ABOUT THE COLLEGE
The college is organized into four schools reflected in its title:
School of Design
School of Architecture and Interior Design
School of Art
School of Planning
Degree programs include:
Architecture
Art History
Art History plus Visual Arts Teacher Licensure
Communication Design
Fashion Design
Fine Arts
Fine Arts plus Visual Arts Teacher Licensure
Horticulture
Industrial Design
Interior Design
Urban Planning
Urban Studies

College Mission Statement
The College of Design, Architecture, Art, and Planning at the University of Cincinnati is charged with undergraduate and graduate education in the design, environmental and art disciplines. It is committed to: responsible change and development in these disciplines; excellence in teaching and learning, research and creative works; and sharing the benefits of these activities with the university, the allied professions and the general community.

The college shares the universal concerns of higher education: the discovery, identification, preservation and dissemination of knowledge; the education of people in search of a rich and meaningful existence; and the creation, study, integration and interpretation of design and art. These concerns are implemented through works and studies which are academically rigorous, aesthetically superior, technically sound and socially responsible.

The college is unique in this country. Since the turn of the century, programs have grown in quality and diversity. Today, the excellence and range of curriculum, the professional practice (co-op) experiences, the quality of students, and the scholarly and creative achievements of faculty are and will continue to be the college's major strengths. Graduate degrees are offered in architecture, art education, art history, fine arts, community planning, design, and regional development planning (PhD).
Undergraduate degrees are offered in architecture, art history, communication design, fashion design, fine arts, horticulture, industrial design, interior design, urban planning, and urban studies.

The college anticipates, identifies and catalyzes change in areas of special concern to the professional with which it is allied. Participation in local, regional, national and international forums provides an agenda to structure the substantive aspects of teaching, research and creative endeavors in the College of Design, Architecture, Art, and Planning.

Facilities of the College
A majority of the college is housed in the Aronoff Center for Design and Art, a 164,000-square-foot addition, which opened in 1996 and linked together the previously existing Alms, DAAP and Wolfson buildings to create a 250,000 square foot complex for the college.

Designed by renowned architect Peter Eisenman, the Aronoff Center was the first new building of the comprehensive physical master plan for the campus and continues to attract international critical attention. The college facilities support traditional studio-based instruction and making as well as state of the art technology for designing, sculpting, visualizing and fabricating two dimension and three-dimensional creations.

The DAAP Complex (Alms, DAA, Wolfson and Aronoff) is open 24-hours a day, 365 days a year for matriculated students, faculty and staff of DAAP. A valid UC identification card is required for card-swipe access for after-hours entry by students enrolled in the college.

The college has 100 percent wireless coverage to support the digital lifestyle of 21st century students. Most of the college’s classrooms and studios are equipped with projectors or large flat screen LCD monitors to support instruction, collaboration and presentations. In addition to studios, workshops, labora-
The Robert A. Deshon and Karl 1. Schlakter Library for Design, Architecture, Art, and Planning, part of the University of Cincinnati library system, has an outstanding collection of books, pamphlets, and resources supporting architecture, planning, design, art history and related subjects. The library supports the curriculum for all of the college’s programs and provides enrolled students and faculty with current information through journal subscriptions, acquisition of recently published books and exhibition catalogues. Access to library holdings is provided by the automated online catalogue, UCLID (University of Cincinnati Library Information Database), which provides access to UC’s collection and, through the OhioLINK system, the holdings of other academic libraries throughout Ohio.

The library, located in 5402 Alonoff, has a seminar room for course-related library instruction and video viewing, a group study room, a computer lab open to all UC students, and a special area for 2D scanning. The Visual Resources Center, a part of the DaAP library, provides access to the library’s digital image repository. In addition, flatted and slide scanners are available for student use. Reference assistance and instruction is provided by professionally trained staff.

The DaAP Computer Graphics Center (CGC), located in 4425 Alonoff, is a state-of-the-art university facility with hardware and software that includes Windows and Macintosh workstations with various peripherals such as scanners, plotters, digital video editing suites, and digital canvases. The center is a place where university researchers have access to sophisticated graphics equipment and high levels of technical support for computer visualization, advanced computer graphics and sophisticated 2D output. To augment the use of laptops in classrooms, instructional places have 100 percent wireless coverage. To support the laptop rich environment, the CGC has an open area for students to collaborate using large flat-screen monitors to share ideas. Comfortable chairs and a laptop bar to support students with laptops by offering places to sit comfortably, recharge, and connect to larger monitors to support design work. All computing equipment is linked by high-speed ethernet to facilitate access across the University campus.

The DaAP Academic Technology Committee establishes regulations covering the use of the DaAP Computer Graphics Center and the associated lab facilities. Thecaffold Computer Graphics Center is an instructional facility is contingent to a large degree on the cooperation and conduct of its patrons. The following policies are set forth in order to help ensure that the center supports a pleasant and productive instructional environment:

- All DaAP students will automatically be given an account on DAAPSpace and 4 GB of storage on UCLiSeserver. This account provides access to workstations, software, and printers in the center and its supported classrooms. Users with their own computing resources may still access the college network resources, such as servers and wireless, using this account.
- Laboratory staff do not make policy or schedules, but they are responsible for enforcing them. Students should respond courteously to their requests and leave the center promptly at closing time.
- No food or drink of any type is allowed in the Computer Graphics Center.
- Students must keep work areas neat. Students are responsible for cleaning up their areas and taking their belongings with them when they finish. All belongings left unattended will be turned in to lost and found in Room 4470 Alonoff.
- Discarded paper will be thrown away.
- Center resources are not to be used for playing computer games.
- Unauthorized copying and reproduction of copyrighted software products is a violation of federal and state laws, and is prohibited. Intentional destruction and/or alteration of any data or program files is a violation of federal and state laws, and is prohibited.
- Students should request assistance from the lab staff whenever encountering what seem to be hardware-related problems. Students must not attempt to do any repairs on their own. Students should wait until a lab monitor is available. Questions regarding specific operations of the software should be directed to the course instructor.
- Posters and handbills may only be posted in the designated area in the center. Individuals should check with the laboratory monitor on duty before posting any materials. Students may not substitute special printing paper for that provided by the center. Plotters and laser printers are delicate mechanical devices that can be easily and severely damaged if they are used with the wrong type of paper.

no responsibility born back to the schools, college or university for any loss incurred. Possible exceptions to these are non-co-ops students and their term project. The policy is strictly adhered to the point that no major changes of room assignment or equipment moves are anticipated at the end of the semester. These exceptions must be individually handled by the school offices.

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College Shop Safety Rules

It is the responsibility of the faculty teaching freshman design studios to see that their students take the prescribed college shop orientation/certification, which may be arranged through the shop technician. There are varying levels of training to cover basic shop safety, use policies and directions for operating the most commonly used machines (band saws, sanders, cutoff saws, drill presses, scroll saw and grinder/buffing). Students who successfully complete the shop orientation will be issued a shop ID that indicates the level of training they have received. Students must wear their ID and safety glasses when in the shop. Machines marked with red stop signs require additional training.

Photography Lab Safety Rules

UC student ID cards are required to gain access to the photography lab. Photography policies and standard operating procedures are distributed in photography classes as well as being available in the lab entry area. The photography facility is open only when staff are present and on duty. Operational hours are clearly posted on the door of the facility. Photography areas are closed on all official UC holidays and during all of the semester breaks. Policies can change to ensure safety and orderly operation of the lab.

Building Safety Rules

Safety, regulations and logistics mean that certain uses and activities are prohibited in all buildings:

- DAAP is a smoke-free building complex. Smoking is not permitted at any time in classrooms, elevators, studios, dressing rooms, library, shop, general offices, special laboratories or any other facilities of the college.
- Open containers of alcoholic beverages, including beer, are not permitted in any public place, indoors or outdoors, without a permit issued by the Ohio Division of Liquor Control and approval by the dean.
- No pets of any type are permitted in the DAAP complex at any time. Service animals for legally blind students, staff or faculty are allowed.
- No bicycles, skateboards, scooters, in-line or other skates, or motorized vehicles of any sort are permitted inside the building. No uncontrolled athletic games such as football, hockey or hanky-panky may be played inside the building.
- Only approved power tools, checked out from the DAAP Shop, are to be used in the studio.
- Spray paint, fixatives and other aerosol products must be sprayed in spray booths. Spray painting with compressed air and gases must also be done in spray booths. Anyone found in violation of this rule will be disciplined per the University’s Student Code of Conduct. Special-use facilities (such as studios, laboratories and shops) with specialized equipment are for instructional purposes only. Students may use these areas outside of regularly scheduled class hours only with permission and under supervision. Students are not permitted to use these facilities during semester breaks or vacation periods.

- Bicycles, mopeds and motorcycles may not be stored inside the college complex or attached to any railing. Only university-supplied bike racks are acceptable for storage, and no locks are to be left on the racks. Such locks may be cut and destroyed with the college and the university assuming no liability.
- At all fire alarms, everyone must evacuate the entire complex. Anyone ignoring this rule is subject to the Student Code of Conduct as well as to arrest by University Police.

Studio Safety Rules

- The use of toxic materials in studios is prohibited. Such materials include any type of aerosol spray, bondo, epoxy, or products that emit noxious fumes or dust.
- Horseplay is prohibited in the studios.
- Accidents in studios are to be reported immediately to your school offices. After-hours emergency care can be accessed by any of the free campus telephones in the complex - dial 911. From a mobile phone, please dial 513-556-1111.

Notice/Posting Policy

A notice posted on the official bulletin board, 5000 level of Aronoff, outside the Student Affairs Office, shall constitute an official notice for a class or group of students. A notice read in a classroom during a regularly scheduled class meeting shall constitute an official notice to the class and to students registered for that class, whether all students are present or not.

Posters, signs and notices of events are to be posted on bulletin boards designated for this purpose. Windows, columns, walls and doors are not to be used for such postings. Pushpins and thumbtacks must be used on bulletin boards. Use of staples is not only unacceptable but will constitute vandalism to university property and can be treated as such under the Student Code of Conduct.

Tack surface in public critique spaces and acoustical treatments such as at the west end of 6000 Aronoff are not to be used for personal postings. No commercial entity is to post any notices within the DAAP complex. Those who ignore this rule can be subject to discipline under the university’s Student Code of Conduct and subject to prosecution for vandalism and/or criminal trespass. It is the policy of the college that the tack surfaces in public spaces serve an academic requirement for critique sessions, nothing else. The tack surfaces located at building hall ends such as the vending area, 5000 South Entry, and the 4000 level area are for student advertising for DAAP students only. DAAP assumes no responsibility for personal postings or their removal. Posters and handbills posted in violation of regulations will be removed and destroyed. Any damage resulting from disregard of these policies may result in charges to the sponsor. Any questions about posting policies can be referred to UC Conference & Event Services at event.services@uc.edu or 513-558-1810.

Academic Centers

The college is home to a number of academic centers for faculty and student research. Among these are the following:

- The Center for Design Research and Innovation undertakes industry- and grant-funded research and experimental design initiatives and coordinates interdisciplinary projects with other colleges, departments and centers in the university around questions of design.
- CERHAS, the Center for the Electronic Reconstruction of Historical and Archaeological Sites, conducts research and produces educational outcomes (including disc, video, internet and exhibits) that visualize and interpret cultural heritage sites using interactive multimedia technology.
- The Center for the Study of Practice sponsors lectures and events; conducts research and publishes the occasional journal, Practices, in order to explore critical issues of professional practice in architecture and interior design and their relationships with education.
- The Center for Urban Imaging focuses on both research and applications with the goal of merging Geographic Information Systems (GIS) with 3D visualization technologies to create applications for urban design, planning, infrastructure development, traffic analysis and sustainable environments.
- The Community Design Center organizes collaborative interdisciplinary community university partnerships for the research and design of physical improvements that serve the university’s urban area. The center provides assistance to community groups, non-profit organizations, and city departments that are representing underserved areas and underfunded projects within the area. A professional design staff administers the center with assistance from co-op and graduate assistants from a variety of disciplines.

Joint Center for GIS and Spatial Analysis (GISSA) consists of faculty from the Department of Geography and School of Planning, in collaboration with faculty from other academic units, such as architecture, business, biology, computer science, environmental engineering, environmental health, medicine, education, and Institute for Policy Research. The objectives of the center are to maintain an advanced technological environment for teaching, research and consultation in GIS and spatial analysis; to provide training programs for GIS users, managers, executives and public officials; to provide consulting services for the application of GIS and spatial analysis in environmental studies, urban and regional planning, and locational analysis for government and business; and to promote coordination of GIS activities at University of Cincinnati with GIS networks being established by local governments and utility companies in the Greater Cincinnati region.

The LiveWell Collaborative is an innovative model for corporations and universities, specializing in research and development for the 50+ market.

The Niehoff Urban Studio is a university-wide program that facilitates the study and discussion of urban issues relevant to the vitality and sustainability of Cincinnati and other urban centers. It is the regional center for urbanism, where university and non-university participants can engage in events, symposia, and exhibits that explore these urban issues. The studio is structured to provide a unique and innovative off-campus classroom to support interdisciplinary work among students, faculty, and engaged community stakeholders.

