



Memo

To: Randy Smith, Vice Provost for Academic Programs, Office of Academic Affairs
From: Rosie Quinzon-Bonello, Assistant Dean for Curriculum and Assessment
Date: November 6, 2024

Re: Informational Item - UG Program Change to the BSc in Architecture

On November 5, 2024, The College Committee for Academic Affairs approved the following program changes to the BSc in Architecture:

- a reduction of two credit hours to the Major Core requirements due to course changes to ARCH 5510 (4 to 3) and ARCH 5120 (4 to 3).
- nine credit hours of open electives increased from nine to twelve credit hours to be chosen from 1000-5000 level courses in ARCH, LARCH, or CRP.
- an increase of total credit hours for the degree from 120 to 121.

Yours sincerely,

Rosie Quinzon-Bonello

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October 23, 2024
Vice Provost W. Randy Smith
Council on Academic Affairs
Office of Academic Affairs
203 Bricker Hall
190 North Oval Mall
Columbus, OH 43210

Re: Program Change for the Bachelor of Science in Architecture Program

Dear Vice Provost W. Randy Smith,

On behalf of the Knowlton School's Architecture Undergraduate Program, I am pleased to submit the following curriculum revision requests. This letter serves to outline the details and reasoning behind those changes.

Our curriculum revisions have been informed by faculty engagement, curriculum workshops, and research on peer programs at other institutions. These changes were unanimously approved by the Architecture Section's faculty on 10/16/24.

Appendix A: Overview of proposed curriculum

Appendix B: Narrative of rationale for curriculum revision

Appendix C: Transition plan for current students in the program

Appendix D: New syllabi for courses with reduced credit hours

The Architecture Section looks forward to working with you to implement our proposed curricular changes. Please contact me with any questions or requested revisions.

Sincerely,



Curtis Roth

Associate Professor
Interim Section Head of Architecture
Knowlton School of Architecture

Appendix A: Overview of proposed curriculum and rationale

- Increasing the overall minimum number of credit hours to degree from 120-121
- Two (2) course credit-hour reductions
- The effective date for these changes would be Autumn 2025

General Education Requirements		
Requirement	Course Options	Hours
GE Launch Seminar	GedEd 1201	1
Foundations: Writing and Information Literacy ^a	Student Choice	3
Foundations: Mathematical & Quantitative Reasoning/Data Analysis ^a	Student Choice	0-5
Foundations: Literary, Visual and Performing Arts ^a	Student choice	3
Foundations: Historical & Cultural Studies ^a	Student Choice	3
Foundations: Natural Science ^a	PHYSICS 1200*	0-5
Foundations: Social & Behavioral Sciences ^a	Student Choice	3
Foundations: Race, Ethnic and Gender Diversity ^a	Student Choice	3
Theme: Citizenship for a Diverse & Just World ^b	Student Choice	4-6
Theme: Lived Environments ^b	KNOW 2310*	See Major
GE Reflection	Capstone**	Embedded in Major Capstone
Total		20-32

College/School/Degree Requirements ^{a, b}		
Requirement	Course Options	Hours
KNOW 1100		Total 1

Major Coursework ^{a, b}		
Course	Title	Hours
Major Core		
ARCH 2410	Architecture Design 1	6
ARCH 5610	Representation 1	3
ARCH 5110	History of Architecture 1	4 3
ARCH 2420	Architecture Design 2	6
ARCH 5620	Representation 2	3
ARCH 5120	History of Architecture 2	4 3
ARCH 3410	Architecture Design 3	6
ARCH 5510	Materials and Envelopes I	3
ARCH 5710	Architectural Structures	3
ARCH 3420	Architecture Design 4	6
ARCH 5520	Materials and Envelopes	3
ARCH 5810	Architectural Environments	3
ARCH 5210	Forms of Architectural Theory	3
ARCH 4410	Architecture Design 5	6
ARCH 4420**	Architecture Design 6	6
KNOW 2300	Outlines of the Built Environment	3
KNOW 2310*	Introduction to Design	4
Total		72 70
Required Non-Major General Courses		
MATH 1118	Mathematics for Architects	3
MATH 1148	College Algebra	4
PHYSICS 1200	Mechanics, Kinematics, Fluids, Waves (Foundations: Natural Science)	5
Total		12
Required Technical / Directed / Targeted / Open Electives; Career Courses		
ARCH Seminars		6
Open Electives	1000-5000-courses in ARCH, Larch.	9 12
Total		15 18

General Education	20
College/School/Degree	1
Major Core	72 70
Required Non-Major	12
Technical / Directed / Targeted / Open Electives;	15 18
Minimum Total Credit Hours for Degree	120 121

- **One hour credit hour reduction (4 to 3) in ARCH 5110 and 5120**

Course Title	Current C.H.	Proposed C.H.	Rationale for Change
ARCH 5110: History of Architecture 1	4	3	Align C.H. with other history / theory courses in the curriculum, and to more accurately reflect course expectations.
ARCH 5120: History of Architecture 2	4	3	Align C.H. with other history / theory courses in the curriculum, and to more accurately reflect course expectations.

- **9 credit hours of open electives increased to 12 credit hours to be chosen from 1000-5000 level courses in Arch, Larch, or CRP.**

Appendix B: Narrative of rationale for curriculum revision

The proposed credit hour reduction of ARCH 5110 and ARCH 5120 will bring them into alignment with other history and theory courses at peer institutions. Course content and contact hours will be reduced proportionally without a compromise to the overall goals of the program. This will be achieved by removing the recitation component of these two courses, which faculty believe is no longer an optimal format to meet these course’s particular learning objectives. To maintain a similar number of total credit hours in the program, we are proposing to increase the number of electives from 9 to twelve and “open” to be chosen from 1000-5000 level courses in Arch, Larch, and CRP. All elective courses must be graded.

