0	0	18	47	77	107	138	144	144	
WKU	GRAD	0	0	0	0	0	0	0	15	40	55	
FACULTY												
KEAN/USA												
	ASST. PROF.	0	1	1	1	1	2	3	3	3	3	
	LECTURER	0	1	2	3	4	4	4	4	4	4	
	ADJUNCT	0	1	2	4	4	5	5	5	5	5	
	VISITING	0	0	0	0	0	0	1	1	1	1	
WKU												
	ASST. PROF.	0	0	0	0	1	1	2	3	3	3	
	LECTURER	0	0	0	1	1	2	2	2	3	3	
	ADJUNCT	0	0	0	1	2	2	3	4	5	5	
	VISITING	0	0	0	0	0	1	2	2	2	2	

Faculty and staff are evaluated annually by both peers (both portfolio review and class observation), college leadership (reviews, portfolio, and individual meetings), and university administration (annual performance review for untenured faculty and lecturers, and 5-year review for tenured faculty). The Board of Trustees expects regular presentations on the status of the college and its programs.

The university offers several methods to address specific resource shortcomings. These include annual faculty position requests, equipment and other resources, and space planning.

In addition, there is a process to identify and support new initiatives that typically are not part of the annual review process.

B. Curricular Assessment and Development:

Kean utilizes the SIR II evaluations from ETS campus-wide to evaluate student positions on both courses and faculty. In addition a college Curriculum Committee reviews all changes and additions to courses and academic programs. The faculty meet weekly, and must approve any alterations to existing academic programs.

Major program changes require review by the University Curriculum Committee (UCC) as well as the Kean University Faculty Senate. The Master of Architecture program also is reviewed by the Dean of the Graduate School. These changes are coordinated by the Provost's office after the

college faculty has its completed internal review.

NAAB CONDITIONS:

PART ONE (I): SECTION 2—RESOURCES

I.2.1 Human Resources and Human Resource Development

Kean University reorganized four existing undergraduate programs in the Robert Busch School of Design and the new School of Public Architecture as the Michael Graves College in 2015. Existing administrative infrastructure within the RBSD was augmented with additional staff in the MGC, resulting in a Dean, Associate Dean, Managing Director for the college, and program assistants for the two schools. There are two Program Coordinators at WKU, one for Graphic Design and one for Architecture. Both are Assistant Professors at WKU. Both the Dean and the Associate Dean travel regularly to Wenzhou: Dean Mohny averages 5 trips per year, and Associate Dean Gonnella averages 2 trips per year. Each visit is typically 10-14 days in length. There are weekly video calls between program directors on both campuses, and joint video faculty meetings monthly.

Full-time faculty responsibilities are defined as a minimum of 35 hours of faculty activity, including teaching, research, preparation, and defined office hours, is documented through the Dean's office for each faculty member. Class sizes in the professional program are capped to assure student access to faculty members.

The School of Design uses adjunct instructors in addition to the regular faculty. There are approximately 5 adjuncts for each f/t faculty member in Design. For Architecture, however, there will be less reliance on adjuncts: as the matrix on the previous page shows, there will be a rough equivalence between regular full-time faculty and adjunct instructors in Architecture.

Presently Dean David Mohny serves as Architectural Licensing Advisor.

Faculty and staff are required to participate by the university in Professional Development Days, which consist of three 5-day sessions a year. Faculty can apply for research grant funding and additional resource-based educational courses. The MGC offers Professional Workshops as a component of its public education programs, and is a registered provider of Continuing Education credits through AIA. All faculty and staff (as well as students) have access to these events.

Wenzhou-Kean University provides numerous student service activities, such as academic counseling and advising. Faculty are expected to assume advising responsibilities for defined cohorts of students, and to be available regularly in their office hours to provide this service.

I.2.2 Physical Resources:

The Michael Graves College is located on two floors of the General Education Hall at WKU. There is dedicated studio space for each architecture student, as well as classroom space. All faculty have offices, which are shared. There are spaces available for private conferences as needed. The college has dedicated program offices as well.

In the fall of 2018, a major new academic building, Ge He Kai Hall, will be dedicated at the center of campus. It will provide facilities for Architecture, all Design programs, and Computer Sciences. This 150,000 sf facility should set a standard for architecture schools internationally, with all required spatial needs more than satisfied. These include major studio areas, classrooms, a dedicated library for Architecture and Design, a large lecture hall, ideal shop facilities and equipment, offices for faculty and staff, conference rooms, a café, and a VIP room for visiting dignitaries. The front portico faces the entrance of to the campus, and it is expected that Ge He Kai Hall will serve as the site for

university graduation ceremonies in the near future.

Ge He Kai Hall: images and plans



Perspective of front elevation



Perspective of rear elevation



Wenzhou Kean University Design Academy

Section showing classrooms, atrium, and studios



Wenzhou Kean University Design Academy

Perspective of atrium

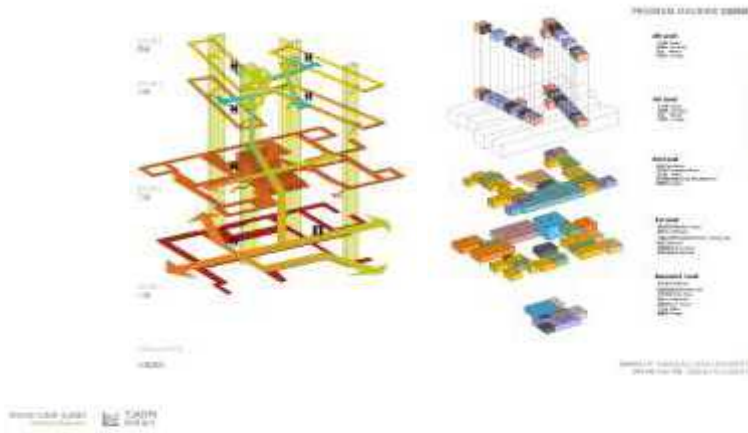


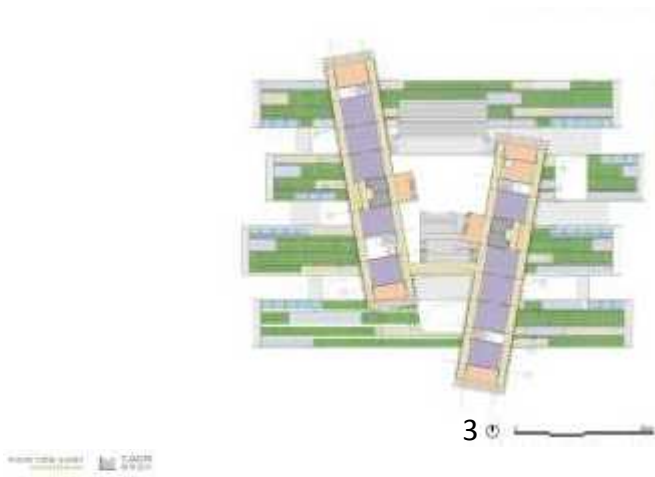
Diagram of uses and circulation



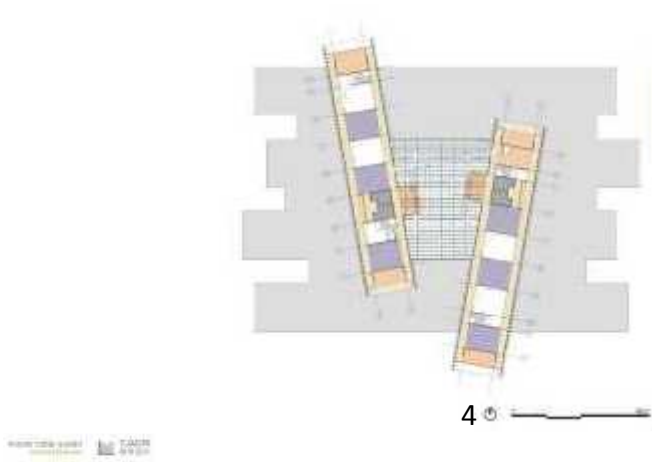
First floor plan



Second floor plan



Third floor plan



Fourth floor plan

I.2.3 Financial Resources:

The new program in architecture has submitted an estimate of all start-up costs associated with the program, as well as costs for MGC programs. These include new faculty positions, association dues, lecture series, board of advisors expenses, equipment, student assistantships, etc. To date, all expenses have been funded when requested.

Appendix A: Three-year financial projections for M. Arch. program

BUDGET OVERVIEW		FALL 2019	SPRIN G 2020	FALL 2020	SPRIN G 2021	FALL 2021	SPRIN G 2022
-----------------	--	-----------	--------------	-----------	--------------	-----------	--------------

TOTAL ENROLLMENT		15	15	40	40	84	84
UNION CAMPUS	(assumes 15% attrition +/- after 1st year)	15	15	40	40	60	60
WENZHOU-KEAN SITE	(assumes 5% attrition +/- after 1st year)	0	0	0	0	24	24

FACULTY: FTE							
---------------------	--	--	--	--	--	--	--

UNION CAMPUS	REGULAR		6	6	7	7	7	7
	ADJUNCT		5	5	6	6	6	6
WENZHOU- KEAN SITE	REGULAR		3	3	4	4	6	6
	ADJUNCT		3	3	5	5	6	6

STAFF: FTE								
UNION CAMPUS	DEAN		1	1	1	1	1	1
	ASSOCIATE DEAN		1	1	1	1	1	1
	ADMINISTRATI VE STAFF		3	3	3	3	3	3
	OTHER STAFF		2	2	2	2	2	2

WENZHOU- KEAN SITE	ASSOCIATE DEAN		1	1	1	1	1	1
	ADMINISTRATI VE STAFF		2	2	2	2	2	2
	OTHER STAFF		2	2	2	2	2	2

OPERATIONAL BUDGET		FALL 2019	SPRIN G 2020	FALL 2020	SPRIN G 2021	FALL 2021	SPRIN G 2022
UNION ADMINISTRATI ON:	TRAVEL	5000		5000		6000	
	CONFERENCES	2500		2500		2500	
	CONSULTANTS	1000		1000		1000	
	ANNUAL SYMPOSIUM	7500		6000		4500	
	EXHIBITIONS	1500		1500		1000	
	PUBLICATIONS	3000		3000		3000	
	MARKETING	n/a		n/a		n/a	
	RECRUITING	n/a		n/a		n/a	

	EQUIPMENT		3000		3000		3000	
	SUPPLIES		2000		2000		2000	
	COLLECTIONS		7500		7500		5000	

FACULTY:	ADVISORY BOARD MTGS		5000		5000		5000	
	TRAVEL		2500		3000		4000	
	DEVELOPMENT/ TRAINING		1000		1500		2000	
	LECTURES		2500		2500		2500	

STUDENTS:	SUPPLIES		2000		2000		3000	
	TRAVEL		2500		3000		4000	
	ORGANIZATIONS		2500		2500		2500	

OPERATIONAL BUDGET			FALL 2019	SPRING 2020	FALL 2020	SPRING 2021	FALL 2021	SPRING 2022
WENZHOUS-KEAN SITE ADMINISTRATION:	TRAVEL						5000	
	CONFERENCES						2500	
	CONSULTANTS						1000	
	ANNUAL SYMPOSIUM						6000	
	EXHIBITIONS						1500	
	PUBLICATIONS						3000	
	MARKETING						n/a	
	RECRUITING						n/a	
	EQUIPMENT						3000	
	SUPPLIES						2000	
	COLLECTIONS						7500	
FACULTY:	TRAVEL						3000	
	DEVELOPMENT/TRAINING						1500	
	LECTURES						2500	
STUDENTS:	SUPPLIES						2000	
	TRAVEL						3000	
	ORGANIZATIONS						2500	
DUES	NAAB		incl					
	ACSA		8335					

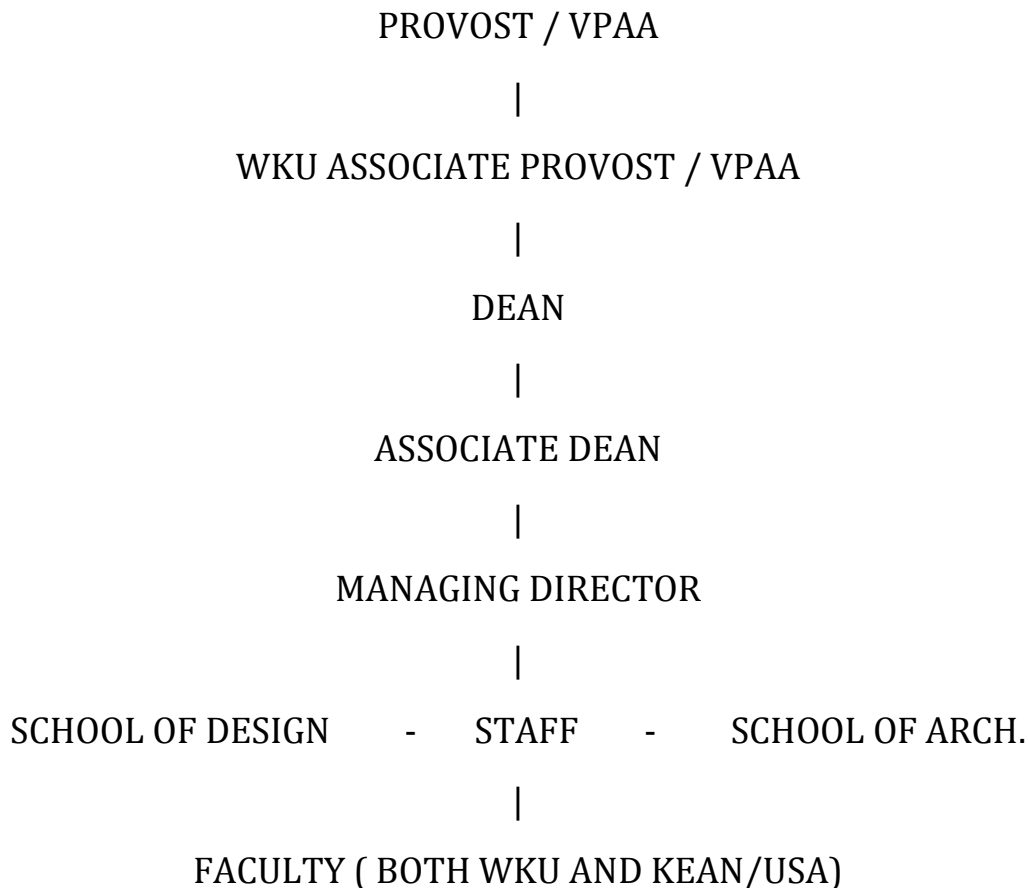
I.2.4 Information Resources.

