

Drexel University
Interim Progress Report for Year Five

December 15, 2023

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1. INSTRUCTIONS AND TEMPLATE GUIDELINES

Purpose

Continuing accreditation is subject to the submission of interim progress reports at defined intervals after an eight-year or four-year term of continuing accreditation is approved.

This narrative report, supported by documentation, covers three areas:

1. The program's correction of not-met Conditions or Student Performance Criteria from the previous Interim Progress Report.
2. Significant changes to the program or the institution since the last visit.
3. Summary of preparations for adapting to 2020 NAAB Conditions.

Supporting Documentation

1. Evidence must be provided for each Condition and SPC "not met," including detailed descriptions of changes to the curriculum that have been made in response to not-met SPC that were identified in the review of the previous Interim Progress Report. Identify any specific outcomes expected to student performance. Attach new or revised annotated syllabi identifying changes for required courses that address unmet SPC.
2. Provide information regarding changes in leadership or faculty membership. Identify the anticipated contribution to the program for new hires and include either a narrative biography or one-page CV.
3. **Evidence of student work is required for SPCs 'not met' in the most recent VTR.**
 - **Provide three examples of minimum-pass work for each deficiency** and submit student work evidence to NAAB in electronic format. (Refer to the "Requirements for the Use of Digital Content in Interim Progress Reports" for the required format and file organization.)
 - All student work evidence must be labeled and clearly annotated so that each example cross-references the specific SPC being evaluated and shows compliance with that SPC.
4. Provide additional information that may be of interest to the NAAB team at the next accreditation visit.

Outcomes

IPRs are reviewed by a panel of three: one current NAAB director, one former NAAB director, and one experienced team chair.¹ The panel may make one of three recommendations to the Board regarding the interim report:

1. Accept the interim fifth-year report as having demonstrated satisfactory progress toward addressing deficiencies identified in the most recent VTR;
2. Reject the fifth-year interim report as having not demonstrated sufficient progress toward addressing deficiencies and advance the next accreditation sequence by at least one but not more than three calendar years. In such cases, the chief academic officer of the institution will be notified with copies to the program administrator and a schedule will be determined so that the program has at least six months to prepare an APR.
3. The annual statistical report (See Section 9 of the 2015 Procedures)) is still required in either case.

Deadline and Contacts

IPRs are due on November 30. They shall be submitted as bookmarked PDFs sent to accreditation@naab.org. As described in Section 10 of the 2015 NAAB Procedures for Accreditation "...the program will be assessed a fine of \$100.00 per calendar day until the IPR is submitted." If the IPR is not received by January 15, the program will automatically receive Outcome 3 described above. Email questions to accreditation@naab.org.

Instructions

- 1. Reports shall be succinct and are limited to 40 pages/20 MBs, including supporting documentation.**
2. Type all responses in the designated text areas.
3. Reports must be submitted as a single PDF following the template format. Pages should be numbered.
4. Supporting documentation should be included in the body of the report.
5. Remove the #4 "Requirements for the Use of Digital Content in Interim Progress Reports" pages before submitting the interim progress report.

2. EXECUTIVE SUMMARY OF 2018 NAAB VISIT

CONDITIONS NOT MET

2018 VTR	Requires Update on Progress in 5-Yr. IPR
N/A	<input type="checkbox"/>

STUDENT PERFORMANCE CRITERIA NOT MET

2018 VTR	Requires Update on Progress in 5-Yr. IPR
B.2 Site Design	<input checked="" type="checkbox"/>
C.3 Integrative Design	<input checked="" type="checkbox"/>

Additional reporting requirements for the Five-Year IPR:

Information on I.2.1 Human Resources and Human Resource Development

Information on I.2.3 Financial Resources

3.

Interim Progress Report

Drexel University

Department of Architecture, Design & Urbanism
Bachelor of Architecture (227 undergraduate quarter credit hours)
Year of the previous visit: 2018

Chief administrator for the academic unit in which the program is located:

Name: Dr.-Ing. Ulrike Altenmüller-Lewis (Prepared Report)
Title: Department Head, Dept. of Architecture, Design & Urbanism
Email Address: ua27@drexel.edu
Physical Address: URBN Center, 4A20
3501 Market Street
Philadelphia, PA, 19104

Name: Andrew Phillips (NEW since 9/2023)
Title: Architecture Program Director, Dept. of Architecture, Design & Urbanism
Email Address: app97@drexel.edu
Physical Address: URBN Center, 4A20
3501 Market Street
Philadelphia, PA, 19104

Name: Jason Schupbach
Title: Dean, Westphal College of Media Arts & Design
Email Address: jss422@drexel.edu
Physical Address: URBN Center, 1A
3501 Market Street
Philadelphia, PA, 19104

Any questions pertaining to this submission will be directed to the chief administrator for the academic unit in which the program is located.

Chief academic officer for the Institution:

Name: Paul Jensen, PhD.
Title: Executive Vice President and Nina Henderson Provost
Email Address: jensenpe@drexel.edu
Physical Address: 3401 Chestnut Street
Philadelphia, PA, 19104

Text from the VTR and IPR Year 3 review is in the gray text boxes. Type your response in the designated text boxes.

I. Progress in Addressing Not-Met Conditions and Student Performance Criteria

a. Progress in Addressing Not-Met Conditions

N/A

b. Progress in Addressing Not-Met Student Performance Criteria

B.2 Site Design: Ability to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design.

2018 Visiting Team Assessment: Evidence of students' ability to respond to the urban context and developmental patterning, historical fabric, soil, and building orientation is readily found in student work prepared for ARCH 352, STUDIO 5-2; however, evidence of ability to respond to topography, ecology, and climate is not present in student work prepared for ARCH 382 (ARCH 242) Architecture Studio 3B.

Drexel University, 2021 Response:

Context:

Please note that at the time of our last accreditation, the B.Arch. degree was in the process of renaming and renumbering our studio courses. This change was necessary to reflect that today, the main path at Drexel University is now the 2+4 Option rather than our legacy 7-year Part-Time Evening Option. At present, only the new course numbers are used.

At Drexel, there are two paths to an accredited Bachelor of Architecture degree, serving two distinct populations:

2+4 Option

The 2+4 Option is an accelerated route designed for a class of well-prepared students entering directly from high school. In this program, two years of full-time coursework address the basic principles of architectural design and satisfy fundamental university core requirements in the arts and sciences as well as those job-related skills that are needed for entry-level professional positions. After successfully completing the minimum requirements of the full-time phase, students find professional employment in the building industry, including architecture firms, while continuing their academic program part-time in the evening for four additional years. By combining work and study, Drexel students may be able to simultaneously satisfy their required internship for licensure (AXP) while completing their professional degree, thus qualifying for the registration exam upon graduation in most jurisdictions.

Part-Time Evening Option

The Part-Time Evening Option is one of only two part-time evening architecture programs in the United States. Designed for non-traditional and transfer students, this program offers all courses part-time in the evening, enabling students to work full-time. The part-time evening sequence is seven years but transfer students with university-level design credits can reduce its length by meeting specific program requirements through transcript and portfolio review. All part-time evening courses are offered after 6 p.m., Monday through Thursday.

B.2 Site Design: During the 2018 accreditation review, documentation showing students' ability to address topography, ecology, and climate were lacking and SPC B.2. Site Design was not met. The courses identified by the Visiting Team as ARCH 382 Studio 3B and ARCH 352 (now 482 Studio 4B) are part of the program's years three and four, respectively.

Changes to Studio 3

We have made several changes to our Studio 3 sequence (ARCH 381/382/383) which addresses concerns of the building in the landscape. These changes are described below. Changes to the Studio 4 (ARCH 481/482/483) sequence, studying the building in the city and introducing students to urban design, are more subtle and will not be addressed in this report as no deficiencies were identified by the Visiting Team in 2018. Evidence of students' ability to respond to the urban context and developmental patterning, historical fabric, soil, and building orientation was readily found in what is now Studio 4.

To address the attested deficiencies, we have hired adjunct faculty since the previous accreditation in 2018 with degrees in both Architecture and Landscape Architecture to teach in our Studio 3. This academic year, Jason Austin, who has degrees both in architecture and landscape architecture (see CV in the attachment) returned to Drexel's Architecture faculty with a part-time, 2/3rd appointment. He now oversees and teaches Studio 3 and will continue the tradition of exploring design solutions in other, non-native ecological site conditions in ARCH 383 vertical/thematic-based studios that was introduced in response to the 2018 NAAB accreditation visit. The deeper expertise of our faculty in site design helps us better introduce our students to concerns of topography, grading, and stormwater management. Lectures on managing topography and site conditions prepare students for class assignments that address these challenges. Requirements for drawings include topographic plans, large scale and site sections as well as 3D representations of the site.

Nuanced consideration of ecology and climate were accomplished by assigning the students projects in places that have very different climates from our own. Examples of studio projects vary from a Ranger Station in Australia at Mt Uluru and a Preschool and Health Clinic in Ethiopia, Africa. Understanding and designing in more arid climates and in remote locations requires students to consider and respond to those differences, including disparities in weather patterns, vegetation, and variability of available materials and construction technique to suit local conditions and capacity. Even when our design sites are local – Fonthill Park in Doylestown or Bartram's Gardens in Philadelphia – we have specifically chosen sites that have noticeable variation in topography, woodland cover and/or agricultural setting.

The results demonstrated the students' ability to understand the topography of the site as well as building orientation and design for what were usually hotter/dryer climates.

Drexel University, 2023 Response: [Click here to enter text.](#)

Please review information provided under 1.2.1 Human Resources and Human Resource Development prior to reading the information submitted here. This is necessary to understand the wider context in which our ability to address Not-Met Conditions from 2018 must be read.

To continue addressing the attested deficiencies cited in the 2018 accreditation review in B.2 Site Design, the curriculum to our Studio 3 sequence (ARCH 381/ARCH382/ARCH383) continues to be adjusted to be inclusive of topography, ecology and climate factors outlined in B.2 Site Design. This is achieved within our current sequencing of Studio 3 design curriculum as outlined below.

ARCH 381 Studio 3A: Considering Topography

The first half of Studio 3A, the first studio in the sequence, is dedicated to a comprehensive group precedent analysis of a significant building, built landscape, or historic built environment. Examples of such precedents (such as Civita di Bagnoreggio, Italy; Katsura Villa, Kyoto; Parque del Este, Venezuela; Cementerio Igualada, Spain; Getty Center, Los Angeles; etc.) allow students to study and learn from a variety of historic and contemporary architectural responses to building in the landscape. The selected precedent sites are both domestic and non-native with varying differences in topography, ecological conditions and climates. One of the primary requirements for this group research project is the 3D reconstruction of the site (i.e. expanded topography) with the architectural precedent, allowing students to relate how physical topography, landscape elements, and designed buildings equally contribute to the shaping of site and place-making.

The second half of this studio includes a design charrette allowing students an opportunity to apply their knowledge and lessons learned from their earlier group precedent analysis to a local site. Sites are selected with variation in topography, solar exposure, natural wind patterns, and ecological conditions. Recent site selections for this project have been focused on addressing contemporary climate crisis-related events, such as river-bank flooding and sea-level rise. Requirements include rendered site plans with topography and solar orientation information; site sections with placement of their design interventions; and experiential representations of the site.

ARCH 382 Studio 3B: Building(s) in the Landscape

Studio 3B, the second studio in the sequence, is focused on the design of a building or series of buildings within the landscape. Utilizing a local site – often layered with history and a bountiful ecological palette – allows students to access and experience the site firsthand, observing ecological interactions at different times of day and during seasonal transitions. The proposed building programs have been centered on outdoor education and fellowship facilities, which permit students to reinforce how building and site design actively engage the local climate, ecology and topography.

At the start of the term, students work collaboratively to compile an in-depth site analysis of the selected site and its surrounding context, examining the natural systems, climate, manmade systems, and cultural histories. Following group site analysis, students pursue their individual site analysis through the discovery, observation and mapping of phenomenological site conditions (i.e. daylighting, ecological transitions on the site, local flora and fauna, ground and textural conditions, topographical differences, presence and absence of natural wind, etc.). The in-depth site analysis – from the group and individual assignments – inform an overall site design for their project and the further development of one or more proposed buildings on the site.

Final building designs are expected to be oriented to take advantage of natural daylighting and passive ventilation; be appropriately situated on the site, addressing local topographic conditions and stormwater conditions while also including sustainable or passive energy considerations; and consider structural system implications based on local topographic conditions.

Required deliverables include rendered site plan(s), final 3D representation of the site and proposed structures (physical or digital); sustainability diagram(s) with solar and wind patterns; building plans and sections including site context beyond building envelope; and experiential images with appropriately represented local flora and ecological conditions found on the site.

ARCH 383 Studio 3: Vertical Studio Sequence / Architecture + Resiliency

As we are now offering our new vertical studio and through that more flexibility and agency to our students to choose the topics they are most interested in investigating, ARCH 484 Specialized Studio will be offered in the spring quarters in lieu of ARCH 383 Studio 3C and ARCH 483 Studio 4C, this course will no longer be used to satisfy the Student Performance Criteria for B.2 Site Design. For the academic years 2021-2022 and 2022-2023, the third (and final) studio in the Studio 3 sequence was offered as a vertical studio which combined ARCH 383 Studio 3C and ARCH 483 Studio 4C students in the spring term to focus on topical areas related to both Studio 3 and Studio 4 thematic initiatives (such as Architecture + Resiliency). Recent studio project sites include

regional urban and rural sites surrounding Philadelphia; southern California sites in the Los Angeles area; and even international sites located in the borderlands of Haiti and the Dominican Republic. The recent integration of Studio 3/Studio 4 vertical design studios will continue in the future under the new course number ARCH 484 Specialized Studio. We have enabled our students to expand their site design skills to a variety of different climates, ecologies and topographic conditions as well as created an awareness of the dynamic climatic conditions and their varying impacts in different corners of the country and world.

C.3 Integrative Design: Ability to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

2018 Visiting Team Assessment: The team found consistent evidence of student ability to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, site conditions, environmental systems, and building envelope systems and assemblies in Arch 363 – Studio 6-3 and ARCH 495 (ARCH 498 PTE) - Senior Project III (Thesis III).

However, the team did not find consistent evidence of student ability to make design decisions within a complex architectural project while demonstrating broad integration and consideration of structural systems, accessibility, life safety, and technical documentation in Arch 363 – Studio 6-3 and ARCH 495 (ARCH 498 PTE) - Senior Project III (Thesis III).

Drexel University, 2021 Response:

Integrative Design:

During the 2018 accreditation review, structural systems, accessibility, life safety, and technical documentation were not met with sufficiently consistent evidence in our students' work in SPC C.3. Integrative Design. The courses identified by the Visiting Team as ARCH 363 (now ARCH489 Studio 5C) and ARCH 495 (now ARCH 498 Senior Project III), are the final design studios for their respective years in our B. Arch. Program's years five and six, respectively.

Changes to Studio 5

Shortly after the 2018 accreditation, we started making incremental changes that address concerns of integrated design in the overall course structure and individual assignments that are part of the Studio 5 sequence (ARCH 487/488/489). These changes are discussed below in detail. The Studio 5 sequence relies on student research and design work from multiple studio courses throughout the year to demonstrate students' ability in all areas of integrative design. It seemed appropriate to introduce the individual topics in Studio 5A; this lays the groundwork for independent integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance in ARCH 488 and ARCH 489. Syllabi showing where the areas of concern are now being addressed are attached in the appendix. In addition, ARCH 489 Studio 5C (previously ARCH 363), assigned group projects, which limited consistency in work shown to the visiting team. We are focused on addressing this deficiency through structural changes in upcoming studios; the changes are available in the syllabus for ARCH 488 Studio 5B and ARCH 489 Studio 5C.