In summary, the content change to the program consists of the removal of 1 credit hour from ARCH 5110 and ARCH 5120, and the increase from 9 to 12 credit hours in electives. In terms of total credit hours (+1), this represents a <1% change. This proposal was reviewed and approved by the Knowlton Academic Affairs Committee.

Appendix C: Transition plan for current students in the program

- Transition plan for students currently in the program. We do not anticipate these changes to negatively impact currently enrolled students, as a large number of students begin their studies at OSU with transfer, College Credit Plus (CCP), or Advanced Placement (AP) credit, and graduate with an overall number of credit hours that exceed 121 credit hours. In the unlikely event that after completing the ARCH curriculum, a student falls short of the 121 overall number of credit hours to graduate, the difference in credit hours is to be made up by 1000-5000 level courses in Arch, Larch, and CRP electives.

Appendix D: New syllabi for courses with reduced credit hours

ARCH 5110

History of Architecture 1

Instructor name	Todd Gannon	Telephone	614-688-2176
Year and term	Fall 2025	Email	gannon.14@osu.edu
Meeting time	W & F, 8:30 – 9:55am	Office location	230 Knowlton Hall
Meeting location	Dreese 113	Office hours	By appointment

Teaching Assistants:

Adriana Chesterfield	chesterfield.2
Angela Sakis	sakis.4
Lillie Gillespie	gillespie.268
Markie Mathews	mathews.363
Siâna Bennett	bennett.1262

Course Information

Description

This course provides a survey of global architecture from prehistory to the 17th century. This course will situate the built environment within broader cultural contexts to deepen understanding of the geographic, religious, political, social, economic, intellectual, and technological factors that influence the production of architecture. The course will devote significant attention to the organization, configuration, and articulation of buildings and cities and to understanding architecture as an argument between convention and invention.

Learning Objectives/Outcomes

History and Theory

- To understand key works of architecture central to the periods covered in the course, including names, locations, dates, architects (where applicable), and stylistic and technological features.
- To understand functional, structural, and aesthetic principles of the major stylistic movements in global architecture of these periods.
- To understand buildings and cities of the period within broader political, social, ecological, and technological contexts.

Design Fundamentals

- To understand historical and theoretical topics in architecture and to gain basic fluency in critical analysis and essential architectural vocabulary.

Professional Conduct and Political Responsibility

- To demonstrate ability for oral and written expression that is attentive to the needs and values of a diversity of individuals and cultures.

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Tools/Techniques

Reading and writing critically
Diagrammatic analysis

Format

The course is organized thematically and will consist of lectures on Wednesdays and Fridays.

Accreditation Criteria Addressed

- N/A

Prerequisites

None

Required Texts

Michael Fazio, *Building across Time: An Introduction to World Architecture*, 6th edition (New York: McGraw Hill, 2019)

Jacqueline Gargus, *Ideas of Order: A Formal Approach to Architecture* (Dubuque: Kendall Hunt, 1993)

Additional required readings will be made available to students through Carmen.

Assignments

Attendance (10% of final grade):

Attendance and extensive class participation is mandatory. Students are expected to be conversant in the readings prior to class discussions.

Diagrammatic Analyses (15%):

Students will use diagrams to analyze the formal properties of buildings and projects studied throughout the term. Analyses will be due during Weeks 3 (Thu, 5 Sept), 5 (Thu, 19 Sept), 10 (Thu, 24 Oct), and 12 (Thu, 7 Nov).

Slide Quizzes (15%):

Students will be shown two views of a project. Correctly identify each pair of images with the historical period (or architect), the name of the project, its location, and the date (+/- 10 years). Quizzes will take place in class during Weeks 8 (Wednesday, 9 Oct) and 14 (Friday, 22 Nov)

Midterm Paper (30%):

5 pages max.

Assigned: Week 8 (Wednesday, 9 Oct)

Due: Week 9 (Friday, 18 Oct)

Final Paper (30%):

5 pages max.

Assigned: Week 14 (Friday, 22 Nov)

Due: Finals Week (Friday, 6 Dec)

NOTE:

All papers must be typed (double spaced, 12pt, 1" margins, Times New Roman).

Late work will be accepted only with an acceptable excuse (see "Deadlines" below).

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Criteria for Evaluation or Grading

There is no OSU standard grading scheme. Grading is based on a comparison with other students in the course, with students who have taken the course previously, and with the instructors' expectations relative to the objectives of the course.

The following criteria will be used to evaluate student work. They have been adapted from "General Evaluation Rubric for College Papers," by Paul Halsall of Fordham University
<http://sourcebooks.fordham.edu/halsall/med/rubric.asp>

Excellent Papers (90% – 100%)

Excellent papers are original, interesting, and informative. They have a clear, plausible, novel, and insightful thesis that directly addresses the assigned prompt. Their organizational structure is apparent, understandable, and supports the thesis. Ideas flow logically from one to the next, and arguments are reasonable and sound. Ample evidence is used to support arguments and illuminate the thesis. Quotations, when present, are relevant, succinct, and to the point. Counter-arguments have been predicted and addressed. Sentence structure and grammar are excellent, all reference material has been properly cited, and minimal spelling and formatting errors are present.

Good Papers (80% – 89.99%)

Good papers are promising, but may lack clarity, insight, or originality. They usually have an identifiable thesis which addresses the assigned prompt but may lose focus or suffer from insufficient organizational structure. Evidence might not always support the overall argument, and quotations, when present, may not be well integrated. Counter-arguments may not be sufficiently acknowledged. Sentence structure and grammar are strong despite occasional lapses; reference materials are usually cited correctly, and only minor spelling and formatting errors are present.