UNDERGRADUATE PROGRAMS

The College of Design, Architecture, Art, and Planning offers four major plans of study leading to baccalaureate degrees:

1. Full-time, four-year degree programs: art history, horticulture, and urban studies
2. A professional practice degree program requiring four years; architecture
3. Professional practice degree programs requiring five years: communication design, fashion design, fine arts, industrial design, interior design and urban planning
4. Five-year, PK–12 visual arts teacher licensure programs: art history plus visual arts teacher licensure and fine arts plus visual arts teacher licensure

Transfer students may be eligible to complete their degrees in shorter periods of time.
ADMISSION TO THE COLLEGE

General information and admission requirements for all undergraduate divisions of the university are posted online at admissions.uc.edu. Prospective students may apply online at admissions.uc.edu. Since admission requirements are subject to change, prospective students should contact the UC Office of Admissions for application information and admission counseling. On-campus visits are not required, but often prove helpful to the prospective student.

Office of Admissions
University Pavilion, Room 340
University of Cincinnati
2624 Clifton Avenue
Cincinnati, Ohio 45221-0091
513-556-1100
admissions.uc.edu

Provided all admission requirements have been met (including student confirmation of acceptance), students who submit a housing application by May 1 may reserve campus housing online at uc.edu/housing.

Prospective students may obtain specific program information by visiting the DAAP website at daap.uc.edu, or by contacting the Student Affairs Office at 513-556-1376 or daap-admissions@uc.edu.

The College of Design, Architecture, Art, and Planning at the University of Cincinnati seeks to attract, enroll and graduate academically talented students of diverse backgrounds and life experiences. Success in our program largely depends on sound academic preparation. At the same time, in our multidisciplinary programs, students’ insight and perspective are greatly enhanced by exposure to students with different histories, geographies and co-curricular interests. We have designed an admissions process to support these goals. Please consult the College’s website at daap.uc.edu for specific application requirements, procedures, and timelines.

Enrollment in DAAP’s programs is controlled, and therefore admission is selective. Each program has enrollment targets; when those targets are met, admission to those programs are closed.

Transfer students, including those transferring from other majors at UC, must be in good standing in both conduct and scholarship in the college or university from which they are transferring; they cannot be on suspension or probation.

Academic Standards for Admission

Number of units (years) required for admission (19 total):

- 4 units of college-prep English
- 4 units of college-prep math
- 3 units of social studies
- 5 units of electives*

Total: 19

Specific program requirements:

*For architecture and interior design applicants, 4 units of college prep math (pre-calculus, calculus or advanced math) and 1 unit of physics are required. For other majors, mathematics units must include 1 unit of algebra II or the equivalent of algebra II.

1. For architecture applicants, 1 unit of biology and 1 unit of chemistry are required.

2. Elective units must include any combination of foreign language, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education, or additional core courses not otherwise required. Preference may be given for completion of foreign language (2 units of the same language) or additional core courses (English, Math, Science, Social Studies) not otherwise required for graduation.

Admission requirements are subject to change. Please consult with the Office of Admissions for admissions counseling. Visit the DAAP website at daap.uc.edu for specific application requirements, procedures, and timelines. Transfer students, including UC transfers, must satisfy requirements for freshmen noted above or satisfactorily complete college-level work in deficient areas.

School of Design

Incoming students in communication design, fashion design, and industrial design have a common first semester curriculum.

The design programs pool applicants for admission consideration. The early-action deadline for high school applicants is December 1. Freshman applicants receive a comprehensive review in which both academic and non-academic factors are considered in determining admissibility to our academic programs. The academic credentials of applicants seeking admission vary each year.

Transfer Applicants: Students seeking to transfer to architecture or interior design from another major at UC or another regionally accredited university or college must have at least a 3.00 cumulative grade point average in previous college work to be considered for admission. The priority deadline is March 1 for the following fall. If offered admission, transfer applicants from other architecture or design programs seeking advanced standing must also submit a design portfolio to DAAP Student Affairs.

School of Fine Arts

Fine Arts

On a rolling admission (first-come, first-served) basis, applicants to fine arts will be reviewed for admission if they submit a complete application for admission. Freshman applicants receive a comprehensive review in which both academic and non-academic factors are considered in determining admissibility to our academic programs. The academic credentials of the pool of applicants seeking admission vary each year.

If offered admission, we recommend that fine arts applicants submit a portfolio for review. While it is not critical to the admissions decision, it is useful in determining recipients of several scholarship opportunities.

Applicants to fine arts who are not accepted will be considered for admission to pre-art.

Pre-Art: The pre-art program provides an alternative means for possible entry into the fine arts program. Students do not apply directly to pre-art; they are placed in the program on the strength of their application and academic credentials.

Pre-art students take the same curriculum as students in the fine arts program. At the end of their first year, they must qualify for admission into fine arts on the basis of their academic performance, and they must successfully pass a portfolio review.

School of Architecture and Interior Design

Freshmen in the School of Architecture and Interior Design programs share a common first year curriculum in addition to coursework in their majors.

Architecture

The architecture program pools applicants for admission consideration. The early-action deadline for high school applicants is September 1 for the following fall. Freshman applicants receive a comprehensive review in which both academic and non-academic factors are considered in determining admissibility to our academic programs. The academic credentials of applicants seeking admission vary each year.

Interiors

Students seeking to transfer to architecture or interior design from another major at UC or another regionally accredited university or college must have at least a 3.00 cumulative grade point average in previous college work to be considered for admission. The priority deadline is March 1 for the following fall. If offered admission, transfer applicants from other architecture or design programs seeking advanced standing must also submit a design portfolio to DAAP Student Affairs.

School of Planning

On a rolling admission (first-come, first-served) basis, applicants to urban planning or urban studies will be reviewed for admission if they submit a complete application for admission. Freshman applicants receive a comprehensive review in which both academic and non-academic factors are considered in determining admissibility to our academic programs. The academic credentials of the pool of applicants seeking admission vary each year.

Transfer Applicants: Students seeking to transfer to urban planning or art history from another major at UC or another regionally accredited university or college must have at least a 3.00 cumulative grade point average in previous college work to be considered for admission. If offered admission, fine arts applicants with prior college level studio course work seeking advanced standing must submit a portfolio to DAAP Student Affairs.

School of Horticulture

On a rolling admission (first-come, first-served) basis, applicants to horticulture will be reviewed for admission if they submit a complete application for admission. Freshman applicants receive a comprehensive review in which both academic and non-academic factors are considered in determining admissibility to our academic programs. The academic credentials of the pool of applicants seeking admission vary each year.
Transfer Applicants: Students seeking to transfer to horticulture from another major at UC or another regionally accredited university or college must have at least a 2.0 cumulative grade point average in previous college work to be considered for admission or 2.0 GPA for students with an associate's degree.

Readmission
A student being readmitted to his or her DAAP program will be expected to fulfill the requirements of the program in effect at the time of readmission. Exceptions must be approved by the faculty of the appropriate school.

College-Related Fees and Expenses
To finance the resources and technology required to maintain DAAP's facilities and services, students are assessed a program fee of $750 per academic semester.

Supplies needed in studio courses must be purchased by students from a retailer of their choice. Costs are usually heaviest in the first year and will vary widely according to the program of study and individual choices of materials. Students in some programs should anticipate spending at least $1,500 for materials, books and supplies during the first year.

To assist students in acquiring materials that are not readily available or are best purchased in bulk, the college has instituted a consumable supplies fee. This fee varies by program.

Student Computer Requirements
All incoming undergraduate students will be expected to own or have access to a personal laptop computer for general use and will be required to bring the laptops into the classroom on a regular basis. DAAP has selected specific systems that are compatible with the required software and college infrastructure. These systems are eligible for limited technical support by college IT technicians. Detailed information about computer requirements, including special purchasing price, is available at daap.uc.edu. This site contains the information on the computer requirements, required software and recommended accesses. Students are asked to review this information before acquiring a computer. Students eligible for financial aid will have the cost of the computer factored into their financial aid budget. Users of laptops are expected to install and use antivirus software (McAfee), available for free at uc.edu/ucit/students/software. Users who create or distribute viruses may have their access to the network suspended until their machines are repaired.

Network Access
Many studios in the DAAP and Aronoff buildings are wired for Internet access. Connections are available for students to use to support their academic work. DAAP includes both wired network connections (for faster, more reliable access) and wireless access points (for flexible but slower access) throughout the building. All machines that are on the DAAP-recommended systems list contain all the equipment necessary to access both the wired and wireless access points at UC. Machines not on this list may not be compatible with the network.

In those studios where network connections are available, wired connections can be used by connecting to the jack using a standard Ethernet patch cable (available from the UC bookstore in TUC or any consumer electronics store). UC IT rules for the use of university equipment, software and network will apply to all student-access nodes in DAAP. Please view the most recent policies at uc.edu/it/policies. The college has allocated 4 GB storage space suitable for file transfer and backup on UC FileSpace servers. In addition, instructors may elect to have their course materials stored on Blackboard.

Advanced Placement Program
In accordance with policies that vary slightly in the different colleges, incoming students may receive placement and credit on the basis of advanced placement program courses and the respective AP tests taken in secondary schools.

University Honors Program
The university honors program comprises the top seven undergraduate students. UHP offers distinctive curricular and co-curricular learning opportunities. With an emphasis on experiential learning, these learning opportunities focus on the program's four themes:
• Community engagement
• Creativity
• Global studies
• Leadership
• Research

Advanced Standing for Transfer Students
Official transcripts of all courses taken at the college level must be submitted to the Office of Admissions for evaluation by the appropriate program coordinator/chair. A Credit Evaluation Report will be sent to the student.

A student may also apply, through the Division of Professional Practice and Experiential Learning, for professional practice semester advanced standing for previous relevant work experience of at least six consecutive months, or for earned credit from another cooperative education program.

Award of Advanced Standing
1. Advanced standing is granted when transfer students present courses from another accredited college or university, with earned grades of D or better, which are deemed to be equivalent to required courses or acceptable electives at the University of Cincinnati. Credit for courses from non-accredited institutions is subject to approval by the program coordinator/chair.
2. The program coordinator/chair may require submission of a portfolio to determine proper advanced standing credit for studio work.
3. The program coordinator/chair may waive a required course upon submission of evidence of satisfactory mastery of the course through other means; the required credit hours must still be obtained by completion of an elective course.

NOTE: In this college, one semester hour credit in studio courses requires two or three clock hours of classroom time. Therefore, equal studio experience is required in order to receive advanced standing credit.

COLLEGE REGULATIONS
Student Code of Conduct
All students in the College of Design, Architecture, Art, and Planning are responsible for the standards of conduct, rights, and responsibilities outlined in the university's Student Code of Conduct, available at uc.edu/conduct/code_of_conduct.

Student Status
Full-time matriculated students in the College of Design, Architecture, Art, and Planning must be enrolled in a program leading to a bachelor’s (or graduate) degree. Therefore, to continue in the college, they must carry the regular, prescribed courses each semester. Exceptions are made for students with advanced standing credit. Failure to register for, or withdraw from, a required course subjects the student to automatic official withdrawal from the college. Any student departing from the prescribed curriculum of any program must first receive the approval of the program coordinator/chair.

With the approval of the program coordinator/chair and the assistant dean of student affairs, a student may be given permission to register as a matriculated part-time student, i.e., one who is working toward a degree, but who is carrying less than 12 credit hours. Permission is granted only for reasons of health or other extenuating circumstances acceptable to the Program Chair and the Assistant Dean.

Students not maintaining the requirements of the status in which they were admitted automatically incur official withdrawal from the college. Students who fail to register for the regular academic or work semester automatically incur official withdrawal from the college.

School Standing Requirements
Grading System
The grading system, uniform in all colleges, may be found at uc.edu/registrar.

Undergraduate Academic Standing
DAAP follows the University's Undergraduate Academic Standing Policy available at uc.edu/registrar/policies_and_procedures.

Appeals and Grievances
A student may submit an appeal or grievance when:
• Students believe that they have been subjected to an academically evaluation that is capricious or biased. (Allegations of incompetent instruction will be handled according to the agreement between UC and the AAUP.)
• Students believe that they have been subjected to improper treatment.

Please refer to UC’s Student Grievance Policy and Procedures available on the Office of the University Ombuds Website at uc.edu/ombuds.

Retention of Student Work
Recognizing the value of student work for educational purposes, individual schools or programs may, by agreement with the student concerned, retain student work.

Examinations
Examinations are to be given during each semester’s regularly scheduled examination week. All student projects, term papers, etc., are due by the end of the last scheduled meeting for each class and may not be extended into the examination period. Review of student work for studio courses may be scheduled during the examination week. All examinations are scheduled for two hours. It is the responsibility of students to note time for their examinations, since examination times will not coin-
Deans' List

Students who have a quality point average of 3.40 or better and pass all courses in a semester during which they earned at least 12 semester credits shall be placed on the deans list as evidence of superior performance. The permanent record of the student will carry a notation for each semester during which such distinction is earned.

Requirements for Graduation

Bachelor's degrees are awarded to those students in the College of Design, Architecture, Art, and Planning who satisfactorily complete the required and elective courses for specified degrees. The student must obtain a minimum overall grade point average of 2.00 and, in addition, must have a 2.00 grade point average for the senior year to be eligible for graduation.