Information resources are limited. The university is committed to online access to resources, and in general has relegated book acquisition to a secondary need, favoring to develop online access first. However it has made an exception for Architecture, providing funding to develop a book collection over time. Recent gifts of periodicals has jump-started the development of a collection. Policy about whether this collection will be located in the university library or in the college is not defined at this time. There are at present no dedicated librarians for architecture.

I.2.5 Administrative Structure and Governance

Kean University reorganized four existing undergraduate programs in the Robert Busch School of Design and the new School of Public Architecture as the Michael Graves College in 2015. Existing administrative infrastructure within the RBSD was augmented with additional staff in the MGC, resulting in a Dean, Associate Dean, Managing Director for the college, and program assistants for the two schools. The Dean serves as Director for the program in Architecture, and the Associate Dean serves as Director for the four Design programs. The Dean reports to the Provost/Vice President for Academic Affairs, and is a full member of the Kean University Deans Council (convened by the Provost), with the deans of seven other colleges.

Organizational chart for the Michael Graves College



NAAB CONDITIONS:

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1—STUDENT PERFORMANCE—EDUCATIONAL REALMS AND STUDENT PERFORMANCE CRITERIA

II.1.1 Student Performance Criteria (SPC).

Two defining qualities of the Kean program guide the achievement of student outcomes. First is the intention to integrate together elements of the design process to create a more holistic educational model than the curricular system in place presently at most schools. That means that linkages exist between particular courses: for example, the second year studio devoted to Landscape is tied to the Theory course that addresses sustainability, resource management, and energy.

Second, the emphasis on public architecture, and the use of real world problems so that the studio becomes more of an engaged atelier system of education, rather than a detached component of an academic program, is crucial. This emphasis means that real-world design problems are addressed comprehensively; from research to programming, from non-professional understanding to the limitations that guide the design process, these important contextual elements to the making of architecture are considered integral to the design education.

Here is the intended implementation of courses for the professional program:

Kean University School of Public Architecture
 Bachelor of Architectural Studies Yearly Sequence

Updated 11.16

Year:	Semester + Total Credits:	Required Architecture Courses:				General Education and Elective Courses:		
YEAR 01	FALL 17 Credits	ARCH 101: Studio Urbanism and Architecture (4)	ARCH 301: Representation and Hand Skills (3)	ARCH 601: Elements and Principles of Urban Design (3)	ARCH 000: Intro to Architecture (3)	Math 000, 1010, 016, 1030, 054 (3)	GE 000: Transition to Kean (1)	
	SPRING 16 Credits	ARCH 102: Studio Construction and Architecture (4)	ARCH 302: Representation and Hand Skills (3)	ARCH 602: Elements and Principles of Formal Theory (3)	ARCH 201: Architectural History (3)	ENG 030: College Composition (3)		
YEAR 02	FALL 16 Credits	ARCH 103: Studio Landscape (4)	ARCH 303: Representation and Hand and Digital Skills (3)	ARCH 603: Ecology, the Environment, and the Ethics of Architecture (3)	ARCH 203: History 3: 20 th and 21 st Century Architecture (3)	COMM 402: Speech Communication (3)		
	SPRING 18 Credits	ARCH 104: Studio Urban Building (6)	ARCH 304: Representation and Hand and Digital Skills (3)		ARCH 204: History 4: Classical and Rational Architecture (3)	CPS 032: Math/ Computing (3)	HIST 062: World History (3)	
YEAR 03	FALL 18 Credits	ARCH 105: Studio Travel, Rome and Union (6)			ARCH 205: History 5: Renaissance and Baroque Architecture (3)	GE 025: Research Technology (3)	ENG 2403: World Literature (3)	Social Science Course (3)
	WINTER 18 Credits	CHINA TRAVEL OPTION						
YEAR 04	SPRING 18 Credits	ARCH 106: Studio Complex Program (6)		ARCH 401: Structures (3)	ARCH 206: History 6: 8 th and 9 th Century Architecture (3)	Humanities Course (3)	Social Science Course (3)	
	FALL 18 Credits	ARCH 107: Studio Urban Design, Planning, Housing (6)		ARCH 402: Structures (3)	ARCH 207: History 7: Urban and Landscape Forms (3)	Humanities Course (3)	Additional Science Course (3-4)	
YEAR 04	SPRING 18 Credits	ARCH 108: Studio Optional Individual Topics (6)		ARCH 403: Building Systems (3)	ARCH 208: History 8: History/Theory Seminar (3)	Lab Science Course (4)	Health and Physical Education Course (2-3)	

Kean University School of Public Architecture
 Yearly Sequence for Graduate Program in Architecture

Year:	Semester + Total Credits:	Required Architecture Courses:				General Education and Elective Courses:	
Year 05: Graduate Level	FALL 12 Credits	ARCH 5109: Studio II (6)		ARCH 5404: Building Systems II (3)	ARCH 5209: History/Theory Seminar (3)		
	SPRING 15 Credits	ARCH 5110: Studio I: Travel Option (6)		ARCH 5405: Building Systems Integration (3)		Professional Elective (3)	Professional Elective (3)
Year 06: Graduate Level	FALL 12 Credits	ARCH 5111: Studio I: Comprehensive Design (6)		ARCH 5501: Professional Practice (3)	ARCH 5210: Thesis/Research Seminar (3)		
	SPRING 12 Credits	ARCH 5112: Studio II: Thesis (6)		ARCH 5502: Professional Practice 2: Advanced Practice Models (3)		Professional Elective (3)	

A closer reading of the SPC's in relation to the projected curriculum follows, organized by the four thematic Realms of the NAAB Conditions.

Realm A: Critical Thinking and Representation

The SPC's associated with Realm A, Critical Thinking and Representation, run consistently through the curriculum, primarily in the studio sequence and the associated representation courses. Intensive studio-based instruction addresses A.1 (Communication Skills), A.2 (Design Thinking Skills), A.3 ((Investigative Skills), A.4 (Architectural Design Skills), A.5 (Ordering Systems), A.6 (Use of Precedents), and to a significant extent, A.8 (Cultural Diversity and Social Equity). A.7 (History and Global Culture) is addressed through the sequence of nine history lecture courses and seminars.

Realm B: Building Practices, Technical Skills, and Knowledge

The technical knowledge and skills needed to carry out a building project occur primarily in the latter half of the academic course sequence. Beginning in the second semester of the third year, courses in Structures, Building Systems, Building Systems Integration and two semesters of Professional Practice are taught. It is our intention to integrate these courses into the Studio courses associated with each semester, not teach the material in an isolated manner. Thus B.1 (Pre-Design), B.2 (Site Design), B. 3 (Codes and Regulations) and B. 10 (Financial Considerations) are addressed both in studio and Professional Practice. B.4 (Technical Documentation), B.5 (Structural Systems), B.6 (Environmental Systems), B.7 (Building Envelope Systems and Assemblies), B.8 (Building Materials and Assemblies), and B.9 (Building Service Systems) are taught in the associated courses in the Technology sequence, but are also integrated into the studio courses at the same time.

Realm C: Integrated Architectural Solutions.

The two concluding studio courses (Comprehensive Design in the first semester of the sixth year,

and Thesis in the concluding semester which follows) integrate together the SPC's in Realm C; C.1 (Research), C.2 (Integrated Evaluations and Decision-Making Design Process), and C.3 (Integrative Design). However it is worth pointing out that elements for each of the Realm C criteria are evident earlier in the course program, primarily in the Design Studio sequence. C.1 (Research) is integral throughout the instructional process, for example.

Realm D: Professional Practice.

SPC D. 1 (Stakeholder Roles in Architecture) is integral to the core of the School of Public Architecture's identity and mission. It is our intention to engage all the various stakeholders, including the public in general, as integral to the academic design process. The real world is a worthy teaching tool.

The remaining SPC's from Realm D, D.2 (Project Management), D.3 (Business Practices), D.4 (Legal Responsibilities), and D.5 (Professional Conduct) are taught across two semesters of Professional Practice courses. And critically, elements of each will also be associated with the studio projects, building on the criterion identified in D.1, Stakeholder Roles in Architecture, so that students understand and have the ability to understand design as a holistic enterprise with implications not only on formal considerations, but on programmatic, economic, social, legal, and professional concerns as well.

The following matrix indicates how the various SPC's are met. Importantly, it also indicates how the SPC's address Kean's own defined Student Learning Outcomes.

	1. ... analysis of multiple theoretical, social ... cultural and environmental contexts. [Realm A: Critical Thinking...]	2. Utilize a diverse range of skills ... including writing, investigating, speaking, drawing and modeling. [Realm A: Critical Thinking...]	3. Apply the technical aspects of design... to architectural solutions ... responsive to relevant codes, regulations ... [Realm B: Practices, Tech Skills ...]	4. ... impact of decisions on ... safety, accessibility, environmental stewardship, and financial considerations. [Realm B: Practices, Tech skills ...]	5. ... integrated design solution ... research, analysis, and environmental responsiveness. [Realm C: Integrated Architectural Solutions]	6. Apply business principles for the practice of architecture ... management and advocacy. [Realm D: Professional Practice]	7. Demonstrate legal and ethical professional practices ... [Realm D: Professional Practice]
ARCH 1101	X	X					
ARCH 1102	X	X	X				
ARCH 1201	X	X					
ARCH 1202	X	X					
ARCH 1301		X					
ARCH 1302		X					
ARCH 2103	X	X	X				
ARCH 2104	X	X	X				
ARCH 2203	X	X					
ARCH 2204	X	X					
ARCH 2303		X					
ARCH 2304		X					
ARCH 3105	X	X					
ARCH 3106	X	X	X	X			
ARCH 3205	X	X	X				
ARCH 3206	X	X					

	1. ... analysis of multiple theoretical, social ... cultural and environmental contexts. [Realm A: Critical Thinking...]	2. Utilize a diverse range of skills ... including writing, investigating, speaking, drawing and modeling. [Realm A: Critical Thinking...]	3. Apply the technical aspects of design... to architectural solutions ... responsive to relevant codes, regulations ... [Realm B: Practices, Tech Skills ...]	4. ... impact of decisions on ... safety, accessibility, environmental stewardship, and financial considerations. [Realm B: Practices, Tech skills ...]	5. ... integrated design solution ... research, analysis, and environmental responsiveness. [Realm C: Integrated Architectural Solutions]	6. Apply business principles for the practice of architecture ... management and advocacy. [Realm D: Professional Practice]	7. Demonstrate legal and ethical professional practices ... [Realm D: Professional Practice]
ARCH 3401			X				
ARCH 4107	X	X	X	X			
ARCH 4108		X					
ARCH 4207	X	X	X				
ARCH 4208	X	X					
ARCH 4402			X	X			
ARCH 4403			X	X			
ARCH 5109	X	X	X	X			
ARCH 5110	X	X			X	X	
ARCH 5209	X	X					
ARCH 5210	X	X					
ARCH 5404			X	X			
ARCH 6111			X	X	X		X
ARCH 6112							
ARCH 6405			X	X	X		
Total # of under-graduate courses outcome is addressed	15	20	10	4	0	0	0
Total # of graduate courses outcome is addressed	4	4	4	4	3	1	1
Total # of courses outcome is addressed (Combined)	19	24	14	8	3	1	1

Finally, this matrix indicates when Kean will assess the professional outcomes in relation to its own assessment procedures:

Program Evaluation Instrument	2014 NAAB Requirements	Person(s) Completing Evaluation	Assessment Form
Architecture Graduate Survey [Appendix A]	I.1 Identity and Self-Assessment I.1.2 Learning Culture I.1.3 Social Equity I.1.4 Defining Perspectives I.1.6 Assessment I.2.2 Physical Resources I.2.4 Information Resources II.1.1 Student Performance Criteria (Program Learning Outcomes)	Program Graduates <ul style="list-style-type: none"> • Undergraduate-level (B.Arch) • Graduate-level (M.Arch) 	Annual, Ongoing <ul style="list-style-type: none"> • First Cohort of B.Arch Graduates: Spring 2019 • First Cohort of M.Arch Graduates: Spring 2021
Employer Evaluation of Architecture Program [Appendix B]	I.1 Identity and Self-Assessment I.1.6 Assessment II.1.1 Student Performance Criteria (Program Learning Outcomes)	Employers of Program Graduates	Annual, Ongoing (conclusion of academic year) <ul style="list-style-type: none"> • First Cohort of M.Arch Graduates: Spring 2021. Survey administration begins Spring 2022.