Acceptable Papers (70% – 79.99%)

Acceptable papers may be unclear, unoriginal, and tend to demonstrate little insight into the topic at hand. Such papers often lack an identifiable organizational structure and wander from the assigned prompt. Argumentation is often difficult to follow and may rely on dubious logic. Counter-arguments generally are not considered. Ideas are often disconnected from one another and lack sufficient support. Quotations, when used, are often unaccompanied by analysis or comment, or are deployed in lieu of original argumentation. Problems with sentence structure and grammar are often present, as are errors with citation format, spelling, and punctuation.

Papers that Need Help (60% – 69.99%)

Papers that need help are generally unclear, tend to lack an identifiable thesis, and suffer from weak or non-existent organizational structure. Often, the assigned prompt appears not to have been considered. Arguments are often derivative and lack supporting evidence or logic. Ideas have little connection to one another and do not support a larger overall argument. Quotations, when used, are not integrated. Problems with sentence structure, grammar, citation format, spelling, and punctuation are common.

Failing Papers (0% – 59.99%)

Failing papers display lack of effort and minimal comprehension of the assignment. Often, the assigned prompt appears not to have been considered. Cogent argumentation, organizational structure, and logical coherence are lacking. Issues with plagiarism may be present. Significant problems with sentence structure, grammar, citation format, spelling, and punctuation are present.

For an "A", the student must satisfy the course objectives excellently; for a "B", meet expectations very well; for a "C" meet expectations; for a "D" meet expectations in the lowest acceptable manner. An "E" is considered a failing grade and denotes that the student has not satisfied the course objectives. An "EN" is a failing grade due to non-attendance. An "I" indicates that the student has completed a major portion of the work in the course in a satisfactory manner, but for reasons judged by the instructor to be legitimate, a

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portion of the course requirements remains to be completed. In this event the student and instructor must agree upon a plan and deadline for the student to complete the course. If the work is not made up by the due date, the "I" mark will be changed to an alternate grade that the instructor reported at the time the "I" was assigned.

Letter grades are assigned based on the following scheme:

A	93%–100%
A-	90%–92%
B+	87%–89%
B	83%–86%
B-	80%–82%
C+	77%–79%
C	73%–76%
C-	70%–72%
D+	67%–69%
D	60%–66%
E	< 60% (failing grade)
EN	Failing grade for non-attendance
I	Incomplete

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Course Schedule

WEEK ONE

Wednesday (21 Aug):

Course Introduction

Reading:

- Fazio, pp. 1–7
- Gargus, Intro (pp. 1–3)

Friday (23 Aug):

Formal Principles 1

Basic Principles

Reading:

- Gargus Ch. 1 (pp. 9–19)

WEEK TWO

Wednesday (28 Aug):

Formal Principles 2

Space and Mass

Basic Organizations

Reading:

- Gargus, Ch. 2 & 3 (pp. 21–55)

Friday (30 Aug):

Formal Principles 3

Typology versus Morphology

Precedents and Transformation

Reading:

- Gargus, Ch. 4 & 5 (pp. 57–83)

WEEK THREE

Wednesday (4 Sept):

Prehistory and Mesopotamia

Prehistoric Settlements

Megalithic Construction

Ancient Mesopotamia

Reading:

- Fazio, 9–20

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Friday (6 Sept):

Ancient Egypt

Dynastic and Old Kingdom Egypt
Pyramid Building
Middle and New Kingdoms

Reading:

- Fazio, 20–33
- Gargus, Ch. 6

Homework #1 Due

WEEK FOUR

Wednesday (11 Sept):

Ancient Greece 1

Greek Principles
Aegeans, Minoans, Myceneans

Reading:

- Fazio, 35–44

Friday (13 Sept):

Ancient Greece 2

Archaic Period
Classic Period

Reading:

- Fazio, 44–54
- Gargus, Ch. 7

WEEK FIVE

Wednesday (18 Sept):

From Greece to Rome

Greek Cities
Hellenistic Period
Etruscans

Reading:

- Fazio 54–61
- Gargus, Ch. 8

Friday (20 Sept):

Ancient Rome

Roman Cities
Roman Building Types
Case Study: Ancient Corinth

Reading:

- Fazio 105–131

Homework #2 Due

WEEK SIX

Wednesday (25 Sept):

India

Religions in India
Buddhist Shrines
Hindu Temples

Reading:

- Fazio, 63–79

Friday (27 Sept):

China and Japan

Chinese Architectural Principles
Japanese Temple Architecture
Zen Buddhist Architecture

Reading:

- Fazio, 81–103

WEEK SEVEN

Wednesday (2 Oct):

Early Christian and Byzantine Architecture

Early Christian Basilicas
Byzantine Churches
Russian Churches

Reading:

- Fazio, 133–151

Friday (4 Oct):

Islamic Architecture

Mosques
Houses and urbanism
Palaces and Gardens

Reading:

- Fazio, 153–175

WEEK EIGHT

Wednesday (9 Oct):

Slide Quiz #1

Midterm Paper assigned

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Friday (11 Oct):

No Class, Autumn Break

WEEK NINE

Wednesday (16 Oct):

Medieval and Romanesque Architecture

Carolingians and Vikings

The Holy Roman Empire

Pilgrimage Churches and Monasteries

Readings:

- Fazio, 177–211

Friday (18 Oct):

Gothic Architecture 1

Early Gothic

High Gothic

English Gothic

Reading:

- Fazio, 213–235
- Gargus, Ch. 9

WEEK TEN

Wednesday (23 Oct):

Gothic Architecture 2

German, Czech, and Italian Gothic

Medieval Construction

Medieval Cities

Reading:

- Fazio, 235–249

Friday (25 Oct):

The Americas and Africa

N. American Tribal and Aztec Civilizations

Maya, Nazca, and Inca Civilizations

African Nomadic Dwelling and Urbanism

Reading:

- Fazio, 251–285

Homework #3 Due

WEEK ELEVEN

Wednesday (30 Oct):

Early Renaissance

Brunelleschi

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Alberti
Italian Urbanism

Reading:

- Fazio, 287–301

Friday (1 Nov):

High Renaissance
Da Vinci
Bramante
St. Peter's

Reading

- Fazio, 301–317

WEEK TWELVE

Wednesday (6 Nov):

Late Renaissance and Mannerism
Mannerism
Michelangelo
Palladio

Reading:

- Fazio, 317–326
- Gargus, Ch. 10

Friday (8 Nov):

Gardens and Palaces
Renaissance Gardens
The Renaissance in France
The Renaissance in England

Readings:

- Fazio, 326–339

Homework #4 Due

WEEK THIRTEEN

Wednesday (13 Nov):

The Baroque 1: Theater and Spectacle
Baroque Themes
Sistine Rome and St. Peter's
Bernini

Reading:

- Fazio, 341–358
- Gargus, Ch. 11

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Friday (15 Nov):

The Baroque 2: Urbanism and Expansion
Borromini
Baroque Urban Space
Guarini, Juvarra, and the German Baroque

Reading:

- Fazio 359–379

WEEK FOURTEEN

Wednesday (20 Nov):

Review and/or catch-up

Friday (22 Nov):

Slide Quiz #2
Final Paper assigned

WEEK FIFTEEN

Wednesday (27 Nov):

No Class – Thanksgiving Break

Friday (29 Nov):

No Class, Thanksgiving Break

WEEK SIXTEEN

Wednesday (4 Dec):

No Class – Studio Finals

Friday (6 Dec):

No Class – Final Paper Due

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Course Technology

Baseline technical skills for online courses

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the Canvas Student Guide.
- Required software/technologies for this course
- CarmenZoom virtual meetings (free)
- Concept Board (free)
- Course required software as needed (access will be provided for free either through licenses or virtual desktop)

Required equipment

- Computer: Access to a computer with internet connection that can support CarmenZoom
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

Carmen access

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

1. Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions.
2. Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click Enter a Passcode and then click the Text me new codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.
3. Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- Self-Service and Chat support: ocio.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: servicedesk@osu.edu
- TDD: 614-688-8743

Course Policies

Attendance

Students are expected to attend all scheduled class meeting times and related events as outlined in the course syllabus. In general, there are five situations which constitute an “excused absence”: personal illness, death of an immediate family member, military or government duty, University/Knowlton School sanctioned events, and major religious holidays. Other situations may be evaluated on a case-by-case basis and students are encouraged to discuss with the instructor as soon as a potential issue arises. Documentation may be required.

A student’s grade will drop one letter grade after the second and third unexcused absences.

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Communication

Communication for this course will take place primarily through carmen.

Deadlines

Students who miss deadlines due to valid, extenuating circumstances may submit the required work at a date agreed upon with the instructor. Students should contact the instructor to arrange a discussion within one week of the missed classes and/or work.

Unexcused work will not be accepted, incomplete projects will be evaluated in relation to their degree of completion.

Students should be aware that grade records are not required to be kept longer than two terms beyond the course offering. Any issues about grades should be reported to the instructor as soon as possible, and no later than the next active term (Autumn term for spring or summer courses, spring for autumn courses.)

Inclusive Participation

It is my intention that students from all backgrounds and perspectives will be well served by this course, and that the diversity that students bring to this class will be viewed as an asset. I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, socioeconomic background, family education level, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class. Your suggestions are encouraged and appreciated.

Lived Name / Pronoun Syllabus Statement

I will gladly honor your request to address you by your chosen name or gender pronoun, especially if this does not correspond to University records. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Project Documentation

Students will provide project documentation as requested by the instructors of the course. Failure to provide this information by the deadline may result in a grade of “Incomplete” and could result in a drop in grade. All work accomplished in OSU classes is the property of the University. OSU reserves the right to hold project texts, images, models and other products and to display these in University publications.

Safety and Health Requirements

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>). Non-compliance will result in a warning first, and disciplinary actions will be taken for repeated offenses.

Student Life Disability Services

Student Life Disability Services (SDLS) collaborates with and empowers students who have disabilities in order to coordinate support services and programs that enable equal access to an education and university life. Students with services should register with SDLS as soon as possible and work with their faculty to establish reasonable accommodations in their individual classes. SDLS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

School and University Policies and Procedures

Academic Integrity Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, students are expected to complete all

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academic and scholarly assignments with fairness and honesty. Course assignments aim to develop, extend, and measure your knowledge of the subject matter, along with your ability to think, analyze, solve problems, and communicate. The acquisition and development of knowledge and skills are fundamental to a university education—part of what an Ohio State diploma certifies—and those goals are undermined by academic misconduct.

Ohio State defines “academic misconduct” as “any activity that tends to compromise the academic integrity of the university or subvert the educational process.” Cases of misconduct range from deliberate acts of cheating to unintended missteps, in which students fail to distinguish their work from someone else’s. By university rule, an instructor must report any suspected instance of academic misconduct to the Committee on Academic Misconduct (COAM). A review panel of the committee will investigate the charges, decide whether or not a violation has occurred, and if the panel finds there has been an offense, determine an appropriate penalty. Sanctions will depend on the circumstances and severity of the offense.

- Office of Student Life Student Conduct: <https://studentconduct.osu.edu/>
- Code of Student Conduct: <https://trustees.osu.edu/bylaws-and-rules/code>
- Committee on Academic Misconduct: oaa.osu.edu/coam.html
- Academic Misconduct Information for Students: <https://oaa.osu.edu/academic-integrity-and-misconduct/student-misconduct>

Code of Student Conduct

The Code of Student Conduct, a part of the Ohio Administrative Code, is established to foster and protect the core missions of the university; to foster the scholarly and civic development of the university’s students in a safe and secure learning environment, and to protect the people, properties and processes that support the university and its missions. The core missions of the university are research, teaching and learning, and service. Preservation of academic freedom and free and open exchange of ideas and opinions for all members of the university are central to these missions.