The undergraduate curriculum includes a general education program that embraces the traditional subjects normally required of educated persons that form the shared intellectual heritage of our diverse culture. All undergraduates completing a baccalaureate degree will take courses or complete experiences as a regular part of their degree requirements that promote development of the four baccalaureate competencies: critical thinking, effective communication, knowledge integration and social responsibility. For further information, students should consult with their advisor or school office.

The student must be in residence (that is, be enrolled in all of the required courses for the major) during at least the last academic year. In order to be eligible for graduation with honors, a student must have earned at least a 3.0 university grade point average.

In addition to other requirements, a student in the professional practice program who is a candidate for a degree must receive a satisfactory (S) for all required work semesters. Five work semesters are required of students in the five-year design, interior design, and urban planning programs and three work semesters are required for students in the four-year architecture program and the five-year fine arts program or all remaining semesters following the point of admission into the program for transfer students with a minimum of four semesters required. (See Advanced Standing, page 8.)

The faculty members of each program are responsible for determining the degree requirements for their respective majors. Advisors have the authority to make course substitutions within the parameters given to them by their respective program faculty. All substitutions should be indicated on a DAAP Course Substitution/Waiver form. The form will be filed in the DAAP Student Affairs Office.

Advisors, in consultation with Program Coordinators and school Directors, may use their discretion to waive credit in excess of three semester hours for courses outside of the major core requirements and waivers of major core courses. The DAAP Student Affairs Office will not certify a student to graduate until necessary substitutions and waivers have been submitted. The DAAP Student Affairs Committee will monitor these exceptions.

All undergraduates and graduate students must submit their graduation applications through the Online Graduate Application. To complete the online application, a $50 credit card payment is required. More information and the application can be found at uc.edu/commencement.

To track progress toward their degree requirements, UC offers a Web Degree Audit at onestop.uc.edu/calendars. In addition, students may reserve space in the 4000 atrium for activities, exhibitions and important building sites are some of the student organizations, like fundraising (bake sales, for example) or recruitment. Students can make reservations by contacting the DAAP Student Affairs Office, which will review each request on a case-by-case basis.

STUDENT ACTIVITIES AND ORGANIZATIONS

The College of Design, Architecture, Art, and Planning encourages participation in student activities as an extension of the student’s personal and social development, and supplement academic and professional education.

Students may reserve space in the 4000 atrium for activities relating to student organizations, like fundraising (bake sales, for example) or recruitment. Students can make reservations by contacting the DAAP Student Affairs Office, which will review each request on a case-by-case basis.

Student Government: DAAP Tribunal Membership in the DAAP Tribunal is open to all undergraduate DAAP students. The Tribunal serves to coordinate, coordinate, and sponsor various student activities. It also provides liaison with the student senate of the university and with the college faculty and administration through representation on many college committees.

DAAP Student Ambassadors DAAP Student Ambassadors is an organization created to provide student representation at a variety of public relations and recruitment activities held on behalf of the college. Ambassadors are selected through an interview process and receive extensive training about college functions and DAAP’s facility. DAAP students interested in membership should contact the DAAP Student Affairs Office for an application.

Student Organizations Membership in the student branches of the following professional organizations is open to undergraduate students in specific fields of professional education.

Alpha Rho Chi (APX) This is a co-educational professional fraternity for students enrolled in architecture and the allied arts. The goals of the organization are to create a richer college experience for its members through advancing their professional experiences and through social and community events.

American Institute of Architecture Students (AIAS) A student chapter is maintained in the College of Design, Architecture, Art, and Planning to provide early association with the professional parent group, and permit participation in architectural activities in both the local and national basis. Lectures by practicing architects and designers, discussion groups visits to conferences, exhibitions and important building sites are some of the chapter's yearly activities.

American Institute of Graphic Arts (AIGA) The AIGA student group is an organization comprised of ambitious designers who
are focused on promoting design awareness and excellence. The group’s objectives are creating a design mentoring program, as well as hosting seminars from across the country to lecture at the University of Cincinnati.

**American Planning Association (APA)**
The APA has a student chapter of the national professional organization in the School of Planning. It is devoted to activities in, and discussion of, aspects of contemporary professional planning and sponsors a number of activities and field trips. This organization serves as liaison to the Student Representative Council of the American Planning Association.

**American Society of Interior Designers (ASID)**
The ASID is a student chapter in the College of Design, Architecture, Art, and Planning at the University of Cincinnati and other schools, and to sponsor programs and activities related to design integrity, and to train for eventual professional practice. Guest speakers and designers assist in the chapter’s yearly program.

**Bearcat Advertising and Networking Group (BANG)**
BANG is an on-campus advertising and promotion “firm” that serves the needs of student groups. Students in UC’s colleges, like DAAP and Business, provide services like advertising and promotional design, branding and identity consulting, and web design.

**Fashion Design Student Association (FSDA)**
Fashion design students join the FSDA to promote social and professional activities with students at UC and in other schools, to sponsor programs and lectures, and to participate in community and professional activities.

**Fine Arts Association (FAA)**
FAA is an artists’ organization structured specifically to give undergraduate School of Art students a forum for the exploration and exhibition of their individual and shared expression. The FAA offers opportunities for development as an artist through the exchange of ideas as well as a chance for young artists to show their work. Through association sponsorship, the FAA provides a means for students to see shows at a distance from Cincinnati.

**Industrial Designers Society of America (IDSA)**
Students in the industrial design program have an opportunity to join a student chapter of the national professional organization. The purposes of this student group are to further professional knowledge, to encourage contact (social and professional) with fellow students at the University of Cincinnati and other schools, and to sponsor programs and industrial design activities not otherwise provided in the classroom.

**The International Interior Design Association (IIDA) UC**
IIDA UC is a professional organization for students in the interior design program. An annual membership fee allows students to be included in the professional world of interior design, with access to special events and scholarship competitions, extra information on specific areas of design, and publications sent out to affiliates in the design world. Being involved in IIDA is especially helpful in strengthening relationships between upper- and lower-level students who can offer advice and encouragement to each other.

**American Society of Interior Designers (ASID)**
The ASID is a student chapter of the national professional organization in the School of Planning. It is devoted to activities in, and discussion of, aspects of contemporary professional planning and sponsors a number of activities and field trips. This organization serves as liaison to the Student Representative Council of the American Planning Association.

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Planning Student Organization (PSO)
This organization provides better communication among students in the School of Planning, and gives students a vehicle to participate in planning events on both a local and national level.

**Students for Ecological Design (SED)**
SED was created to bring together and transmit knowledge among a collective of people interested in the education, promotion and implementation of environmentally focused design. Specific goals include: promoting sustainable design education, sponsoring student participation in workshops and conferences, and playing an active role in applying these ideas throughout the community.

**FINANCIAL AID AND STUDENT SCHOLARSHIPS**

**Student Financial Aid**
To learn more about financial aid, please visit financialaid.uc.edu.

**Scholarships**
Students who receive DAAP scholarships must adhere to the requirements outlined in the scholarship agreement and the awarding letter. Some DAAP scholarships were created for students in particular majors. Students who are awarded these scholarships must be actively progressing toward a degree in that major in order to receive the scholarship funds. Funds may be rescinded if the student withdraws from that major.

Availability and amounts of scholarship awards may vary at the discretion of the donor.

For updated information on scholarships, please visit daap.uc.edu/admissions/fiancialaid/scholarships1.

**SCHOOL OF DESIGN**

**Brigid O’Kane, MFA, University of Cincinnati**
Interim Director, Associate Professor of Practice, Industrial Design

**Sheri Cottingim, BS, Eastern Kentucky University**
Program Manager, School of Design

**Shelby Collop, BS, Eastern Kentucky University**
Financial Administrator

**Alexa Justice, BA, Boston College, MA, Indiana University**
Program Coordinator

**6415 Aronoff Center for Art and Design**
Phone: 513-556-2476
Fax: 513-556-0240
design.uc.edu/academics/design

The School of Design currently offers a bachelor of science in design degree in major emphasis in three programs: communication design, fashion design, and industrial design. All programs participate in mandatory professional practice experiences, which permit students to have semesters of meaningful, professionally related work integrated with academic semesters of classroom study on campus. The School of Design also recognizes new areas of design practice related to continuing advances in computer technology. As part of the College of Design, Architecture, Art, and Planning, the programs in the School of Design are accredited by the National Association of Schools of Art and Design.

The five year, cooperative education (co-op) program consists of eight academic semesters and five cooperative education semesters. Studio and seminar coursework is specific to the professional disciplines and includes required courses in humanities, communication, and business, as well as with electives in arts and sciences. Essential principles in research, creative problem solving, and conceptual thinking are developed alongside technical skills in both manual and computer aided visualization, form development and rapid prototype fabrication to prepare students for their professional design experience during and after their studies.

**Faculty**

**Lisa M. Barlow, BDes, University of Cincinnati, Assistant Professor of Professional Practice, Communication Design**

**Cindy Beckmeyer, MDes, University of Cincinnati, Adjunct Instructor of Design**

**Ian Bellomy, MFA, Savannah College of Art and Design, Assistant Professor of Communication Design**

**Dan Bittman, BS, University of Cincinnati, Associate Professor of Practice, Communication Design**

**Phyllis Borcherding, MS, Miami University, Professor Emeritus of Fashion Design**

**Gilbert C. Born, MCP, University of Cincinnati, Professor Emeritus of Industrial Design**

**Joseph F. Bottore, MA, University of Cincinnati, Professor Emeritus of Graphic Communication Design**

**Brooke Brandwein, MS, University of Cincinnati, Assistant Professor of Fashion**

**Yoshiko Burke, MFA, Savannah College of Art and Design, Associate Professor of Communication Design**

**Nicholas Chaparas, Professor Emeritus of Communication Design**

**Paul Chamberlain, MFA, University of Cincinnati, MFA, University of Cincinnati, Associate Professor of Industrial Design, Coordinator of Industrial Design Program**

**J.A. Chewning, MRP, PhD, Massachusetts Institute of Technology, Associate Professor of Design**

**John Dixon, BS, University of Cincinnati, Assistant Professor of Practice of Industrial Design**

**Steven Doehnle, MFA, Ohio State, Associate Professor of Industrial Design**

**Oscar Femandez, MFA, Yale University, Assistant Professor of Communication Design**

**Ann Firestone, BDes, University of Cincinnati, Adjunct Assistant Professor of Fashion Design**

**Emmy Flannery, BDes, University of Cincinnati, Adjunct Assistant Professor of Industrial Design**

**Maureen France, MA, Ohio University, Associate Professor of Communication Design**

**Soo Hafer, MDes, University of Cincinnati, Adjunct Instructor of Communication Design**

**Beth Anne Herrin, BDes, University of Cincinnati, Assistant Professor of Professional Practice, Industrial Design**

**Karen W. Monzel Hughes, MA, University of Cincinnati, Professor Emerita of Design**

**Antonio Islas-Murth, MDes, University of Cincinnati, Assistant Professor of Professional Practice, Communication Design**

**Timothy Kastef, BDes, University of Cincinnati, Adjunct Instructor of Industrial Design**

**Tony T. Kawanari, BID, MAID, California State University Long Beach, Professor Emeritus of Industrial Design**

**Injoo Kim, MDes, University of Cincinnati, Associate Professor of Fashion Design, Coordinator of Fashion Program**

**Samantha Krukowski, PhD, University of Texas at Austin, Associate Professor of Design, Coordinator of Foundations Program**

**Grace Meacham, MA, Miami University, Professor Emeritus of Fashion Design**

**Gerald A. Michaud, MA, University of Cincinnati, Professor Emeritus of Industrial Design**

**Dale Murray, MDes, University of Cincinnati, Associate Professor of Industrial Design**

**Brigid O’Kane, MFA, University of Cincinnati, Associate Professor of Practice of Industrial Design, Interim Director of the School of Design**

**Dennis Puhalla, MFA, University of Cincinnati, PhD, North Carolina State University, Professor Emeritus of Communication Design**

**Emil Robinson, MFA, University of Cincinnati, Assistant Professor of Design**
The Fashion Design program curriculum is designed to build a solid foundation for both fashion design and product strategy. During the first three years of study, students follow the same curriculum, which builds on broad liberal arts background as a basis for understanding economic, sociological, and psychological influences of fashion. Studies in fashion design build a skill set that includes drawing, illustration, design, pattern-making, garment construction and brand development. Co-op semesters occur in the spring of the second year, fall and summer of the third year, spring of the fourth year, and fall of the fifth year. In the third year of studies, student will choose to focus on either fashion design or product strategy. The sequence of studio courses in the chosen focus will deepen the knowledge and skills through research and projects that lead to final capstone experience during the fifth and final year of studies. Along with the chosen focus studios the students continue Fashion Design program core curriculum courses to master their skills in design communication and acquire additional skills including CAD, trend forecasting and kniwtare.

Fashion Design Focus: Realization is the study dedicated to apparel and accessories inspired by the cultural and social influences of a specific time. Garment design incorporates an understanding of the design process as it relates to the three-dimensional form of the garment. Emphasis is on the function and aesthetics of the design. Today’s fashion designer must lead in creating the trends, understand the market place and design for innovation and purpose. This focus gives the graduate a command of both creative and technical skills reflecting the standards of the fashion industry. Emphasis of study is the design process from ideation through to the execution of a finished garment at the highest quality level.