NAAB CONDITIONS

PART TWO (II): SECTION 2—CURRICULAR FRAMEWORK

II.2.1 Institutional Accreditation

Kean University is accredited by Middle States Commission on Higher Education. The most recent re-accreditation letter is attached to the Plan.



Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501
www.msche.org

June 27, 2014

Dr. Dawood Farahi
President
Kean University
1000 Morris Avenue
Box 411
Union, NJ 07083

RECEIVED

JUL 1 2014

OFFICE OF THE PRESIDENT
KEAN UNIVERSITY

Dear Dr. Farahi:

At its session on June 26, 2014, the Middle States Commission on Higher Education acted:

To accept the monitoring report and the institution's response to third party comment and to note the visit by the Commission's representatives. To request that the Periodic Review Report, due June 1, 2017, document evidence of 1) continued enhancement of communication among all constituent groups (Standard 6); 2) implementation of clear and consistent expectations for direct measures across all non-academic units (Standard 7); and 3) review of the learning outcomes for general education and consideration of a reduction in the number of outcomes (Standard 12).

Enclosed for your information is a copy of the Statement of Accreditation Status for your institution. The Statement of Accreditation Status (SAS) provides important basic information about the institution and its affiliation with the Commission, and it is made available to the public in the Directory of Members and Candidates on the Commission's website at www.msche.org. Accreditation applies to the institution as detailed in the SAS; institutional information is derived from data provided by the institution through annual reporting and from Commission actions. If any of the institutional information is incorrect, please contact the Commission as soon as possible.

Please check to ensure that published references to your institution's accredited status (catalog, other publications, web page) include the full name, address, and telephone number of the accrediting agency. Further guidance is provided in the Commission's policy statement *Advertising, Student Recruitment, and Representation of Accredited Status*. If the action for your institution includes preparation of a progress report, monitoring report or supplemental report, please see our policy statement on *Follow-up Reports and Visits*. Both policies can be obtained from our website.

Please be assured of the continuing interest of the Commission on Higher Education in the well-being of Kean University. If any further clarification is needed regarding the SAS or other items in this letter, please feel free to contact Dr. Robert A. Schneider, Senior Vice President.

Sincerely,

Gary L. Wirt, Ed.D.
Vice Chair

II.2.2 Professional Degrees and Curriculum

The Kean University professional program in architecture emphasizes knowledge of humanist values as they affect the design of the contemporary built environment. It promotes the cultivation of comprehensive design skills that are made manifest through both thinking and representation. Using resources in proximity to its two campuses, it will prepare students to address the design of the public realm in both building and landscape. It will utilize two major metropolitan cities to engage with enhancing public spaces in a dynamic, changing environment. It will be a resource to its constituents – academic, professional, and public – through the promulgation of design at the highest levels.

The program will intensively utilize the Wenzhou region and Zhejiang Province primarily, and the New York/New Jersey metropolitan area secondarily, as the basis for in-depth case studies as a pedagogical component of the curriculum. Studio projects, building technology examples, and analysis of the regions' developments in terms of ecology, sociology, and history as well as built form will be beneficial at multiple levels due to their accessibility. It will ground the program with local constituents, provide engagement with real-world contexts for making architecture, and elevate the public identity of the program.

The program follows the 4+2 model for a professional degree in Architecture: a 4-year Bachelor of Arts degree in Architectural Studies, followed by a 2-year professional Master of Architecture degree. It consists of 196 total credit hours, of which 139-141 are elements of the professional curriculum. It allows 18 credit hours for minors or concentrations within the discipline. 55 credit hours are at the graduate level. Wenzhou-Kean requires 35 credit hours of general studies courses as a component of the baccalaureate degree. There are additional English language courses required at WKU, although these do not count for credit hour requirements. Finally, there are several Chinese culture courses that are required by the Ministry of Education in the General Education component of the curriculum.

Through the curricular program, students move to address increasingly complex problems. Initially, components addressing design, technology, history, and professional ethics are taught in individual courses. Gradually these are integrated together, so that by the end of the professional program, a comprehensive project that addresses all of them is a defining capstone of the student's education. It also serves as a transition element to the working methods of professional architectural offices.

The program will address the increasing level of professional design services required in the 21st century, and the increasing globalization of architectural design. It utilizes its two locations in major urban areas as resources for access to professional employment and training.

Kean University's standard course guide sheet, indicating requirements for General Education, Professional Studies, Electives and other options, follows:

Michael Graves School of ARCHITECTURE –

BA IN ARCHITECTURAL STUDIES / 139-141 S.H.

EFFECTIVE DATE: FALL 2015

START TERM:

NAME:

TRANSFER INSTITUTIONS CG

CREDITS:

STUDENT ID:

In Progress:

GENERAL EDUCATION (total credits)	43-45 S.H.	ACADEMIC MAJOR*** (total credits)	96 S.H.
FOUNDATION REQUIREMENTS	13 S.H.	REQUIRED MAJOR COURSES	
GE 1000 Transition to Kean (required of all Freshman)	1	ARCH 1000 INTRO TO ARCHITECTURE	3
ENG 1030 College Composition	3	ARCH 2101 STUDIO 1: URBANISM AND ARCHITECTURE	4
MATH 1000, 1010, or 1030	3	ARCH 2102 STUDIO 2: CONSTRUCTION AND ARCHITECTURE	4
COMM 1402 Speech Communications	3	ARCH 2103 STUDIO 3: LANDSCAPE	4
GE 2025 Research and Technology	3	ARCH 2104 STUDIO 4: URBAN BUILDING	6
DISCIPLINARY & INTERDISCIPLINARY Distribution Requirements:		ARCH 2105 STUDIO 5: TRAVEL, ROME AND UNION	6
HUMANITIES:	9 S.H.	ARCH 2106 STUDIO 6: COMPLEX PROGRAM 1	6
* ENG 2403 World Literature	3	ARCH 4107 STUDIO 7: URBAN DESIGN, PLANNING, HOUSING	6
<i>Select two of the following:</i> FINE ARTS or ART HISTORY	3	ARCH 4108 STUDIO 8: OPTIONAL STUDIO- INDIVIDUAL TOPICS	6
PHILOSOPHY or RELIGION	3	ARCH 1301 REPRESENTATION 1: HAND SKILLS	3
MUSIC or THEATER	3	ARCH 1302 REPRESENTATION 2: HAND SKILLS	3
FOREIGN LANGUAGES	3	ARCH 2303 REPRESENTATION 3: HAND AND DIGITAL SKILLS	3
INTERDISCIPLINARY	3	ARCH 2304 REPRESENTATION 4: HAND AND DIGITAL SKILLS	3
SOCIAL SCIENCES:	9 S.H.	ARCH 3401 ELEMENTS AND PRINCIPLES 1: INTRO TO UNDERSTANDING ARCHITECTURE	3
* HIST 1062 Worlds of History	3	ARCH 3401 ELEMENTS AND PRINCIPLES 2: INTRO TO UNDERSTANDING ARCHITECTURE	3
<i>Select one of the following:</i> PSYCHOLOGY 1000	3	ARCH 2603 ECOLOGY, THE ENVIRONMENT, AND THE ETHICS OF ARCHITECTURE 1	3
ECONOMICS or GEOGRAPHY	3	ARCH 3402 STRUCTURES 1:	3
POLITICAL SCIENCE	3	ARCH 4402 STRUCTURES 2:	3
SOCIOLOGY or ANTHROPOLOGY	3	ARCH 4403 BUILDING SYSTEMS 1:	3
INTERDISCIPLINARY	3	ARCH 1201 HISTORY 1: AN OVERVIEW OF ARCHITECTURE IN WORLD CIVILIZATION	3
SCIENCE AND MATHEMATICS:	10-11 S.H.	ARCH 2303 HISTORY 3: 20 TH AND 21 ST CENTURY ARCHITECTURE	3
CPS or MATH	3	ARCH 2204 HISTORY 4: CLASSICAL AND RATIONAL ARCHITECTURE	3
LAB SCIENCE (4 S.H.): Biology, Chemistry, Physics, Geology, Meteorology, Astronomy; ADDITIONAL: GE APPROVED SCIENCE (3-4 S.H.) Earth Science, Interdisciplinary	4	ARCH 3205 HISTORY 5: RENAISSANCE AND BAROQUE ARCHITECTURE	3
HEALTH OR PHYS. ED.	1-3 S.H.	ARCH 2006 HISTORY 6: 18 TH AND 19 TH CENTURY ARCHITECTURE	3
	1, 1	ARCH 4207 HISTORY 7: URBAN AND LANDSCAPE FORMS	3
		MAJOR CAPSTONE:	3 S.H.
		ARCH 4208 ARCHITECTURAL HISTORY RESEARCH SEMINAR	3
		NOTE: -Minimum grade of "C" required in major courses -Minimum GPA of "3.0" required for graduation	
		TOTAL:	
		ADVISOR SIGNATURE:	

ARCHITECTURE –

MA IN ARCHITECTURAL STUDIES / 55 S.H.

EFFECTIVE DATE: FALL 2014

START TERM:

NAME:

TRANSFER INSTITUTIONS (X)

CREDITS:

STUDENT ID:

In Progress:

GENERAL EDUCATION (total credits)	NA	GRADUATE	55 S.H.
		ARCH 5109 STUDIO 9: COMPLEX PROGRAM II	6
		ARCH 5110 STUDIO 10: TRAVEL OPTION	4
		ARCH 6111 STUDIO 11: COMPREHENSIVE DESIGN	6
		ARCH 6112 STUDIO 12: THESIS	9
		ARCH 5502 PROFESSIONAL PRACTICE 2: ADVANCED PRACTICE MODELS	3
		ARCH 5209 HISTORY 9: HISTORY/THEORY SEMINAR	3
		ARCH 5210 THESIS RESEARCH SEMINAR	3
		ARCH 3404 BUILDING SYSTEM 2	3
		ARCH 6405 BUILDING SYSTEMS INTEGRATION 3	3
		ARCH 5501 PROFESSIONAL PRACTICE 1	3
		ELECTIVES	12

NAAB CONDITIONS

PART TWO (II): SECTION 3—EVALUATION OF PREPARATORY EDUCATION 22

Every applicant for the BA in Architectural Studies program submits a university application and a portfolio of creative work. At this time, an in-person interview between the Applicant and the Dean or his designee is required for admission. The Admissions staff of the university refers all evaluation of professional and creative work to the Dean's Office of the Michael Graves College. Degree audits of previous work are undertaken as needed to determine proper course credit and placement in the curriculum.

NAAB CONDITIONS

PART TWO (II): SECTION 4—PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees

The NAAB Statement on NAAB-Accredited Degrees has been included in all promotional and curricular materials, including the Academic Catalog, since the program's inception. It is also included on the college website. A copy is included.

II.4.2 Access to NAAB Conditions and Procedures

NAAB Conditions and Procedures are accessible through the Michael Graves College website:
Architecture.kean.edu

II.4.3 Access to Career Development Information

Students have access to professional career development from several sources. The first cohort of students has engaged with professionals through a dedicated Professional Workshop program series held in the college, regular office visits,

II.4.4 Public Access to APRs and VTRs

Not applicable at this time.

II.4.5 ARE Pass Rates

Not applicable at this time.

II.4.6. Admissions and Advising (text from the Kean University catalog):

School of Public Architecture

National Accreditation:

National Architecture Accrediting Board (candidacy application in process)

Dean, David Mohny, FAIA

GLAB 429; (908) 737-4772

For more information, please see <http://www.kean.edu/michael-graves-college> or <http://architecture.kean.edu>

ACADEMIC DEGREES, PROGRAMS

ARCHITECTURE

B.A. in Architectural Studies

M. Arch.

The School of Public Architecture in the Michael Graves College will offer the Bachelor of Arts (BA) degree in Architectural Studies and the Master of Architecture professional degree. The M. Arch degree program will commence in the Fall of 2019 at Kean/USA, and in the Fall of 2021 at Wenzhou-Kean University

The BA and M. Arch. degrees will offer intensive professional study for students seeking careers in architecture and environmental design. Emphasis is placed upon creative problem solving that advances a humanist idea of contemporary society.

A portfolio review along with admission to the University will be required for acceptance into the BA and M. Arch. programs. Information regarding the portfolio requirement may be obtained from the School of Public Architecture (908-737-4772). Students enrolled in the BA and M. Arch. programs will

be required to maintain a 3.0 grade point average in major requirements to continue in the program and to receive the degree.

The professional program is initiating candidacy for accreditation through the National Architectural Accrediting Board. For information regarding College/program mission and student learning outcomes please email architecture@kean.edu

PROGRAM VISION:

The School of Public Architecture in the Michael Graves College emphasizes knowledge of humanist values as they affect the design of the contemporary built environment. It promotes the cultivation of comprehensive design skills that are made manifest through both thinking and representation. Using resources in proximity to its two campuses, it will prepare students to address the design of the public realm in both building and landscape. It will utilize two major metropolitan cities to engage with enhancing public spaces in a dynamic, changing environment. It will be a resource to its constituents – academic, professional, and public – through the promulgation of design at the highest levels.