In the academic year 2021-2022, we have made a concerted effort to better integrate accessibility and life safety into students' working methods and final design outcomes. This academic year has brought new faculty and a new perspective to the course outline and structure, which has allowed

for a more direct response to the areas in question. The courses identified in 2018 for demonstrating C.3, ARCH 489 Studio 5C (previously ARCH 363), and ARCH 495 Senior Project III (previously ARCH 498) are the capstone studios for their respective years in our B. Arch program—years five and six, respectively. We recognized a lack of clarity in explicitly addressing Accessibility, Life Safety, and Technical Documentation within the 2018 accreditation evidence provided during the visit and had at the time contested the decision of the Visiting Team that SPC C.3 was not met. We acknowledge that syllabi and assignments for ARCH 363 referenced learning objectives specific to accessibility and life safety but did not address methods to ensure all students would complete these specific areas of design integration. Updated assignments and project deliverables ensure that students integrate these topics early on in the studio sequence and revisit accessibility and life safety requirements in their final presentation deliverables. Assignments for Week 3, 9 and 10 in ARCH 487 Studio 5A show the revisions. Structural systems are now more explicitly addressed throughout the Studio 5 sequence. Still, the current faculty acknowledges that the options studied by students, their rationale for selection, and subsequent calculations require more clarity. We also recognize that group work may allow some students to evade the full integration of this work. We are addressing these through changes to required deliverables, assignment structuring, and creating opportunities for more individual work in the studio sequence. This is reflected in syllabi for ARCH 488 Studio 5B and ARCH 489 Studio 5C (previously ARCH 362 and 363). The syllabi and assignments referenced above are included in the appendix for reference, with relevant updated areas highlighted in yellow.

Changes to Senior Project: Several changes to the Senior Project sequence (ARCH 493/494/495, previously ARCH 496/497/498) were made to achieve consistency with final course outcomes to better address the requirements for integrated design. Adjustments made are manifested in the syllabi and grading rubrics that can be found in the appendix. Articulating our expectations for Senior Project with greater clarity and providing students with detailed grading rubrics outlining the various components of the design each student must address helped us achieve more consistency in the work.

Drexel University, 2023 Response: [Click here to enter text.](#)

Please review information provided under 1.2.1 Human Resources and Human Resource Development prior to reading the information submitted here. This is necessary to understand the wider context in which our ability to address Not-Met Conditions from 2018 must be read.

Since 2021, we continued to change and improve aspects relevant to SPC C.3 Integrative Design, including structural systems, accessibility, life safety, and technical documentation that were not met in 2018 with sufficiently consistent evidence in our students' work. Due to curriculum changes outlined in 2021, all aspects of SPC C.3 Integrated Design (and many of the Student Criteria (SC) of the 2020 NAAB Conditions for Accreditation) are now incorporated into Studio 5 (ARCH 487/488/489). We are no longer using ARCH 493/494/495 Senior Project I, II & III to meet these criteria as the self-directed nature of our thesis projects result in projects that vary too greatly in scope and scale to accomplish consistent evidence of all SPC.3 aspects by every student.

In the 2022 Fall, we welcomed Dr. Antonio Martinez-Molina, a new tenure-track faculty member who previously taught architectural technology and integrated design studios at the University of Texas in San Antonio. He now directs the Studio 5 Integrated Design course sequence. Martinez-Molina left the previous curriculum generally unchanged in academic year 2022-2023 to better assess the existing course sequence. This year, he has started restructuring and redesigning the course materials and studio projects to ensure that all integrative design requirements are met by every student. This work is still in progress. While the new course sequence is being rolled out this academic year, this report, however, cannot yet provide student evidence as the fall term is still ongoing.

Please note that the revised Studio 5 sequence will address the new 2020 NAAB Conditions for Accreditation with the following Student Criteria.

- SC.1 Health, Safety and Welfare in the Built Environment
- SC.3 Regulatory Context
- SC.4 Technical Knowledge
- SC.5 Design Synthesis
- SC.6 Building Integration.

A. Studio 5 (ARCH 487/488/489) – Measures implemented in 2022-2023:

We continue to modify assignments to address integrated design concerns in the overall course structure in the Studio 5 sequence (ARCH 487/488/489). Students must demonstrate skills in all aspects of comprehensive building design throughout the three studio courses of this sequence. Expanding on the content of our current Building Systems course sequence (ARCH 291/292/293/394/395/396), students integrate the various topics covered in ARCH 487 (Studio 5A). This prepares students for a deeper and more independent integration of the following aspects into their ARCH 488 (Studio 5B) and ARCH 489 (Studio 5C) projects: building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance. The attached syllabi highlighting the relevant topics are attached to this response as an appendix.

Since our new faculty had minimal time to adapt the inherited Studio 5A materials, the course structure from the academic year 2021-22 was used in a slightly improved version during the 2022-23 ARCH 487 (Studio 5A) with no substantial changes. We are attaching low-pass student work from this class as the requested evidence. Last academic year, we also implemented the following changes in ARCH 488/489 (Studio 5B/5C) to address the topics of concern: We reduced student groups in ARCH 488 to two individuals per group. ARCH 489 then focused on individual work. We made this critical adjustment to ensure that every student can apply the concepts learned in past courses independently. The syllabi for ARCH 488 Studio 5B and ARCH 489 Studio 5C are attached to this response.

B. Studio 5 (ARCH 487/488/489) – Current and planned improvements:

Based on the experiences gained during his first year at Drexel, Martinez-Molina continues to progressively improve the Integrated Design studio sequence's framework and organization to more effectively address the areas of concern called out by the 2018 Visiting Team. In the academic year 2023-24, we are making a determined effort to better integrate accessibility and life safety into design approaches and final project results. Structural Systems and Technical Documentation are being reinforced within the Integrated Design studio sequence by assigning different project sizes that now increase in scope and dimension, term-by-term, in parallel to student proficiency in the subjects, while also asking students to show their ability to master integrative design work first before allowing them to tackle more complex assignments as a team.

This fall quarter, we assigned individual work on an Accessory Dwelling Unit (ADU) structure within ARCH 487 (Studio 5A). Student work will increase in complexity with a residential retrofit project in ARCH 488 (Studio 5B), which will be completed in student groups of two. Finally, the sequence will be completed with the design of a large commercial building project, which will be performed in groups of three or four students in ARCH 489 (Studio 5C).

This revised methodology allows us to introduce and apply complex topics such as structural systems and technical drawings more gradually. Each student will thus develop better proficiency with the concepts and should feel comfortable with the learning process. This should build student confidence in their technical and integrative design skills while we gradually raise the expectation for proficiency with increasingly complex projects. This method should also avoid situations where some students are able to evade the full integration of the comprehensive design approach. While not yet fully implemented to the extent planned, this method started to be reflected in syllabi for ARCH 488 Studio 5B and ARCH 489 Studio 5C from the past winter and spring quarters 2023,

which are both attached to this response. Syllabi for these classes for AY 2023/2024 are not yet available but can be provided after the current academic year.

In summary, we are redeveloping the course sequence to ensure the integration of design objectives by all students. Revised project deliverables require students to integrate these topics early in the studio sequence, and in their final presentation deliverables. Assignments for Week 3, 5 and 7 in ARCH 487 Studio 5A (fall 2022) show the expected deliverables for individual students. Finally, structural systems and technical documentation are now more explicitly addressed throughout the Studio 5 sequence. We acknowledge that there is still work to do integrating technical knowledge into the design, however, we are on track to be fully address these concerns in time for the next accreditation visit in 2026/2027.

Additional reporting as required in Board decision letter on three-year IPR:

Information on I.2.1 Human Resources and Human Resource Development

Drexel University, 2023 Response: [Click here to enter text.](#)

As mentioned in Drexel's 2021 IPR, Drexel University's Architecture Program experienced a notable decline in its full-time faculty numbers since 2021. Fortunately, in the academic years 2022-2023 and 2023-2024, we successfully welcomed several new colleagues to our team. In September 2022, three full-time faculty members joined, and in the fall of 2023, two additional full-time faculty, including a new Architecture Program Director, became part of our team.

Between the summer of 2020 and 2022, we faced the challenge of losing over 75% of our full-time faculty due to career advancement and retirements. Hiring of new faculty was delayed based on budget cuts induced by the pandemic. Despite these setbacks, we were able to sustain the Architecture Program, heavily relying on our committed adjunct faculty, two temporary part-time hires, while the two remaining full-time faculty members had to shoulder additional responsibilities. This enabled us to maintain operations, although it necessitated the postponement of a thorough curriculum assessment and curriculum changes that would have otherwise been implemented earlier. Our primary focus during this period was supporting our students' return to on-campus classes, keeping the Architecture Program running, and on conducting faculty searches. Despite these challenges, we continued to address the deficiencies identified during our 2018 NAAB accreditation as best as we could. However, with the new team on board, the introduction of new processes to assess our curriculum and make adjustments in line with the 2020 NAAB Conditions has now started under new program leadership in collaboration with our new Architecture Program faculty.

Departures:

In spring 2021, **Alan Greenberger**, FAIA, a Distinguished Teaching Professor and Department Head (non-tenure-track), accepted the position of Vice President for Real Estate and Development at Drexel University, leading to his departure from his previous position. In the interim, Teaching Professor **Ada Tremonte** (INTR) and Associate Professor **Dr. Mark Brack** (ARCH) jointly served as Interim Co-Department Heads from June 2021 through August 2022, facilitating the department's leadership during this period while a national search for a new department head for the Department of Architecture, Design & Urbanism was underway.

Jon Coddington, a tenured Professor and former department head, retired in August 2020.

Associate Teaching Professor **Dr. Daniel Chung**, RA, a tenured faculty member, left Drexel University in August 2021 and accepted the position as Associate Professor on tenure track with the John H. Daniels Faculty of Architecture at the University of Toronto, Canada. Dr. Chung coordinated our Integrated Design Studio and oversaw the course sequence in Architectural Technology.

Dr. Mark Brack, Ph.D., a tenured Associate Professor and architectural historian, retired in August 2022 after 28 years of service to Drexel University and the Architecture Program. Dr. Brack served as Interim-Co-Department Head and carried a large teaching, service and during his final years before retirement also a large administrative load.

In the same month, **Rache Schade**, AIA, Associate Teaching Professor (non-tenure-track) and Associate Director of Student Placement, retired. Schade coordinated the Senior Project sequence, taught Studio 2 and advanced drawing classes. As Associate Program Director for Student Placement, she worked with all students in the part-time evening program to help place them in internships and practice positions in the greater Philadelphia area. In that role, Schade also oversaw both Drexel's IPAL Program and is the University's AXP Coordinator.

Associate Teaching Professor **Simon Tickell**, RA (non-tenure-track), retired also in August 2022. He taught our Materials & Methods of Construction classes and coordinated the Studio 4 with a focus on urban and architectural design.

Long-time Department Administrator **Janice Lyons** retired in June 2022 after 28 years of excellent service to our department. Administrative Coordinator II **Jennifer Rauscher**, who had joined the Department of Architecture, Design & Urbanism in 2021 as replacement for long-time Administrative Coordinator II **S. Kay Hahn**, was promoted to take on Lyon's role. However, it was clear quickly that she was not able to complete the required job responsibilities in an appropriate, efficient and correct manner. Rauscher left Drexel University in September 2022. Hahn had helped us to train **Tanner Richardett**, a recent graduate of the Arts Administration Program, who was hired to fill the Administrative Coordinator II role in May 2022. He was both competent and engaged, however received a strong offer from a local theater where he had completed his coop and left in August 2022, only three months after starting his position. **Devyn Jackson** was hired as his replacement in November 2022 as Administrative Coordinator I. In December 2022, **Danielle Swan** joined the department as Department Administrator. Fortunately, Swan had previously worked at Drexel as Administrative Coordinator II in a different department of the same college. Her familiarity with the various systems and processes at Drexel was urgently needed.

Transitions:

To help navigate through these challenging times, both Mark Brack and Rachel Schade agreed to help with program support us throughout the previous academic year as hourly employees. We were also granted permission to bring on board two part-time faculty members with a 2/3 appointment. Both greatly contributed to our efforts to maintain continuity and excellence in our academic programs.

Stéphanie Feldman, RA, has taught the Studio 1 sequence since 2014 as Adjunct Associate Professor. In September 2021, Feldman joined the Architecture Faculty as Associate Teaching Professor with a 2/3 appointment for one year. She led the Foundation Design/Studio 1 course sequence during that time.

Jason Austin, RA, RLA, who taught in Drexel's Architecture Program as Assistant Teaching Professor from 2013 through 2016, re-joined us in September 2021 to August 2023 as Associate Teaching Professor with a 2/3 appointment. Austin led the Studio 3 sequence, a crucial time in our curriculum when our 2+4 students enter the professional workforce and classes merge between these day students and those enrolled in the PT Evening Option of our B.Arch. degree program. Austin also spearheaded strategic planning efforts and feasibility studies for a potential online M.Arch. degree, work that had to be put on hold a year ago.

The loss of faculty and staff, the subsequent rebuilding of our team, coupled with leadership changes, initially impacted on our ability to plan for the future. Nevertheless, we are currently in a robust position to address the necessary work.

Associate Professor **Dr. Ulrike Altenmüller-Lewis**, AIA, NOMA (tenured), who served as the Architecture Program Director since 2018, was promoted to Department Head for Architecture, Design & Urbanism in September 2022 as result of a national search process. She continued in her role as Program Director for an additional year until August 2023 and is now transitioning

responsibilities and training her successor, Teaching Professor **Andrew Phillips**. Dr. Ulrike Altenmüller-Lewis is currently the only tenured faculty member in the Architecture Program.

Assistant Professor **Jacklynn Niemiec**, AIA (tenure-track) has assumed increased administrative duties for the BS in Architectural Studies Program and helped stabilize the program during the challenging times with many retirements, departures and onboarding of new faculty and adjuncts. She carried a higher service load than any tenure-track candidate should carry while establishing and advancing their research and did so with grace and consideration. Niemiec serves as the AIAS Advisor. Niemiec oversaw and taught the integrated design studio in 2021-2022. Niemiec continues to oversee our Studio 2 sequence and coordinates our Capstone Project for the BS. in Architectural Studies. However, her responsibilities to coordinate our representation classes is transitioning to Assistant Teaching Professor **Bumjin Kim**. Assistant Professor Jacklynn Niemiec successfully underwent mid-point tenure review in winter/spring 2023. Her tenure review is scheduled for AY 2025/2026.

New Hires:

Effective September 1, 2022, we welcomed three new colleagues:

Assistant Professor **Dr. Daniel Coslett**, Ph.D. (tenure-track) joined us from the University of Washington as our new Architectural Historian, overseeing the history curriculum for Architecture, Interior Design, and Architectural Engineering. Coslett's interests center on the place of the historical built environments within temporary cities. He explores the ways in which surviving traces of the past are preserved, interpreted, experienced and exploited today, and how they contribute to urban life while inspiring urban identities. His research specialties include architecture and planning of the modern era, built environments of European colonialism, archaeology and heritage management as well as tourism in North Africa and the Mediterranean region (particularly in Tunisia and Cyprus).