Product Strategy Focus: Product strategy is the study of the process of bringing a consumer-driven product from concept to the marketplace. This includes consumer, market and product research conceptualization, design, merchandising, production, brand development, and marketing. This focus gives the student the understanding of how to create a fashion product, and the product strategy courses educate the student to design to emerging trends, consumer markets and brand equity. The development curriculum teaches the student to develop both prototype and finished products and how to communicate this to manufacturing. Emphasis of study is on fashion and socio-cultural trend forecasting, the product development process and marketing and branding fashion products.

The curriculum of the program for 2016–2017 is listed below. For up-to-date curriculum, please visit daap.uc.edu. Courses must be taken when indicated. Exceptions for special situations only, must be approved by the faculty.

First Year

Lecture Courses
- English Composition (ENG1101) Fall 3
- Art History for Design (ARTH1101) Fall 3
- Intro to Co-op (PD1061) Fall 1
- History of Fashion (FASH1081) Fall 3
- Sources of Design (DSGN1081) Fall 3
- Math Elective Fall 3
- Intro to Co-op (PD1061) Spring 1
- Communication for Design Prof. Practice (FASH1030) Spring 2

Studio Courses
- Foundation Drawing 1 (DSGN1010) Fall 3
- Foundation 2D Design (DSGN1010) Fall 3
- Foundation 3D Design (DSGN1020) Fall 3

Total 12 4

Second Year

Lecture Courses
- Art History for Design (ARTH1101) Fall 3
- History of Fashion (FASH1081) Fall 3
- Intro to Co-op (PD1061) Spring 1
- Communication for Design Prof. Practice (FASH1030) Spring 2

Studio Courses
- Foundation Drawing 1, 2 (DSGN1010, FASH1001) Fall 3
- Foundation 2D Design (DSGN1010) Fall 3
- Foundation 3D Design (DSGN1020) Fall 3
- Intro to Sewing (FASH1011) Fall 3

Total 15 18

Third Year

Lecture Courses
- Design Communication 1 (FASH3000) Spring 3
- Design Methodology 2 (FASH3010) Spring 3
- CAD Applications (FASH3020) Spring 3
- Trend Forecasting (FASH3030) Spring 3
- Weavers (FASH4011) or Design to Brand (FASH3046) Spring 3

Total 15

Fourth Year

Lecture Courses
- Intermediate Composition (ENG12089) Fall 3
- Interdisciplinary Global Design Issues (DSGN4071) Spring 3
- Sociology Elective Spring 3

Studio Courses
- Design Communications 2, 3 (FASH3001, 4000) Fall 3
- Collaborative Studio (FASH3021) Fall 3
- Entrepreneurship (FASH4020) Fall 3
- Knitwear Design, Machine Knitting (FASH4011) Spring 3
- Knitwear Design: Cut & Sew (FASH4012) Spring 3
- Draping 2 (FASH3044) or Design to Trend (FASH3047) Spring 3

Total 15 12

Fifth Year

Lecture Courses
- Free Electives Fall 6

Studio Courses
- Design Communication 4 (FASH4001) Fall 3
- Capstone (FASH4045 or 4049) Spring 6

Total 15

Students should choose free electives in consultation with their academic advisor.

School of Design Policies
If a student receives a D+ (or below) in two required courses, the second studio in which a D+ (or below) grade is received must be repeated before the student can progress further in the School of Design. *The student may continue to take General Education Requirements and Electives in the interim. If the student receives a second D+ (or below) grade in the repeated course(s), they will be suspended from the School of Design and must apply for readmission.**

* If the two D+ or below grades are received in the same term, the student is required to repeat both courses. It is highly recommended that the student participate in a faculty consultation prior to making future enrollment decisions. (The consultation is not an opportunity for the student to appeal their grades).

** Students are allowed to apply for readmission a maximum of two times.
Communication Design

Five-Year Professional Practice Program

Degree: Bachelor of Science in Design

Communication design is a mixed discipline that combines aesthetics with the skills and knowledge in communication, usability, and technology to satisfy the needs of people, society and industry. Practitioners specialize in the structuring and organizing of verbal and visual content in order to provide effective and efficient communication within positive human experiences.

Working with tools of visual shapes, symbols, color, imagery, typography, sound, motion and dimensional space, these are utilized and combined to convey a message and/or experience. Communication problems faced today require innovative, appropriate and evidence-based solutions. Ranging from a single document, an instruction book, a smart phone app, comprehensive brand identity system, a science museum exhibition to an airport signage system, all must be supported by a sound communication strategy.

The communication design curriculum is developed to build a solid foundation with generalization first, then advance towards specialization. During the first three years of study all students follow the same curriculum, which builds on broad liberal arts background as a basis for understanding mass communication, socioeconomic factors, anthropology and cognitive psychology influences. Communication design studies involve skill sets and knowledge development in drawing, aesthetics, typography, photography, color, symbols/icons, kinetic communication, information hierarchy development and brand identity design systems.

Co-op semesters occur in the spring of the second year, fall and summer of the third year, spring of the fourth year, and fall of the fifth year. During the third year of spring semester studies and a series of studio courses will have students exposed to and learn about the program’s three focus areas: print design, time-based design and interaction design. Towards the end of that semester, students will have chosen their desired focus sequence for the succeeding semesters remaining in the curriculum. This concentrated sequence of studio courses will further develop the knowledge and skills through research and projects that lead to final capstone experience during the final fifth year of studies. Although challenging, students do have an option of pursuing more than one focus.

Along with their chosen focus, students in graphic communication design take core curriculum courses involving interdisciplinary team-organized projects. These core courses provide important experiences to working with those in other fields while further mastering their competencies. And, in conjunction with the five-year curriculum is the integrated cooperative (work/study) program consisting of five semester’s worth of cooperative work experience in field practice.

The communication design program views first and foremost that the purpose and social responsibility of the field is to communicate effectively to an intended audience/user. While each focus area requires special needed skills and knowledge inherent to that focus, clear and effective communication remains the desired result for all.

Graphic Design Focus:

Students in this focus gain knowledge in reproductive processes such as offset printing lithography and digital printing. Some of the most common examples would be posters, books, magazines, advertisements, brochures, instruction manuals, annual reports, symbols, brand identity guidelines, just to name a few.

This focus area includes the study of environmental graphic design. This emerging career field embraces many design disciplines including graphic, time-based, interaction, architectural, interior, landscape, and industrial design. They are all concerned with the visual aspects of way finding, communicating brand identity and information, and shaping the human built environment. Some common examples would include wayfinding systems, architectural graphics, signage, exhibit designs, identity graphics, dynamic environments, civic design, pictogram design, retail and store design, mapping, and themed environments.

Motion Focus:

This focus is simply communication design in motion. For the intended audience and/or user, it is experienced over duration, a specific period of time — it moves. Along with the motion factor, this communication may use sound. It requires a basic understanding of narrative theories as well as the principles and techniques for visual storytelling. Some common examples are movie titles, TV commercials, “bumper” ads, cartoon animations, a video documentary, tutorials, and a website introduction, to name a few.

Interaction design Focus:

This focus involves interactive communication experiences. It is the practice of designing interactive digital products, environments, systems, and services. Students acquire an understanding of human computer interaction and user-centered design thinking. It includes the study and use of basic computational concepts and techniques. It is based on principles of information hierarchy, visualization, interactivity, and user-centered design. Some common examples are websites, smart phone interfaces and apps, interactive demos, tutorials, to name a few.

The curriculum of the program for 2016–2017 is listed below. For up-to-date curriculum, please visit dsaap.uc.edu. These courses must be taken when indicated. Exceptions for special situations only, must be approved by the faculty.

First Year

<table>
<thead>
<tr>
<th>Cr. Per Sem.</th>
<th>Fall</th>
<th>Sum</th>
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<tbody>
<tr>
<td>Lecture Courses</td>
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<tr>
<td>English Composition (ENGL1001)</td>
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<tr>
<td>Mathematics Elective</td>
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<tr>
<td>Art History for Design (ARTH1101)</td>
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<td>Design Thinking and Problem</td>
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<td>Sources of Design (DSGN1070)</td>
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<tr>
<td>Intro to Co-op (PD1051)</td>
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<tr>
<td>Communication for Design Professional Practice (CODE1030)</td>
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<tr>
<td>Studio Courses</td>
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<td>Foundation Drawing 1, 2 (DSGN1000, CODE1101)</td>
<td>3</td>
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<tr>
<td>Foundation 2D Design (DSGN1010)</td>
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<td>Design Aesthetics (CODE1111)</td>
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<tr>
<td>Typography 1 (CODE1120)</td>
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Second Year

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<td>Lecture Courses</td>
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<td>Communication Directed Elective</td>
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<td>Intermediate Composition (ENGL2089)</td>
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<td>Business or Programming Directed Elective</td>
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<td>Interdisciplinary User-Centered Design (DSGN1107)</td>
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<td>Studio Courses</td>
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<td>Design Ideation 1, 2 (CODE2000, 2001)</td>
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<td>Photo Design 1, 2 (CODE2010, 2011)</td>
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<td>Typography 2, 3 (CODE2020, 2021)</td>
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<tr>
<td>Kinetic Communication (CODE2050)</td>
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Third Year

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<td>Lecture Courses</td>
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<td>Humanities or Social Science Directed Elective</td>
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<td>History of Visual Communication (CODE3080)</td>
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<tr>
<td>Studio Courses</td>
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<tr>
<td>Print Based Overview (CODE3040)</td>
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<td>Time-Based Overview (CODE3050)</td>
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<tr>
<td>Interaction Design Overview (CODE3060)</td>
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Fourth Year

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<tr>
<td>Free Elective</td>
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<tr>
<td>Design History, Theory, and Criticism (DSGN3081)</td>
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<td></td>
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<tr>
<td>Interdisciplinary Global Design Issues (DSGN4071)</td>
<td>3</td>
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Industrial Design

Five-Year Professional Practice Program

Degree: Bachelor of Science in Design

Industrial design is a wide-ranging, dynamic, continually evolving field. It involves the design of objects, systems, and strategies that enhance our daily lives. This is achieved by improving the utility and delight of goods, services, and concepts that are manufactured, produced, or visualized.

A primary objective of industrial design has traditionally been to improve the appeal and functionality of commercial equipment and consumer products. This is done by carefully examining the relationship between the user and the product. Research, ideation, and inspiration are employed to generate uniquely creative insights; these insights are then developed into innovative designs that enhance the character, comfort, safety, style, performance, sustainability, and marketability of a product or service.

Today, the role of industrial design, also known as ID, has evolved to include the design of business and marketing strategies surrounding mass-produced products and commercial services. ID has further expanded to address the complex anthropological and societal concerns related to both design objects as well as intangible design systems.

Traditional examples of ID can be as large as a tractor, plane, or yacht, or as small as a pen, paperclip, or pin. Contemporary examples can include humanitarian projects for collecting and dispensing clean water or energy for developing nations. Such projects might often include the design of utilitarian objects as well as the integrated systems or processes enabling their operation. Within the ID program curriculum, two areas of focus are offered: product design and transportation design.
Product design focus:
The product design focus is comprised of a seemingly unlimited variety of consumer products. Some of the most common product designs are furniture, appliances, housedware, electronic equipment, tools, toys, personal accessories and packaging. Other items not meant for the consumer market (such as machine tools, medical equipment, business machines, public furniture, and exhibit spaces and displays) are also typical product design projects.

Consumer and industrial products nearly always require development services from product designers to not only maximize the benefit for the end user, but to also minimize the economic and ecological concerns of manufacturing and marketing for the producers of these products. Product designers are therefore frequently employed within research and development centers and corporate design departments of commercial manufacturers, or in design consultancies. Though these are mainly creative environments, close interaction with engineering, marketing, advertising, trend forecasting, and other specialties is common. Engagement in conceptual research organizations, product planning groups and consumer advisory panels can also be expected. All such cooperative efforts are necessary to bring concepts into reality.

Transportation design focus:
Transportation design specializes in the design of vehicles, mobility devices, and related transportation systems.

Much of the principles, processes and professional practices for innovative problem solving are common throughout all of ID. However, elevated complexity, cost, and cultural investment surrounding the development and ownership of vehicles has warranted its own subset within ID. The competitive nature of this field demands rigorous coursework. Special emphasis on drawing and form development skills help manage the increased size and (therefore) scrutiny of aesthetic evaluation. Examples of transportation design can include the designing of the exterior body and interior space (and all components, also be expected. All such cooperative efforts are necessary to bring concepts into reality.

The curriculum of the program for the year 2016–2017 is listed below. For up-to-date curriculum, please visit daap.uc.edu. Courses must be taken when indicated. Exceptions, for special situations only, must be approved by the faculty. Co-op semesters occur in the spring of the second year, fall and summer of the third year, spring of the fourth year, and fall of the fifth year.