ACCREDITATION: NAAB STATEMENT

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

Doctor of Architecture and Master of Architecture degree programs may require a preprofessional undergraduate degree in architecture for admission. However, the preprofessional degree is not, by itself, recognized as an accredited degree.

II.4.7 Student Financial Information

GENERAL STATEMENT- FRESHMAN ADMISSION

Chinese national high school students in China are required to take the Gao Kao Admissions Examination, which serves as a basis for their placement into programs and institutions of higher education across China. A portfolio is also reviewed as a component for the admissions decision.

For International students, the admissions procedure includes an application, transcripts, results of the Official University Entrance Exam, and a personal essay. A portfolio of creative work is also an element of the admissions process.

For non-native English applicants, a TOEFL score of 80 or higher is required. The TOEFL/IELTS requirement is only waived if you are a native English speaker or have completed a college-level English Composition course in the U.S. with a grade of "C" or better or other similar qualification acceptable to WKU.

PREFERRED FRESHMAN APPLICATION DEADLINES: June 30th.

HOWTO APPLY:

The completed application and required documents go to admissions@wku.edu.cn.

The applicants' information will be reviewed by Admissions Office, Representative from College, and Vice-Chancellor for Academic Affairs. It takes about 2 weeks. If applicants are qualified to WKU, admissions office will confer offer upon receiving the Application fee (USD70) and Tuition deposit USD750.

IMPORTANT INFORMATION (International Students):

New Students Scholarship: First Class: Tuition in the First academic year;

Second Class: 50% of the tuition in the First academic year.

c. Part Two – Timeline for Achieving Initial Accreditation at both Kean/USA and Wenzhou-Kean University

Progress to Fall 2018:

March 2015: Kean receives approval from the New Jersey Presidents' Council to establish a 4-year BA in Architectural Studies degree.

May 2015: Kean Board of Trustees approves the BA in Architectural Studies degree program.

September 2015: First cohort of architecture students begins in the BA program.

March 2016: Kean receives approval from the New Jersey Presidents' Council to establish a 2-year Master of Architecture professional degree

May 2016: Kean Board of Trustees approves the Master of Architecture degree program.

August 2016: Kean applies for Candidacy Status from the NAAB.

September 2016: Second cohort of architecture students begins in the BA program.

Spring 2017: Eligibility for Candidacy status approved by NAAB Board

Fall 2017: Initial Candidacy visit by NAAB team

Fall 2017: Third cohort begins BA program at Kean/USA, first cohort at Wenzhou Kean University.

Winter 2018: Initial Candidacy status approved by NAAB Board

Fall 2018: Fourth cohort begins BA program at Kean/USA, second cohort at Wenzhou Kean University.

Anticipated timeline going forward

Spring 2019: Graduation of first class of BA students from Kean/USA

Spring 2019: Eligibility visit at WKU.

Fall 2019: First cohort of M. Arch. students begins at Kean/USA

Fall 2019: Initial Candidacy visit by NAAB team

Winter 2020: Initial Candidacy status approved by NAAB Board

Fall 2020: Second cohort of M. Arch. students begins at Kean/USA

Spring 2021: Graduation of first cohort of M. Arch. students from Kean/USA and graduation of first cohort of BA students from Wenzhou Kean University

Fall 2021: Initial accreditation visit by NAAB team at Kean/USA; Continuing Candidacy visit by NAAB team at WKU

Fall 2021: Third cohort begins M. Arch. program at Kean/USA, first cohort at Wenzhou Kean University

Winter 2022: Initial accreditation status approved by NAAB board for Kean/USA, retroactive to Jan. 1 2021.

Fall 2022: Fourth cohort begins M. Arch. program at Kean/USA, second cohort at Wenzhou Kean University.

Spring: 2023: First cohort of M. Arch. students graduates at Wenzhou Kean University

Fall 2023: Initial accreditation visit by NAAB team

Winter 2024: Initial accreditation status approved by NAAB board, retroactive to Jan. 1 2013.

Appendix:

Two Consultants' Reports included with the submission to the New Jersey Presidents Council for program review and approval.

A. R. K. Stewart, FAIA, March 15, 2016 (M. Arch.)

B. William Bevins, FAIA, March 20, 2015 (B.A. in Architectural Studies)

Master of Architecture Program

Kean University

Union, New Jersey

Consultant's Report

RK Stewart FAIA

March 15, 2016

Executive Summary

This report is intended to provide a comprehensive evaluation of the Master of Architecture Program proposed for the Union New Jersey campus of Kean University. The Program will build upon the foundation of the Bachelor of Art in Architectural Studies Program at Kean University to attract graduate architecture students from across the state, nation and globe. As envisioned by University, the Dean, the Advisory Board and Faculty this will be recognized as a qualitatively superior program. The Program intends to focus on public buildings and the public realm emphasizing knowledge of humanist values in a cross cultural context to address the design issues facing the contemporary built environment. While located in Kean's New Jersey campus, the Program will collaborate with Kean Wenzhou China affording students the opportunity to study architecture on both campuses. Given the richness of resources available in the Greater New York region architectural students at Kean will be able to assess opportunities to impact communities and people's lives through design that are unavailable to students in other programs around the globe.

The program at Kean is truly unique amongst the more than 150 architecture programs accredited by the National Architectural Accrediting Board (NAAB). While NAAB does establish standards of accreditation that define expected educational outcomes in areas of design, theory, ethics, building performance, complex problem solving, leadership, collaboration, critical thinking and much more, each program is encouraged to develop its own path to meet those standards. The mission of the parent institution, mission of the Program, geographic setting, and faculty focus are some of the issues that help guide a program in establishing its unique character. I was encouraged reading the Program Announcement as it details a truly unique approach to architectural education. By focusing on public buildings, the public realm, and humanistic values in design taught on two cultural diverse campuses half a world apart, the School of Public Architecture is addressing a gap left by all the other programs currently offering architecture degrees. This fact should set the Program apart, enabling it to achieve the qualitatively superior distinction that is a hallmark of an education received at Kean University.

The MArch Program at Kean will be the final step in a 4+2 course of study providing successful students with a terminal professional degree in the field of architecture. The students receiving the MArch degree will be in a position to obtain an architectural license, following a period of structured work experiences and completion of multipart exam, in any state across the United States. The Program's graduates will be set upon the path of successful careers in a profession focused on making the places people live, work and play better now and for future generations.

My evaluation is based upon information received from the Program, including the Program Announcement dated February 10, 2016, and discussions with the following individuals during a campus visit on March 11, 2016;

Dawood Farahi, President
Jeffrey Toney, Provost/Vice President for Academic Affairs
Sophia Howlett, Associate Vice President for Academic Affairs
Phil Connelly, Executive Vice President of Operations
Rose Gonnella, Executive Director, Robert Busch School of Design
David Mohny, Dean, Michael Graves College of Architecture + Design
Joy Moskovitz, Assistant Vice President for Academic Affairs
Faruque Chowdhury, Director, Human Resources

Based upon my review of the University Strategic Plan, proposed architectural program, experience in architectural accreditation, experience in architectural practice, and experience in architectural education I recommend that the Master of Architecture Program receive **approval** for implementation.

A handwritten signature in black ink, appearing to read "RK Stewart". The signature is stylized and written in a cursive-like font.

RK Stewart FAIA, Hon FRAIC, Hon JIA, Hon AIA
2007 President, American Institute of Architects

A. Objectives

1. Describe whether or not the objectives and underlying principles of the program are sound and clearly stated.

The Program Announcement clearly states a well articulated explanation of the objectives and principles that serve as the basis for the Program. Its grounding of the curriculum in the requirements of the accreditation process further adds to this clarity of purpose. The Program has taken advantage of its creation unencumbered by legacy issues to chart a new course of study focused on the public realm and humanistic values yet is aligned with the profession's agreed upon standards. Architectural education in the United States is accredited by the National Architectural Accrediting Board (NAAB) to assure the education of those seeking to enter the profession are responding to the challenges faced by a modern, global society. The NAAB is a collaborative organization composed of the national organizations engaged in the education, licensing and practice of architecture. Although the American Institute of Architects (AIA), the National Council of Architecture Registration Boards (NCARB), the National Architectural Accrediting Board (NAAB), the American Collegiate Schools of Architecture (ACSA), and the American Institute of Architecture Students (AIAS) are independently chartered and pursue separate missions and goals, they come together to assure the highest standards are met when educating the next generation of architects for a rapidly changing global society. The MArch Program as conceived at Kean should be well received by the accrediting agency.

2. Discuss whether or not the program is consistent with the institution's programmatic mission and educational goals.

The Master of Architecture Program clearly states it is consistent with Kean University's programmatic mission and educational goals. As defined in the 2020 Kean University Strategic Plan, the Program is consistent with the following institutional goals:

Objective 1.1 Grow strategically Kean programs that have or have the potential for regional and national distinction, including the development of national centers of excellence that highlight Kean University's unique strengths.

Action 1.1.2. Re-shape master's and post-baccalaureate programs to address regional and national needs

Action 1.1.2.5. Establish an innovative program in architectural design initially for Wenzhou-Kean University students by 2016; if needs assessment confirms, implement at Kean USA by 2017. (Note: this time has been changed from the original timeline.)

Specifically within the context of 1.1.2, the MArch will address and support additional University strategic objectives including:

Action 1.1.3 – Align programs to address regional and national needs

Action 1.1.4 – Increase programs with the highest and most comprehensive certifications of excellence (i.e. special / subject accreditation) at the department, college or school level.

Objective 1.2 Increase the number and type of relevant and responsive certificate programs, lifelong learning, continuing education and practice-based opportunities for our students.

Action Item 1.2.2 – Increase the number of international and national internship opportunities.

Goal 2 To attract and retain more full-time, first-time undergraduate students, transfer and graduate students.

Objective 2.3 Improve retention by targeting proactively our most at-risk constituencies with effective, directed monitoring and specialized support from pre-matriculation to graduation.

Goal 3 To retain and further attract world class faculty and non-teaching staff.

Objective 3.1 Expand full-time faculty (tenure-track and others) to match best practices in institutions across the nation.

Objective 3.2 Support faculty recruitment and retention through professional development opportunities necessary to build an ever-evolving career at Kean.

Objective 3.4 Retain and further attract talented and professionally qualified adjunct faculty and support their work through professional development and enrichment opportunities.

Goal 5 To provide world-class external opportunities to members of the Kean University community, thereby widening our community beyond the physical campuses, by substantially augmenting our academic, cultural, economic and community partnerships at three distinct levels: the local; regional and national; and international*.

(* International partnership activities are part of Goal 6)

Objective 5.: Build the Kean University local extended community of students, parents, alumni, and surrounding residents such that all Kean sites become centers of value-added activities that educate, inform, enliven, and entertain.

Objective 5.: Build local relationships with the surrounding economic community in Union by developing Morris Avenue corridor into a “university boulevard” and cultivate future economic partnerships at all our sites by being an incubator for small business and community development programs that would also provide educational and professional development opportunities for students and members of the Kean community.

Objective 5.: Expand Kean University’s award-winning community service and outreach efforts in the communities surrounding the Kean Union, Kean Ocean, and Wenzhou Kean

campuses.

Goal 6 To become a globalized university: uniquely global, uniquely Kean.

Objective 6.1 Globalize our curriculum in terms of substance and quality.

Objective 6.2 Provide a world of opportunities to our students and faculty: building and implementing an internationalization abroad strategy.

Objective 6.3 Bring the world into Kean: building and implementing an internationalization at home strategy.

Objective 6.4 Create a new model of the 'global university'.

Based on my evaluation of the Program's mission and educational goals I find them to be consistent with the institution's programmatic mission and educational goals.

B. Need for the Program

1. Analyze the need for this program (e.g., student demand), and indicate why it is likely or unlikely that students will be able to secure employment and/or continue advanced study upon graduation.

The number of professional architects in the United States contracted significantly following the 2007-2009 economic recession. This contraction has created a demand for architectural services to support growth based on the global recovery and increased construction, an increasingly urbanized population, and the continued globalization of architectural practice. The US Department of Labor's Bureau of Labor Statistics states "...employment of architects is projected to grow 7 percent from 2014 to 2024, about as fast as the average for all occupations." "A majority of firms are finding it increasingly difficult to find qualified candidates to fill positions created by the increasing demand for architectural services (AIA Economic Profile, January 29, 2016). As a result many architectural firms are offering salary premiums to employees who obtain their architectural license (2015 AIA Compensation Survey).

In New Jersey, the outlook for the employment of architects is expected to grow significantly. According to the New Jersey Dept. of Labor and Workforce Development, a 17.9% increase in employment is projected between 2012 to 2022. The New Jersey department categorizes the employment dynamic as "growing." New Jersey is geographically central to the largest concentration of architects in the nation, extending from the tri-state metropolitan area around New York City and continuing south through New Jersey to Philadelphia, Baltimore and Washington DC. According to a recent economic profile "Architectural services employment continues to

gradually increase.” (AIA Economic Profile for New Jersey, January 29, 2016).