Associate Professor **Dr. Antonio Martinez-Molina**, Ph.D., LEED Green Assoc., CPHD (accelerated tenure-track) from the University of Texas San Antonio, accepted the position as the coordinator for architectural technology curriculum, overseeing materials & methods, building systems, and structural systems. He holds an affiliate appointment in the Department of Civil, Architectural and Environmental Engineering. He further manages the Integrated Design Studio (Studio 5). Martinez-Molina is a licensed architect with a PhD in Architecture and a Master in Education from the Polytechnic University of Valencia (UPV) in Spain. He has brought international experience in sustainable architectural design obtained in several countries, including the UK, Spain, Italy, Denmark, the Czech Republic, New Zealand and the United States. His research activities are focused on sustainable design building technology and occupant comfort health and well-being, and he has experience with high-performance buildings. Dr. Antonio Martinez-Molina will undergo mid-point tenure review during the winter of 2024. He will submit his tenure dossier in August 2024 for evaluation for tenure and promotion in 2024/2025.

Assistant Teaching Professor **Alesa Rubendall**, AIA (non-tenure-track), a local architect with deep ties to Philadelphia's architecture community, is our new Associate Director for Student Placement, IPAL/NCARB Liaison, and Advisor. She also coordinates and teaches our Urban Design Studios (Studio 4). Rubendall is a registered architect with over 20 years' experience in a wide array of project scales and types, that include institutional, civic, educational, commercial, residential, and master planning. In 2016, Rubendall started her own practice, Design Moxie Architecture + Planning, which primarily focuses on educational and residential projects. As the Associate Director of Student Placement, she assists students in bridging between the classroom and the workplace, provides guidance on their professional development and supports their transition into the design profession. She stewards connections between the Philadelphia design community and the Department of Architecture Design & Urbanism and is a liaison for firms seeking suitable Drexel candidates for employment. Our students have asked Rubendall to become their NOMAS Faculty advisor as they are embarking on re-founding the Drexel chapter.

This fall, starting September 1, 2023, we hired two additional full-time faculty members, with an ongoing search for a full- or part-time instructor:

Teaching Professor **Andrew Phillips**, RA (non-tenure-track) has assumed the role of our new Architecture Program Director. With a background in high school design education, Phillips will lead faculty efforts in curriculum assessment and implement resulting changes. He also teaches and coordinates our foundation design sequence and Studio 1. Phillips is currently completing “Think with your Hands: Design Practices in K-12 Education, a Doctorate in Educational Leadership from the University of Pennsylvania. He holds a M.Arch. from Harvard University and B.Arch. and BS from Penn State University. Phillips served as Chief Innovation Officer and Director of Design Education at the Charter High School for Architecture & Design (CHAD) in Philadelphia, and more recently, as Chair of Design at String Theory Schools. He proved his leadership skills and his ability to empower students of all backgrounds, especially those faced with socioeconomic inequities and systemic racism. Before teaching at high school-level, Phillips taught Architecture as a lecturer at the University of Pennsylvania. His interests in critical making, the affordance of tools and techniques, the mindset and the means necessary for catalysts of agency and social change have been a common thread throughout Phillip’s career.

Assistant Teaching Professor **Bumjin Kim** (non-tenure-track) joined us from Indiana University in Bloomington and is coordinating our representation curriculum and design thinking coursework. An urban designer, architect and artist, Kim holds a M.Arch. from MIT and completed his bachelor’s degree at Hongik University in Korea. His professional experiences span across the United States, France and Korea, and his work has been exhibited in various countries including the USA, Spain and China, with notable participation in the 2019 Chicago Architecture Biennial. Kim is a co-founder of D.fluence, a design research practice that explores the cross disciplinary impact of design. Specializing in experience design and innovation strategy, they leverage their extensive experience gained at the MIT and beyond while expanding their capabilities through an international network of designers and innovators.

As we are writing this report, we are finalizing the search for an additional full- or part-time faculty member at the rank of instructor. While the position was originally intended to be filled by January 1, 2024, delays in the search will lead to a later start date for our new colleague.

These positive changes to rebuild our faculty reflect Drexel University’s commitment to academic excellence and the continued growth of our programs in Architecture.

Information on I.2.3 Financial Resources

Drexel University, 2023 Response: [Click here to enter text.](#)

Please note that the Architecture Program has one combined budget for both the B.Arch. degree and the B.S. in Architectural Studies. The report below reflects this combined budget and combined student numbers.

During the COVID-19 pandemic, almost all university budgets faced cuts. Although some recovery has occurred, the budget reductions from 2020 affecting the Architecture Operating budget have not been fully reversed. This had a noticeable impact in the last academic and fiscal year, leading to our first fiscal deficit in many years. The Architecture Program and the Department of Architecture, Design & Urbanism underwent staffing changes, resulting in higher expenses due to re-hiring former full-time faculty as hourly employees to tie us over. Additional costs were incurred for hiring more Teaching Assistants (TAs) and graders to support faculty handling larger class sizes. These expenses, only partially covered by the college, strained the budget.

Dept. ADU	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Dept Operating Budget*	\$22,500	\$22,500	\$22,500	\$10,500	\$10,500	\$10,500	\$20,500
Architecture	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Program Operating Budget	\$20,000	\$20,000	\$19,500	\$15,500	\$15,500	\$15,500	\$19,000
Technology & Student Fee Budget	\$20,000	\$20,000	\$20,000	\$17,500	\$17,500	\$17,500	\$17,500
<i>Annual Budget</i>	<i>\$40,000</i>	<i>\$40,000</i>	<i>\$39,500</i>	<i>\$33,000</i>	<i>\$33,000</i>	<i>\$33,000</i>	<i>\$36,500</i>
Student Enrollment (by Acad. Year)	218	240	236	251	276	277	280**
per student	\$183.49	\$166.67	\$167.37	\$131.47	\$119.57	\$119.13	\$130.36

* The budget for the Department of ADU supports the following disciplines: Architecture (B.Arch. + BS in Arch. Studies), Interior Design (BS in INTR and MS in Intr. Architecture & Design), MS in Design Research and MS in Urban Strategy. We have a total of 18 faculty, one Post Doc. and two staff members and approx. 500 students across all degree programs.)

** 2024 number of ARCH + ARCS Students is an estimate.

Previously, the program and department also received separate reimbursements for the annual ACSA dues. However, these are now considered part of the budget, resulting in a reduction in annual funding of an additional \$9,600.

While some positive adjustments for the Department of Architecture, Design & Urbanism have been implemented for the Fiscal Year 2024, the available operating budget has not kept pace with the growing student numbers. This is a heightened concern. Discussions with the Dean's Office regarding the department and program operating funds are scheduled for later this month.

II. Changes or Planned Changes in the Program

Please report such changes as the following: faculty retirement/succession planning; administration changes (dean, department chair, provost); changes in enrollment (increases, decreases, new external pressures); new opportunities for collaboration; changes in financial resources (increases, decreases, external pressures); significant changes in educational approach or philosophy; changes in physical resources (e.g., deferred maintenance, new building planned, cancellation of plans for new building).

Drexel University, 2023 Response: [Click here to enter text.](#)

For a detailed report on staffing changes that affected faculty retirements/succession planning and administrative leadership, please see: *Information on I.2.1 Human Resources and Human Resource Development.*

For a detailed report on staffing changes, please see: *Information on I.2.3 Financial Resources.*

Changes in Enrollment

Since our 2018 accreditation visit, the Architecture Program has increased in number of students. Particularly the 2+4 Option, offering a hybrid between two years of full-time studies and four years of work-study experiential learning, has steadily grown, and attracted larger freshmen cohorts. While for many years, enrollment in the 2+4 Option was capped at around 36 students per year with three studio sections of twelve students per instructor, we have seen regular freshmen enrollment hovering around 48 students, with only 2020 being a smaller cohort. As the labor market in the Philadelphia region has limited capacity to absorb entry-level interns with only two years of full-time studies under their belt, the addition of the BS. in Architectural Studies allows us to maintain similar freshmen enrollment while offering an attractive alternative path with optional coop experience in a full-time format to students interested in studying at Drexel University. As the

curriculum between both majors is identical during their first two years, we have observed that students appreciate the fluidity between the degrees and the option to settle on one path later in their studies.

Degree completion during the regular six years of education for the 2+4 Option and seven years for the Part-time Evening Option as well as retention of both full-time and part-time students has become more challenging since the pandemic. This is a concern we have noted and are actively working with the Office of Academic Advising of Westphal College to better support our students. While we have always observed that some students leave the architecture major during their first year at Drexel University, we noted that now a higher number of students have sought Leave of Absences or left the program later during their studies:

- Full-time students enrolling into the 2+4 Option or now the BS. in Architectural Studies are typically high-school graduates entering college. They are usually high-achieving students with a GPA of 3.5 and above. It is not unusual for some of these students to realize during the first terms that either the discipline or the rigorous 2+4 Option is not the right fit for them.
- The Part-time Evening Program has an open enrollment policy and usually accepts students with a GPA of 2.5 to 3.0 or higher caters to more non-traditional students seeking a professional degree in Architecture. These students often come with associate degrees from community colleges, change careers or are veterans. Many have a more advanced age or support families. Retention of students starting or transferring into the 7-year Part-time Evening Option has always been lower.

Today, often heightened struggles with physical or mental health, financial reasons, struggles to balance their time between work and school, or increased needs to take care of family members have been given as reasons to pause or leave the Architecture Program. While full-time students leaving the B.Arch. often remain at Drexel University and the Antoinette Westphal College to complete a different undergraduate degree (now often the B.S. in Arch. Studies), part-time evening students are more likely to abandon their studies altogether, particularly if they were at the early stages of their education.

Architecture	AY 2018	AY 2019	AY 2020	AY 2021	AY 2022	AY 2023
BS. in Arch. Studies Students (FT)	n/a	n/a	n/a	3	15	19
B.Arch. 2+4 Students (FT)	76	79	78	76	87	85
B.Arch. + PT Evening Students (PT)	142	161	158	172	174	176
Student Enrollment	218	240	236	251	276	277

Changes in Physical Resources

In response to the Architecture Program's expansion in full-time students and the shortage of designated desks, an additional space at the URBN Center on the 4th floor, URBN 436, that is in proximity but separate from our regular studio space (URBN 420), was assigned to our program in the fall of 2022. This space now serves as a studio for sophomore full-time students in Architecture. This new studio can accommodate an additional 20 students with dedicated desk space. The associated costs were shared, with \$10,000 covered by the Antonette Westphal College of Media Arts & Design, and \$16,000 by the Department of Architecture, Design & Urbanism. However, due to supply chain disruptions caused by the pandemic, the space was only fully equipped with new flat files and individual under-desk pedestals in September 2023.

Significant Changes in Educational Approach or Philosophy

Addition of the BS. in Architectural Studies

The biggest change in educational philosophy or approach since the last NAAB accreditation visit is the addition of the non-accredited Bachelor of Science in Architectural Studies degree. We understand both degree programs as complementary to one another.

Drexel Westphal's Bachelor of Architecture (B.Arch.) degree is designed to help students develop a comprehensive knowledge of the discipline of architecture, as well as foundational professional knowledge and a basic understanding of related fields. The NAAB-accredited B.Arch. degree at Drexel University is suitable for students who seek to earn a professional undergraduate degree that leads to professional licensure and affords them early exposure to architectural practice. While our B.Arch. degree does not participate in Drexel's signature co-op program, our students' opportunity to gain professional work experience and complete all or most of their Architectural Experience Program (AXP) requirements prior to graduation far exceeds the practice exposure of co-op. Depending on the degree path (the 2+4 Option or the Part-Time Evening Option), the B.Arch. can be completed in six to seven years. Students enrolled into the B.Arch. degree have the option to pursue the Integrated Path to Architectural Licensure (IPAL) to complete the Architectural Registration Examination (ARE) and achieve professional licensure upon graduation. Due to its curriculum structure, the B.Arch. degree is very practice-focused.

The B.Arch. degree program is most suitable for students who:

- Plan to pursue a career as a licensed architect.
- Wish to complete professional experience requirements for licensure alongside their education thus pursuing an expedited path to licensure.
- Seek a rigorous, studio-based education in architecture.
- Are prepared for a part-time architecture program that integrates professional exposure into their plan of study.

On the flip side, the B.Arch. degree does not allow students much time for experimentation or interdisciplinary experiences. It is set up to take classes on two or three evenings per week year-round while working full- or part-time in architecture and design firms in the greater Philadelphia area, allows for great practice exposure but is also quite demanding. While in 2022 and 2023, we proudly graduated the first undergraduate IPAL students with all ARE as well as their AXP complete, we also increasingly noted, that some students would prefer to remain full-time beyond their sophomore year at Drexel, and/or desired to gain deeper experiences related to architecture beyond the focus on professional licensure. This prompted us to develop the new Bachelor of Science in Architectural Studies degree that officially launched in 2021 and has quickly become an attractive option for transfer students from within Drexel University.

Drexel University's Bachelor of Science in Architectural Studies (B.S. in Arch. Studies) degree is a four-year, pre-professional degree. Students develop a comprehensive knowledge of the discipline of architecture, hone design skills, and expand their architectural understanding. This degree provides flexible avenues to combine architectural studies with related fields. Our B.S. in Architectural Studies degree can be a precursor to a dual BS/MS degree at Drexel University or a professional NAAB-accredited M.Arch. degree. Some of our students also segway into the B.Arch. after their 3rd year of studies or upon graduation. The B.S. in Arch. Studies is a full-time degree program, which also welcomes international students, who cannot study in the B.Arch. due to visa restrictions for part-time studies. We offer both a co-op and a non-co-op option for this degree.

The B.S. in Architectural Studies may be right for students who:

- Are interested in the fields of architecture and design but are not sure if they want to become licensed architects.
- Hold J1 visas or are international students seeking a degree in architecture.
- Are considering post-graduate education in architecture or a related field, such as an accredited professional M.Arch. degree.
- Wish to complete a full-time, four-year pre-professional architecture degree.

- Are interested in combining an architectural education with other disciplines, like digital media, construction management, design, or other fields.
- Want to participate in Drexel's cooperative education (co-op) program in architecture or a related field.
- Seek a customizable curriculum that prepares students for innovative professional paths.

We have developed accelerated pathways for students to complete 5-year BS/MS in Architectural Studies in combination with the MS in Urban Strategy, the MS in Design Research and the MS in Interior Architecture & Design. Additional degrees in collaboration with Construction Management and potentially Real Estate Development are anticipated at a later date.

Zero Energy Design Designation

Thanks to Dr. Antonio Martinez-Molina's initiative, we are excited to announce that Drexel University's Bachelor of Architecture Program is among 22 programs from 14 institutions nationwide to receive a U.S. Department of Energy Zero Energy Design Designation (ZEDD). This designation recognizes college programs that prepare students for 21st Century clean energy buildings careers.

The Department of Energy's [Zero Energy Design Designation program](#) distinguishes post-secondary academic programs that teach best practices of zero energy design and require students to apply those concepts in zero energy design projects. The designation lasts for three years, after which programs may apply to renew.

This designation is a testament to the Department of Architecture, Design & Urbanism's commitment to reducing carbon emissions, teaching sustainable citizenship, and responsible design. The Zero Energy Design Designation also prompts a more holistically interweaving of sustainable and low energy design strategies throughout the B.Arch. curriculum. While we start with introducing and hold students responsible to begin using passive energy conservation strategies into their designs from the earliest studios, by the time students reach the Integrative Design Studios in Studio 5, they will be able to do more complex energy modeling and be prepared to design and construct high efficiency, low-carbon buildings powered by renewable energy sources.

Development of Vertical Specialized Studios

Another educational change we have implemented recently is that we have introduced Specialized Studios or vertical studios in the spring quarter for students in Studio 3 and Studio 4. Studio 3, focusing on the building in the landscape, and Studio 4, focusing on urban design, have been reduced to a two-quarter studio sequence. This allows us to free up the spring quarter, when many students run slightly out of steam, and gives them a chance to select from a range of topics those options studio they are most interested and invested in. We successfully ran a first prototype of a vertical studio integrating two cohorts in spring of 2022. that prompted us to create a new course number, ARCH 484 Specialized Studio (4.0 credits). This design studio is taught as a vertical studio combining students from multiple years. Sections of this studio focus on a variety of special issues in the broader realm of architecture, urbanism and design and may be taught as an interdisciplinary studio.