First Year

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<tr>
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<th>Spr</th>
</tr>
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<tbody>
<tr>
<td>Lecture Courses</td>
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</tr>
<tr>
<td>English Composition (ENGL1001)</td>
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</tr>
<tr>
<td>Art History for Design (ARTH1111)</td>
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<tr>
<td>Making of Things 1 (INDL1071)</td>
<td>3</td>
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<tr>
<td>Sources of Design (DSGN1881)</td>
<td>3</td>
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<tr>
<td>Intro to Co-op (PD1061)</td>
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| Communication for Design Prof. Practice (INDL1030) | 2 | |

<table>
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<tr>
<th>Studio Courses</th>
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<tr>
<td>Foundation Drawing 1 (DSGN1000)</td>
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<td>Foundation 2D Design (DSGN1010)</td>
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<td>Foundation 3D Design (DSGN1020)</td>
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<tr>
<td>Design Visualization (INDL1001)</td>
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<tr>
<td>Industrial Design Studio 1 (INDL1011)</td>
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<td>Design Technology 1 (INDL1021)</td>
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Total | 15 | 18

Second Year

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<td>Communication Directed Elective</td>
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<td>Interdisciplinary User-Centered Design (DSGN1071)</td>
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<tr>
<td>Theory of Industrial Design (INDL2080)</td>
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<td>Materials and Processes (INDL2071)</td>
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<td>Design Visualization 2, 3 (INDL2000, 2001)</td>
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<td>Design Technology 2 (INDL2020, 2021)</td>
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Total | 18 | 15

Third Year

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<th>Lecture Courses</th>
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<tbody>
<tr>
<td>Literature Elective</td>
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<tr>
<td>Human Factors for Industrial Design (INDL3020)</td>
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<tr>
<td>Design Thinking Methods (INDL3070)</td>
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<table>
<thead>
<tr>
<th>Studio Courses</th>
<th>Fall</th>
<th>Spr</th>
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<tbody>
<tr>
<td>Product Design Studio 1 (INDL3042)</td>
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<tr>
<td>Transportation Design Studio 1 (INDL3052)</td>
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<tr>
<td>Product Design Communication 1 (INDL3046)</td>
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<tr>
<td>Transportation Design Communication 1 (INDL3056)</td>
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Total | 15

Fourth Year

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<th>Lecture Courses</th>
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<tr>
<td>Mathematics Elective</td>
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<tr>
<td>Design History, Theory &amp; Criticism (INDL3081)</td>
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<td>Capstone Development (INDL4070)</td>
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<tr>
<td>Interdisciplinary Global Design Issues (DSGN4071)</td>
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</table>

| Intermediate Composition (ENGL2089) | 3 | |

SCHOOL OF ARCHITECTURE AND INTERIOR DESIGN

Michael Mcinturf, BEd, MArch, University of Illinois Chicago, Associate Professor, Interim Director

7210 DAAP Building
Phone: 513-556-6426
Fax: 513-556-1230
sald.uc.edu

The School of Architecture and Interior Design offers professional degrees in architecture and interior design, a post-professional master of science in architecture and a PhD in architecture. Both professional programs participate in the university’s unique cooperative education system in which students rotate academic semesters of study on campus with semesters of salaried work experience in professional offices. The master of architecture degree at the University of Cincinnati is accredited by the National Architectural Accrediting Board (NAAB). The Council for Interior Design Accreditation (CIDA) accredits the interior design bachelor’s degree.

Faculty

Pravin Bhavapurkar, Masters in Building Engineering and Management, School of Planning + Architecture, New Delhi, PhD in Architecture, IT, Chicago, Assistant Professor
George Thomas Bible, MA, MArch, MArch, MCE, Rice University, Associate Professor
Arni Black, MA, The Ohio State University, Associate Professor
Terry Boling, BArch, University of Cincinnati, Field Service Associate Professor of Architecture in Practice
Edson Caballin, BArch, MArch, University of Cincinnati, PhD, Cornell University, Associate Professor
Alexander Christoforidis, MArch, MCity and Regional Planning, BSArch, Ohio State University, Associate Professor of Professional Practice
Cindy Damschroder, MA, MArch, Assistant Professor of Professional Practice
Brian Davies, BSD, MA, Cornell University, Associate Professor, Coordinator of Interior Design
Nnamdi Ellen, BA, MArch, University of Wisconsin-Milwaukee, PhD, Northwestern, Professor, Coordinator MArch, PhD Program
Udo Greinacher, MArch, University of California-Berkeley, Dipl. Ing. FH, FHT Stuttgart, Germany, Associate Professor, Coordinator of MArch Program
John Holtz, BArch, MArch, University of Kentucky, John Hartman, BArch, MArch, SUNY Buffalo, Emeritus Professor
Hank Hildebrandt, MArch, Kent State University, Professor
Aazari Kaniakar, DipArch, MArch, PhD, Georgia Institute of Technology, Associate Professor
Patrick McVicker, MArch, University of Pennsylvania, Associate dean, Faculty & Academic Affairs, Associate Professor
Alex M. McVicker, MArch, University of Michigan, Emeritus of Architecture
Mara Marcu, BArch, MArch, Harvard University, Assistant Professor
Michael Mcinturf, BEd, MArch, University of Illinois Chicago, Associate Professor, Coordinator MArch Program
Adrian Par, BA (1st Class Honor), MA, PhD, Monash University, Professor (joint appointment with Political Science), Director of the Charles Phelps Taft Research Center
James Postell, BArch, MArch, University of Pennsylvania, Professor
Wolfgang F.E. Preiser, BArch, MArch, MPhD, Pennsylvania State University, Professor Emeritus of Architecture
Elizabeth Roeden, BA, MArch, Columbus, Associate Professor
Virginia Russell, BSLA, MLA Ohio State University, Professor
Vincent Sansalone, MArch, Cranbrook Academy of Art, Field Service Assistant Professor of Architecture
Stephen Slaughter, BArch, MArch, Ohio State University, Assistant Professor
Patrick Snodden, PhD, Cornell University, Associate Professor
Melanie M. Swick, BSLA, MArch, University of Pennsylvania, Adjunct Assistant Professor
Ming Tang, BArch, Tsinghua University, MA, Michigan State University, MFA, SCAD, MArch Tsinghua University, Assistant Professor
Jeffrey T. Tilman, BArch, CalPoly, San Luis Obispo, MA, PhD, University of Virginia, Associate Professor
William Williams, BArch University of Houston, MArch Harvard University, Associate Professor
Rebecca Williamson, PhD, MArch, University of Pennsylvania, MArch, Virginia Polytechnic Institute, Associate Professor
Michael Zaretzky, BA, University of North Carolina-Chapel Hill, MArch, University of Oregon, Associate Professor
Architecture

Seven Year Professional Practice Program

Degrees: Bachelor of Science in Architecture (Years 1–4)  Master of Architecture (Years 5–7)

Architecture is the culturally responsible design and production of buildings that are useful, durable, meaningful, inspiring and responsive to their physical and social contexts. Architecture is an art, a technical craft, and an ethical practice. Closely related fields include interior design, urban planning, engineering, landscape architecture and construction management.

The pre-professional architecture program is primarily intended for individuals who wish to go to a graduate level professional program and become practicing architects. It teaches understanding of the social, technical and symbolic content of the natural and built environments, the skills to modify those environments, and the judgment to assess the value of modifications. The program can also be beneficial in preparing students for many related fields that require an ability to solve problems and increase values in complex situations by creating appropriate order and supportive structure.

The curriculum in architecture is comprehensive from the beginning. Because architects must be able to integrate myriad practical, technical and aesthetic factors in designing buildings, students are introduced immediately to that challenge. They become practiced over the extent of the program in giving coherence to increasingly complex and demanding situations. Other educational opportunities include organized travel semesters and student exchange programs in France. Some architecture students also pursue joint degrees and certificate programs within the college and the university.

The curriculum for 2016–2016 is listed next. These courses must be taken when indicated. Exceptions for special situations must be approved by the faculty. Curriculum is subject to change. For updated curriculum, visit daap.uc.edu.

### Bachelor of Science Program

#### First Year

<table>
<thead>
<tr>
<th>Course/Title</th>
<th>Cr. Hrs.</th>
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<tbody>
<tr>
<td>Lecture Courses</td>
<td>12</td>
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<tr>
<td>First Y ear</td>
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#### Second Year

<table>
<thead>
<tr>
<th>Course/Title</th>
<th>Cr. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture Courses</td>
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<td>Second Y ear</td>
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### Fourth Year

<table>
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<th>Course/Title</th>
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<td>Lecture Courses</td>
<td>12</td>
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<tr>
<td>Fourth Y ear</td>
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### Summary of BSArch Curriculum Requirements

<table>
<thead>
<tr>
<th>Sem. Cr. Hrs.</th>
<th>Required courses</th>
<th>Total electives</th>
<th>Minimum electives outside of SAID</th>
<th>Min. natural science</th>
<th>Min. social science</th>
<th>Min. humanities</th>
<th>Min. business</th>
<th>Total Credits</th>
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</thead>
<tbody>
<tr>
<td>88</td>
<td>39</td>
<td>33</td>
<td>3</td>
<td>3</td>
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<td>3</td>
<td>127</td>
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</table>

Courses in physical education, performance, and ROTC are not accepted as elective credits toward degree requirements.

### Interior Design

#### Five-Year Professional Practice Program

Degree: Bachelor of Science in Interior Design

The interior design profession concerns itself with the interior spaces of buildings, emphasizing the spatial, physical, psychological, and social needs of people at work and leisure. Interior designers must understand a stakeholder’s interactions within society and be capable of translating this understanding into appropriate and inspiring designs for interior environments.

As professionals, interior designers execute projects for the whole spectrum of human activities. Examples include business and commercial establishments (offices and shops), places for recreation and hospitality (hotels, restaurants and resorts), health and cultural institutions (hospitals, schools, theaters, museums and places of worship), and residential interiors. In preparation for this wide range of design opportunities, the professional interior designer needs an academic grounding in problem-solving, formal design skills, and pertinent historical and technical knowledge.

Each level of the student’s education engages knowledge and skills in problem discovery and resolution, critical and imaginative thinking, communication and technology. After the foundation year, interior design content studies provide students with opportunities to further develop their creative abilities through design projects for a variety of human activity settings. Interior Design students complete five semester-long co-op work experiences during years two through five. The curriculum culminates in a capstone project in which students synthesize their acquired knowledge and skills.

The interior design curriculum forges strong links with the Architecture program, starting with a common curriculum in the first three semesters. Interior design students can combine the bachelor of science in interior design degree with a certificate in historic preservation (see page 40) or other minors.

The curriculum for 2016–2017 is listed next. These courses must be taken during the indicated semester. Exceptions for special situations must be approved by the faculty. Curriculum is subject to change. For updated curriculum, visit daap.uc.edu.

### First Year

<table>
<thead>
<tr>
<th>Course/Title</th>
<th>Cr. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture Courses</td>
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### Second Year

<table>
<thead>
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<td>Second Y ear</td>
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### Third Year

<table>
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<tbody>
<tr>
<td>Lecture Courses</td>
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<tr>
<td>Intermediate Composition (ENGL2089)</td>
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<tr>
<td>Elective</td>
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<tr>
<td>Structures (ARCH3071)</td>
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<tr>
<td>Studio Courses</td>
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<tr>
<td>Architecture Studio III (ARCH3001)</td>
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### Fourth Year

<table>
<thead>
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<tbody>
<tr>
<td>Lecture Courses</td>
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<tr>
<td>History/Theory: Cities (ARCH4051)</td>
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<tr>
<td>Professional Elective</td>
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<tr>
<td>Studio Courses</td>
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<tr>
<td>Architecture Studio IV (ARCH4001)</td>
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<tr>
<td>Building Design Research Studio (ARCH4002)</td>
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### Summary of BArch Curriculum Requirements

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<tr>
<th>Sem. Cr. Hrs.</th>
<th>Required courses</th>
<th>Total electives</th>
<th>Minimum electives outside of SAID</th>
<th>Min. natural science</th>
<th>Min. social science</th>
<th>Min. humanities</th>
<th>Min. business</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>88</td>
<td>39</td>
<td>33</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>127</td>
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</tbody>
</table>

Courses in physical education, performance, and ROTC are not accepted as elective credits toward degree requirements.
Total Credits Required for Graduation 130

Social and Ethical Issues 3

Total Open and Directed Electives 30

Of the 39 electives, the following credits are required:
Natural sciences 3
Social sciences 3
Humanities 3
Business 6
Fine art studio 3
Directed elective 3
Open elective 3
Courses in physical education, performance and ROTC are not accepted as elective credits toward degree requirements.

Double D Policy: If a student receives two D grades in consecutive design studios, the second studio in which a D is received must be repeated before the student can progress further in the studio sequence. This policy applies to students from the second through the fifth years. The repeated studio must be a studio in interior design.

Students must have completed all core curriculum course requirements through the fourth year before being allowed to enter Capstone Studio I (INTD5001).

Interior Design Foreign Exchange Programs: In the fall semester, fourth-year interior design majors may select from SAID elective studio offerings with faculty approval. Students are limited to one studio each year level and must receive approval from the program coordinator before enrolling.

SCHOOL OF ART

Kate Bonansinga, MA, University of Illinois Urbana-Champaign, MBA, New Mexico State University, Director and Associate Professor
4631 Aronoff Center for Design and Art
Phone: 513-556-2962
Fax: 513-556-2887
diap.uc.edu/art

The School of Art offers undergraduate degrees in art history and fine arts under the guidance of their respective faculties, with an option for visual arts teacher licensure for those majors with an interest in public school teaching.

Visual arts teacher licensure may be elected in either degree program, the BA in art history or the BFA in fine arts. In both cases, the licensure option requires a fifth, post-baccalaureate year to complete. Special study requirements are described separately for art history and fine arts in the following sections of the bulletin.