Internationally, China has a need to manage the largest urbanization of any nation in history. This effort will require a substantial increases in both professional architectural services as well as leaders cognizant of “design thinking”. An emerging field, design thinking is the process of addressing the built environment through observation, documentation, framing a question, investigating multiple solutions, and defining a direction for action. While the Chinese economy has slowed recently, rapid urbanization continues.

When viewed from the perspective of the State of New Jersey, the United States and the globe it is my view there is a great unmet need for architects to provide solutions to improve people’s quality of life.

2. In the case of career programs:

a. Do the results of market surveys indicate a sufficient level of student demand to justify the creation of the proposed program?

The “**ACSA 2016 -2017 Budget and Enrollment Survey**” (American Collegiate Schools of Architecture December 2015) offers the most current market survey information addressing current student demand. At the MArch level, the 62 survey respondent schools were more likely to report an increase in both applications and enrollment. Larger schools showed less of a change than smaller schools. Compared to 2014 survey results more MArch programs saw applications increase, a slightly higher percentage saw an increase in enrollment. Considering enrollment within ACSA regions, MArch programs in the Mid-Atlantic region showed the highest enrollment increases. At the same time schools in the East Central region showed the largest change in applications.

There is an increasing demand for graduate level architectural education that this Program will help to meet.

b. Do employment projections indicate a sufficient number of job opportunities in the region and the State to justify the creation of the program?

Construction spending through November 2015 exceeded expectations for the year with spending up more than 16% over 2014. As a result 2016 spending is projected to continue to grow by 8%. Initial speculation is that 2017 construction spending continues to grow but at a more modest rate near 7%. If these projections prove to be accurate it will result in 6 consecutive years of growth in construction spending. Additional support for the positive industry outlook comes from the American Institute of Architects *Architecture Billings Index* (ABI). The ABI is a proven indicator of nonresidential sector spending in the next nine to twelve months. The average 2015 ABI score was 51.5, a score above 50 indicates a positive outlook for the year ahead. (AIAArchitect <http://aia.org/practicing/AIAB107986>)

These projected increases in construction spending supports the US Bureau of Labor Statistics jobs outlook for architects. In the period between 2014 and 2024 the BLS anticipates architectural jobs to grow by 7% nationally. (<http://www.bls.gov/ooh/architecture-and-engineering/architects.htm>) For the State of New Jersey an increase in architectural employment of 15.4% is expected through 2022. (<http://www.projectionscentral.com/Projections/LongTerm>)

These projections reveal growth in the industry and employment of architects. The outlook for graduates of the MArch Program is positive for employment and successful careers in their chosen field.

C. Educational Programs

1. Is the learning outcomes plan adequate?

The Program Announcement provides a clear definition of the learning outcomes. Alignment of these outcomes with the NAAB Student Performance Criteria (SPC) attests to the Program's understanding of the current architectural educational context as well as the accreditation process.

The Program's learning outcomes recognize both internal / institutional aspirations and external accreditation driven requirements. The internal outcomes focus on individual development and achievement, externally the focus is on the student's ability or understanding of NAAB's 27 SPCs. These learning outcomes for the 2-year course of study are summarized in the Program Announcement to be:

- Integrate the cultural, social, and technological elements of the design process into a unified project,
- Investigate individual interests and abilities through a capstone/thesis project,
- Engage in opportunities for intense field work and international travel, and
- Synthesize a comprehensive design education into an expression of humanism in the contemporary world.

It is important to note that the NAAB accreditation process relies heavily upon a rigorous process of self-assessment by the accredited program. The self-assessment is important to assure the program is meeting its goals and maintains its relevance to the needs of society

and the profession. The Program Announcement details a very rigorous suite of survey tools for use internally by students and faculty and externally by graduates and employers.

The well-defined definition of learning outcomes, courses to provide the appropriate learning experiences and on-going self-assessment tools are adequate to achieve the Program and University's goals and mission.

2. Does the program fit well into the institutional strategic plan and has the institution considered any impact the new program might have on existing programs at the institution?

The Program has a specific place in the University's strategic plan for 2020. Development of an architectural program addresses two aspects of the strategic plan:

Objective 1.1 Grow strategically Kean programs that have or have the potential for regional and national distinction, including the development of national centers of excellence that highlight Kean University's unique strengths.

Action 1.1.2. Re-shape master's and post-baccalaureate programs to address regional and national needs

Action 1.1.2.5. Establish an innovative program in architectural design initially for Wenzhou-Kean University students by 2016; if needs assessment confirms, implement at Kean USA by 2017. (Note: this time has been changed from the original timeline.)

The Program will have a positive impact on a number of existing programs across the University, as it will:

- Allow growth of programs with the potential for regional, national and global distinction,
- Support external focused learning opportunities to develop internships at regional, national and global levels,
- Improve the University's retention of students, based on national architectural students retention and time to graduation,
- Draw upon the extensive New York / New Jersey community of architects as well as the emerging community in China to recruit and develop faculty and technical staff to support the Programs growth,
- Provide a professional program that can develop community partnerships both on and off campus, and
- Enhance the concept of truly global university by operating a single program on two campuses I different hemispheres.

It is easy to conclude that the Program fits well into the University's strategic plan. The University has considered the Program's impact on existing programs to assure it will be supportive with minimum disruption.

3. Discuss the distribution and nature of required courses, electives, and research (if appropriate) in terms of meeting the objectives of the program. Compare and contrast the proposed curriculum with recognized programs of quality at other institutions, if appropriate.

As the Program's stated mission and goals focus on the public realm and humanistic values is unique and ambitious, the courses supporting it are challenging. The program consists of 55 credit hours of study. While substantial this figure reflects the stringent accreditation requirements and the input of the Program's Advisory Board. Within the 55 hour requirement the distribution of hours is:

- 25 credit hours in 4 studio classes,
- 6 credit hours in 2 professional practice classes,
- 3 credit hours in 1 history / theory class,
- 6 credit hours in 2 building system courses,
- 3 credit hours in 1 research class, and
- 12 credit hours in elective classes.

This distribution is appropriate within the context, mission and goals of the Program and adequate to meet them. Considering these courses and their distribution relative to recognized peer programs across the country the Program compares well.

4. Are the instructional modes and credit distribution consistent with the objectives of the curriculum? [Please explain.]

As described above for question C.3, the classes are divided between studio and classroom settings. The majority of credit hours, 25 of the 55 required, are allocated to the studio setting. This is appropriate as the studio is the place where the synthesis of information learned in other settings occurs to create a design solution. Studio is also the place where collaboration skills are developed and applied, collaboration being an increasingly vital skill for success as an architect.

The significant course-level learning objectives for the skills and abilities to be acquired in the two years of the Program include the ability to:

- Integrate the cultural, social, and technological elements of the design process into a unified Project,
- Investigate individual interests and abilities through a capstone/thesis project,
- Engage in opportunities for intense field work and international travel, and
- Synthesize a comprehensive design education into an expression of humanism in the contemporary world

This distribution and the instructional modes utilized are consistent with achieving the curriculum's objectives.

5. Does the curriculum represent a suitable approach to professional study in the particular field, if appropriate? [Please explain.]

NAAB accredited programs must demonstrate student learning in four realms of study:

- Critical Thinking and Representation,
- Building Practices, Technical Skills, and Knowledge,
- Integrated Architectural Solutions, and
- Professional Practice

The Program has defined its curriculum in terms of conformance with the NAAB SPCs through the Learning Outcomes charts provided on pages 3 through 6 of the Program Announcement. The Curriculum Map for Student Learning Outcomes on page 7 of the Program Announcement lends further clarity to the meeting the NAAB standards.

Based upon that evidence it is clear that the curriculum does offer a suitable approach to professional study.

6. Does the curriculum meet certification and/or accreditation standards, if appropriate? [Please explain.]

As noted in C.5 above, the curriculum as defined is well aligned with NAAB's SPC standards for accreditation. However NAAB's Conditions for Accreditation address many additional criteria in addition to the SPCs. Issues such as administrative structure, facilities, faculty demographics & diversity, budgets and information resources must be considered in the total picture of accreditation. While rendering an opinion regarding the totality of accreditation at this point is premature, the curriculum does appear to meet the standards of accreditation for the SPCs.

7. Are the requirements for admission to the program clearly defined and appropriate to ensure a student body capable of meeting the objectives of the program, without such requirements being artificially strict, rigid, or discriminatory? [Please explain.]

The Program Announcement defines the admission standards to include academic performance, review of a portfolio of student work, letters of recommendation and an architectural aptitude test. Such requirements are frequently required for admission to an architecture program, particularly to graduate level MArch programs. Such admission requirements are consistent with common practice and not overly strict, rigid or discriminatory.

Enrollment is projected to begin in September 2019 on the New Jersey campus. Following two years later, 2021, enrollment will begin on the Wenzhou campus. The Program intends to recruit a significant numbers of students from national and international arenas. New Jersey residents will provide 15 students each year to the incoming MArch class. Thus the impact on other New Jersey institutions should therefore be minimized.

8. Discuss whether or not standards for completion of the program are clearly defined and consistent with the objectives of the program.

Completion of the degree program requires 55 graduate credit hours as well as 138 credit hours in a BA program. A total of 193 credit hours are required. Of the total hours required for graduation, 151 are elements of the professional curriculum. The curriculum

has been developed with rigor and high quality expectations for student performance. It reflects the standards of the NAAB Accreditation process.

It is my opinion that the standards for graduation are well defined and consistent with the program's objectives.

9. Discuss whether or not an appropriate mechanism for transfer of students to enter the program exists and comment upon the suitability of any articulation arrangements between this and other existing programs.

The Program Announcement defines the admission standards to include academic performance, review of a portfolio of student work, letters of recommendation and an architectural aptitude test. This appears to be the case for every student seeking admission to the Program, including those matriculating from Kean's BA program. Consistent application of admission standards in this fashion will confirm with NAAB's accreditation standards, with student files documenting each admission decision.

Based on information provided or discussions held during the campus visit no articulation agreements are known to have been developed with other programs.

10. If other academic units within the institution are to provide educational services to the program, describe whether or not their commitment to participate is consistent with offering a program of quality in this field.

Based on information provided and discussions held during the campus visit no other academic units are to provide educational services to the Program.

Architecture is a collaborative endeavor benefiting from sharing knowledge and learning from others. While not needing educational services from other academic units, collaborative teaching and research efforts could benefit both the architecture program and other units across the University. I would encourage the University and Program administrators to actively seek out such collaborative teaching and research opportunities.

11. If a program has a clinical component, discuss the adequacy of facilities and the arrangements to support the objectives of the program.

Based upon a review of the curriculum and discussion with the Dean, no clinical component is included in the MArch Program.

D. Students

1. Is the enrollment plan realistic?

The projected student enrollment began with a modest expectation of 20 students, a target achieved by the Program. Applications for admission to the second student cohort are on track to achieve its target. The Program has utilized similar modest projections for future enrollment. Of particular note is the 15% attrition rate after of the first year that avoids inflation of enrollment in subsequent years. As a two-year program, the MArch enrollment should stabilize quickly.

Several factors lead to my conclusion the Program's enrollment plan is realistic. The growing demand for architects in the job market will help to drive enrollment. Kean's BA program will begin to provide student who wish complete their professional degree and

receive an MArch from Kean. This is the realization of the 4+2 program's design. Lastly, the Program has the intention and support to recruit graduate students from across the nation and the globe.

2. Is the percentage of part-time students projected for the program consistent with the goals of the program?

By design, architectural programs rely on a cohort of students who advance through the Program together. As observed earlier, the studio setting is at the core of the learning experience as it is where the integration of all aspects of the curriculum occurs in the creation of a project design solution. As a result of this integrated approach part-time students often find it difficult to succeed in an architectural curriculum.

There are no projections of part-time students included in the Program Announcement.

3 Comment upon the adequacy of provisions made to ensure successful target population (e.g., minorities and women) participation in the program.

The Program Announcement does not define specific target populations. The NAAB accreditation standards do address issues of diversity with an expectation that student and faculty participation reflect a program's geographic region. Given the Program's stated intention to recruit students nationally and global it appears the tools will be available to successfully achieve a diverse student population. The Wenzhou campus will provide additional opportunities for diversity as two distinct cultures come together to study architecture.

4. Comment upon the adequacy of counseling and advisement to be provided to students enrolled in the program.

In discussions during the campus visit support of student success was revealed to be a real strength of the University. The Center for Academic Success is at the heart of that support, offering many forms of support to all students. As many Kean students are first generation college students a robust peer-to-peer mentoring program has developed across the campus. A glowing example of the success of these programs is the improvement of retention and graduation rates of target populations in the University's STEM program. Using a similar mentorship program within the MArch program could lead to similar success and a legacy of achievement.

E. Faculty

1. Describe whether or not the faculty possess the appropriate (terminal) degrees and other academic credentials to provide a program of high quality.

The faculty currently consists of the Dean and one full time faculty member augmented by several adjuncts. A review of their credentials finds them to have been educated in exceptional programs. Their experience, in both academic and practice venues, is of very high quality. Given the intentions of a qualitatively superior MArch program and evidence in the form of the existing faculty members it is reasonable to assume that future advertisements for faculty will continue to seek out only those of the highest quality need apply.

2. Comment on the faculty's involvement in research, teaching, scholarship, creative activity, and community service and whether or not it is appropriate to the discipline and to the proposed program.

As the faculty continues to be assembled it is premature to offer an opinion on where those future hires might lead a research agenda. It is important to note that the NAAB accreditation standards address research as part of its requirements.

It is important to note that architecture faculties are often engaged in the design and construction of buildings for private or public entities. The design of any building requires a considerable amount of research, over months or years, that crosses a broad array of issues including codes & regulations, physical properties of materials, social & physiological factors, programming, climatic factors, community engagement, construction and more. The result is a building where people will live their lives. Buildings have a significant and enduring influence on society, typically having a useful life of 75 years. While not a scholarly paper, peer reviewed journal article or book on the shelf, the knowledge and effort put into the design and construction of a building is every bit as challenging as those academic endeavors. As the criteria for retention, promotion and tenure are developed for architectural faculty I urge the University to give equal standing to the design of buildings as that of other scholarly works.

3. Discuss whether or not the number of faculty and the amount of time to be devoted by each to the program are compatible with the goal of offering a program of quality.

The Program Announcement projects full time and adjunct faculty growing from 5 to 15 over a span of 9 semesters. Student enrollment on the Union campus grows from 20 to 172 over the same span of time. Those numbers yield a gross student to faculty ration that does not exceed 11.4:1 in any semester. While classroom courses may accommodate a large number of student per session, studio classes typically do not exceed 15 to 18 students. The nature of the hands on, iterative learning that occurs in the studio demands student / teacher rations significantly lower than those for classroom courses. It is not uncommon for full time architecture faculty teaching loads not to exceed 1 or 2 classroom course and 1 studio course per semester. Preparation of new courses needs to be considered in this discussion, particularly as the faculty strives to complete the curriculum of a new program.

Considering these factors I believe the faculty will have sufficient time to dedicate to the students while developing the courses needed to achieve the Program's mission. At the ratios projected the students may receive more support and mentoring than in most other programs across the country. Such an approach is in keeping with the aspirations for high quality held by Program and University.

F. Support Personnel

1. Discuss the adequacy of support personnel to be associated with the program, e.g., secretaries, administrative assistants, bookkeepers, technicians, as appropriate.

The Program Announcement projects support staff to grow from 2.5 to 5 over the 9 semester time span noted above for faculty. This number should be carefully considered as the program matures and reaches full enrollment. Architecture programs require a number of unique facilities to support the work of students and faculty. The need for managers or supervisors for wood / metal shops, 3-D printers, CNC milling machines, large format printers & plotters, vacuum forming machines as well as library liaisons, advisors and counseling will grow as enrollment grows. The number and distribution of support staff should be carefully monitored to assure it contributes to the Program's high quality.

G. Finances

1. Discuss the institution's commitment to provide the resources necessary to guarantee a program of high quality (e.g., faculty, equipment, library support staff for the program, below the- line support for faculty travel, research).

Specific budget projections were not provided in the Program Announcement. Financial support of the MArch Program was discussed with President Farahi, Executive Vice President Connelly and Provost Toney. Each of them recognized that as new program to campus the MArch Program will require support to grow to maturity. Architectural programs typically are intensive uses of campus resources with low student contact hours and large space demands. The President, Executive Vice President and Provost are each acutely aware of these realities of an architectural program. Each of them is very enthusiastic about the potential of the Program to enhance the University community and its reputation while growing a truly global university. They believe these benefits will accrue to the architecture students, the University and New Jersey only if the MArch program is a qualitatively superior program, one that clearly demonstrates its contributions to the community of which it is a part. The passion, support and belief in the Program demonstrated during my campus visit will certainly result in providing the necessary resources for it to succeed.

2. Discuss the possible need for significant additional financial support from the State of New Jersey.

As noted in G.1 above, the commitment to the architecture program and specifically the MArch Program demonstrated on campus was extraordinary. The University's senior administration clearly understands the financial realities of an architecture program, both its initial and continuing support. It is my belief that the University will be able to garner the necessary support for the Program and will not need additional financial support from the State of New Jersey.

H. Physical Facilities

1. Discuss the adequacy of laboratory, special facilities, and equipment intended to support the program and indicate if they are consistent with offering a program of high quality.

The Architecture Program is currently housed on the 4th floor of the Green Lane Building. The Robert Busch School of Design is also housed in the in the Green Lane Building, creating a supportive setting in which to nurture the newest design program on campus. Designed for classroom based learning the students are provided classrooms, collaboration spaces, conference rooms and similar spaces that create an exceptional learning environment. During the initial years the program should be able to make good use of the spaces provide in the Green Lane Building. As the program matures and student enrollment increases, the Program will outgrow these facilities in two ways. First, the obvious issue will become the sheer number of students that will exceed the carrying capacity of the 4th floor. Secondly and more significantly will the need to provide unique programmatic spaces not available in the Green Lane Building. Design studios, shop spaces, exhibition spaces, pin-up / crit spaces, office work areas, conference spaces, printer / plotter spaces, faculty offices and administrative offices will become pressing space needs as the student enrollment grows. Identification of other spaces on campus to accommodate these unique needs is recommended to enable sufficient time to plan and ready those unique spaces for the students.

2. Comment upon the adequacy of classroom facilities.

The Green Lane building provides exceptional classroom space consistent with the highest standards of 21st century learning environments. The range of classrooms, conference rooms and informal collaboration spaces in impressive. Of special note is the variety and quality of the technology available to support student learning. The University IT support staff has developed a reputation for responsive, complete assistance when called upon by the architecture faculty and staff.

3. Comment upon any evidence to suggest that an existing program at the institution will be adversely affected in terms of resources by the implementation of them program under review.

During my visit I had the opportunity to tour much of the campus. Thanks to a strong capital program on campus several new facilities have recently been constructed. These new buildings have enabled the consolidation of several academic units while improving their effective teaching and support of the students. There are several of the facilities vacated as academic units occupied new buildings that could be candidates for relocation of the Program. Therefore I believe it is unlikely that the Program will negatively impact the any existing program.

4. Comment upon the accessibility to program facilities by the handicapped.

The Green Lane Building has been recently constructed, we can assume it has been designed and constructed to current applicable building codes and regulations. While a detailed review of the building was not conducted during my visit, it does appear to generally conform to requirements to provide accessibility.

I. Library

1. Discuss the adequacy of library holdings and other library resources available to support the program and indicate if they are consistent with offering a program of high quality.

Current library holdings are minimal but acceptable considering the age of the Program. As noted in the Program Announcement and in discussions with the Dean specific programs to develop library resources over time are being implemented. It is reasonable to expect that library resources will grow in a focused way to support the Program's mission and vision. Support to develop these resources in a sustained way requires continuous attention from the Program and the University.

J. Computer Facilities

1. Discuss the adequacy of computer facilities and other information technology resources available to support the program and indicate if they are consistent with offering a program of quality.

Digital technology has become primary tool set of architecture and design. The computer room of the past has given way to spaces to house specific output devices. A requirement that each student possess an individual laptop computer containing sufficient capacity to utilize a variety of software platforms and communicate wireless should be a minimum standard for admission.

Large-format printers, 3-D printers, vacuum forming machines, CNC milling machines, laser cutters, and robotics are becoming common place tools that architecture students will need to access to support their education. These spaces and equipment are not yet available in the Green Lane Building but should be considered in any future facility decisions as they are consistent with a high quality program.

The Green Lane Building is well equipped to support visual presentation. Classrooms and conference rooms are equipped with video projection, electronic white boards and sound systems. Large-scale electronic tablets are on order to facilitate collaboration and critiques of student work. The building is equipped throughout with a Wi-Fi network that supports communication and Internet access. These digital resources are consistent with a high quality program.

K. Administration.

1. Comment on the administrative structure of the program and indicate if it is sufficiently defined and reasonable.

The Program Announcement does not address details regarding the administrative structure of the School of Public Architecture. During my campus visit administrative structure was discussed in a general fashion with the Dean Mohny. Currently he reports to the Provost as Dean of the Michael Graves College of Architecture + Design. The College currently includes two academic units, the School of Public Architecture and the Robert Busch School of Design. Dean Mohny also serves as director of the School of Public architecture. Rose Gonnella serves as director of the Busch School of design. The Program operates autonomously regarding expenditures, staffing, admissions and other

activities consistent with advancing the Program's mission and supporting its students. The Program is currently collaborating with the Robert Busch School of Design. Both the Dean and Executive Director Gonnella indicated both programs were benefiting from that collaboration. As leader of both the College and the School of Architecture the Dean will report to the Provost.

2. If interinstitutional or intrainstitutional cooperation is involved, describe whether or not the administrative and budgetary responsibilities for the program are clearly defined and adequate.

The Program Announcement does not detail administrative and budgetary protocols utilized at the University. The MArch and Architecture Programs are clearly priority Programs tied to achieving the University's goals and objectives. Discussions with the President, Provost and other senior administrators made it clear the Program will receive the support, administratively and budgetary, to achieve its near and long term success.

L. Evaluation

1. In what way has an appropriate mechanism been developed to evaluate the success or failure of the program.

The NAAB accreditation process relies heavily upon a rigorous process of self-assessment by the accredited program. The self-assessment is important to assure the program is meeting its goals and maintains its relevance to the needs of society and the profession. The Program Announcement details in Appendix A and B a very rigorous suite of survey tools for use internally by students and faculty and externally by graduates and employers. These surveys in conjunction with existing Campus wide survey tools will provide meaningful data for use in evaluating the Program's successes and opportunities for improvement.

CONSULTANT'S REPORT

Bachelor of Art in Architectural Studies

Kean University
Union, New Jersey

C. William Bevins, FAIA – Review Consultant

Executive Summary

The purpose of this report is to provide a comprehensive evaluation of the proposed Bachelor of Art in Architectural Studies for the Kean University, Union, NJ campus. This evaluation is based on the materials provided to me by Dean David Mohny (primarily the Program Announcement), my personal experience with the accreditation process of over 20 programs in architecture in the United States as well as my review of the national accreditation systems in South Korea and the People's Republic of China, and a site visit to the Union campus on March 13, 2015.

While on the Union campus I held informative meetings with:

- Sophia Howlett, Associate Vice President for Academic Affairs
- Rose Gonnella, Executive Director, Robert Busch School of Design
- Phil Connelly, Executive Vice President of Operations
- Dawood Farahi, President
- Jeffrey Toney, Provost/Vice President for Academic Affairs
- David Mohny, Dean, Michael Graves School of Architecture
- Joy Moskovitz, Assistant Vice President for Academic Affairs
- Faruque Chowdhury, Director, Human Resources
- Phyllis Duke, Assistant Vice President, Operations

Within architectural education each school is expected to be unique in their approach to teaching the craft of making architecture, influenced by several factors: the mission of their parent university, the mission of the architecture program, the focus of the Dean/faculty, the standards/requirements for accreditation, the geographic setting of the program, etc. With all these factors to balance architecture programs exist because they are by nature problem solvers, creative thinkers, designers, and engaged in their own environment of the "complex." The new architecture program at Kean University is in its beginnings; however foundation of critical thought, planning, and support for the program that has already been accomplished will, I am convinced, ensure its initial success and position the Michael Graves School of Architecture as an equal to the finer programs in the Northeast.

Kean University, Union, NJ campus is uniquely positioned to capitalize on the New York/New Jersey urban metropolitan areas as a hands-on learning laboratory while also benefiting from the vast array of potential architectural talent for adjunct instructors as well as student mentors. As noted in Dean Mohny's Program Announcement, the geographic location will "ground the program with local constituents, provide engagement with real-world contexts for making architecture, and elevate the public identity of the program."

The Bachelor of Art in Architectural Studies is the stepping stone toward the broader vision of the 4+2 Master of Architecture degree that will seek accreditation by the National Architectural Accrediting Board, and while the BA as a standalone degree will not allow graduates access to the profession of architecture via licensure in a majority of the US states/jurisdictions, it will provide

a first step of design training excellence that will stimulate the students toward further exploration of their architectural careers.

Based upon my review of the program, experience in the architectural education accreditation process, and judgement of the BA in Architectural Studies program development without bias, my recommendation is for:

APPROVAL

A handwritten signature in black ink that reads "C. William Bevins" followed by "FAIA" in a smaller, blocky font.

C. William Bevins, FAIA

A. Objectives

1. Describe whether or not the objectives and underlying principles of the program are sound and clearly stated.

In my judgement the objectives of the program are sound and clearly stated. The profession of architecture in the United States is closely administered by national organizations that work together to ensure the profession is educated, tested, and practices at the highest levels. While separate in their missions and strategic objectives, the American Institute of Architects (AIA), the National Council of Architecture Registration Boards (NCARB), the National Architectural Accrediting Board (NAAB), the American Collegiate Schools of Architecture (ACSA), and the American Institute of Architecture Students (AIAS) work collaboratively to develop the profession's education requirements via representation on the NAAB. At regular intervals the NAAB hosts an Architectural Education Review Conference where members of the academy and practice come together to self-assess the learning objectives and student outcomes for architecture within the context of how architecture is practiced in an ever changing world. The Bachelor of Art in Architectural Studies has been specifically developed to align its curriculum and larger program mission within in the requirements established by the NAAB for accreditation of architectural programs. While the BA program on its own will not meet the requirements for NAAB accreditation, it is being founded and developed specifically on the strategic goal of being the foundation undergraduate degree component (the 4) for Kean's future accredited Master of Architecture degree (+2).