- The code applies to the on-campus conduct of all students and registered student organizations, including conduct using university computing or network resources.
- The code also applies to the off campus conduct of students and registered student organizations, including any activity supporting pursuit of a degree, academic credit, or academic requirements such as internships, fieldtrips, study abroad
- The code may be applied to behavior conducted online, via e-mail, text, or other electronic medium. Students should also be aware that online postings such as web postings and social networking sites are in the public sphere and are not private. These postings can subject a student to allegations of conduct violations if evidence of policy violations is posted online.

Grievances

According to University Policies, students with an academic dispute—such as grievances about grades, academic practices, or other class policies—should seek to resolve the concern first by speaking with the instructor. Then, if necessary, the case can be brought forward to the graduate or undergraduate studies chair, section head, school director, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23. Grievances against graduate, research, and teaching associates should be submitted first to the supervising instructor, then to the head of the associate’s section.

Institutional Equity and Non-Discrimination Policies

It is expected that that all members of the university community are to conduct themselves in a manner that maintains an environment free from discrimination, sexual misconduct and harassment. The Office of Institutional Equity exists to help the Ohio State community prevent and respond to all forms of protected class harassment, discrimination and sexual misconduct. It serves as a centralized response center to uphold policies and investigate any violations. Non-Discrimination, Harassment, and Sexual Misconduct

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and Title IX policies are in place to define expectations for the university community and establishes mechanisms for determining when those expectations have been violated.

Discrimination

Discrimination occurs when an adverse action is taken under university authority against a university community member in an educational program or activity and the action is based upon one's protected class status. Disparate treatment occurs when one suffers less favorable treatment than others because of their protected class status. Disparate impact occurs when a university policy or practice, although neutral on its face, adversely impacts persons in a protected class.

Sexual Harassment (Title IX)

Conduct on the basis of sex that satisfies one or more of the following: An employee of the university conditioning the provision of an aid, benefit, or service of the university on an individual's participation in unwelcome sexual conduct (i.e., quid pro quo); Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the education program or activity; or Sexual assault, dating violence, domestic violence, or stalking as defined in this policy.

Reporting Harassment and Discrimination

The Office of Institutional Equity coordinates the university's response to all complaints of harassment and discrimination based on age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law. You can report discrimination, harassment or sexual misconduct, or child abuse through the online form available at <https://equity.osu.edu>. Complaints can be made anonymously.

Accommodations for Faith, Religious, Spiritual Beliefs

As per Section 3345.026 of the Ohio Code (<https://codes.ohio.gov/ohio-revised-code/section-3345.026>): A student can be absent for up to three days per academic semester for reasons of faith or religious or spiritual belief system or to participate in organized activities conducted under the auspices of a religious denomination, church, or other religious or spiritual organization.

Should the student's sincerely held religious belief or practice severely affect their ability to take an examination or meet an academic requirement, the instructor will provide alternative accommodations for examinations and other missed academic requirements. These accommodations will not carry any academic penalty.

Students will need to notify instructors with dates of absence and request for accommodation in writing, no later than fourteen days after the first day of instruction in a particular course.

An instructor shall accept without question the sincerity of a student's religious or spiritual belief system. An instructor shall keep requests for alternative accommodations confidential. An instructor shall schedule a time and date for an alternative examination, which may be before or after the time and date the examination or other academic requirement was originally scheduled but shall do so without prejudicial effect.

Should there be a grievance regarding the implementation of this policy, the student should notify a Student Services staff.

Health, Wellness and Inclusive Excellence Resources

The Knowlton School's commitment to the health and well-being of students, staff and faculty is entwined with how we embrace Inclusive Excellence (IE). IE is a way to re-imagine diversity and inclusion as the active process of making excellence inclusive and is the responsibility of everyone. It upholds the

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Knowlton School and College of Engineering's commitment to integrate, grow, and sustain diversity, equity and educational excellence through a diverse and inclusive learning, living and working environment. It "requires that we uncover inequities in student (faculty and staff) success, identify effective educational (and operational) practices and build such practices organically for sustained institutional change."

Office of Student Life Counseling and Consultation Services (CCS)

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- [Joni Sivey, M.S., MSW, LISW-S: sivey.8@osu.edu](mailto:sivey.8@osu.edu)
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Room 178, first floor Knowlton, next to the carpeted review space