As part of the College of Design, Architecture, Art, and Planning, the art history program and fine arts program are accredited by the National Association of Schools of Art and Design (NASAD).

Art History

Degree: Bachelor of Arts in Art History
Option: Visual Arts Teacher Licensure

The bachelor of arts in art history offers historical and critical instruction in art, architecture and design. Courses take into consideration questions having to do with form, meaning, style and historical context of works of art and architecture, as well as the lives and contributions of individual artists, architects and designers.

Study of art and design is especially recommended to those students who believe in the value of a broad humanistic education. Fundamental aims of the program are to awaken and to foster an interest in art, and to provide the student with basic knowledge of artistic activities of the past and present.

Art history faculty members are active contributors to their field with a deep commitment to the teaching of college students. A total of 126 semester credit hours, in the areas listed below, are needed for graduation. Students should consult their advisor for guidance on course selection.

BA in Art History

The art history curriculum does not require that students take courses in a particular order. The following groupings can be used as a guide.

Group I: Foundation Courses A
History of Art, I 6
English Composition 3
Art History & Visual Culture 3

Group II: Foundation Courses B
(to be completed by the end of the 2nd year)
Intermediate Composition 3
Non-Western Art History Elective 3
Approaches to Art History 3
(offers fall semester only)

Group III: Foundation Courses C
(to be completed by the end of the 4th year)
Senior Seminar (offered in spring semester only) 3
Non-Western Art History Elective 3
Fine Arts Studio Electives 8

Group IV: Major Requirements
(to be completed by the end of the 4th year)
Art History Electives 12
Academic concentration 18
(must be other than Art History)

Group V: General Education Courses
(to be completed by the end of the 4th year)
Fine Arts/Music 6
Arts History 9
Philosophy/Psych 3
Literature 6
Humanities 6
Natural Science 3
Math 3
Social and Ethical Issues 3
Foreign Language 10 or 12
Fine Electives (6 credits or more until 120 credit hours total are earned) 6+

Option: PK-12 Visual Arts Teacher Licensure in the Bachelor of Arts Program in Art History

This option designates the required concentration in art history, fine arts studio, education course work, practicum experiences and distribution of studies specified to meet state of Ohio and Council for the Accreditation of Educator Preparation (CAEP) standards for PK-12 visual arts teacher licensure. Students admitted to this option will take the following special program, including designated electives and required courses, to fill the requirements for the bachelor of arts in art history and to earn PK-12 visual arts teacher licensure.

The art history major choosing this option must elect fine arts as the academic concentration (Group II) in addition to the extended studio requirements in their freshman year and professional studies, which accommodate the free electives (Group V).
The extended program should take five years of full time study to complete, requiring a minimum of 150 credit hours for graduation. Graduates from this program will be eligible to apply for admission to the master of art education program and take the master's program without teacher licensure requirements.

BA in Art History with PK-12 Visual Arts Teacher Licensure (Proposed Advisory Timetable)

Required Courses

<table>
<thead>
<tr>
<th>First Year</th>
<th>Fall</th>
<th>Spr</th>
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<tbody>
<tr>
<td>English Composition (ENGL1001 or 1012)</td>
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<tr>
<td>Music Elective</td>
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<tr>
<td>History or Anthropology</td>
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<tr>
<td>History of Art I, II (ARTH1001, 1002)</td>
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<tr>
<td>Space, Surface (FAA1002, 1003)</td>
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<td>Time, Drawing (FAA1001, 1004)</td>
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Second Year

Required Courses

<table>
<thead>
<tr>
<th>Fall</th>
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<tbody>
<tr>
<td>Approaches to Art History (ARTH3014) or Visual Media, Theory and Criticism (ARTH3024)</td>
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<tr>
<td>Intermediate Composition (ENGL2089)</td>
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<tr>
<td>Music Electives</td>
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<tr>
<td>Foreign Language</td>
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<tr>
<td>Fine Art Studio Intro</td>
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<tr>
<td>2D, 3D, Media (FAA)</td>
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<tr>
<td>Art History Elective (ARTH)</td>
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</table>

Third Year

Required Courses

<table>
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<tr>
<th>Fall</th>
<th>Spr</th>
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</thead>
<tbody>
<tr>
<td>Art History Elective (ARTH)</td>
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<tr>
<td>Fine Art Studio (Intro) (FAA)</td>
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<tr>
<td>2D, 3D Media (2 courses) (FAA)</td>
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<tr>
<td>Psychology or Philosophy Elective</td>
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<tr>
<td>Literature Elective</td>
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<tr>
<td>Science Elective</td>
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<tr>
<td>Art Practicum in Early Childhood Education (BCE4800)</td>
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Fourth Year

Required Courses

<table>
<thead>
<tr>
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<th>Spr</th>
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<tbody>
<tr>
<td>Visual Arts Education, I, II (ARTH6010, 6020)</td>
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<tr>
<td>Saturday Studio Field Experience (ARTH6011)</td>
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<tr>
<td>Foundation in Visual Arts Education (ARTH6012)</td>
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<td>Urban Schools Field Experience (ARTH6021)</td>
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<td>Fine Art Studio (Advanced) (FAA)</td>
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<td>Art History Elective (ARTH)</td>
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Fifth Year

Required Courses

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<tbody>
<tr>
<td>Senior Seminar</td>
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<tr>
<td>Student Teaching (ARTH5030)</td>
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<tr>
<td>Individuals with Exceptionalities (SPED6001)</td>
<td>3</td>
</tr>
<tr>
<td>Social Ethical Elective</td>
<td>3</td>
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<tr>
<td>Math Elective</td>
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<tr>
<td>Total</td>
<td>35</td>
</tr>
<tr>
<td>Minimum Credit Hours = 150</td>
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</tbody>
</table>

Fine Arts

Five-year Professional Practice Program

Degree: Bachelor of Fine Arts in Art

Option: Visual Arts Teacher Licensure

The bachelor of fine arts degree, awarded after successful completion of the 8 semesters over 5 years, encompasses the disciplines of drawing, painting, photography, sculpture, installation art, video, computer arts, ceramics and printmaking or some combination of interdisciplinary practice. The student receives varied and challenging studio experiences intended to heighten intellectual and visual perception as well as the skills and techniques that such creative work will demand. As part of the College of Design, Architecture, Art, and Planning, the BFA program is accredited by the National Association of Schools of Art and Design.

The studio areas are taught by artist-teachers who are active professionals in one or more of these visual arts disciplines. There is a dynamic mixture of styles and aesthetics represented among the faculty that provides students with a healthy exposure to a variety of ideas and attitudes about art. In this context our students are encouraged to develop their own philosophy and approach to art.

In consultation with faculty advisors, fine arts students determine their own interests and elect creative work in any combination of the program's studio courses in painting, drawing, printmaking, sculpture, installation art, ceramics, photography, video and computer arts and seminars in contemporary art & concepts.

In addition, students complete course work in art history and electives in general education from other colleges in the university. A liberal education and a serious and intensive involvement in one or more fine arts disciplines is the intent of this program.

The curriculum is completed with a year-long senior thesis seminar course that represents the program's capstone experience. The course emphasizes the development of a professional body of work, a thesis paper and research in exhibition strategies. Seniors are required to participate in the annual DAAP senior show.

Undergraduate Review

The fine art faculty will review the work of all students in the program who have completed 4 semesters and 1 co-op. In order to participate in the review, students must have taken or be enrolled in at least two or three courses in fine arts. Students who qualify are required to submit for review a representative body of work completed in introductory level studios. During the review, students will meet with faculty and receive advice on the development of their work and on the choice of courses in their junior year. Students who fail to participate in the review will not be allowed to enroll in upper-level fine arts studios.

Transfer Students

Transfer students will be considered on an individual basis and may receive studio credits toward program requirements based on a review of studio work completed at another accredited institution. Transfer students will normally be required to fulfill a two-year residency, earning a minimum of 30 credit hours in advanced fine art studio classes.

Required Courses for BFA Degree

<table>
<thead>
<tr>
<th>Lecture Courses</th>
<th>Sem. Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Intermediate Composition</td>
<td>3</td>
</tr>
<tr>
<td>Any college-level mathematics course with a Quantitative Reasoning designation</td>
<td>3</td>
</tr>
<tr>
<td>Two courses in two different areas of Humanities, Natural Sciences, or Social Sciences</td>
<td>6</td>
</tr>
<tr>
<td>Two courses in two areas of Diversity and Culture, Social and Ethical Issues, or Technology and Innovation</td>
<td>6</td>
</tr>
<tr>
<td>Free Academic Electives (Any college-level course except FY, FL or studio)</td>
<td>12</td>
</tr>
<tr>
<td>History of Art (ARTH1001, 1002)</td>
<td>6</td>
</tr>
<tr>
<td>Art History Electives</td>
<td>3</td>
</tr>
<tr>
<td>Intro to Contemporary Art and Visual Culture</td>
<td>3</td>
</tr>
<tr>
<td>Current Arts Forum</td>
<td>3</td>
</tr>
<tr>
<td>Visual Art Concepts I &amp; 2</td>
<td>6</td>
</tr>
<tr>
<td>Professional Practices</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Studio Courses</th>
<th>Sem. Cr.</th>
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<tbody>
<tr>
<td>Drawing Studio</td>
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<tr>
<td>Surface Studio</td>
<td>4</td>
</tr>
<tr>
<td>Space Studio</td>
<td>4</td>
</tr>
<tr>
<td>Time Studio</td>
<td>4</td>
</tr>
<tr>
<td>Intro Studio Courses</td>
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<tr>
<td>Advanced Studio Courses</td>
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<tr>
<td>Senior Thesis Studio</td>
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<tr>
<td>Total</td>
<td>66</td>
</tr>
<tr>
<td>Total Credits for BFA Degree</td>
<td>128</td>
</tr>
</tbody>
</table>

(Note: BFA students are allowed to determine their own studio course of study that best supports the development of their creative research. This allows students to engage in a range of interdisciplinary work that is evident in much of contemporary art. Students are still able to focus their research in one area such as painting, sculpture, or photography, but this is not required.)

Bachelor of Fine Arts in Art (Proposed Advisory timetable)

<table>
<thead>
<tr>
<th>First Year</th>
<th>Fall</th>
<th>Spr</th>
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</thead>
<tbody>
<tr>
<td>History of Art (ARTH1001)</td>
<td>3</td>
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<tr>
<td>English Composition (ENGL1001 or 1012)</td>
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<tr>
<td>Math Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Intro to Contemporary Art &amp; Visual Culture (FAA1080)</td>
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<tr>
<td>Current Arts Forum (FAA1085)</td>
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<td>Academic Elective</td>
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</tr>
<tr>
<td>Drawing Studio (FAA1001)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Space Studio (FAA1002)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Surface Studio (FAA1003)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Time Studio (FAA1004)</td>
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<tr>
<td>Total</td>
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<table>
<thead>
<tr>
<th>Second Year</th>
<th>Fall</th>
<th>Sum</th>
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<tbody>
<tr>
<td>Introduction to Co-op</td>
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<td>Intermediate Composition (ENGL2089)</td>
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<td>Fine Arts Studio(s)</td>
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<td>History of Art, II (ARTH1001, 1002)</td>
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<tbody>
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<td>Fine Arts Studio(s)</td>
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<tr>
<td>Academic Electives</td>
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<tr>
<td>Art History Elective</td>
<td>3</td>
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<tr>
<td>Visual Art Concepts 2 (FAA3080)</td>
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<table>
<thead>
<tr>
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<tr>
<td>Professional Practices (FAA3080)</td>
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<td>Fine Arts Studio(s)</td>
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<td>Art History Electives</td>
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<tr>
<td>Minimum credit hours = 126</td>
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*** (See Fifth Year on page 26)
Option: PK–12 Visual Arts Teacher Licensure in the Bachelor of Fine Arts
This program specifies the required course work in fine arts studio, art education, professional education; practicum experience; and distribution of studies to meet the state of Ohio and Council for the Accreditation of Education Preparation (CAEP) standards for PK–12 visual arts teacher licensure.

Students admitted to this option will take the following special program of designated electives and required courses to fulfill the requirements for the bachelor of fine arts degree and to earn teacher licensure.

The Visual Arts Education Licensure Program requires 36 semester hours of full-time study beyond the BFA requirements. Students apply to the licensure program by March 1 of their second year. Students graduating from this program will be eligible for application to the Master of Visual Arts Education program, and may follow the program without licensure studies.