Last year's options included studios with a focus on schools/educational environments, health care environments, adaptive reuse, community participation and addressing housing needs in large West Coast cities. Students submitted their ranked choices of studios, with almost all students being assigned to their first or second choices. Some Interior Architecture & Design graduate students also joined the courses. Feedback from both students and instructors was very positive. While students loved working across cohorts and showed real agency in the topics they chose, instructors welcomed the opportunity to offer classes in the realm of their expertise and interest that may not always fit into the core curriculum. We also were able to bring in specialists on educational environments and health care design who usually do not teach at Drexel University. The positive feedback and the excitement around these classes were well worth the additional

administrative effort of organizing these vertical studios. It is our hope that moving forward, these specialized studios also may offer the opportunity for sponsored studios and can be more widely publicized.

New Opportunities for Collaboration

While for a while, we had to limit our operations intermittently to “survival mode,” with the new faculty on board and new leadership, there are new and broader opportunities for collaboration across disciplines:

The bi-annual Interdisciplinary Design Charrette:

While on hiatus during the pandemic, this past spring the Westphal College of Media Arts and Design under the Department of Architecture, Design & Urbanism’s leadership, offered to students from all disciplines the 2023 Interdisciplinary Design Charrette led by award-winning design practice [Höweler + Yoon](#). Conceived around the new [FloatLab](#) project at [Bartram’s Garden](#), the challenge asked participants to engage issues of eco-literacy – understanding relationships between everyday experiences of the natural world and larger ecological, climatic, and environmental systems. Kicked off by a lecture by Marc Höwler on Thursday, April 13, from Friday, April 14 to Sunday April 16, 2023, interdisciplinary teams occupied the 4th floor of the URBN Center while constructing an exquisite corpse model of the site and utilizing a kit of parts to develop interventions for sitting, viewing, and signaling.

Students used stilts to experience and observe Bartram’s Garden in a new way on Friday. This sectional displacement asked students to consider how changing our eye level can instigate fresh ways of engaging the natural environment. To understand key ecological, infrastructural, and architectural features of Bartram’s Garden—including those that might be hidden from view – each team built a 400’ x 400’ portion of the site, translating their observations into a shared base model. Throughout the weekend, interdisciplinary teams explored hybrid functionality and sustainable material ethics by repurposing the stilts into interventions to support the community and mission of Bartram’s Garden.

Collaboration with Architectural Engineering:

In September 2023, Dr. Antonio Martinez-Molina has received a dual appointment as Affiliated Associate Professor with the Department of Civil, Architectural, and Environmental Engineering (CAEE) in Drexel University’s College of Engineering. This allows him to engage more easily in joint research projects around enhanced building performance, occupant satisfaction, health, and well-being with technology and sustainable design. Applying proper architectural technologies and designs can increase energy performance while creating a more comfortable and healthier built environment. This appointment is dependent on Martinez-Molina’s developing and/or continuing active involvement in the CAEE department in specific projects, teaching, research, or service. Examples of such activities include:

- Research and teaching in areas of civil, architectural, or environmental engineering
- Supervision or co-supervision of graduate students in CAEE and their M.S. and/or Ph.D. theses
- Supervision or co-supervision of senior design CAEE students and teams
- Participation in special departmental projects
- Participation in joint research projects with CAEE faculty.

Martinez-Molina is interested in measuring and understanding the actual performance of buildings, whether they are newly built, existing, retrofitted, or historical, and in optimizing building performance with sustainable measures and innovative technologies. His research clearly indicates that there need not be a compromise between sustainable, responsible measures, energy efficiency and occupant satisfaction.

For a long time, Architectural Engineering students have been taking the Architecture & Society course sequence (ARCH 141/142/143) in architectural history. Also part of their required curriculum

have been two basic design studios (ARCH 191/192) that have been taught by Architecture faculty as separate classes. As of this fall, curriculum changes to both the B.Arch. degree and the AE degree allow us to integrate these studios into the part-time evening foundation design sequence. It is our hope that bringing students together in a studio setting will increase communication between the disciplines and facilitate easier collaboration later in their professional careers.

Integration of INTR into Architecture & Society classes:

Historically, Interior Design undergraduate students have been taking art and art history survey classes. As of this academic year, Interior Design and Architecture students take the Architecture & Society course sequence (ARCH 141/142/143). We have modified the lecture classes to include additional information on art, design, culture and interior spaces as we feel that both cohort benefit from this joint learning experience.

Over the past years, the Department of Architecture, Design & Urbanism has been opening electives across all degrees to other disciplines within and beyond our department. We have been cross-listing classes to attract students from other majors

III. Summary of Preparations for Adapting to [2020 NAAB Conditions](#)

Please provide a brief description of actions taken or plans for adapting your curriculum/ classes to engage the 2020 Conditions.

Drexel University, 2023 Response: [Click here](#) to enter text.

Adjustments to align with the larger institutional strategic planning and assessment efforts as well as preparation for any accreditation and adapting to changing conditions and criteria is an ongoing process. We are at once considering the 2020 NAAB Conditions for Accreditation as well as institutional changes and strategic directions at university, college and department level. Thus, the Architecture Program is continuously adjusting and developing curriculum and classes. However, we have seen many changes both in the college, department and program leadership and on the full-time faculty since 2020. Hence, some of the more strategic planning initiatives at program-level as well as the requirements for Planning and Assessment as outlined in the 2020 NAAB Conditions for Accreditation with a formal assessment process are only taken up this year.

In 2020, Drexel University finalized its [2030 Strategic Plan](#). All new initiatives should be in alignment with this. In 2021, the Antoinette Westphal College for Media Arts & Design hired a new Dean, Jason Schupbach. Following his appointment, the college underwent a strategic planning process that was detailed and involved all constituencies of the college – faculty, staff, students, alumni and employers. Westphal College's Strategic Plan: [Westphal for All](#) was finalized last year. During the academic year 2022-2023 a series of Implementation Committees were established. In June 2023, the Executive Council of the college voted on priorities that are now being implemented by the college, the departments and programs.

With Andrew Phillips, the new Architecture Program Director since September 1, 2023, the Architecture full-time faculty has begun sharing observations about individual classes, the curriculum, and how we can align with university and college strategic initiatives while advancing our own agenda on increasing our focus on sustainable design, decolonizing the curriculum, creating more opportunities for student choice in their learning trajectory and increasing opportunities for community engagement and social justice in design. Phillips has been visiting classes, observing reviews, and talking to instructors and students to get a sense of the assets and challenges of the program in general and the curriculum in particular.

During the winter quarter 2024, we are planning to develop a formal curriculum assessment process. Dr. Patricia Kucker, who is currently employed as an Advisor for the Ph.D. program at Drexel's College of Computing and Informatics and has joined the Architecture adjunct faculty this fall, has offered us her support. Dr. Kucker's experience as NAAB visiting team chair will be an asset for this process. Results of this formal curriculum assessment will form the basis of curriculum mapping and reform that will begin in the spring quarter 2024. This allows us to submit any broader

curriculum changes that may become necessary through the college and university committees for academic affairs next fall.

While review and modification of the Architecture Program has been ongoing but was traditionally based on a less formal process led by the Architecture Program Director and full-time faculty, we are now creating a process that can be clearly documented to serve as evidence that each NAAB Program and Student Criterion is assessed by the program on a recurring basis. While we always had to document and provide a rationale for modifications to our curriculum to receive college and senate approval, the new process will allow us to summarize more easily for NAAB the modifications made to our curriculum, program structures and materials based on findings from these assessment activities since the previous review. In the Architecture Programs adaptation to the 2020 NAAB Conditions for Accreditations, the new team sees a unique opportunity to innovate and improve both the curriculum and processes. While appreciating the strength that Drexel's model offers, their fresh view allows us to question the status quo and be agents for positive change. The Architecture Faculty is excited to engage in this process as we feel the new conditions and criteria allow us to tell the story of our unique program better than it had been possible previously. For us, this is a perfect opportunity to not only take stock, but to invest in our students, their education and the future of our profession. We are eager to bring our varied insights and experiences to this endeavor and engage our dedicated adjuncts, professional networks and invested students in the process. Below are some of the initiatives we have been able to implement that we have been able to implement. This is not a complete list but describes some of the important steps we have taken since 2018.

Meeting the Requirements for Planning and Assessment

Drexel University's Program Assessment Review (PAR)

While the process for internal process assessment is currently being redesigned and will be more similar to NAAB's Annual Program Review in the future, in 2019, the Architecture Program successfully completed the Drexel-internal Program Assessment Review (PAR) which included a detailed written program report and evaluation both by Drexel University representatives selected by the Provost Office, as well as by external reviewers, Richard Griswold, Associate Vice President & Dean of Students, Boston Architectural College, and Mark Mistur, AIA, Dean, College of Architecture and Environmental Design, Kent State University.

The PAR assessment confirmed that the Architecture Program in the Antoinette Westphal College of Media Arts and Design provides a nationally unique model of education for architecture that integrates learning and working.

The PAR Report highlighted the following strengths, observations and challenges:

Strengths

- The full-time faculty members, adjuncts and students form a unified community, and benefit from an education that is intentional, purpose-driven and productive for each of those constituents.
- There is a palpable mutual care and respect between and among both faculty and students.
- Students are thriving in careers as they simultaneously gain a professional education in a nationally unique model that provides access to a professional architecture degree for those who might not otherwise have access. The part time working students, alumni and substantial adjunct population ensure a firm connection to the local/regional design community.
- The 2+4 option, that starts students in a two-year, full-time daytime program has the dual advantages of thoughtfully readying them for professional employment while building among them a strong studio culture that binds them together as mutually supportive colleagues.

Observations

- While the Architecture Program does an exemplary job of meeting Drexel University's mission to "*prepare students for productive professional lives*", there is opportunity to focus more

intentionally on the second part of Drexel's Mission of "solving society's greatest problems". Being concerned for and engaged in the design and development of the Built Environment, we see possibilities to achieve this more substantially.

Based on this input, we have increased our opportunities for students to engage with societal problems. In ARCH 281, Studio 2A, students are now working on a small-scale development of row houses that includes intergenerational co-housing. The project connects with an ongoing anti-displacement effort in Drexel's neighboring Mantua community, framing the traditional rowhouse design problem in a new light. We have also created other opportunities for our students to work more closely on social issues and engage in participatory design processes. Last spring's Engage studio or this fall's Design for Playful Learning class are just two examples where students learn principles and processes of community engagement. As we are assessing and adjusting our curriculum this year with our new team, we are investigating how these learning experiences will become part of the core curriculum.

- A global perspective can be developed through the department's well-constructed and executed two-week study abroad programs, however, resources are needed to provide access to greater numbers of students.

We have been focusing our fundraising efforts to increase available funding for travel scholarships. Our long-term goal to include a travel requirement into the B.Arch. curriculum, however, we feel this should not happen until we can provide the necessary financial support for students with need.

- Students in the 2+4 program feel that the full-time start prepares them well for full-time work. However, moving from the full-time portion of the program to part time portion as abrupt and stressful. While students display impressive maturity, they carry a uniquely heavy load concurrently combining course and studio work with full time employment and its concomitant stresses.

This continues to be a challenge, particularly as students making this important transition right now have often been severely impacted by the pandemic. We have made changes to the curriculum to take pressure off the students and provide additional advising and mentoring support for the students.

The B.S. in Architectural Studies now offers an opportunity for students who feel they are not ready to transition into the evening portion of their education. Depending on the individual situation, through curriculum advising, a later transition is possible to become a PT Evening student.

At the university-level, Drexel has made a concerted effort to increase access to student-focused resources. Many student support offices have been relocated to the Korman Center, which has become the central location for student support services.

Challenges

- Access to Drexel's unique academic/practice model is restricted by visa limitations on full-time work for part-time students. The challenge of increasing ethnic/racial diversity of educators and students, and matriculating students from beyond the immediate region would enrich the architecture program and expand a critical dialogue. The challenge is to develop awareness, interest, and pipelines where few exist for these populations.

The Architecture Program has successfully increased the diversity of their students. However, the new BS. in Architectural Studies, which allows students to remain enrolled full-time beyond their sophomore year, allows us to enroll international students now also on J1 visas, which cannot be part-time students.

- Strengthening the sense of community is a challenge unique to a program where the advanced students are part time and not provided dedicated studio space that leads to robust studio

culture and peer to peer learning. This may be tied to insufficient studio space within the URBN building to develop work habits that include physical model building, support studio culture, peer to peer learning and collaborative work habits, especially for the part time evening students, a factor that also limits program growth.

We have not been able to make sufficient progress on this end.

Due to the pandemic, part-time evening students have been reluctant to work on campus. Their dedicated workspace on the 3rd floor of the URBN Center remained largely unused. We were, however, able to get additional studio space that allows us to provide a homebase for students in the B.S. in Architectural Studies degree.

One pin-up wall adjacent to our main studio/classroom space now serves as exhibition space where work from every studio is displayed.

- Similar challenges of expanding scholarship / research and creative work in the architecture program arise from the DNA of the program as constituted; an undergraduate population where the most advanced students are part-time.

With a new team of tenure-track faculty, there has been an increase in research activity and some funding available (start-up funding, grant successes) to support research activities that have also included some of our undergraduate students. Dr. Antonio Martinez-Molina, Jacklynn Niemiec and Dr. Ulrike Altenmüller-Lewis had the opportunity to work with individual students as research assistants. Alesa Rubendall has been working with a student to support her endeavors in work placement that provides research opportunities focused on job placement.

- The PAR Report raised the alarm that the program would be facing the challenge of succession. A significant core group of long-serving, full-time educators at the time was nearing retirement age. It was flagged that this would result in challenges of continuity for this unique program.

We have sufficiently explained our staffing challenges that were triggered by a lack of succession planning and timely hiring of faculty by university and college administration. We are in the process of rebuilding the faculty, which allows us to implement important strategic initiatives as well as necessary assessment and curriculum development to adapt to the 2020 NAAB Conditions for Accreditation. We would have preferred to address certain challenges and curricular concerns earlier but embrace the unique opportunity that we have been given to make strategic hiring decisions that will set Drexel's Architecture on to a positive path for the future.

Progress made towards the Shared Values of the Discipline and Profession

Environmental Stewardship and Professional Responsibility:

Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them. We are taking these concerns seriously and Dr. Antonio Martinez-Molina is leading our efforts to introduce concerns of environmental stewardship and sustainable design principles throughout the curriculum. See also the paragraph on Drexel's new Zero Energy Design Designation on page 20 of this report.

Equity, Diversity, and Inclusion:

With three different tracks for two degrees in architecture, at Drexel we are offering a range of pathways for students seeking access to an architecture education. The Part-time Evening option of the B.Arch. has traditionally offered a path to a NAAB accredited degree to students of diverse backgrounds. It attracts many non-traditional students and allows them to work full-time and support themselves while completing their degree. Part-time evening tuition for classes starting as of 6 pm carries a tuition rate that is approximately 40% of the regular part-time tuition rate. Students pay by credit and thus offers a flexible path to degree completion. The 2+4 Option as a hybrid model, is attractive to students who want an early practice exposure and cut down on tuition cost. The full-time B.S. in Arch. Studies provides students a path with a broad variety of professional specialization in related fields (e.g. Construction Management, Architectural Design, Digital Media,

Real Estate Development, etc.). This new degree also permits students who want to maintain their study of architecture, a way to remain enrolled full-time and maintain their institutional scholarships.