2. Discuss whether or not the program is consistent with the institution's programmatic mission and educational goals.

The Bachelor of Art in Architecture Studies is consistent with the mission and vision of Kean University's programmatic mission and educational goals. The following is quoted from the 2013-2020 Kean University Strategic Plan:

- 1.1.2. Re-shape master's and post-baccalaureate programs to address regional and national needs
 - 1.1.2.5. Establish an innovative program in architectural design initially for Wenzhou-Kean University students by 2016; if needs assessment confirms, implement at Kean USA by 2017

Specifically within the context of 1.1.2, the BA will address and support additional KU strategic objectives as follows:

- 1.1.3 – Regional and national needs
- Action Item 1.1.4 – Subject accreditation standards
- Action Item 1.2.2 – Internships
- Objective 2.3 – Improved retention metrics
- Goal 3 – Recruitment of world-class faculty
- Objective 3.1 – Best practices in defining full-time faculty responsibilities (also applicable with the development of the Wenzhou-Kean relationship)

- Objectives 3.2-3.4 – Professional development opportunities for full-time and adjunct faculty(also applicable with the development of the Wenzhou-Kean relationship)

In my judgement the program is consistent with the institution's programmatic mission and educational goals.

B. Need for the Program

1. Analyze the need for this program (e.g., student demand), and indicate why it is likely or unlikely that students will be able to secure employment and/or continue advanced study upon graduation.

Students choose to study architecture for any number of reasons. When interviewing the student body on my many NAAB accreditation visits I always ask “how many in the audience intend to become a licensed architect?” Surprisingly the number typically falls in the 75% range, with the remaining indicating they intend to enter the academy/teach, use their design/problem solving training in other related fields, or simply don’t know what they intend to do but will figure it out with time. History has shown that in a down-turn economy one of the first, and hardest hit, industries is construction with the obvious trickle-down effect on the design professions. When this happens individuals are either forced out because of lack of gainful employment, or choose to move to another area of employment that better suits their financial needs. No matter the reason, there is a void that occurs in manpower that sometimes takes a decade or more to overcome (this occurred in the late 1980’s and the profession suffered when the economic turnaround finally occurred in the mid-1990’s). If history is any indicator architects will suffer the same fate because of the 2008 economic fall.

Because the practice of architecture is regulated in the United States by the individual states/jurisdictions, entry into the profession is for the most part based upon certain credentials an individual most possess – the first being an education in architecture with the NAAB accredited degree being the “gold standard.” In the case of the BA in Architectural Studies degree proposed at Kean University, all aspects of the program form the foundation and feeder sequence for a future NAAB accredited 4+2 Master in Architecture degree that will be the logical next step.

The following statistics are reprinted from the “2012 Report on Accreditation in Architecture Education” by the National Architectural Accreditation Board with the Northeast section (i.e. New Jersey, New York) specifically included for student population emphasis:

Region	Programs			Total	Enrollment			Total
	B. Arch.	M. Arch.	D. Arch.		B. Arch.	M. Arch.	D. Arch.	
Northeast	16	25	0	41	5,132	2,589	0	7,721

The Northeast Region contained the largest total student population among the 6 regions where statistics were gathered with a total of 7,721 students in either B Arch or M Arch programs. While these statistics are representative of accredited programs, they do provide sufficient evidence that as the BA in Architectural

Studies is absorbed into the future planned 4+2 Master of Architecture degree program, the student enrollment should be sufficient for a viable program.

Students graduating with only the Bachelor of Art in Architectural Studies will likely find difficulty in furthering any goals of becoming licensed architects unless they choose to pursue a NAAB accredited Master of Architecture degree from another school. This is not to say they are “unemployable”, to the contrary they will most likely have the same opportunities for employment in an architectural office that a NAAB accredited degree holder possesses. Architectural offices employ any number of individuals with differing educational backgrounds. As stated graduates with a BA in Architectural Studies have career problems, not employment problems.

2. In the case of career programs:

a. Do the results of market surveys indicate a sufficient level of student demand to justify the creation of the proposed program? [Please explain.]

The following is an excerpt from the “**ACSA Admissions Survey, June 27, 2014**” (American Collegiate Schools of Architecture) offering the most current market survey information addressing justification for the creation of the new BA in Architectural Studies:

Applications at the pre-professional and B Arch levels are more often down than up as of May 2014, while deposits are more often up across all program levels, according to a survey of ACSA members.

Graduate programs are reporting increases, with 72% of responding M Arch programs seeing an increase in deposits and 80% of non-accredited (i.e. post-professional) graduate programs seeing an increase in applications.

To put this data in context, enrollment across all higher education majors and programs has been slightly down in recent years, with total fall enrollments in 2012 off by nearly 2% as compared with a peak of over 21 million students in 2010, according to the [National Center for Education Statistics](#).

Within architecture, according to data published in the National Architectural Accrediting Board’s annual reports, the change in enrollments for this same time period ranges from -9% at the pre-professional level, to -13% at the B Arch level, and +2% at the M Arch and D Arch levels.

During discussions with the Executive Director of the NAAB she indicated the overall enrollment in pre-professional degrees is down approximately 8%; however, her observation is that the number of eligible 18 year olds entering higher education programs is also down and that the down trend is representative of population demographics as opposed to young people turning away from architecture as a career.

b. Do employment projections indicate a sufficient number of job opportunities in the region and the State to justify the creation of the program? [Please explain.]

Demand in the industry (US) is projected--by consensus of six forecasting agencies (http://info.aia.org/aiarchitect/2014/charts/jul2014/ccf_071514.html)--to be over 8% for 2015. New Jersey is the third highest median wage for architects (most recent figures are \$39.67/hour at <http://www.acsa-arch.org/resources/data-resources/architect-wages-across-the-u-s-and-canada>); also a factor in desirability of credentials in the field.

To fully understand the implications of this issue one must understand that graduates do not tend to stay in the area, or state, where they went to school. This is especially true of architecture students. Architecture students tend to view the world as being a very big place and tend to be mobile, especially during their early years post-graduation.

C. Educational Programs

1. Is the learning outcomes plan adequate?

Based upon information provided in the Program Announcement I think the learning outcomes plan is clearly defined and articulated. The learning outcomes plan is strategically aligned with the “Student Performance Criteria (SPC)” established by the NAAB. The “Program Announcement, Appendix F” indicates the Program Learning Objectives (Outcomes) as follows:

Upon completion of this program, graduates will be able to:

1. Address new problems and opportunities in the contemporary built environment, particularly in the creation of public buildings, spaces, and places that represent the values and aspirations of the public in general.
2. Critically examine how architecture represents particular themes in ecology, history, culture, politics, material resources, and ethical values in multiple regions.
3. Demonstrate diverse architectural perspectives through the integration of local, regional, and global learning experiences.
4. Establish relationships within professional communities to facilitate community responsiveness and professional growth.
5. Utilize a holistic design process where critical thinking and representation skills are balanced with technological innovation in the conceptualization and realization of the built environment.
6. Apply business principles for the practice of architecture, including management and advocacy.
7. Demonstrate legal and ethical professional practices for the good of the client, society, and the public.

The Announcement further states:

Evaluation of the professional program in Architectural Studies will consist primarily at two levels: internal institutional evaluation based on defined learning outcomes, and external student performance criteria defined by the National Architectural Accrediting Board’s (NAAB) Conditions for Accreditation (2014 edition).

The learning outcomes plan for the proposed BA in Architectural Studies is well developed and will fit neatly into the undergraduate degree component of a future 4+2 Master of Architecture degree.

2. Does the program fit well into the institutional strategic plan and has the institution considered any impact the new program might have on existing programs at the institution?

The program is referred to directly in the 2013-2020 Kean University Strategic Plan as follows:

Actions:

1.1.2 Re-shape master's and post-baccalaureate programs to address regional and national needs

Implementation/Timeline:

1.1.2.5. Establish an innovative program in architectural design initially for Wenzhou-Kean University students by 2016; if needs assessment confirms, implement at Kean USA by 2017

The institution does not expect any direct impact from the proposed Bachelor of Art in Architectural Studies on existing Kean University programs; however, architecture programs are increasingly being challenged to develop collaborative relationships within their broader university settings. As the Bachelor of Arts program matures it will most likely be under pressure to look for these "collaborative" opportunities within the Kean University offerings.

3. Discuss the distribution and nature of required courses, electives, and research (if appropriate) in terms of meeting the objectives of the program. Compare and contrast the proposed curriculum with recognized programs of quality at other institutions, if appropriate.

The curricular plan, as described in the "Program Announcement, Appendix F" is thoughtfully developed and appropriate for the objectives of the BA in Architectural Studies. Each course syllabi has been vetted to parallel the requirements of the Student Performance Criteria from the 2014 *NAAB Conditions for Accreditation*. The NAAB expects that each accredited program will demonstrate a unique approach to architectural education within the context of the program setting and the overall university mission. The emphasis of the Bachelor of Art in Architectural Studies on a humanist, diverse, and community-oriented mission will be understood by the NAAB as distinctly different from the New Jersey Institute of Technology's emphasize building technology and expertise in advanced digital representation skills, and from Princeton University's graduate program focus on contemporary architectural theory.

4. Are the instructional modes and credit distribution consistent with the objectives of the curriculum? [Please explain.]

The instructional modes and credit distribution are both consistent with the program objectives and appropriate for the longer strategic vision of having the

BA in Architectural Studies form the foundation of the professional Master of Architecture degree. I do have concerns that the Bachelor of Art in Architectural Studies is planned around 139-141 credit hours, a rigorous undertaking for a 4 year degree. Most 4 year degrees are founded around 120+/- credit hour curriculum plans, so the BA in Architectural Studies at Kean far exceeds the norm. While concerned I believe the students will provide the evidence of whether this curriculum plan will be successful, or will need to be revisited.

Included in the 139-141 credit hours of instruction is the Kean University requirement for 43-45 credit hours in general studies courses. This requirement for general studies is consistent with the NAAB where the requirement for 45 credit hours in general studies is embedded in the accreditation of both the Bachelor of Architecture and Master of Architecture degrees.

The curriculum aspires to provide an education that is grounded in humanist values, stressing individual student development in:

- refinement of critical thinking skills
- improved communication skills with peers
- faculty, and the public
- enhanced writing and research skills
- computational skills applied to both general and specific problem-solving contexts
- facility with representation both by hand and in digital media
- the ability to situate a specific issue in a broader intellectual context that includes historical, cultural, economic, and social circumstances
- knowledge of professional standards
- the ability to engage with the public in a meaningful relationship

This is accomplished by the development of a course-level learning roadmap as follows:

Core 1/2

In the first two years of study, students will acquire skills and abilities to:

- think in visual and abstract terms, and assess design at multiple scales
- assess ecological and environmental context of the built environment
- investigate economic and social context of the built environment
- assess levels of civility and urbanity in the history of human discourse
- demonstrate the value of representation by hand, in both 2-D and 3-D

Baccalaureate

For the final two years of undergraduate study, students will acquire skills and abilities to:

- create designs that are cultural products across the history of human discourse
- instill values of the public realm into the design process
- assess and design structures and spaces for complex programs
- develop the technical skills for construction
- refine representational skills, both by hand and digitally
- engage in a semester-long international experience

Each course within the developed curriculum aligns with the above stated aspirations.

5. Does the curriculum represent a suitable approach to professional study in the particular field, if appropriate? [Please explain.]

NAAB accredited programs must demonstrate student learning in four realms of study:

- Critical Thinking and Representation
- Building Practices, Technical Skills, and Knowledge
- Integrated Architectural Solutions
- Professional Practice

The distribution of courses and their relevance to the four realms required by the NAAB's 2014 Conditions for Accreditation, II.1.1 Student Performance Criteria (SPC) are demonstrated in the Curriculum Map for Student Learning Outcomes Assessment and in my judgement represent a suitable approach to the professional study of architecture.

6. Does the curriculum meet certification and/or accreditation standards, if appropriate? [Please explain.]

The curriculum developed for the BA in Architectural Studies strategically aligns with the 4 year component of the NAAB accredited 4+2 Master of Architecture degree. In and of itself the curriculum for the BA in Architectural Studies does not meet the standards for accreditation.

NAAB accreditation is based upon program criteria (i.e. proper number of faculty, faculty demographics/diversity, administrative structure, etc.) as well as student outcomes, specifically referred to as Student Performance Criteria. A program is assessed based upon these various items via a demonstration of both the programs' response and an exhibition of student work during an accreditation visit by a NAAB accreditation team. Each school is encouraged to organize their curriculum in a way that is consistent with their mission and vision, utilizing the NAAB accreditation criteria as the "by-product" of the school's uniqueness. The curriculum proposed for the BA in Architectural Studies at Kean University is clearly articulated, coherent in its ultimate purpose, and is in support of the larger mission and vision of the university.

7. Are the requirements for admission to the program clearly defined and appropriate to ensure a student body capable of meeting the objectives of the program, without such requirements being artificially strict, rigid, or discriminatory? [Please explain.]