Bachelor of Fine Arts with PK–12 Visual Arts Teacher Licensure

First Year

<table>
<thead>
<tr>
<th>Required Courses</th>
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<th>Spr</th>
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<tr>
<td>English Composition (ENGL1001 or 1012)</td>
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<tr>
<td>Math Elective</td>
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<tr>
<td>Intro to Contemporary Art &amp; Visual Culture (FAA1080)</td>
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<td>Current Arts Forum (FAA1085)</td>
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</tr>
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<td>Drawing Studio (FAA1001)</td>
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Second Year

<table>
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<tr>
<th>Required Courses</th>
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<th>Spr</th>
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<tbody>
<tr>
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<td>Academic Elective</td>
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<td>3</td>
</tr>
<tr>
<td>Visual Art Concepts 1 (FAA2080)</td>
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<td>3</td>
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<tr>
<td>Fine Arts Studio(s)</td>
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<tr>
<td>History of Art I, II (ARTH1001, 1002)</td>
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<tr>
<td>Art Practicum in Early Childhood Education (ECE4000)</td>
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Third Year

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<th>Required Courses</th>
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<tr>
<td>Aesthetics Elective</td>
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<tr>
<td>Individuals with Exceptionalities (SPED6001)</td>
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<tr>
<td>Art History Electives</td>
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<td>3</td>
</tr>
<tr>
<td>Professional Practices (FAA3085)</td>
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<tr>
<td>Visual Art Concepts 2 (FAA3080)</td>
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Fourth Year

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</thead>
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<tr>
<td>Fine Arts Studio</td>
<td>3</td>
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</tr>
<tr>
<td>Visual Arts Education I, II (ARTH6010, 6020)</td>
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<tr>
<td>Field Experience (ARTH6011, 6021)</td>
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<tr>
<td>Student Teaching Seminar (ARTH6032)</td>
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<tr>
<td>Foundations in Visual Arts Education (ARTH6012)</td>
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<tr>
<td>Art History Elective</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Art/Age Tech (ARTH6022)</td>
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<td>Total</td>
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Fifth Year

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Fall</th>
<th>Spr</th>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>Student Teaching (ARTH6030)</td>
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</tr>
<tr>
<td>Art History Elective</td>
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<td>3</td>
</tr>
<tr>
<td>Fine Arts Studios</td>
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<td>3</td>
</tr>
<tr>
<td>Academic Electives</td>
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<td>3</td>
</tr>
<tr>
<td>Student Teaching Seminar (ARTH6031)</td>
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*** Fifth Year

<table>
<thead>
<tr>
<th>Senior Thesis Seminar II</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>Plus Art History Elective</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
</tr>
</tbody>
</table>

SCHOOL OF PLANNING

Danilo Palazzo, PhD, Istituto Universitario di Architettura di Venezia, Director and Professor of Planning

Phone: 513-556-4943
Fax: 513-556-1274
dasp.uc.edu/academics/planning

The School of Planning at the University of Cincinnati provides undergraduate and graduate programs dedicated to experience-based learning, research, and service. We are committed to excellence and diversity in our students, faculty, staff and all of our activities through the hiring and support of a well-qualified faculty and the recruitment of well-qualified students from diverse backgrounds supported by enhanced scholarship offerings. We provide an inclusive environment where innovation and freedom of intellectual inquiry flourish for livable futures from local, regional, and global perspectives.

The School of Planning offers an undergraduate professional degree in urban planning and a baccalaureate degree in urban studies. All students in the Urban Planning program participate in a mandatory professional practice opportunity which permits students to have semesters of meaningful, professionally related experience integrated with academic semesters of study on campus. The Urban Planning program is accredited by the Planning Accreditation Board (PAB), allowing graduates to qualify earlier for the American Institute of Certified Planners (AICP) examination. The Urban Studies program offers a broad-based degree with urban and international focus areas.

Faculty

Mahyar Arefi, MU, MArch, PhD, University of Southern California, Professor of Planning
Christopher Auffrey, PhD, University of Michigan, Associate Professor of Planning
Carla Oxlofs, AICP, MRP, PhD, Cornell University, Associate Professor of Planning
Fred Lutt, Assistant Professor of Professional Practice
Nancy Cutler, MCP, University of Cincinnati, JD, Northern Kentucky University, Adjunct Instructor in Planning
Greg Dale, MCP, University of Cincinnati, Adjunct Instructor in Planning
David J. Edelman, FNAC, MRP, PhD, Cornell University, Professor of Planning
Charles E. Ellison, PhD, University of Michigan, Emeritus Professor of Planning
Jan Fritz, CCS, PhD, American University, Professor of Planning
Terry M. Grundy, MA, Athenae-UM, Adjunct Associate Professor of Planning
Leah M. Holliston, MLA, PhD, University of Texas at Austin, Assistant Professor of Planning
Katherine Kough-Jurs, AICP, MCP, University of Cincinnati, Adjunct Instructor in Planning

Conrad C. Kickert, MSc, PhD, University of Michigan, Assistant Professor of Planning
Amy Lind, PhD, Cornell University, Mary Ellen Heinz Endowed Chair and Associate Professor of Women’s Studies, Affiliated Associate Professor of Planning
Johanna W. Looye, MRP, PhD, Cornell University, Associate Professor of Planning
Vikas Mitha, MArch, PhD, University of Maryland, Feith/Gemini Chair, Ohio Eminent Scholar of Urban/Environmental Design, Associate Professor of Urbanism
Rian Miller, MCRP Rutgers University, Adjunct Instructor in Planning

Danilo Palazzo, PhD, Istituto Universitario di Architettura di Venezia, Director and Professor of Planning
Michael C. Romano, AICP, MSc, Florida State, PhD, Cornell University, Professor Emeritus of Planning
Francis Penrose Russell, MArch, Harvard University, Adjunct Instructor in Planning
Menelas Tsantilis, AICP, ASLA, BUP, University of Cincinnati, MLA, Harvard University, Field Service Associate Professor of Planning
David P. Varady, AICP, MCP, PhD, University of Pennsylvania, Professor of Planning
Rainer vom Hof, Dipl.-Ing. FH, PhD, Cornell University, Associate Professor of Planning
Thomas E. Wagner, EdD, University of Cincinnati, University Professor Emeritus
Xinhas Wang, AICP, MCP, PhD, Pennsylvania, Professor of Planning

Urban Planning

Five-Year Professional Practice Program
Degree: Bachelor of Urban Planning

The Bachelor of Urban Planning program is a PAB accredited professional program that provides an interdisciplinary planning education based on social and natural sciences; experiential learning, and engagement in community development through a cohesive arrangement of planning and design studios and co-ops, supported by seminars and lectures. The program integrates the design, economic, environmental, political, ethical and social dimensions of planning. Anticipating the complexities of the urban and metropolitan settings, the program prepares planners with an integrated and innovative approach to planning and design of livable futures.

Urban planning is a professional field that offers exciting opportunities to propose solutions for many of our society’s most pressing problems. Urban planners use systematic and creative approaches to study and resolve issues that are important to neighborhoods, cities, suburbs and regions. For example, planners propose and implement solutions for housing the poor, creating new jobs, reducing traffic congestion, providing parks and open space and resolving environmental problems. Planners must be sensitive to a wide range of influences on the areas where they work, including social forces like industrial...
growth and decline, and physical forces like transportation networks and land use.

Some planners specialize in physical planning, which includes zoning, land use or urban design. Others work to analyze policy and develop new social, economic and environmental programs. The urban planning curriculum reflects these different opportunities and specializations in the planning profession.

Planners are concerned with the orderly, efficient and equitable development and arrangement of land. Important issues include environmental sustainability, land use regulation, recreation, ecological balance, land resource management and private development. Implementation tools for land use plans include zoning and other development regulations, as well as capital improvements programs.

Urban planning is a rewarding profession because the tasks are critical to the quality of life in cities, towns and regions. Many planners are employed in public agencies and private development. Implementation tools for land use plans include zoning, land use or urban design. Others work to analyze policy and are concerned with the orderly, efficient and equitable development and arrangement of land. Important issues include environmental sustainability, land use regulation, recreation, ecological balance, land resource management and private development. Implementation tools for land use plans include zoning and other development regulations, as well as capital improvements programs.

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**First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (ENG1001, 1012)</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
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<tr>
<td>Introduction to Urban Planning (URBN1051)</td>
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<td>Understanding the Urban Environment (URBN1001)</td>
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<tr>
<td>Statistics for Urban Settings (URBN2045)</td>
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<tr>
<td>Free Elective</td>
<td>3</td>
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<tr>
<td>Introduction to GIS (URBN2054)</td>
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<tr>
<td>Urban Focus Elective</td>
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<td><strong>Total</strong></td>
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</table>

**Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
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</tr>
<tr>
<td>Intermediate Composition (ENG2089)</td>
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</tr>
<tr>
<td>Economics for Planning (URBN2002)</td>
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<tr>
<td>Social Structure and Change (URBN2004)</td>
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<tr>
<td>Fine Arts Elective</td>
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<tr>
<td>Urban Focus Elective</td>
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</tr>
<tr>
<td>Natural Science Elective</td>
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<tr>
<td>International Focus Elective</td>
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</tr>
<tr>
<td>Free Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
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**Third Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td></td>
</tr>
<tr>
<td>Urban Focus Elective</td>
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<tr>
<td>Film and the Global Village (URBN3080)</td>
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<tr>
<td>Methods of Research (URBN2045)</td>
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<tr>
<td>Foreign Language</td>
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<tr>
<td>International Focus Elective</td>
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<tr>
<td>Urban Spatial Structure (URBN3051)</td>
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<tr>
<td>Planning Applications of Economic Concepts (URBN3003)</td>
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<tr>
<td>Environmental Systems, Issues, and Policies (URBN6033)</td>
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**Fourth Year**

<table>
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<tbody>
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<td>Urban Focus Elective</td>
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<td>Free Electives</td>
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<td>Social Justice and the City (URBN6079)</td>
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<td>Senior Capstone (URBN4049)</td>
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<tr>
<td>Global Perspectives in Urban Planning (URBN4090)</td>
<td>3</td>
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<tr>
<td>Housing Systems (URBN6050)</td>
<td>3</td>
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<tr>
<td>Win Agenda (URBN2055)</td>
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<td>URBN/PLAN Elective</td>
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<td><strong>Total</strong></td>
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**Horticulture**

Horticulture is the study of the development, growth, and distribution of native and ornamental plants, fruits, and vegetables, as well as their utilization in our landscapes. The bachelor of science in horticulture curriculum supports a traditional foundation in plant science, landscape design, and landscape management, with a commitment to contemporary and sustainable approaches to all facets of horticulture and an emphasis on the urban environment. Graduates of this degree program will contribute to the restoration, conservation, and development of safe, beautiful, and healthy environments, with the foundation to excel in graduate study and the ability to pursue lifelong education. Graduates of this program will also have the skills and knowledge to identify and grow healthy plants, to specify plants for functional and aesthetic uses, and to relate the role of plants in ecological, economic, and cultural systems.

Students do not need to be enrolled in the degree program to take most horticulture courses and all horticulture courses meet evenings or weekends, which results in diverse and often non-traditional students in each course. Many of the courses include field trips within the metropolitan area to significant sites of horticultural interest. The horticulture faculty are committed to academic excellence and fully engaged in practical applications of their areas of expertise.

In addition to the bachelor of science in horticulture, the horticulture program offers the following:

- minor or certificate in horticulture, 24 credits
- certificate in sustainable landscape design, 24 credits
- certificate in urban landscapes, 27 credits
- certificate in urban agriculture, 24 credits
- certificate in green roofs, 21 credits
- certificate in urban landscapes, 27 credits
- certificate in sustainable landscape design, 24 credits
- certificate in urban agriculture, 24 credits
- certificate in green roofs, 21 credits
- certificate in sustainable landscape design, 24 credits
- certificate in urban agriculture, 24 credits

For more information, please see page 34.

The horticulture curriculum for 2016–2017 is below and is subject to change. Some courses are offered in alternate years, and the course offering is dependent on enrollment. Exceptions to the degree, minor, or certificate requirements must be approved by the faculty. In addition to the required and elective courses in the fall and spring semesters, the horticulture program’s summer courses take full advantage of the region’s growing season. For updated curriculum, please visit daap.uc.edu.
Minor in Fashion Studies
The School of Design offers this program in fashion design. The minor is open to any student enrolled in a baccalaureate program at the University of Cincinnati. Students must have a 2.5 cumulative GPA at UC to be eligible to pursue the minor. The minor is awarded concurrently with a baccalaureate degree upon satisfactory completion of 21 credit hours of the following requirements:

Required courses:
- Sources of Modern Design
- Design Thinking and Problem Solving
- History of Fashion
- Documenting a Fashion Icon

Three elective courses from the following courses:
- Industry, Theory, and Practice
- Textiles
- Fashion Marketing and Brand Development
- Global Design Issues
- Fashion in the Public Eye
- The Business of Fashion
- Other course(s) with approval

Minor in Horticulture
The minor in horticulture introduces students to the various fields associated with horticultural science, including plant identification, growth, health, and reproduction. The minor is open to any student enrolled in a baccalaureate program at the University of Cincinnati. Students must have a 2.5 cumulative GPA at UC to be eligible to pursue the minor. Upon completion of the minor in horticulture, students will be able to:
- Demonstrate the basic knowledge and skills to identify applicable policies, codes, regulations, and incentives for vegetated roofs in sustainable site and building design, and
- Prepare basic feasibility and precedent studies that support the implementation of appropriate vegetated roof systems.

Minor in Fine Arts
The School of Art offers this program of study in fine arts. Students must have a 2.5 GPA to be eligible to pursue the minor. Admission to the minor is limited. The minor is awarded concurrently with a baccalaureate degree upon satisfactory completion of the following requirements:

Studio courses:
- Drawing studio
- Space studio
- Time studio

Introductory studio courses
- Advanced studio course

Seminar Course:
- Introduction to Contemporary Art and Visual Culture

Certificate Programs
Students interested in pursuing a certificate in DAAP must complete the “application for admission – certificate, licensure, or minor” form available in the Student Affairs Office, Aronoff 5470.