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Knowlton — School

Knowlton Hall Building Policies

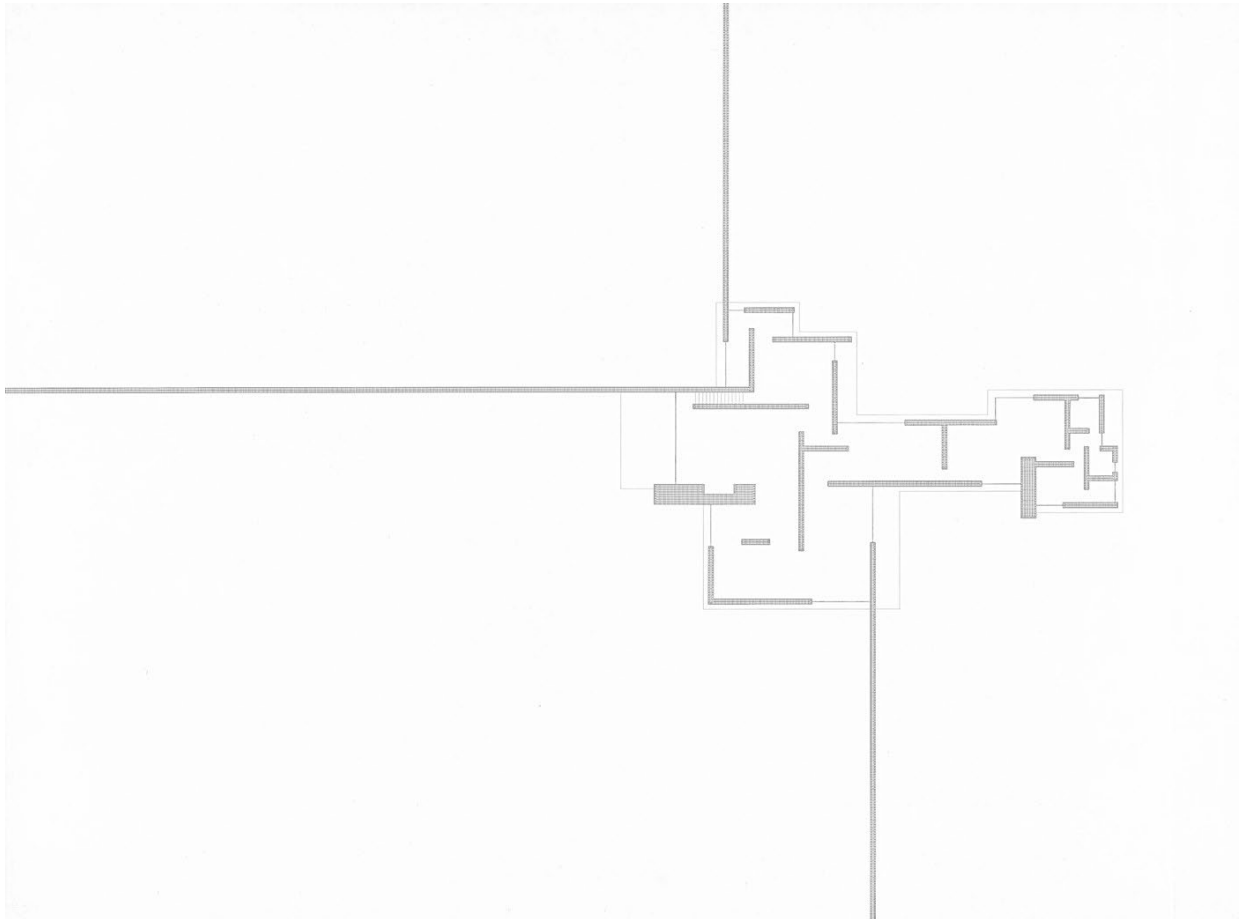
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- Graduate Students: <http://knowlton.osu.edu/students-current-students/graduate>
- Student Life Resources & Policies: <https://studentlife.osu.edu/resources/>
- Dennis Learning Center: <https://dennislearningcenter.osu.edu/>
- Counseling and Consultation Services: <https://ccs.osu.edu>
- Student Life Disability Services: <https://slds.osu.edu/>
- Office of Diversity and Inclusion: <https://odi.osu.edu/>
- Department of Public Safety: <https://dps.osu.edu/>; non-emergency: 614-292-2121; emergency: dial 9-1-1
- University's Building Emergency Action Plans: <https://dps.osu.edu/beap>



Mies van der Rohe, *Brick Country House Project, Plan*, ink on illustration board, 30x40"

GRADUATE TEACHING ASSISTANTS

- | | |
|-----------------------|---------------------------------|
| 1 Treye Denton: | denton.100@buckeyemail.osu.edu |
| 2 Rachael Hill: | hill.1828@buckeyemail.osu.edu |
| 3 Emily Minkowitz: | minkowitz.1@buckeyemail.osu.edu |
| 4 Myra Parsons-Jones: | parsons-jones.1@osu.edu |

DESCRIPTION

This is a survey of the architecture, buildings, and structures (some canonical, others not) produced between 1800-1975. Over the course of the semester we will investigate the formal characteristics of different architectural eras, the intellectual currents that animated them, the social and economic conditions that informed them, and the political agendas yoked to them. Some of the works we will see are long destroyed, others are present still, others never made it off the drafting board in the first place— our interest with all of these examples lies in brushing history against the grain in order to parse a method for thinking about the future of architecture informed by the successes and failures of the past.

OBJECTIVES

Develop a familiarity with key works of architecture in the course—building name, location, architect(s), date.

Understand the functional, aesthetic, and structural principles of the major architectural movements of the era covered in the course.

Foster an understanding of the cultural and socio-economic forces that inform the production and reception of cities and architecture.

ACCREDITATION CRITERIA ADDRESSED

A1: Communication Skills

Ability to write and speak effectively and use representational media appropriate both within the profession and with the general public.

A7: History and Global Culture

Understanding of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional setting in terms of their political, economic, social, ecological, and technological factors.

A8: Cultural Diversity and Social Equity

Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of architects to ensure equity of access to sites, buildings, and structures.

QUIZZES/DIGITAL JOURNAL/EXAMS

We will review the format and details of all graded work for this course during the first two weeks of class. Detailed information will also be posted to Carmen by the end of week two.

GRADING

Undergraduate:

Quizzes (lowest grade dropped)	150 points
Digital Journal	200 points
Exam 1	150 points
Exam 2	250 points
Final Exam (comprehensive)	250 points

Graduate:

Quizzes (lowest grade dropped)	100 points
Digital Journal	250 points
Exam 1	150 points
Exam 2	250 points
Final Exam (comprehensive)	250 points

Letter Grade Breakdown

A	93-100	C+	77-79
A-	92-90	C	73-76
B+	87-89	C-	70-72
B	83-86	D+	67-69
B-	80-82	D	60-66

ANY STUDENT WITH A GRADE OF B+ OR BETTER HEADING INTO THE LAST WEEK OF CLASSES HAS THE OPTION OF SKIPPING THE FINAL EXAM.

EXTRA CREDIT: A maximum of 5 points of extra credit can be awarded for a write-up of a lecture in the Baumer Lecture Series. There are 12 lectures, with a maximum point total possible of 60 over the course of the semester. The write-up must include the following:

1. A concise statement of the argument put forward by the speaker.
2. A telling quotation that speaks to that argument.
3. Comment on the case made by the speaker, and if possible, relate it to the material covered in 5120.

ATTENDANCE: Attendance is key to success in this course. Unexcused absences will be detrimental to your final grade.

TEXTS

Kenneth Frampton, *Modern Architecture: A Critical History* (4th edition, London: Thames and Hudson, 2007)
James Stevens Curl and Susan Wilson, *The Oxford Dictionary of Architecture* (Oxford: Oxford University Press, 2015)

Additional readings will be distributed via Carmen.

Readings should be completed prior to the Tuesday lecture each week.

SCHEDULE

[Schedule subject to revision during the semester]

T	Jan 07	Course Introduction
TH	Jan 09	19 th century eclecticism
Reading:		Frampton: Preface and pp. 8-28
T	Jan 14	Iron and Glass
TH	Jan 16	Arts and Crafts to Richardsonian Romanesque
		QUIZ 1
Reading:		Frampton: pp. 29-50
T	Jan 21	Frank Lloyd Wright Chicago School
TH	Jan 23	Art Nouveau and the Secession
Reading:		Frampton: pp. 51-83, 96-99
T	Jan 28	Structural Rationalism
TH	Jan 30	EXAM 1
Reading:		Frampton: pp. 100-108

Knowlton — School

ARCH 5120 | Spring 2025

KN 250 Tu | Th 5:30-6:50

T	Feb 04	Avant-garde
TH	Feb 06	Gropius and the Bauhaus
Readings:		Frampton: pp. 109-129
T	Feb 11	De Stijl and abstraction
TH	Feb 13	Mies in Germany and Europe
Readings:		QUIZ 2 Frampton: pp. 130-177
T	Feb 18	Early Le Corbusier
TH	Feb 20	The Empire State Building and NYC skyscrapers in the 1920s and 1930s
Readings:		Frampton: pp. 178-191
T	Feb 25	Architecture during the Great Depression and World War II
TH	Feb 27	EXAM 2
Readings:		Frampton: pp. 192-223
T	Mar 03	Mies in America Miesian America
TH	Mar 05	Philip Johnson, SOM, and the pre-history of post-modernism
Readings:		Frampton: pp. 224-237
T	Mar 10	SPRING BREAK
Th	Mar 12	SPRING BREAK
T	Mar 17	Late Le Corbusier
TH	Mar 19	New Brutalism
Readings:		QUIZ 3 Frampton: pp. 238-261
T	Mar 24	Louis Kahn
TH	Mar 26	Eero Saarinen
Readings:		Frampton: pp. 262-279
T	Mar 31	Rise of Post-Modernism
TH	Apr 02	World Trade Center and the globalized late capitalism
Readings:		Frampton: pp. 280-343
T	Apr 07	No Class—Studio Reviews
TH	Apr 09	No Class—Studio Reviews

FINAL EXAM: FRIDAY 24 APRIL 2020 6:00-7:45 PM

A review session for the final exam will be scheduled after the end of studio reviews

Course Technology

Baseline technical skills for online courses

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).
- Required software/technologies for this course
- [CarmenZoom virtual meetings \(free\)](#)
- [Concept Board](#) (free)
- Course required software as needed (access will be provided for free either through licenses or virtual desktop)

Required equipment

- Computer: Access to a computer with internet connection that can support CarmenZoom
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

Carmen access

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

1. Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
2. Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click Enter a Passcode and then click the Text me new codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.
3. Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- Self-Service and Chat support: ocio.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: servicedesk@osu.edu
- TDD: 614-688-8743

Course Policies

Attendance

Students are expected to attend all scheduled class meeting times and related events as outlined in the course syllabus. In general, there are five situations which constitute an “excused absence”: personal illness, death of an immediate family member, military or government duty, University/Knowlton School sanctioned events, and major religious holidays. Other situations may be evaluated on a case-by-case basis and students are encouraged to discuss with the instructor as soon as a potential issue arises. Documentation may be required.

A student's grade will drop one letter grade after the second and third unexcused absences.

Knowlton — School

ARCH 5120 | Spring 2025

KN 250 Tu | Th 5:30-6:50

Communication

Communication for this course will take place primarily through carmen.

Deadlines

Students who miss deadlines due to valid, extenuating circumstances may submit the required work at a date agreed upon with the instructor. Students should contact the instructor to arrange a discussion within one week of the missed classes and/or work.

Unexcused work will not be accepted, incomplete projects will be evaluated in relation to their degree of completion.

Students should be aware that grade records are not required to be kept longer than two terms beyond the course offering. Any issues about grades should be reported to the instructor as soon as possible, and no later than the next active term (Autumn term for spring or summer courses, spring for autumn courses.)

Inclusive Participation

It is my intention that students from all backgrounds and perspectives will be well served by this course, and that the diversity that students bring to this class will be viewed as an asset. I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, socioeconomic background, family education level, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class. Your suggestions are encouraged and appreciated.

Lived Name / Pronoun Syllabus Statement

I will gladly honor your request to address you by your chosen name or gender pronoun, especially if this does not correspond to University records. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Project Documentation

Students will provide project documentation as requested by the instructors of the course. Failure to provide this information by the deadline may result in a grade of “Incomplete” and could result in a drop in grade. All work accomplished in OSU classes is the property of the University. OSU reserves the right to hold project texts, images, models and other products and to display these in University publications.

Safety and Health Requirements

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>). Non-compliance will result in a warning first, and disciplinary actions will be taken for repeated offenses.