Leadership, Collaboration, and Community Engagement:

Our students today are increasingly interested and committed to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. To support their desire to seek fairness, diversity, and social justice in the profession and in society and to give them the tools and background engage with communities to create places and spaces that better serve their users, we have increased course offers to that extend: among others, we have annually offered classes on Social Equities in Communities, Sanctuary Cities and Design: Making and Disruption. For the second time, we offered during the summer 2023 a class on Foundations of Design Justice in collaboration with Dark Matter University. This fall, we ran a class on Playful Learning that engaged the East Parkside Community, just north of Drexel's campus.

Last spring's Engage Studio, one of our vertical studios, focused on the theory and practice of public interest design through the research, planning, and synthesis of a mock community engagement process for an urban development design project. The course introduced meaningful, ethical, and effective methods for designing and planning the physical environment with communities rather than for them. Throughout the term, students gained an understanding of why and how methods of community codesign and other community-based methods of engagement and involvement are effective at achieving more equitable, meaningful, vibrant, and resilient neighborhoods. Many students have commented on how useful these experiences were and we are currently investigating how we can integrate this perspective into the core curriculum.

IV. Appendix (include revised curricula, syllabi, and one-page CVs or bios of new administrators and faculty members; syllabi should reference which NAAB SPC a course addresses. Provide three examples of minimum-pass student work for each SPC 'not met' in the most recent VTR.)

Drexel University, 2023 Response: [Click here to enter text.](#)

Included as Appendix to this Interim Progress Report are the following documents:

1. One-page CVs of all full-time faculty members

Current full-time faculty:

- Dr. Ulrike Altenmüller-Lewis, Associate Professor (tenured)
New Department Head, Architecture, Design & Urbanism
- Andrew Phillips, Teaching Professor
New Architecture Program Director
- Dr. Daniel Coslett, Assistant Professor (tenure-track), Architectural History
- Bumjin Kim, Assistant Teaching Professor, Architectural Representation
- Dr. Antonio Martinez-Molina, Associate Professor (accelerated tenure-track)
- Jacklynn Niemiec, Assistant Professor (tenure-track); B.S. in Arch. Studies Coordination
- Alesa Rubendall, Assistant Teaching Professor, Assoc. Director of Student Placement

No longer at Drexel:

- Jason Austin, Associate Teaching Professor
- Stephanie Feldman, Associate Teaching Professor

2. Major and Sequence Sheets for the degrees offered by the Architecture Program

- Bachelor of Architecture
 - 2+4 Option
 - Part-time Evening Option
- Bachelor Science in Architectural Studies
 - Coop Option
 - Non-coop Option

3. Documentation on SPCs not met in the most recent VTR

- B.2 Site Design
 - a. ARCH 381 Studio 3A Syllabus & Assignments, Fall 2022
 - b. ARCH 382 Studio 3B Syllabus & Assignments, Winter 2023
 - c. (3) Examples of minimum-pass student from ARCH 381 Studio 3A as taught in 2022*.
- C.3 Integrative Design
 - a. ARCH 487 Studio 5A Syllabus & Assignments, Fall 2022
 - b. ARCH 488 Studio 5B Syllabus & Assignments, Winter 2023
 - c. ARCH 489 Studio 5C Syllabus & Assignments, Spring 2023
 - d. ARCH 487 Studio 5A Syllabus & Assignments (revised), Fall 2023
 - e. (3) Examples of minimum-pass student from ARCH 487 Studio 5A as taught in 2022*.

* Student work was used in the original PDF format and quality as submitted to Blackboard Learn.

Name: Ulrike Altenmüller-Lewis, Dr.-Ing. AIA, NOMA

Courses Taught (Two years prior to current visit):

ARCH 181/ARCH 182	Studio 1A & 1B
ARCH 283	Studio 2C
ARCH T380/T580/INTR T380/T580	Designing for Playful Learning
UNIV 101	The Drexel Experience

Educational Credentials:

Diplom-Ingenieur (Arch.), Bauhaus-Universität Weimar, Germany 1999
Doktor-Ingenieur (Arch.), Bauhaus-Universität Weimar, Germany 2008

Teaching Experience:

Associate Professor, Drexel University, since 2014
Assistant Professor, Drexel University, Philadelphia, 2008 – 2014
Visiting Researcher and Visiting Critic, WAAC, Virginia Tech, 2007
Visiting Assistant Professor, WAAC, Virginia Tech, 8/2005 – 12/2005
Assistant Professor, Bauhaus Universität Weimar, Germany, 1/2002 – 9/2006
Student Researcher and Teaching Assistant, Bauhaus Universität Weimar, Germany, 1996 – 1998

Professional Experience:

Department Head, Architecture, Design & Urbanism, 9/2022 – present
Program Director, Architecture, Drexel University, 7/2011 – 12/2013 and 4/2018 – 8/2023
Associate Professor, Department of Architecture, Design & Urbanism 2014 – present
Architect, Sunder-Plassmann Architekten, Greifenberg, Germany, 4/2017 – 7/2017
Provost Fellow, Office of Faculty Affairs, Drexel University, 1/2016 – 6/2017
Co-Director, Drexel Smart Initiatives Program, Drexel University, 9/2015 – 6/2017
Associate Program Director, Architecture, Drexel University, 9/2008 – 6/2011
Associate/Project Architect, RTKL Associates, Washington DC, 7/2006 – 7/2008
Designer, Alfredo De Vido Architects, New York, 8/1999 – 12/2001

Licenses/Registration:

New York State (since 2010)
Baden-Württemberg, Germany (since 2006)
Thüringen, Germany (2002-2006)

Selected Publications and Recent Research:

“Changing the Culture of Teaching and Learning in Drexel’s Architecture Program.” In: *Context, Journal of the AIA Philadelphia*, Fall 2021.
“Dealing with Remnants of Politics, Power and History in Germany.” In: *Happiness. The Built Environment—Shaping the Quality of Life*. ARCC Proceedings, May 16-19, 2019. Temple University. ARCC, 2018, 110-118.
“Expanding Inclusiveness: Integrating Students with ASD” in *Architecture of Complexity: Design, Systems, Society and Environment*. 2017 ARCC Proceedings, University of Utah, 2017.
“The City Crown by Bruno Taut, Translated and edited by Matthew Mindrup and Ulrike Altenmüller-Lewis”, Ashgate Studies in Architecture Series; Ashgate Publishing, Farnham Surrey, UK 2015.
William Penn Foundation, *Playful Learning by Design* (\$351,446 – Drexel Sub-Grant \$ 95,000),
Drexel Co-Primary Investigators: Ulrike Altenmüller-Lewis & Debra Ruben.
AIA College of Fellows 2019 Latrobe Prize, *Addressing a Multi-Billion Dollar Challenge* (\$ 100,000).
Co-Primary Investigators: Bruce Levin, Drexel University & Sean O’Donnell, FAIA, Perkins Eastman.
Lindback Foundation Award for Distinguished Teaching, Drexel University, 2022
Allen Rothwarf Award for Teaching Excellence, Drexel University, 2011

Professional Memberships:

ACSA Leadership Committee 2023
National Organization of Minority Architects, NOMA, Philadelphia/PhilaNOMA
The American Institute of Architects, AIA Philadelphia
Architektenkammer Baden-Württemberg, Germany

Name: Andrew P. Phillips

Courses Taught (Two years prior to current visit):

ARCH 181 Studio 1A
UNIV 101 The Drexel Experience

Educational Credentials:

Bachelor of Science in Architecture, The Pennsylvania State University, 1988
Bachelor of Architecture, The Pennsylvania State University, 1988
Master of Architecture, Harvard University, 1993
Doctor of Education, The University of Pennsylvania, 2024 (pending, ABD)

Teaching Experience:

Chair & Faculty, School of Design, String Theory Schools, Philadelphia, PA, 2020 – 2023 Chief Innovation Officer, Director of Design Education, Chair & Faculty, Design Faculty, Charter High School for Architecture + Design (CHAD), Philadelphia, PA, 2009 - 2020
Full Time Lecturer, The University of Pennsylvania, PennDesign, Undergraduate Architecture Program, Philadelphia, PA, 2004 - 2009
Lecturer / Full Time Lecturer, The University of Pennsylvania, Graduate School of Fine Arts, Graduate Program in Architecture, Philadelphia, PA, 1994 – 2004
Coordinator, Program Developer, Instructor, Fallingwater Teachers Residency Summer Program, Bear Run, PA, 2012 – 2019
Visiting Professor in Architecture, Lehigh University, Allentown, PA, 1997
Adjunct Faculty, Philadelphia University, Philadelphia, Pa, 1995
Teaching Assistant, Harvard University, Cambridge, MA, 1992
Career Discovery Instructor, Harvard University, Cambridge, MA, 1992

Professional Experience:

Founding Principal, apphillips, since 2015
Founding Principal & Partner, dommertphillips, p.c., 1995 - 2014
Project Architect, Wesley Wei Architects, 1988 - 1995
Project Architect, Stuart G. Rosenberg Architects, 1991-1994

Licenses/Registration:

The Commonwealth of Pennsylvania, 1993

Selected Publications and Recent Research:

Think with your Hands: Design Practices in K-12 Design Education: A Dissertation, Dec 2023
“Think with your Hands: (Re)Designing Education.” In” *Context / Special Issue: Education, Diversity, & Justice*, 2022.
“Hard Pivot: Compulsory Crisis Leadership Emerges From a Space of Doubt.” In: *Flux Leadership: Real-Time Inquiry for Humanizing Educational Change*, Teachers College Press, New York, Ed. by Sharon M. Ravitch & Chloe Alexandra Kannan, Co-Authored with Kelly Grimmett & Elizabeth Fernandez-Vina, 2020
“Hard Pivot: Compulsory Crisis Leadership Emerges From a Space of Doubt.” In: *Urban Perspectives on Urban Education*, University of Pennsylvania Graduate School of Education, Vol. 18, Issue 1 Co-Authored with Kelly Grimmett & Elizabeth Fernandez-Vina, 2020
Context, Quarterly Columnist, AIA Philadelphia, 2014 – 2019
“Human at Work.” In: *Susan Richardson / WHYY*, 2015
“Learning by Design.” In: *Philly Works*, Ed. by Alexandra Ulrich-Schmidt, 2012
“Old School: Architecture in the Liberal Arts.” In: *Thinking Practice: Reflections on Architectural Research and Building Work*, Ed. by Nicholas Temple & Soumyen Bandyopadhyay, Black Dog Publishing, London, 2007
“Young Architect Award 2001.” In: *The Philadelphia Architect*, 2001

Name: Daniel E. Coslett, Ph.D.

Courses Taught (Two years prior to current visit):

ARCH 141	Architecture and Society I
ARCH 142	Architecture and Society II
ARCH 143	Architecture and Society III
BE 211	Global History of Built Environments II
ARCH 151	Appreciation of Architecture II
ARCH 498C	Colonial and Postcolonial Architecture
URBDP 585	Intro. to Historic Preservation Planning
AHI 497V	Monuments, Memorials, Remembering and Forgetting
AHI 240	Nineteenth-Century Architecture and Art
AHI 370	Architecture and Visual Culture of the Islamic West
AHI 397M	History and Theory of Modern Architecture
AHI 221	Visual Culture of the Ancient World

Educational Credentials:

B.A., Davidson College, USA, 2005
M.A., Cornell University, USA, 2009
Ph.D., University of Washington, USA, 2017

Teaching Experience:

Assistant Professor, Drexel University, Philadelphia, 2022–
Lecturer, University of Washington, Seattle, 2018–22
Visiting Assistant Professor, Western Washington University, Bellingham, 2018–22
Instructor, Western Washington University, Bellingham, 2013–15 and 2017–18

Professional Experience:

Associate Editor, *International Journal of Islamic Architecture*, 2021–
Assistant Editor, *International Journal of Islamic Architecture*, 2018–21
Acting Dir. of Academic Planning, College of Built Environments, Univ. of Washington, Seattle, 2021–22

Licenses/Registration:

N/A

Selected Publications and Recent Research:

Islamic Architecture Today and Tomorrow: (Re)defining the Field. Edited with M. Gharipour. Bristol: Intellect, 2022

Rethinking Global Modernism: Architectural Historiography and the Postcolonial. Edited with V. Prakāsh and M. Casciato. New York: Routledge, 2022.

Neocolonialism and Built Heritage: Echoes of Empire in Africa, Asia, and Europe. New York: Routledge (part of the *Architext* series, ed. T. Markus and A. King), 2020.

“Preservation and Tourism in Tunisia: On the Colonial Past in the Neocolonial Present.” *Journal of North African Studies* 25, no. 5 (2020): 727–57.

“(Re)branding a (Post)colonial Streetscape: Tunis’s Avenue Bourguiba and the Road Ahead.” *International Journal of Islamic Architecture* 6, no. 1 (2017): 59–96.

“National Parks for New Audiences: Diversifying Interpretation for Enhanced Contemporary Relevance,” first author with M. Chalana. *Public Historian* 38, no. 4 (2016): 101–28.

“Broadening the Study of North Africa’s Planning History: Urban Development and Heritage Preservation in Protectorate-era and Postcolonial Tunis.” In *Urban Planning in North Africa*, edited by C. N. Silva, 115–32. New York: Ashgate, 2016.

“(Re)creating a Christian Image Abroad: The Catholic Cathedrals of Protectorate-era Tunis.” In *Sacred Precincts: The Religious Architecture of Non-Muslim Communities across the Islamic World*, edited by M. Gharipour, 353–75. Boston, MA: Brill, 2015.

Professional Memberships:

Society of Architectural Historians, College Art Association, American Institute for Maghrib Studies

Name: Bumjin Kim

Courses Taught (Two years prior to current visit):

ARCH 181	Studio 1A (DREXEL)
ARCH 211	Representation I (DREXEL)
ARCH 224	Representation IV (DREXEL)
SOAD-W250	Design research, Methods + Process (Indiana University)
SOAD-C380	Topic issues in Comprehensive Design (Indiana University)
SOAD-C481	Intensive seminar in Comprehensive Design (Indiana University)
SOAD-C280	Intro to Comprehensive Design (Indiana University)

Educational Credentials:

Master of Architecture (MARCH) Massachusetts Institute of Technology, Cambridge USA 2014
Bachelor of Engineering in Architecture Hongik University, South Korea 2008

Teaching Experience:

Assistant Teaching Professor, Drexel University, Philadelphia, since 2023
Visiting Lecturer, Indiana University, Bloomington, 2020-2023
Instructor, Massachusetts Institute of Technology, Cambridge, 2017
Adjunct Professor, Wentworth Institute of Technology, Boston, 2016-2017

Professional Experience:

Co-founder, D.fluence, Philadelphia, since 2020
Research Affiliate, MIT Civic Design initiative, Cambridge, 2021
Project Designer, Sheehan Nagle Hartray Architects, Chicago, 2019-2020
Project Designer, Cannondesign, Chicago, 2018-2019
Principal Partner, STUDIO RYTE, Hong Kong, 2016-2018
Project Designer, Gueringlass Architects, Brooklyn, 2014-2016
Architectural Design, Node Plan Architecture & Planners, Seoul, 2010
Architectural Design, Beyond Design LTD. Seoul, 2007-2008

Selected Publications and Recent Research:

Lim, Y., and Kim, B. (2022) Value-drive design approach to envision speculative futures, in Lockton, D., Lenzi, S., Hekkert, P., Oak, A., Sádaba, J., Lloyd, P. (eds.), DRS2022: Bilbao, 25 June - 3 July, Bilbao, Spain. <https://doi.org/10.21606/drs.2022.765>
Conference in research paper "Value-driven approach to envision speculative futures" in Bilbao, Spain, 2022
Exhibition on research project "finding Human: Envision Value-Driven Post COVID Futures" at Seoul Hall of Urbanism & Architecture, Seoul, 2021
Panel discussion for International Conference "finding Human: Envision Value-Driven Post COVID Futures", Live Streaming on YouTube, 2021
Exhibition on drawing project "A Day" for SLAYSIAN at CO-Prosperity Sphere, Chicago, 2020
Exhibition on drawing project "A Day" for Abstract Mind 2020 at CICA Museum, Seoul, 2020
Exhibition on drawing project "Beyond Unseen" for Chicago Architecture Biennial at Chicago Cultural Center, Chicago, 2019
Grand jury panel, A'Design Award & Competition in Como, Italy, since 2017
Award Special Selection for Busan Mulmangol Bunker Regeneration, Busan International Architectural Cultural Festival, Busan, 2016
Award Red Dot Design Award for Design Concept (RedDot Award), Germany, 2015
Award Bronze in A'Design Award & Competition in Como, Italy, 2015
Award 1st Place in Lisbon Open Room Competition, Barcelona, Spain, 2014

Professional Memberships:

National Council of Architectural Registration Boards

Name: Antonio Martinez-Molina, Ph.D., LEED Green Assoc., CPHD

Courses Taught (Two years prior to current visit):

ARCH 291	Building Systems I
ARCH 394/395	Building Systems IV & V
ARCH 487/488/489	Studio 5A, 5B & 5C
ARC4183/5953	Environmental Systems
ARC6323	Master Thesis Preparation
ARC6126	Advanced Design Studio (Design-Build)
ARC5743	Building Performance Modeling and Simulation

Educational Credentials:

Ph.D. in Architecture, Polytechnic University of Valencia UPV; Spain–2016
M.Ed. in Teaching, Valencian International University VIU; Spain–2014
M.Eng. in Building Engineering, Polytechnic University of Valencia UPV; Spain–2011
B.Arch. in Architectural Technology, VIA University College; Denmark–2009
B.Eng. in Architectural Engineering, Polytechnic University of Valencia UPV; Spain–2006

Teaching Experience:

Associate Professor; Department of Architecture, Design & Urbanism; Drexel University. 9/2022-present
Affiliated Associate Professor - Department of Civil, Architectural and Environmental Engineering (CAEE), Drexel University, 9/2023-present
Assistant Professor; School of Architecture and Planning, University of Texas at San Antonio UTSA, 8/2018-6/2022

Professional Experience:

Research Associate; Welsh School of Architecture, Cardiff University, Cardiff, UK, 3/2017-2/2018
Research Associate; School of Architecture, University of Auckland, Auckland, NZ, 1/2017-2/2018
Research Associate; Architettura>Energia, University of Ferrara, Ferrara, Italy – 7-11/2015
Visiting Scholar; North Carolina State University NCSU, Raleigh, NC, USA – 9/2014-6/2016
Architect; O2 Telefonica, Prague, Czech Republic – 9/2010-8/2012

Licenses/Registration:

Spain (Since 2010)

Selected Publications and Recent Research:

Co-Principal Investigator - William Penn Foundation (2023-25), *Academic Network to Support Urban Water Resilience (ANSUWR)*; \$200,000.
Principal Investigator - City of San Antonio - Neighborhood and Housing Services Department (2022), *Life Cycle Environmental and Affordability Assessment of Prototype Homes, TX*; \$37,000.
“Analyzing Indoor Air Pollutants in Naturally Ventilated Athletic Facilities. A Case of Study.” *Journal of Building Engineering*, Elsevier (2023). [10.1016/j.jobe.2023.107457](https://doi.org/10.1016/j.jobe.2023.107457).
“An Intelligent Big Data Analytics Method for Two-Dimensional Non-Residential Building Energy Forecasting”. *Intelligent Decision Technologies*, IOS Press (2022). [10.3233/idt-220212](https://doi.org/10.3233/idt-220212).
“Assessment of Natural Ventilation Strategies in Historical Buildings in a Hot and Humid Climate Using Energy and CFD Simulations”. *Journal of Building Engineering*, Elsevier (2022). [10.1016/j.jobe.2022.104287](https://doi.org/10.1016/j.jobe.2022.104287).
“Integration of environmental sustainability considerations within architectural programmes in higher education: A review of teaching and implementation approaches”. *Journal of Cleaner Production*, Elsevier (2022). [10.1016/j.jclepro.2022.130989](https://doi.org/10.1016/j.jclepro.2022.130989).
“The Impact of Peer Learning on Student Performance in an Architectural Sustainability Course.” *International Journal of Sustainability in Higher Education*, Emerald (2021), Impact Factor: 2.854. [10.1108/ijshe-11-2020-0447](https://doi.org/10.1108/ijshe-11-2020-0447).

Professional Memberships:

Board Member - Building Technology Educators Society (BTES), 2023 - 2025
Member, Society of Building Science Educators (SBSE), 2020 - Present
Certified Passive House Designer, Passive House Institute, 2019-Present
LEED Green Associate, U.S. Green Building Council, 2017-Present

Name: Jacklynn Niemiec, AIA, LEED AP

Courses Taught (Two academic years prior to current visit):

ARCH 183 Studio 1C
ARCH 281 Studio 2A
ARCH 282 Studio 2B
ARCH 211 Architectural Representation I
ARCH 212 Architectural Representation II
ARCH 224 Architectural Representation IV
ARCH 226 Architectural Representation VI
ARCH 487 Studio 5A
ARCH 488 Studio 5B
ARCH 489 Studio 5C
ARCH 480 Special Topics
ARCH 490 Capstone I
ARCH 492 Capstone II

Educational Credentials:

Bachelor of Architecture., Pennsylvania State University
Master of Architecture, University of Pennsylvania

Teaching Experience:

Assistant Teaching Professor, Drexel University, 2013-present
Adjunct Professor, Temple University, 2008-2010

Professional Experience:

Architect, Niemiec and Company, Philadelphia, PA 2013-Present
Designer, Peter Marino Architect, Philadelphia, PA 2012-2013
Designer, URBN, Inc., Philadelphia, PA 2010-2012
Designer, Qb3, LLC, Philadelphia, PA 2007-2010

Licenses/Registration:

Registered Architect, State of Pennsylvania

Selected Publications and Recent Research:

Niemiec, Jacklynn. "Retaining the Absent: Cultivating Imagination through 1:1 Drawing." EAEA16 Conference: Envisioning Architectural Scales in the Analogue and Virtual Representation of Architecture: Copenhagen, Denmark

Niemiec, Jacklynn. "Digital Twins: The Promise and Limits of 3d Scanning for Architecture." Full Paper Presented at the International Conference of The Design Communication Association (DCA) 2022: Remembering is forgetting, Auburn, AL, 2022.

Niemiec, Jacklynn and Fox, Valerie. "Drawing on Memories: Making Connections through Writing and Drawing in Formal and Informal Settings." Full Paper Presented at the International Conference of The Design Communication Association (DCA) 2022: Remembering is forgetting, Auburn, AL, 2022.

Niemiec, Jacklynn and Lilley, Steven. "Cost in Space: A Value-Based Approach to Architectural Pathfinding." Full Paper presented at the ARCC-EAAE 2021 International Conference: Performative Environments, Tucson, AZ, 2021. Virtual.

Professional Memberships:

AIA
NCARB

Name: Alesa Rubendall, AIA, LEED AP BD+C

Courses Taught (Two years prior to current visit):

ARCH 281	Studio 2A
ARCH 282	Studio 2B
ARCH 283	Studio 2C
ARCH 481	Studio 4A
ARCH 482	Studio 4B
UNIV 101	The Drexel Experience

Educational Credentials:

Master of Architecture, The University of Texas at Austin, Concentration: Design With Climate, 2003
Bachelor of Architecture, Philadelphia College of Textiles + Science (now Thomas Jefferson University), 1998

Teaching Experience:

Assistant Teaching Professor, Drexel University	2022 - Present
Adjunct Faculty, Drexel University	2020 - 2021
Adjunct Faculty, Philadelphia University (now Thomas Jefferson University)	2013 - 2016
Teaching + Research Assistant, The University of Texas at Austin	2002 - 2003

Professional Experience:

Drexel University, Associate Director of Student Placement	2022 - Present
DesignMoxie Architecture + Planning, Principal	2016 - Present
WRT Design, Associate	2003 - 2016

Licenses/Registration:

Registered Architect, Pennsylvania	2009 - Present
LEED AP BD+C	2004 - Present

Selected Publications and Recent Research:

N/A

Professional Memberships:

American Institute of Architects (AIA) / Pennsylvania AIA / Philadelphia AIA
Green Building United

Name: Jason T. Austin

Courses Taught (Two years prior to current visit):

ARCH 381/382/383 Studio 3A/3B/3C

Educational Credentials:

B.Arch., Cornell University, 2000

MS Landscape Architecture (MLA), University of Pennsylvania, 2005

Teaching Experience:

Associate Teaching Professor, Dept. of Architecture, Design & Urbanism, Drexel University, 2021-2023

Adjunct Professor, School of Architecture, Academy of Art University, 2017-2021 & since 2023

Assistant Teaching Professor, Drexel University, 2014-2017

Adjunct Professor, Tyler School of Art, Temple University, 2007-2013

Lecturer, Department of Landscape Architecture, University of Pennsylvania, 2008-2009

Professional Experience:

Principal, Austin + Mergold LLC, Philadelphia, PA / Ithaca, NY, 2007-present

Key Projects:

Calistoga Residence Addition

Private Residence and Tennis Facility

Yang Residence Addition

Parkview Housing Development

Lancaster Gateway Public Art Installation

Colchester Farm Dormitory

CHAINWORKS District Master Plan

Project Designer, Atkin Olshin Schade Architects, Philadelphia, PA, 2005-2007

Key Projects:

Underground Parking Facility and Sculpture Garden

University of Denver's Institute for Sino-

for Philadelphia Museum of Art

American International Dialogue

Private Residence in Santa Fe, NM

Project Designer, Lettermen, Incorporated, Carlisle, PA 2001-2005

Key Projects:

Rich Valley Golf Course Complex (Golf Course, Clubhouse, Assembly Pavilion, Private Residence)

Project Designer, Skidmore, Owings & Merrill, New York, NY

Key Projects: *AIG Hong Kong Office Tower*

World Trade Center Plaza Re-design

Licenses/Registration:

Pennsylvania

Selected Publications and Recent Research:

"Citing Site", #33 National Conference Beginning Design Student, with J. Niemiec 2017

"Presenting Incomplete(ness)", #32 National Conference Beginning Design Student, with J. Niemiec

2016 ACSA Health & Well-being Fall Conference, 'Retro-fitbiting the Built Environment, 2016

Architectural Record, Austin+Mergold featured as Firm to Watch, 2015 "Scandalous", Thresholds 43, 2015

Best Urban BMP in the Bay Award for Lancaster Public Art Installation,

2014 "Presenting Architecture in Reverse", Edge Condition, Co-

author J. Niemiec, 2014 Community Design Collaborative Award, Philadelphia, 2012

AIA Philadelphia Emerging Architecture Award, 2012

Gowanus Lowline Exhibition, Brooklyn, NY – Competition Honorable Mention, 2011 The Architectural League

Prize for Young Architects and Designers, 2010

PHFA Design Excellence Award, Parkview Housing Development, 2007

Professional Memberships:

Name: Stephanie C. Feldman, RA, AIA, NCARB

Courses Taught (Two years prior to current visit):

ARCH 181	Studio 1A
ARCH 182	Studio 1B
ARCH 183	Studio 1C
ARCH T480	Contemporary Japanese Architecture

Educational Credentials:

University of Pennsylvania School of Design, Master of Architecture, 2005
Yale University School of Architecture, BA, Major in Architecture, Concentration in Urban Studies, 2000
ISEA-ITL, Paris, France, Management Degree, 1989

Teaching Experience:

Adjunct Associate Professor, Drexel University, since 2022
Associate Teaching Professor, Drexel University, Philadelphia, 2021-2022
Adjunct Associate Professor, Drexel University, 2019-2021
Adjunct Assistant Professor, Drexel University, 2014-2019
Lecturer, University of Pennsylvania School of Design, 2006-2008
Lecturer & Director, University of Pennsylvania School of Design, Japan Summer Program, 2005-2006
Teaching Assistant, University of Pennsylvania School of Design, Japan Summer Program, 2004
Teaching Assistant, University of Pennsylvania School of Design, Visual Studies, 2003-2004

Professional Experience:

Architect & Principal, ScF Designs, 2014 – present
Architectural Designer, Wallace Roberts & Todd, Philadelphia, 2006-2014
Architectural Designer, Kisho Kurokawa Architect & Associates, Tokyo, Japan, 2001-2002
Architectural Designer, Fox & Fowle (now FxCollaborative), 2000-2001

Licenses/Registration:

Pennsylvania (since 2014)

Selected Publications and Recent Research:

“The XXXII Olympiad & the Effects of COVID-19 on Architecture and Urbanism in Japan,” in progress.
“Roppongi Hills: Globalization or The New Tokyo Landscape,” unpublished manuscript, in progress.

Professional Memberships:

The American Institute of Architects, AIA Philadelphia
National Council of Architectural Registration Boards, NCARB

Architecture 2+4 Option
Department of Architecture, Design & Urbanism
Minimum total credits for graduation: 227

Entering Class of 2023

Name _____

ID# _____

General Education Requirements 77 cr

Written Analysis and Communication 9 cr

ENGL	101	Composition & Rhetoric I	3 cr	_____
ENGL	102	Composition & Rhetoric II	3 cr	_____
ENGL	103	Composition & Rhetoric III	3 cr	_____

Mathematics and Natural Science 17 cr

MATH	101	Introduction to Analysis 1	4 cr	_____
MATH	102	Introduction to Analysis II	4 cr	_____
PHYS	182	Applied Physics I	3 cr	_____
PHYS	183	Applied Physics II	3 cr	_____
_____	_____	Natural Science Choice	3 cr	_____

Arts and Humanities 9 cr

PHIL	317	Ethics & The Design Professions	3 cr	_____
_____	_____	_____	3 cr	_____
_____	_____	_____	3 cr	_____

Social Sciences 9 cr

_____	_____	_____	_____ cr	_____
_____	_____	_____	_____ cr	_____
_____	_____	_____	_____ cr	_____

University Requirements 3 cr

CIVC	101	Intro to Civic Engagement	1 cr	_____
UNIV	101	The Drexel Experience	1 cr	_____
UNIV	101	The Drexel Experience	1 cr	_____

Electives 30 cr

_____	_____	_____	_____ cr	_____
_____	_____	_____	_____ cr	_____
_____	_____	_____	_____ cr	_____
_____	_____	_____	_____ cr	_____
_____	_____	_____	_____ cr	_____
_____	_____	_____	_____ cr	_____
_____	_____	_____	_____ cr	_____
_____	_____	_____	_____ cr	_____
_____	_____	_____	_____ cr	_____
_____	_____	_____	_____ cr	_____

History/Theory Electives (Select 3 of the following) *

ARCH	340	American Architecture & Urbanism	3 cr	_____
ARCH	341	Theories of Architecture I	3 cr	_____
ARCH	342	Theories of Architecture II	3 cr	_____
ARCH	343	Theories of Architecture III	3 cr	_____
ARCH	346	History of Philadelphia Architecture	3 cr	_____
ARCH	347	Intensive Architectural Studies	3 cr	_____
ARCH	348	Vernacular Architecture	3 cr	_____
ARCH	350	Contemporary Architecture	3 cr	_____
ARCH	421	Environ Psych&Design Theory	3 cr	_____
ARCH	441	Urban Design Seminar	3 cr	_____
ARCH	T_80	Special Topics	3 cr	_____

Professional Electives (select 3 of the following) **

ARCH	432	Development Process	3 cr	_____
ARCH	451	Advanced Drawing	3 cr	_____
ARCH	455	Computer Applications in Architecture	3 cr	_____
ARCH	463	Case Studies in Emerging Technologies	3 cr	_____
ARCH	464	Building Enclosure Design	3 cr	_____
ARCH	465	Energy and Architecture	3 cr	_____
ARCH	466	The Architectural Detail	3 cr	_____
ARCH	467	Introduction to Historic Preservation	3 cr	_____
ARCH	T_80	Advanced Topics Architecture	3 cr	_____
CMGT	_____	Approved Construction Mgmt. Course	3 cr	_____

Architecture Requirements 150 cr

Studios (must be taken in order) 60 cr

ARCH	181	Architecture Studio 1A	4 cr	_____
ARCH	182	Architecture Studio 1B	4 cr	_____
ARCH	183	Architecture Studio 1C	4 cr	_____
ARCH	281	Architecture Studio 2A	4 cr	_____
ARCH	282	Architecture Studio 2B	4 cr	_____
ARCH	283	Architecture Studio 2C	4 cr	_____
ARCH	381	Architecture Studio 3A	4 cr	_____
ARCH	382	Architecture Studio 3B	4 cr	_____
ARCH	383	Architecture Studio 3C	4 cr	_____
or ARCH	484	Specialized Studio	_____ cr	_____
ARCH	481	Architecture Studio 4A	4 cr	_____
ARCH	482	Architecture Studio 4B	4 cr	_____
ARCH	483	Architecture Studio 4C	4 cr	_____
or ARCH	484	Specialized Studio	_____ cr	_____
ARCH	487	Architecture Studio 5A	4 cr	_____
ARCH	488	Architecture Studio 5B	4 cr	_____
ARCH	489	Architecture Studio 5C	4 cr	_____

Required Professional Courses 60 cr

ARCH	141	Architecture & Society I	3 cr	_____
ARCH	142	Architecture & Society II	3 cr	_____
ARCH	143	Architecture & Society III	3 cr	_____
ARCH	211	Arch Representation I	2 cr	_____
ARCH	212	Arch Representation II	2 cr	_____
ARCH	213	Arch Representation III	2 cr	_____
ARCH	221	Materials & Methods I	1.5 cr	_____
ARCH	222	Materials & Methods II	1.5 cr	_____
ARCH	223	Materials & Methods III	1.5 cr	_____
ARCH	224	Arch Representation IV	2 cr	_____
ARCH	225	Arch Representation V	2 cr	_____
ARCH	226	Arch Representation VI	2 cr	_____
ARCH	251	Structural Systems I	1.5 cr	_____
ARCH	252	Structural System II	1.5 cr	_____
ARCH	253	Structural System III	1.5 cr	_____
ARCH	291	Building Systems I	1.5 cr	_____
ARCH	292	Building Systems II	1.5 cr	_____
ARCH	293	Building Systems III	1.5 cr	_____
ARCH	324	Materials & Methods IV	1.5 cr	_____
ARCH	325	Materials & Methods V	1.5 cr	_____
ARCH	326	Materials & Methods VI	1.5 cr	_____
ARCH	335	Professional Practice I	3 cr	_____
ARCH	336	Professional Practice II	3 cr	_____
ARCH	354	Structural Systems IV	1.5 cr	_____
ARCH	355	Structural System V	1.5 cr	_____
ARCH	356	Structural System VI	1.5 cr	_____
ARCH	394	Building Systems IV	1.5 cr	_____
ARCH	395	Building Systems V	1.5 cr	_____
ARCH	396	Building Systems VI	1.5 cr	_____
ARCH	431	Architectural Programming	3 cr	_____
WEST	210	Innovative Problem Solving	3 cr	_____

Senior Project Sequence 12 cr

ARCH	493	Senior Project I	4 cr	_____
ARCH	494	Senior Project II	4 cr	_____
ARCH	495	Senior Project III	4 cr	_____

History/Theory Electives * 9 cr

_____	_____	_____	_____ cr	_____
_____	_____	_____	_____ cr	_____
_____	_____	_____	_____ cr	_____

Professional Electives ** 9 cr

_____	_____	_____	_____ cr	_____
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Fall		Winter		Spring		Summer			
1st term		2nd term		3rd term		Vacation			
ARCH 141 Architecture & Society I	3	ARCH 142 Architecture & Society II	3	ARCH 143 Architecture & Society III	3				
ARCH 181 Architecture Studio 1A	4	ARCH 182 Architecture Studio 1B	4	ARCH 183 Architecture Studio 1C	4				
ARCH 211 Arch Represent I	2	ARCH 212 Arch Represent II	2	ARCH 213 Arch Represent III	2	Vacation Students may opt to begin evening classes this term			
ENGL 101 Composition & Rhetoric I	3	ENGL 102 Composition & Rhetoric II	3	CIVIC 101 Intro to Civic Engagement	1				
MATH 101 Intro to Analysis I	4	MATH 102 Intro to Analysis II	4	ENGL 103 Composition & Rhetoric III	3				
UNIV 101 The Drexel Experience	1	UNIV 101 The Drexel Experience	1	WEST 210 Innovative Problem Solving	3				
Term credits	17	Term credits	17	Term credits	16				
Total credits	17	Total credits	34	Total credits	50				
4th term		5th term		6th term				Vacation Students may opt to begin evening classes this term	
ARCH 221 Materials & Methods I	1.5	ARCH 222 Materials & Methods II	1.5	ARCH 223 Materials & Methods III	1.5				
ARCH 224 Arch Representation IV	2	ARCH 225 Arch Representation V	2	ARCH 226 Arch Representation VI	2				
ARCH 251 Structural Systems I	1.5	ARCH 252 Structural Systems II	1.5	ARCH 253 Structural Systems III	1.5				
ARCH 281 Architecture Studio 2A	4	ARCH 282 Architecture Studio 2B	4	ARCH 283 Architecture Studio 2C	4				
Arts & Humanities Elective	3	PHYS 182 Applied Physics I	3	PHYS 183 Applied Physics II	3				
Social Science Elective	3	Arts & Humanities Elective	3	Elective	3				
Elective	3	Elective	3	Natural Science Choice	3				
Term credits	18	Term credits	18	Term credits	18				
Total credits	68	Total credits	86	Total credits	104				
7th term		8th term		9th term		10th term			
ARCH 291 Building Systems I	1.5	ARCH 292 Building Systems II	1.5	ARCH 293 Building Systems III	1.5	Social Science Elective	3		
ARCH 354 Structural Systems IV	1.5	ARCH 355 Structural Systems V	1.5	ARCH 356 Structural Systems VI	1.5	Elective	3		
ARCH 381 Architecture Studio 3A	4	ARCH 382 Architecture Studio 3B	4	ARCH 383 Architecture Studio 3C	4	Elective	3		
History/Theory Elective	3	Elective	3	or ARCH 484 Specialized Studio	3	Term credits	9		
Term credits	10	Term credits	10	Social Science Elective	3	Total credits	143		
Total credits	114	Total credits	124	Term credits	10	Total credits	143		
11th term		12th term		13th term		14th term			
ARCH 324 Materials & Methods IV	1.5	ARCH 325 Materials & Methods V	1.5	ARCH 326 Materials & Methods VI	1.5	ARCH 431 Architectural Programming	3		
ARCH 394 Building Systems IV	1.5	ARCH 395 Building Systems V	1.5	ARCH 396 Building Systems VI	1.5	ARCH History/Theory Elective	3		
ARCH 481 Architecture Studio 4-A	4	ARCH 482 Architecture Studio 4-B	4	ARCH 483 Architecture Studio 4-C	4	Professional Elective	3		
Term credits	7	Elective	3	or ARCH 484 Specialized Studio	3	Term credits	9		
Total credits	150	Term credits	10	Term credits	7	Total credits	176		
15th term		16th term		17th term		18th term			
ARCH 335 Professional Practice I	3	ARCH 336 Professional Practice II	3	ARCH 489 Architecture Studio 5C	4	History/Theory Elective	3		
ARCH 487 Architecture Studio 5A	4	ARCH 488 Architecture Studio 5B	4	PHIL 317 Ethics & the Design Profession	3	Professional Elective	3		
Term credits	7	Term credits	7	Term credits	7	Elective	3		
Total credits	183	Total credits	190	Total credits	197	Term credits	9		
19th term		20th term		21st term		Minimum Credits to Required for Graduation 227			
ARCH 493 Senior Project I	4	ARCH 494 Senior Project II	4	ARCH 495 Senior Project III	4				
Elective	3	Professional Elective	3	Elective	3				
Term credits	7	Term credits	7	Term credits	7	Total credits	206		
Total credits	213	Total credits	220	Total credits	227				

Fall			Winter			Spring			Summer		
1st term			2nd term			3rd term			4th term		
ARCH 118	Arch Design Foundations I	3	ARCH 119	Arch Design Foundations II	3	ARCH 143	Architecture & Society III	3	ENGL 102	Composition & Rhetoric II	3
ARCH 141	Architecture & Society I	3	ARCH 142	Architecture & Society II	3	WEST 210	Innovative Problem Solving	3	MATH 173	Introduction to Analysis C	3
ENGL 101	Composition & Rhetoric I	3	MATH 171	Introduction to Analysis A	3	MATH 172	Introduction to Analysis B	3		Natural Science Choice	3
UNIV 101	The Drexel Experience	1	UNIV 101	The Drexel Experience	1						
	Term credits	10		Term credits	10		Term credits	9		Term credits	9
	Total credits	10		Total credits	20		Total credits	29		Total credits	38
5th term			6th term			7th term			8th term		
ARCH 181	Architecture Studio 1-A	4	ARCH 182	Architecture Studio 1-B	4	ARCH 183	Architecture Studio 1-C	4	ENGL 103	Composition & Rhetoric III	3
ARCH 211	Arch Representation I	2	ARCH 212	Arch Representation II	2	ARCH 213	Arch Representation III	2		Arts & Humanities Elective	3
	Social Science Elective	3	PHYS 182	Applied Physics I	3	PHYS 183	Applied Physics II	3		Elective	3
	Term credits	9		Term credits	9		Term credits	9		Term credits	9
	Total credits	47		Total credits	56		Total credits	65		Total credits	74
9th term			10th term			11th term			12th term		
ARCH 221	Materials & Methods I	1.5	ARCH 222	Materials & Methods II	1.5	ARCH 223	Materials & Methods III	1.5		Social Science Elective	3
ARCH 224	Arch Representation IV	2	ARCH 225	Arch Representation V	2	ARCH 226	Arch Representation VI	2		Arts & Humanities Elective	3
ARCH 251	Structural Systems I	1.5	ARCH 252	Structural Systems II	1.5	ARCH 253	Structural Systems III	1.5		Elective	3
ARCH 281	Architecture Studio 2-A	4	ARCH 282	Architecture Studio 2-B	4	ARCH 283	Architecture Studio 2-C	4			
	Term credits	9		Term credits	9		Term credits	9		Term credits	9
	Total credits	83		Total credits	92		Total credits	101		Total credits	110
13th term			14th term			15th term			16th term		
ARCH 291	Building Systems I	1.5	ARCH 292	Building Systems II	1.5	ARCH 293	Building Systems III	1.5		History/Theory Elective	3
ARCH 354	Structural Systems IV	1.5	ARCH 355	Structural Systems V	1.5	ARCH 356	Structural Systems VI	1.5		Elective	3
ARCH 381	Architecture Studio 3-A	4	ARCH 382	Architecture Studio 3-B	4	ARCH 383	Architecture Studio 3-C	4		Elective	3
	History/Theory Elective	3		Elective	3		Social Science Elective	3			
	Term credits	10		Term credits	10		Term credits	10		Term credits	9
	Total credits	120		Total credits	130		Total credits	140		Total credits	149
17th term			18th term			19th term			20th term		
ARCH 324	Materials & Methods IV	1.5	ARCH 325	Materials & Methods V	1.5	ARCH 326	Materials & Methods VI	1.5	ARCH 431	Architectural Programming	3
ARCH 394	Building Systems IV	1.5	ARCH 395	Building Systems V	1.5	ARCH 396	Building Systems VI	1.5		History/Theory Elective	3
ARCH 481	Architecture Studio 4-A	4	ARCH 482	Architecture Studio 4-B	4	ARCH 483	Architecture Studio 4-C	4		Professional Elective	3
				Elective	3						
	Term credits	7		Term credits	7		Term credits	7		Term credits	9
	Total credits	156		Total credits	163		Total credits	170		Total credits	179
21st term			22nd term			23rd term			24th term		
ARCH 335	Professional Practice I	3	ARCH 336	Professional Practice II	3	ARCH 489	Architecture Studio 5-C	4		Professional Elective	3
ARCH 487	Architecture Studio 5-A	4	ARCH 488	Architecture Studio 5-B	4	PHIL 317	Ethics & the Design Profession	3		Elective	3
	Term credits	7		Term credits	7		Term credits	7		Term credits	6
	Total credits	186		Total credits	193		Total credits	200		Total credits	206
25th term			26th term			27th term			Minimum credits required for Graduation 227		
ARCH 493	Senior Project I	4	ARCH 494	Senior Project II	4	ARCH 495	Senior Project III	4			
	Elective	3		Professional Elective	3		Elective	3			
	Term credits	7		Term credits	7		Term credits	7			
	Total credits	213		Total credits	220		Total credits	227			

BS in Architectural Studies -- Non Co-Op Track

Department of Architecture, Design & Urbanism

Minimum total credits for graduation: 181 Credits

Entering Class of 2023



Name _____
 ID# _____

General Education Requirements			74 cr	
Written Analysis and Communication 9 cr				
ENGL	101	Composition & Rhetoric I	3 cr	___
ENGL	102	Composition & Rhetoric II	3 cr	___
ENGL	103	Composition & Rhetoric III	3 cr	___
Mathematics and Natural Science 14 cr				
MATH	101	Introduction to Analysis I	4 cr	___
MATH	102	Introduction to Analysis II	4 cr	___
PHYS	182	Applied Physics I	3 cr	___
___	___	Natural Science Choice	3 cr	___
Arts and Humanities 15 cr				
PHIL	317	Ethics & The Design Professions	3 cr	___
___	___	Arts and Humanities Elective	3 cr	___
___	___	Arts and Humanities Elective	3 cr	___
___	___	Arts and Humanities Elective	3 cr	___
___	___	Arts and Humanities Elective	3 cr	___
Social Sciences 9 cr				
___	___	Social Science Elective	3 cr	___
___	___	Social Science Elective	3 cr	___
___	___	Social Science Elective	3 cr	___
University Requirements 3 cr				
CIVC	101	Civic Engagement	1 cr	___
UNIV	101	The Drexel Experience	1 cr	___
UNIV	101	The Drexel Experience	1 cr	___
Electives 24 cr				
___	___	Free Elective	3 cr	___
___	___	Free Elective	3 cr	___
___	___	Free Elective	3 cr	___
___	___	Free Elective	3 cr	___
___	___	Free Elective	3 cr	___
___	___	Free Elective	3 cr	___
___	___	Free Elective	3 cr	___
___	___	Free Elective	3 cr	___