Per the "Program Announcement" enrollment is expected to begin September 2015. The number of New Jersey resident students will be limited to 25 students in the BA in Architectural Studies each year. There is an assumption of 15% attrition after the first year at the Kean – Union campus with a "steady" enrollment expected after the seventh year of the program. Acceptance into the BA in

Architectural Studies will include an admission requirement of the submission of a portfolio of individual work (demonstration of architectural intellect) and the completion of an architectural aptitude test.

The planned student population appears to be well thought out in both initial expectations as well as the anticipated growth over the first years of the program. If maintained the student/instructor ratio will be low on a comparative basis to other architecture programs, and will most likely prove beneficial as students look for more closely monitored programs.

8. Discuss whether or not standards for completion of the program are clearly defined and consistent with the objectives of the program.

As noted previously, I feel the curriculum as developed is very rigorous in its intent and includes both basic courses common to programs of study in architecture (i.e. design labs, ecology, sustainability, structures, etc.) as well as a well-developed emphasis on architectural history and theory. All components of the BA in Architectural Studies suggest the path to the degree is clearly defined by the expected student learning outcomes.

9. Discuss whether or not an appropriate mechanism for transfer of students to enter the program exists and comment upon the suitability of any articulation arrangements between this and other existing programs.

As indicated in the “Program Announcement” Kean University has two articulation agreements with Essex County College and Union County College to accept transfer students into the BA in Architectural Studies. This agreement (for the program *in preparation*) allows for the transfer of GE courses only. The program will not exceed the programmatic mission of Kean University.

As the program matures toward the vision of the dual-degree accredited Master of Architecture the program administration should be aware that NAAB accreditation requires evidence of transfer student policies, including multiple examples of actual student files, thus ensuring that all students clearly meet the Student Performance Criteria (SPC) by the time of graduation.

10. If other academic units within the institution are to provide educational services to the program, describe whether or not their commitment to participate is consistent with offering a program of quality in this field.

It is my understanding, based upon interviews with the newly appointed Dean, the Bachelor of Art in Architectural Studies will not rely on other academic units within the broader Kean University academic offerings.

11. If a program has a clinical component, discuss the adequacy of facilities and the arrangements to support the objectives of the program.

The Bachelor of Art in Architectural Studies does not have a clinical component.

D. Students

1. Is the enrollment plan realistic?

Student enrollment projections start out with a modest student cohort of 30 with gradual growth to 254 over the first 4 years of the program's existence. There is a 15% attrition rate in the first year with a steady state of enrollment progressing toward a stabilizing after the seventh year. As envisioned the Bachelor of Art in Architectural Studies will become the feeder for a future 4+2 professional Master of Architecture degree. Students who choose to leave the program with the BA in Architectural Studies will likely be replaced in the graduate program by students who come from other schools with undergraduate pre-professional experiences, maintaining a steady student population in the program.

2. Is the percentage of part-time students projected for the program consistent with the goals of the program? [Please explain.]

Architecture programs are typically built around cohorts of students working in a studio environment throughout their academic careers. While not restricted, part-time students find it difficult to fit into the studio environment because of the rigor that is expected. Based upon the Program Announcement there are no part-time students shown in the projected enrollment plans.

3 Comment upon the adequacy of provisions made to ensure successful target population (e.g., minorities and women) participation in the program.

Architecture programs pride themselves as diversity minded in student, faculty, and staff populations. While not specifically stated, an institutional principal for NAAB accreditation is diversity. Each accredited program is required to have a "Studio Culture Policy" between students and faculty aimed at ensuring an equitable and supportive learning environment. Until the 4+2 Master of Architecture comes to fruition, the BA in Architectural Studies is not bound by such a requirement; however, the precepts of the Studio Culture Policy are sound for every program in architecture and should be among the priorities of Kean University at both their Union campus and future Wenzhou campus.

As the program develops to include the Wenzhou campus, the integration of two distinctly different cultures in the student population (Chinese and American) will, of necessity, establish an atmosphere of inclusion and will necessitate supportive policies for all races and genders.

4. Comment upon the adequacy of counseling and advisement to be provided to students enrolled in the program.

The Kean University Center for Academic Success is a robust support facility for all Kean students. Since the BA in Architectural Studies is a new program in a new field of study at Kean, there will need to be peer tutors available with expertise in architecture course work. Additionally, administrative staff within the program will need to be educated on curricular offerings as well as the personal, academic, and career counseling needs of architecture students.

E. Faculty

1. Describe whether or not the faculty possess the appropriate (terminal) degrees and other academic credentials to provide a program of high quality.

At the time of this report the program has just named its first full Dean, with 2 additional fte assistant professor positions being advertised. I can speak to the academic credentials of the Dean David Money as being of the highest quality within the architectural academy; however, I have not been privileged to the credentials being sought for the additional staff.

2. Comment on the faculty's involvement in research, teaching, scholarship, creative activity, and community service and whether or not it is appropriate to the discipline and to the proposed program.

New faculty are currently being sought, so it is too early to comment on the faculty involvement in research, teaching, scholarship, creative activity, or community service. That being said, faculty involvement in these areas is required within the NAAB accreditation standards so I suspect they will be inherent within the BA in Architectural Studies in order to keep the BA in alignment with its future role as the undergraduate component of the Master of Architecture degree.

3. Discuss whether or not the number of faculty and the amount of time to be devoted by each to the program are compatible with the goal of offering a program of quality.

The Program Announcement indicates the projected number of faculty in the fall of year 1 is 2 fte and 3 adjuncts; however, during my visit to the campus it was communicated by the President, Dean, and Provost that a search was being conducted for 2 assistant professors. If these positions are filled, the fte faculty (including the Dean) would be 3, not 2 as indicated. If the hiring of 3 adjunct faculty continues as indicated the total faculty in the initial year would be 6 with a projected student population of 30. Whether the fte is 5 or 6, the expected student enrollments will produce a student/faculty ratio consistent with or slightly better than best practices in other architectural programs.

A load of 1-2 lecture courses and 1 studio section (10-14 students) for design faculty each semester is common in programs of high quality. The number of course preparations is also considered in determining appropriate faculty loads. Loads for non-design faculty are usually 9-12 credits per semester with no more than 3 new course preparations per academic year.

It is my judgement the number of faculty, and the amount of time that can be expected to be devoted to the program by each is on the surface better than most programs, especially in light of the fact that the BA in Architectural Studies is a new, out of the box program at a university without an existing architecture program. My expectations are that the program, and more importantly the students, will benefit from this higher faculty/student ratio.

F. Support Personnel. Discuss the adequacy of support personnel to be associated with the program, e.g., secretaries, administrative assistants, bookkeepers, technicians, as appropriate.

The Program Announcement indicates the number of FTE support staff will grow from 3.5 (includes the Dean) initially to 6 (includes the Dean) as the program matures through year 5. To successfully support the program and its student population, support staff will need to be addressed for computer labs; managers and staffing for labs with 3-D copiers/CNC milling machines/wood and metal working; library liaisons; and staff in advising, learning support, and career counseling with direct responsibility for architecture students.

G. Finances

1. Discuss the institution's commitment to provide the resources necessary to guarantee a program of high quality (e.g., faculty, equipment, library support staff for the program, below the- line support for faculty travel, research).

During my visit to the campus I held meetings with the President Farahi, Executive Vice President Connelly, and Provost/Vice President of Academic Affairs Toney. While not specifically addressed within the context of the actual program's yearly budget, I was impressed by the enthusiasm within which each embraced the potential for having an architecture program within the Kean University curriculum offerings. I was especially encouraged by President Farahi's commitment to take whatever steps necessary, both physically and financially, to ensure the initial and ongoing success of the BA program at Kean University. President Farahi was insistent that the BA in Architectural Studies be of the highest quality if it was to be a program at Kean University. While architectural programs are highly regarded, the passion for adding architecture at Kean University was extraordinary. This can only translate to providing whatever is necessary for the program, its faculty, administration, and students.

2. Discuss the possible need for significant additional financial support from the State of New Jersey.

In my judgement there will not be the need for additional financial support from the State of New Jersey for the BA of Architectural Studies at Kean University.

H. Physical Facilities

1. Discuss the adequacy of laboratory, special facilities, and equipment intended to support the program and indicate if they are consistent with offering a program of high quality.

Based on a visit to the Kean University campus at union the physical facilities are well above the norm for architectural schools. The 4th floor of the new Green Lane Building has been dedicated to the architecture program and is awaiting the arrival of its first student cohort. While the Green Lane Building was designed as a traditional student classroom facility, the physical layout of the 4th floor should

suffice for the initial years of the program. After visiting the facility I believe the building itself will enhance the study of architecture and the built environment.

Architecture programs typically require office spaces for faculty and staff; conference rooms; exhibit spaces; office work areas (copiers, mail boxes, etc.); storage for materials samples and for student projects; space for woodworking, milling machines, 3-D printing machines, laser cutters, etc.; computer labs; dedicated studio space; pin-up space for student reviews; flexible studio space; and classrooms. During the program's infant years the Green Lane Building should accommodate most of these special needs; however, as the program matures (by age and student population) the 4th floor will most likely prove to be too small and other arrangements will need to be developed.

2. Comment upon the adequacy of classroom facilities.

The classroom space in the Green Lane Building is adequate for the project student enrollment in the BA in Architecture Studies program.

3. Comment upon any evidence to suggest that an existing program at the institution will be adversely affected in terms of resources by the implementation of them program under review.

In my judgement no other programs at Kean University will be adversely affected by the implementation of the BA in Architectural Studies program. Quite the contrary, other programs, especially those in the design realm, will be enhanced and benefit from having an architecture program as their colleague.

4. Comment upon the accessibility to program facilities by the handicapped

The Green Lane Building is newly constructed and appears to be fully accessible to individuals with all forms of physical disabilities.

I. Library. Discuss the adequacy of library holdings and other library resources available to support the program and indicate if they are consistent with offering a program of high quality.

Library holdings at the Union campus appear to be minimally acceptable. The collection of print and visual resources should be developed annually with specific reference to the mission and vision of the program. As noted in the Program Announcement, there are plans to build the architecture collection over time through acquisitions and a sustained development program. The minimum architectural collection at the Union campus library is not unique to new start-up programs and should be expected to increase.

J. Computer Facilities. Discuss the adequacy of computer facilities and other information technology resources available to support the program and indicate if they are consistent with offering a program of quality.

Architectural programs have evolved with the use of digital technology becoming primary source of student research, analysis, and presentation. As noted in the Program Announcement, the specific equipment needs of the program at-large

will also evolve as the program matures. Students will be required to have their own laptop computers with the program providing access to a variety of output devices including plotters, large format scanners, laser cutters, CAD/CAM milling machines 3-D printers, woodworking machines and tools, and assembly tools. Architecture students are “makers” and the need for access to state-of-the-art technology that supports their efforts is present in every program. This requires a commitment of financial resources that should be recognized, especially as technology and the program both evolve.

K. Administration.

1. Comment on the administrative structure of the program and indicate if it is sufficiently defined and reasonable.

While not specifically addressed in the Program Announcement, during discussions with Dean Mahoney it is my understanding that the school of architecture will be autonomous in terms of having its own budget, staffing, etc. and will be one of the schools that fall under a broader college of design that includes other design schools (interior design, art, etc.) within Kean University. It is my understanding that this broader college of design is still in the planning process so at the time of this report the Dean of the Michael Graves School of Architecture reports directly to the Provost. When, and if, the college of design becomes a reality, the Dean of the school of architecture will report directly to the Dean of the broader college of design. Both the current, and future, reporting structure are in concert with other architectural program administrative structures.

2. If interinstitutional or intrainstitutional cooperation is involved, describe whether or not the administrative and budgetary responsibilities for the program are clearly defined and adequate.

Information on the institution’s arrangement for administrative and budgetary responsibilities was not available at the time of the preparation of this report; however, based upon discussions with President Farahi and Provost Toney, the school of architecture is a high priority for the university and as such will receive the necessary funding to ensure its initial and long term success.

L. Evaluation. In what way has an appropriate mechanism been developed to evaluate the success or failure of the program

The evaluation/self-assessment process described in the Program Announcement is well developed and appropriate for the program. As the Bachelor of Art in Architectural Studies matures into the dual degree 4+2 Master of Architecture degree this evaluation/self-assessment process will be required by the NAAB accreditation standards/requirements.

The NAAB accreditation process is the major mechanism for evaluation of an architectural education program. NAAB requires a rigorous, annual self-assessment procedure that also leads to continuous improvement of programs. More importantly, the self-assessment process provides a timely warning if there

are problems with any of the major components of the professional degree program.

ⁱ Kean University, 2020 Strategic Plan:

1.1 Grow strategically Kean programs that have or have the potential for regional and national distinction, including the development of national centers of excellence that highlight Kean University's unique strengths.

1.1.2 Re-shape master's and post-baccalaureate programs to address regional and national needs:

...1.1.2.5. Establish an innovative program in architectural design initially for Wenzhou-Kean University students by 2016; if needs assessment confirms, implement at Kean USA by 2017.

Goal 2. To attract and retain more full-time, first-time undergraduate students, transfer and graduate students.

2.1 Attract more students to Kean through increased marketing in our region and globally, with an emphasis on raising visibility, building reputation, using and improving on Kean's unique academic programs and approach to the classroom to promote the institution, and extending our marketing 'power' through diversified and innovative marketing techniques...

...2.5 Improve student retention and graduation rates by strengthening academic advisement to guide students in academic course planning and requirement completion.