Student Life Disability Services

Student Life Disability Services (SDLS) collaborates with and empowers students who have disabilities in order to coordinate support services and programs that enable equal access to an education and university life. Students with services should register with SLDS as soon as possible and work with their faculty to establish reasonable accommodations in their individual classes. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

School and University Policies and Procedures

Academic Integrity Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, students are expected to complete all

academic and scholarly assignments with fairness and honesty. Course assignments aim to develop, extend, and measure your knowledge of the subject matter, along with your ability to think, analyze, solve problems, and communicate. The acquisition and development of knowledge and skills are fundamental to a university education—part of what an Ohio State diploma certifies—and those goals are undermined by academic misconduct.

Ohio State defines “academic misconduct” as “any activity that tends to compromise the academic integrity of the university or subvert the educational process.” Cases of misconduct range from deliberate acts of cheating to unintended missteps, in which students fail to distinguish their work from someone else’s. By university rule, an instructor must report any suspected instance of academic misconduct to the Committee on Academic Misconduct (COAM). A review panel of the committee will investigate the charges, decide whether or not a violation has occurred, and if the panel finds there has been an offense, determine an appropriate penalty. Sanctions will depend on the circumstances and severity of the offense.

- Office of Student Life Student Conduct: <https://studentconduct.osu.edu/>
- Code of Student Conduct: <https://trustees.osu.edu/bylaws-and-rules/code>
- Committee on Academic Misconduct: oaa.osu.edu/coam.html
- Academic Misconduct Information for Students: <https://oaa.osu.edu/academic-integrity-and-misconduct/student-misconduct>

Code of Student Conduct

The Code of Student Conduct, a part of the Ohio Administrative Code, is established to foster and protect the core missions of the university; to foster the scholarly and civic development of the university’s students in a safe and secure learning environment, and to protect the people, properties and processes that support the university and its missions. The core missions of the university are research, teaching and learning, and service. Preservation of academic freedom and free and open exchange of ideas and opinions for all members of the university are central to these missions.

- The code applies to the on-campus conduct of all students and registered student organizations, including conduct using university computing or network resources.
- The code also applies to the off campus conduct of students and registered student organizations, including any activity supporting pursuit of a degree, academic credit, or academic requirements such as internships, fieldtrips, study abroad
- The code may be applied to behavior conducted online, via e-mail, text, or other electronic medium. Students should also be aware that online postings such as web postings and social networking sites are in the public sphere and are not private. These postings can subject a student to allegations of conduct violations if evidence of policy violations is posted online.

Grievances

According to University Policies, students with an academic dispute—such as grievances about grades, academic practices, or other class policies—should seek to resolve the concern first by speaking with the instructor. Then, if necessary, the case can be brought forward to the graduate or undergraduate studies chair, section head, school director, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23. Grievances against graduate, research, and teaching associates should be submitted first to the supervising instructor, then to the head of the associate’s section.

Institutional Equity and Non-Discrimination Policies

It is expected that that all members of the university community are to conduct themselves in a manner that maintains an environment free from discrimination, sexual misconduct and harassment. The Office of Institutional Equity exists to help the Ohio State community prevent and respond to all forms of [protected class](#) harassment, discrimination and sexual misconduct. It serves as a centralized response center to uphold policies and investigate any violations. Non-Discrimination, Harassment, and Sexual Misconduct

and Title IX policies are in place to define expectations for the university community and establishes mechanisms for determining when those expectations have been violated.

Discrimination

Discrimination occurs when an adverse action is taken under university authority against a university community member in an educational program or activity and the action is based upon one's protected class status. Disparate treatment occurs when one suffers less favorable treatment than others because of their protected class status. Disparate impact occurs when a university policy or practice, although neutral on its face, adversely impacts persons in a protected class.

Sexual Harassment (Title IX)

Conduct on the basis of sex that satisfies one or more of the following: An employee of the university conditioning the provision of an aid, benefit, or service of the university on an individual's participation in unwelcome sexual conduct (i.e., quid pro quo); Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the education program or activity; or Sexual assault, dating violence, domestic violence, or stalking as defined in this policy.

Reporting Harassment and Discrimination

The Office of Institutional Equity coordinates the university's response to all complaints of harassment and discrimination based on age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law. You can report discrimination, harassment or sexual misconduct, or child abuse through the online form available at <https://equity.osu.edu>. Complaints can be made anonymously.

Accommodations for Faith, Religious, Spiritual Beliefs

As per Section 3345.026 of the Ohio Code (<https://codes.ohio.gov/ohio-revised-code/section-3345.026>): A student can be absent for up to three days per academic semester for reasons of faith or religious or spiritual belief system or to participate in organized activities conducted under the auspices of a religious denomination, church, or other religious or spiritual organization.

Should the student's sincerely held religious belief or practice severely affect their ability to take an examination or meet an academic requirement, the instructor will provide alternative accommodations for examinations and other missed academic requirements. These accommodations will not carry any academic penalty.

Students will need to notify instructors with dates of absence and request for accommodation in writing, no later than fourteen days after the first day of instruction in a particular course.

An instructor shall accept without question the sincerity of a student's religious or spiritual belief system. An instructor shall keep requests for alternative accommodations confidential. An instructor shall schedule a time and date for an alternative examination, which may be before or after the time and date the examination or other academic requirement was originally scheduled but shall do so without prejudicial effect.

Should there be a grievance regarding the implementation of this policy, the student should notify a Student Services staff.

Health, Wellness and Inclusive Excellence Resources

The Knowlton School's commitment to the health and well-being of students, staff and faculty is entwined with how we embrace Inclusive Excellence (IE). IE is a way to re-imagine diversity and inclusion as the active process of making excellence inclusive and is the responsibility of everyone. It upholds the

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