Architecture Requirements			107 cr	
Studios (must be taken in order) 24				
ARCH	181	Architecture Studio 1A	4 cr	___
ARCH	182	Architecture Studio 1B	4 cr	___
ARCH	183	Architecture Studio 1C	4 cr	___
ARCH	281	Architecture Studio 2A	4 cr	___
ARCH	282	Architecture Studio 2B	4 cr	___
ARCH	283	Architecture Studio 2C	4 cr	___
Required Professional Courses 33				
ARCH	141	Architecture & Society I	3 cr	___
ARCH	142	Architecture & Society II	3 cr	___
ARCH	143	Architecture & Society III	3 cr	___
ARCH	211	Arch Representation I	2 cr	___
ARCH	212	Arch Representation II	2 cr	___
ARCH	213	Arch Representation III	2 cr	___
ARCH	221	Materials & Methods I	1.5 cr	___
ARCH	222	Materials & Methods II	1.5 cr	___
ARCH	223	Materials & Methods III	1.5 cr	___
ARCH	224	Arch Representation IV	2 cr	___
ARCH	225	Arch Representation V	2 cr	___
ARCH	226	Arch Representation VI	2 cr	___
ARCH	251	Structural Systems I	1.5 cr	___
ARCH	252	Structural System II	1.5 cr	___
ARCH	252	Structural System III	1.5 cr	___
WEST	210	Innovative Problem Solving	3 cr	___
Senior Project Sequence 8				
ARCH	490	Capstone Project I	4 cr	___
ARCH	492	Capstone Project II	4 cr	___
Architecture Electives 24				
ARCH	___	_____	3 cr	___
ARCH	___	_____	3 cr	___
ARCH	___	_____	3 cr	___
ARCH	___	_____	3 cr	___
ARCH	___	_____	3 cr	___
ARCH	___	_____	3 cr	___
ARCH	___	_____	3 cr	___
ARCH	___	_____	3 cr	___
ARCH	___	_____	3 cr	___
ARCH	___	_____	3 cr	___
Interdisciplinary Pathway Electives 18				
___	___	_____	3 cr	___
___	___	_____	3 cr	___
___	___	_____	3 cr	___
___	___	_____	3 cr	___
___	___	_____	3 cr	___
___	___	_____	3 cr	___

*Electives required to be taken through Westphal College Program Rubrics (e.g. INTR, VSST, ARTH)

BS in Architectural Studies -- Non Co-Op Track
Department of Architecture, Design & Urbanism

Fall			Winter			Spring			
1st term			2nd term			3rd term			Vacation
ARCH 141	Architecture & Society I	3	ARCH 142	Architecture & Society II	3	ARCH 143	Architecture & Society III	3	
ARCH 181	Architecture Studio 1A	4	ARCH 182	Architecture Studio 1B	4	ARCH 183	Architecture Studio 1C	4	
ARCH 211	Arch Represent I	2	ARCH 212	Arch Represent II	2	ARCH 213	Arch Represent III	2	
ENGL 101	Composition & Rhetoric I	3	ENGL 102	Composition & Rhetoric II	3	CIVIC 101	Intro to Civic Engagement	1	
MATH 101	Intro to Analysis I	4	MATH 102	Intro to Analysis II	4	ENGL 103	Composition & Rhetoric III	3	
UNIV 101	The Drexel Experience	1	UNIV 101	The Drexel Experience	1	WEST 210	Innovative Problem Solving	3	
	Term credits	17		Term credits	17		Term credits	16	
	Total credits	17		Total credits	34		Total credits	50	
4th term			5th term			6th term			Vacation
ARCH 221	Materials & Methods I	1.5	ARCH 222	Materials & Methods II	1.5	ARCH 223	Materials & Methods III	1.5	
ARCH 224	Arch Representation IV	2	ARCH 225	Arch Representation V	2	ARCH 226	Arch Representation VI	2	
ARCH 251	Structural Systems I	1.5	ARCH 252	Structural Systems II	1.5	ARCH 253	Structural Systems III	1.5	
ARCH 281	Architecture Studio 2A	4	ARCH 282	Architecture Studio 2B	4	ARCH 283	Architecture Studio 2C	4	
	Arts & Humanities Elective	3	PHYS 182	Applied Physics I	3	ARCH	Elective	3	
	Elective	3		Arts & Humanities Elective	3		Natural Science Elective	3	
	Term credits	15		Term credits	15		Term credits	15	
	Total credits	65		Total credits	80		Total credits	95	
7th term			8th term			9th term			Vacation
ARCH	Elective	3	ARCH	Elective	3	PHIL 317	Ethics and the Design Profession	3	
	Interdisciplinary Pathway Elective	3	ARCH	Elective	3	ARCH	Elective	3	
	Elective	3		Interdisciplinary Pathway Elective	3		Interdisciplinary Pathway Elective	3	
	Arts & Humanities Elective	3		Arts & Humanities Elective	3		Social Science Elective	3	
	Social Science Elective	3		Elective	3		Elective	3	
	Term credits	15		Term credits	15		Term credits	15	
	Total credits	110		Total credits	125		Total credits	140	
10th term			11th term			12th term			Minimum Credits to Required for Graduation 181
ARCH 490	Capstone Project I	4	ARCH 492	Capstone Project II	4	ARCH	Elective	3	
ARCH	Elective	3	ARCH	Elective	3	ARCH	Elective	3	
	Interdisciplinary Pathway Elective	3		Interdisciplinary Pathway Elective	3		Interdisciplinary Pathway Elective	3	
	Social Science Elective	3		Elective	3		Elective	3	
	Elective	3							
	Term credits	16		Term credits	13		Term credits	12	
	Total credits	156		Total credits	169		Total credits	181	
									0

BS in Architectural Studies -- 4 Yr Co-Op Track

Department of Architecture, Design & Urbanism

Minimum total credits for graduation: 181 Credits

Entering Class of 2023



DREXEL UNIVERSITY
Westphal
College of Media Arts & Design

Name _____

ID# _____

General Education Requirements				75 cr	
Written Analysis and Communication				9 cr	
ENGL	101	Composition & Rhetoric I	3 cr	___	___
ENGL	102	Composition & Rhetoric II	3 cr	___	___
ENGL	103	Composition & Rhetoric III	3 cr	___	___
Mathematics and Natural Science				14 cr	
MATH	101	Introduction to Analysis I	4 cr	___	___
MATH	102	Introduction to Analysis II	4 cr	___	___
PHYS	182	Applied Physics I	3 cr	___	___
___	___	Natural Science Choice	3 cr	___	___
Arts and Humanities				15 cr	
PHIL	317	Ethics & The Design Professions	3 cr	___	___
___	___	Arts and Humanities Elective	3 cr	___	___
___	___	Arts and Humanities Elective	3 cr	___	___
___	___	Arts and Humanities Elective	3 cr	___	___
___	___	Arts and Humanities Elective	3 cr	___	___
Social Sciences				9 cr	
___	___	Social Science Elective	3 cr	___	___
___	___	Social Science Elective	3 cr	___	___
___	___	Social Science Elective	3 cr	___	___
University Requirements				4 cr	
CIVC	101	Civic Engagement	1 cr	___	___
UNIV	101	The Drexel Experience	1 cr	___	___
UNIV	101	The Drexel Experience	1 cr	___	___
COOP	101	Career Mangmt & Prof. Exp.	1 cr	___	___
Electives				24 cr	
___	___	Free Elective	3 cr	___	___
___	___	Free Elective	3 cr	___	___
___	___	Free Elective	3 cr	___	___
___	___	Free Elective	3 cr	___	___
___	___	Free Elective	3 cr	___	___
___	___	Free Elective	3 cr	___	___
___	___	Free Elective	3 cr	___	___
___	___	Free Elective	3 cr	___	___

Architect Requirements				106 cr	
Studios (must be taken in order)				24	
ARCH	181	Architecture Studio 1A	4 cr	___	___
ARCH	182	Architecture Studio 1B	4 cr	___	___
ARCH	183	Architecture Studio 1C	4 cr	___	___
ARCH	281	Architecture Studio 2A	4 cr	___	___
ARCH	282	Architecture Studio 2B	4 cr	___	___
ARCH	283	Architecture Studio 2C	4 cr	___	___
Required Professional Courses				33	
ARCH	141	Architecture & Society I	3 cr	___	___
ARCH	142	Architecture & Society II	3 cr	___	___
ARCH	143	Architecture & Society III	3 cr	___	___
ARCH	211	Arch Representation I	2 cr	___	___
ARCH	212	Arch Representation II	2 cr	___	___
ARCH	213	Arch Representation III	2 cr	___	___
ARCH	221	Arch Representation III	2 cr	___	___
ARCH	222	Materials & Methods I	1.5 cr	___	___
ARCH	223	Materials & Methods II	1.5 cr	___	___
ARCH	224	Materials & Methods III	1.5 cr	___	___
ARCH	225	Arch Representation IV	2 cr	___	___
ARCH	226	Arch Representation V	2 cr	___	___
ARCH	251	Representation VI	2 cr	___	___
ARCH	252	Structural Systems I	1.5 cr	___	___
ARCH	252	Structural System II	1.5 cr	___	___
ARCH	252	Structural System III	1.5 cr	___	___
WEST	210	Innovative Problem Solving	3 cr	___	___
Senior Project Sequence				8	
ARCH	490	Capstone Project I	4 cr	___	___
ARCH	492	Capstone Project II	4 cr	___	___
Architecture Electives				23	
ARCH	___	_____	3 cr	___	___
ARCH	___	_____	3 cr	___	___
ARCH	___	_____	3 cr	___	___
ARCH	___	_____	3 cr	___	___
ARCH	___	_____	3 cr	___	___
ARCH	___	_____	3 cr	___	___
ARCH	___	_____	3 cr	___	___
ARCH	___	_____	2 cr	___	___
Interdisciplinary Pathway Electives				18	
___	___	_____	3 cr	___	___
___	___	_____	3 cr	___	___
___	___	_____	3 cr	___	___
___	___	_____	3 cr	___	___
___	___	_____	3 cr	___	___
___	___	_____	3 cr	___	___

*Electives required to be taken through Westphal College Program Rubrics (e.g. INTR, VSST, ARTH)

BS in Architectural Studies -- 4 Yr Co-Op Track
Department of Architecture, Design & Urbanism

Fall			Winter			Spring					
1st term			2nd term			3rd term			Vacation		
ARCH 141	Architecture & Society I	3	ARCH 142	Architecture & Society II	3	ARCH 143	Architecture & Society III	3			
ARCH 181	Architecture Studio 1A	4	ARCH 182	Architecture Studio 1B	4	ARCH 183	Architecture Studio 1C	4			
ARCH 211	Arch Represent I	2	ARCH 212	Arch Represent II	2	ARCH 213	Arch Represent III	2			
ENGL 101	Composition & Rhetoric I	3	ENGL 102	Composition & Rhetoric II	3	CIVIC 101	Intro to Civic Engagement	1			
MATH 101	Intro to Analysis I	4	MATH 102	Intro to Analysis II	4	ENGL 103	Composition & Rhetoric III	3			
UNIV 101	The Drexel Experience	1	UNIV 101	The Drexel Experience	1	WEST 210	Innovative Problem Solving	3			
	Term credits	17		Term credits	17		Term credits	16			
	Total credits	17		Total credits	34		Total credits	50			
4th term			5th term			6th term			7th term		
ARCH 221	Materials & Methods I	1.5	ARCH 222	Materials & Methods II	1.5	ARCH 283	Architecture Studio 2C	4	ARCH	Elective	3
ARCH 224	Arch Representation IV	2	ARCH 225	Arch Representation V	2	ARCH 223	Materials & Methods III	1.5	ARCH	Elective	3
ARCH 251	Structural Systems I	1.5	ARCH 252	Structural Systems II	1.5	ARCH 226	Arch Representation VI	2	COOP 101	Career Mangmt & Prof. Exp.	1
ARCH 281	Architecture Studio 2A	4	ARCH 282	Architecture Studio 2B	4	ARCH 253	Structural Systems III	1.5		Arts & Humanities Elective	3
	Arts & Humanities Elective	3	PHYS 182	Applied Physics I	3	ARCH	Elective	2		Elective	3
	Westphal Interdisciplinary Elective	3		Elective	3		Natural Science Elective	3			
							Elective	3			
	Term credits	15		Term credits	15		Term credits	17		Term credits	13
	Total credits	65		Total credits	80		Total credits	97		Total credits	110
8th term			9th term			Spring/Summer Coop			10th term		
ARCH	Elective	3	ARCH	Elective	3				Spring/Summer Coop		
	Arts & Humanities Elective	3		Westphal Interdisciplinary Elective	3						
	Interdisciplinary Pathway Elective	3		Interdisciplinary Pathway Elective	3						
	Social Science Elective	3		Arts & Humanities Elective	3						
	Elective	3		Elective	3						
	Term credits	15		Term credits	15		Term credits	0		Term credits	0
	Total credits	125		Total credits	140		Total credits	125		Total credits	140
11th term			12th term			13th term			Minimum Credits to Required for Graduation 181		
ARCH 490	Capstone Project I	4	ARCH 492	Capstone Project II	4	ARCH	Elective	3			
ARCH	Elective	3	ARCH	Elective	3	PHIL 317	Ethics and the Design Profession	3			
	Interdisciplinary Pathway Elective	3		Interdisciplinary Pathway Elective	3		Interdisciplinary Pathway Elective	3			
	Social Science Elective	3		Elective	3		Elective	3			
	Elective	3									
	Term credits	16		Term credits	13		Term credits	12			
	Total credits	156		Total credits	169		Total credits	181			

Art History		
ARTH 150	Art History Research Methods	3
ARTH 300	History of Modern Design	3
ARTH 321	Material Matters in Contemporary Art	3
ARTH 314	Contemporary Art	3
ARTH 316	African Art	3
ARTH 318	Latin American Art	3
ARTH 302	Art of India	3
ARTH 303	Art of China	3
ARTH 304	Art of Japan	3
Fine Arts and Visual Studies		
VSST 102	Design II	4
VSST 103	Design III	4
VSST 114	Tablet Drawing	3
VSST 202	Multimedia: Space	4
VSST 203	Multimedia: Materials	4
VSST 311	Sculpture I	4
Game Design & Production		
DIGM 105	Overview of Digital Media	3
DIGM 350 [WI]	Digital Storytelling	3
GMAP 102	Game Design Lab II	3
GMAP 211	Game User Interface Design	3
GMAP 260	Overview of Computer Gaming	3
GMAP 341	Serious Games	3
GMAP 342	Experimental Games	3
CS 171	Computer Programming I	3
GMAP 231	Scripting for Game Design	3
Product Design		
PROD 101	History and Analysis of Product Design	3
PROD 205	Applied Making I	3
PROD 212	Intro to Product Design	3
PROD 215	Design Thinking in Product Design	4
PROD 235	Applied Design Visualization	3
PROD 240	Intro to CAD	3
PROD 340	Interdisciplinary Product Design Studio	4
Interior Design		
INTR 200	History of Modern Architecture and Interiors	3
INTR 211	Textiles for Interiors	3
INTR 300	Visual Culture: Interiors	3
INTR 305	Visual Culture: Furniture	3
INTR 250	Interior Materials	3
INTR 441	Furniture Design	3
Construction Management		
CMGT 361	Contracts And Specifications I	3
CMGT 362	Contracts and Specifications II	3
CMGT 263	Understanding Construction Drawings	3
CMGT 363	Estimating I	3

CMGT 355	Introduction to Sustainability in Construction	3
CMGT 467	Techniques of Project Control	4
Architectural Design		
ARCH 381	Architecture Studio 3A	4
ARCH 382	Architecture Studio 3B	4
ARCH 481	Architecture Studio 4A	4
ARCH 482	Architecture Studio 4B	4
ARCH 484	Specialized Studio	4