Certificate in Critical Visions
The undergraduate critical visions certificate is a joint endeavor between faculty from the McMicken College of Arts and Sciences and DAAP. The cross-college curriculum will teach students how to effectively combine critical theory and social analysis with art, media, and design practice. It has two primary goals: (1) increase students’ understanding of what is at stake in how we see, including the social and political ramifications of advertising, art, media, popular culture, and science, among other dominant and subversive visual forms and visualizing practices; (2) develop new artistic media, or design forms and practices that will intervene in dominant ways of seeing and explaining the world.

Certificate in Geographic Information Systems (GIS)
The College of Design, Architecture, Art, and Planning and the McMicken College of Arts and Sciences jointly offer a certificate program in geographic information systems (GIS) to help meet the needs of this rapidly growing industry. The program is open to both degree and non-degree candidates from any program in the university and may be awarded concurrently with a bachelor’s or master’s degree upon satisfactory completion of a 15-credit hour program of courses. It is designed to meet the needs of both novice and experienced GIS professionals and combines the theory and technology of GIS in its curriculum.

To obtain a GIS certificate, students must complete four courses with a minimum grade of C in each course. Courses should be selected from each of three groups:

One course out of the Introduction to GIS group (3 credits)
- GEOG6071C Introduction to Geographic Information Sciences (Fall)
- PLAN2051 Introduction to Geographic Information Systems (Fall)
- PLAN2054 Introduction to Geographic Information Systems (Fall)
- PLAN2043 Introduction to Geographic Information Systems (Fall)
- GEOG6074 Computer Analytical Cartography (Fall)
- GEOG6076 Principles of Remote Sensing (Fall)
- GEOG6077 Principles of Applications of GPS

Two courses out the GIS Applications Group (6 credits)
- PLAN6091 GIS Project Formulation and Management (Spring)

Certificate in Green Roofs
The roof is the final frontier of urban spatial design, and the vegetated urban roof supports environmental, economic, and social components of sustainable urban design. This certificate addresses contemporary issues in living architecture, particularly in this emerging area of expertise.

Upon completion of this certificate, students will be able to:
- Exhibit basic proficiency in the advocacy, planning, design, construction, and maintenance of vegetated roofs;
- Apply critical thinking skills to the analysis of existing and proposed vegetated roof systems;
- Describe the benefits and public health, safety, and welfare issues associated with vegetated roofs;
- Describe applicable policies, codes, regulations, and incentives for vegetated roofs;
- Describe the role of vegetated roofs in sustainable site and building design, and
- Prepare basic feasibility and precedent studies that support the implementation of appropriate vegetated roof systems.

The certificate in green roofs is awarded upon satisfactory completion of the following requirements:
- Horticulture Science I (HORT1010) 3
- Horticulture Science II (HORT1011) 3
- Horticulture Science III (HORT2032) 3
- Horticulture Science IV (HORT2033) 3
- Horticulture Science V (HORT3012) 3
- Soil Science and Plant Nutrition (HORT3010) 3
- Plant Propagation (HORT4012) 3
- Introduction to Geographic Information Sciences (Fall)
- Introduction to Geographic Information Systems (Fall)
- Introduction to Geographic Information Systems (Fall)
- Introduction to Geographic Information Systems (Fall)
- Computer Analytical Cartography (Fall)
- Principles of Remote Sensing (Fall)
- Principles of Applications of GPS
- GIS Project Formulation and Management (Spring)
Certificate in Horticulture
The certificate in horticulture introduces students to the various fields associated with horticultural science, including plant identification, growth, health, and reproduction.

Upon completion of the certificate in horticulture, students will be able to:
- Perform the fundamental practice and methods of horticultural science;
- Demonstrate basic knowledge of the roles of soil and nutrition in plant health; and
- Demonstrate the basic knowledge and skills to identify favorable conditions for native and cultivated plants.

The certificate in horticulture is awarded upon satisfactory completion of the following requirements:

- HORT1036 Horticulture Science I 3
- HORT2036 Plant Pathology and Microbiology 3
- HORT2038 Woody Ornamentals I 3
- HORT2039 Herbaceous Ornamentals I 3
- HORT2141 Plant Pathology and Microbiology 3
- HORT2301 Soil Science and Plant Nutrition 3
- HORT2302 Horticultural Entomology 3
- HORT4042 Plant Propagation 3

Total 24

Certificate in Planning
Undergraduate students not enrolled in the Urban Planning program of the School of Planning may enroll in the 18-credit hour certificate in planning. A proficiency in basic statistics is required at the time of admission or shortly thereafter. Students enrolled in the certificate program will be assigned a faculty advisor in the School of Planning to provide guidance in course selection and monitor progress.

Planning is a systemic activity practiced by all individuals and organizations seeking to guide their transition into the future in an orderly and systematic manner. Planning is a particular way of thinking — essential in industry, public service and the arts. As a problem-solving activity, effective planning results from development of specific skills and is grounded in specific theory. The certificate in planning provides intensive exposure to these skills and theories.

Students enrolled as a major in any undergraduate program (other than Urban Planning) may enroll simultaneously in this program. In most undergraduate curricula, sufficient elective time is available to complete the certificate program before graduation.

The certificate in planning is awarded upon satisfactory completion of the required credit hours at the time of graduation. (A student must be admitted to the program while enrolled as an undergraduate student.)

Successful completion of the certificate in planning requires 18 semester credits total:

Four required planning courses (12 credits)
- PLAN1051 Introduction to Urban Planning 3
- PLAN2007 Land Use Planning 3
- PLAN3051 Urban Spatial Structure 3
- PLAN4063 Planning Theory and Ethics 3

Two Planning elective courses (6 credits) for course descriptions, visit oepuc.uc.edu. For further information, visit daap.uc.edu or contact the School of Planning at 513-556-4943.

Certificate in Sustainable Landscape Design
The certificate in sustainable landscape design will expand basic knowledge of building design and landscape design to include a sustainable, integrated approach to the design of the built environment.

Upon completion of this certificate, students will be able to:
- Demonstrate basic knowledge of sustainable landscape design and construction best practices;
- Apply basic knowledge of landscape design and construction best practices to design projects of various functions and sizes; and
- Apply basic planting design principles to the effective use of native plant materials.

The certificate in sustainable landscape design is awarded upon satisfactory completion of the following requirements:
- HORT1010 Horticulture Science I 3
- HORT1030 Native Plants and Communities I 3
- HORT2040 Sustainable Landscape Design I -or- Foundation Drawing I (DSGN1000) -or- Site Planning and Design (PLAN2011) -or- Site Planning (PLAN2001) -or- Site Planning (PLAN2021) -or- Site Planning Lab I (SAID1001) 3
- HORT2041 Sustainable Landscape Design II 3
- HORT2042 Sustainable Landscape Design III 3
- HORT3060 Sustainable Landscape Construction I 3
- HORT3061 Sustainable Landscape Construction II 3
- HORT3044 Urban Landscape IV: Roofs and Facades -or- Urban Landscape V: Interiors 2

Total 24

Certificate in Urban Design
The undergraduate and graduate Urban Design Certificate will provide individuals with foundational knowledge about the art and science of cities through history to inform future visions for cities and places, introduce the skills and techniques to design livable, functional, and aesthetically appealing places and provide the urban design and planning skills necessary to do so.

Upon completion of this certificate, students will be able to:
- Understand the history, theory, and principles of urban design and how they are applied in the real world;
- Recognize the urban systems that support life and current issues in their sustainable development;
- Describe the global social, economic, and ecological issues in horticulture, urban design, livability and quality of life, food security, and sustainability.

The certificate in sustainable landscape design is awarded upon satisfactory completion of the following requirements:
- HORT1010 Horticulture Science I 3
- HORT2012 Agriculture and Ecology 3
- HORT3042 Urban Landscape II: Agriculture 3
- HORT2040 Sustainable Landscape Design I -or- Foundation Drawing I (DSGN1000) -or- Site Planning (PLAN2011) -or- Site Planning (PLAN2001) -or- Site Planning Lab I (SAID1001) -or- Sustainable Landscape Construction I -or- Sustainable Landscape Construction II -or- Sustainable Landscape Construction III 3
- HORT3044 Urban Landscape IV: Roofs and Facades -or- Urban Landscape V: Interiors 3

Total 24

Certificate in Urban Agriculture
The certificate in urban agriculture responds to contemporary issues in horticulture, urban design, livability and quality of life, food security, and sustainability.

Upon completion of this certificate, students will be able to:
- Describe the global, social, economic, and ecological issues of providing food for the urban population;
- Identify the favorable site and political conditions for the development of urban agriculture;
- Plan the critical path for the approval, design, and implementation process for urban agriculture;
- Prepare a design plan for an urban agriculture project that accounts for soil conditions, plant selection, construction, maintenance, funding, and staffing; and
- Provide precedent and feasibility studies based on current literature and resources regarding urban agriculture.

The certificate in urban agriculture is awarded upon satisfactory completion of the following requirements:
- HORT1010 Horticulture Science I 3
- HORT2012 Agriculture and Ecology 3
- HORT3042 Urban Landscape II: Agriculture 3
- HORT2040 Sustainable Landscape Design I -or- Foundation Drawing I (DSGN1000) -or- Site Planning (PLAN2011) -or- Site Planning (PLAN2001) -or- Site Planning Lab I (SAID1001) -or- Sustainable Landscape Construction I -or- Sustainable Landscape Construction II -or- Sustainable Landscape Construction III 3
- HORT3044 Urban Landscape IV: Roofs and Facades -or- Urban Landscape V: Interiors 3

Total 24

Certificate in Urban Landscapes
The certificate in urban landscapes curriculum expands basic knowledge of building and landscape design to address the role of plant life in the sustainable urban environment.

Upon completion of this certificate, students will be able to:
- Recognize the systems associated with support life and current issues in their sustainable development;
- Recognize the favorable conditions for urban landscape restoration and improved quality of life;
• Describe the role of plant life in the urban landscape’s social, economic, and ecological functions; and
• Apply the basic principles of sustainable landscape design and construction to the development of an urban site.

The certificate in urban landscapes is awarded upon satisfactory completion of the following requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>HORT1010</td>
<td>Horticulture Science I</td>
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</tr>
<tr>
<td>HORT1030</td>
<td>Native Plants and Communities I</td>
<td>3</td>
</tr>
<tr>
<td>HORT2040</td>
<td>Sustainable Landscape Design I</td>
<td>3</td>
</tr>
<tr>
<td>HORT3060</td>
<td>Sustainable Landscape Design I -or- Site Planning and Design (PLAN2011)</td>
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<td>HORT3040</td>
<td>Urban Landscape I: Forestry</td>
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<td>HORT3042</td>
<td>Urban Landscape II: Agriculture</td>
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<tr>
<td>HORT3043</td>
<td>Urban Landscape III: Infrastructure</td>
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<tr>
<td>HORT3044</td>
<td>Urban Landscape IV: Roofs and Facades</td>
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<tr>
<td>HORT3045</td>
<td>Urban Landscape V: Interiors</td>
<td>3</td>
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Changes to Curricula
Curricula are subject to change without notice. Class schedules, issued at registration, constitute official curricula.

Specific course descriptions for programs described in this Bulletin as well as pre-requisite and corequisites are found at onestop.uc.edu.

GRADUATE PROGRAMS

Master of Fine Arts
Joe Girandola, MFA
Director of Graduate Studies in Fine Arts, Associate Professor
Phone: 513-556-2426
Fax: 513-556-2887

Master of Landscape Architecture
Virginia L. Russell, FASLA, RLA, LEED AP, GRP
Professor, Director, Master of Landscape Architecture Program
Phone: 513-556-1135
Fax: 513-556-1274

Master of Community Planning
David Edelman, MRP, PhD, FAICP, FSU, Eur Ing, SIA/KEV
Professor of Planning, Director, Master of Community Planning (MCP) Program
Phone: 513-556-2378
Fax: 513-556-1274

Doctor of Philosophy (PhD) in Regional Urban and Regional Futures
Mahyar Arefi, PhD
Director, Professor of Planning, Doctoral Program in Urban and Regional Futures
Phone: 513-556-4943
Fax: 513-556-1274

Master of Design
Craig Vogel, BA, MID
Interim Director of Graduate Studies
Phone: 513-556-1346
Fax: 513-556-0240

Master of Architecture
Udo Greinacher, MArch
Coordinator, MArch Program, Associate Professor
Phone: 513-556-1128
Fax: 513-556-1230

Master of Science and Doctor of Philosophy in Architecture
Nnamdi Elleh, MArch, PhD
Coordinator, MSArch Program, PhD Program, Associate Professor
Phone: 513-556-0945
Fax: 513-556-1230

Master of Interior Design
Hank Hildebrandt, MArch
Coordinator, MINTD, Professor
Phone: 513-556-0222

Master of Arts in Visual Arts Education
Flavia Bastos, PhD
Director of Graduate Studies in Art Education, Associate Professor of Art Education
Phone: 513-556-2520
Fax: 513-556-2887

Master of Arts in Art History
Kimberly Paice, PhD
Director of Graduate Studies in Art History, Associate Professor of Art History
Phone: 513-556-2962
Fax: 513-556-2887

The college offers graduate work representing the requirements for several advanced degrees awarded by the Graduate School. They are listed below with the contact person for information: