Southern Illinois University in Carbondale School of Architecture

Architecture Program Report for 2020 NAAB Visit for Continuing Accreditation

According to the *2014 Conditions for Accreditation* document from NAAB

Master of Architecture [Pre-professional Degree + 42 credits]

Master of Architecture [Accredited Interior Design Degree + 70 credits]

Master of Architecture [Non-Pre-professional Degree + 109 credits]

Master of Architecture [Pre-professional Degree + IPAL option 43 credits]

Year of the Previous Visit: 2013

Current Term of Accreditation: 8-years

Submitted to: The National Architectural Accrediting Board Date: March 1, 2020

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PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

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

I.1.1 History and Mission

Southern Illinois University - Carbondale

MISSION:
SIU embraces a unique tradition of access and opportunity, inclusive excellence, innovation in research and creativity, and outstanding teaching focused on nurturing student success. As a nationally ranked public research university and regional economic catalyst, we create and exchange knowledge to shape future leaders, improve our communities, and transform lives.

VALUES:

- *We are proud of our status as a nationally ranked public research university.*
- *We emphasize student achievement and success because achievement and success are essential if we are to shape future leaders and transform lives.*
- *We celebrate our unique tradition of access, opportunity, and inclusive excellence.*
- *We pride ourselves on innovation in research and creative activity, and outstanding teaching.*
- *We understand our role as a regional economic leader and catalyst for economic development.*

INSTITUTIONAL LEARNING OUTCOMES

SIU Carbondale is committed to ensuring that students graduate with the knowledge, experience, critical-thinking skills and cultural competencies they need to make a difference in our world. Following are the outcomes we seek for all of our students.

- **Civic and Global Engagement**
  SIU students are informed and engaged citizens who understand the interdependent nature of our society.
- **Diversity and Inclusivity**
  SIU students respect the social construction of difference and engage with diverse individuals and groups representing varied races, ethnicities, ages, genders, cultures, abilities, and family structures.
- **Creative and Critical Inquiry**
  SIU students apply creative and critical thinking skills to self-directed inquiry.
- **Communicative and Technical Literacy**
  SIU students demonstrate fluent communication and effective technology skills appropriate to a discipline.
- **Ethical Reasoning and Professional Integrity**
  SIU students demonstrate professional integrity and make informed judgments based on legal and ethical principles.
- **Disciplinary Knowledge and Application**
  SIU students apply an understanding of the principles, concepts, and methods within a discipline to issues of professional practice.
- **Emotional Intelligence and Teamwork**
  SIU students establish respectful and productive relationships while collaborating on teams to integrate knowledge, skills, and methods of inquiry to find solutions in global, economic, environmental, and/or social context.

The College of Applied Sciences and Arts and the School of Architecture's Mission and Goals align with the University's greater vision, and further expand its definitions through applied knowledge.

Institutional Mission of SIU

The current Southern Illinois University strategic plan**, *"Pathways to Excellence"*** (established April 2013), acts as a "blueprint for our success," "which contains measurable and attainable goals for our University over the next decade. It reaffirms our mission, defines our values, and sets priorities to guide us in meeting the expectations of those we serve, attaining student success, achieving inclusive excellence, and strengthening our research, all in a financially sound, vibrant campus community. […] "*Pathways to Excellence: A Strategic Plan*, reflects our time-honored commitments to access and opportunity and to enhancing the health and well-being of the communities we serve (Cheng, 2013)." The strategic plan was a culmination of a collaborative two-year process guided by a multi-leadership steering committee and at-large committees that included multiple community stakeholders and representatives of faculty, students, staff, the SIU Alumni Association, the SIU Foundation, and the greater regional community. This document builds upon the greater University Mission with key focus areas, which are followed by a series of implementable goals:

STUDENT SUCCESS: SIU shall be an institution within the reach of students with the desire to achieve. Our commitment to student success will encompass the whole student while focusing on academic achievement, student engagement, a safe and nurturing campus environment, and post-graduation performance. SIU will add value to the lives of our students through our teaching, research and service missions.

GOALS:

- Provide every student with support services that promote their successful integration into the academic, social, and cultural community of the University. Improve retention and completion rates.
- Provide every student with state-of-the art instruction.
- Provide every student with the opportunity to engage in research, creative activity, and service learning.

RESEARCH, SCHOLARSHIP & CREATIVE ACTIVITY: At SIU, we define research, scholarship and creative activity as those activities that generate new knowledge, ranging from scientific inquiry, to scholarship in the social sciences and the humanities, to the creation or performance of works of literature, art, music, or film. Research provides manifold benefits to our graduate and undergraduate students, the university, and the region through enhanced educational and intellectual opportunities for students, budgetary enhancements for the university, and regional economic vitality via new resources and business stimulated by research activity. As the only Carnegie Research University (High Research Activity) in the southern half of Illinois, we are in a unique position to provide these benefits to the region, the state, and beyond.

GOALS:

- Enhance research, scholarly and creative activity productivity to the benefit of students, community and other University stakeholders.
- Enhance our reputation for providing cutting-edge graduate and undergraduate research opportunities.

DIVERSITY AND INCLUSIVENESS: At SIU, we celebrate a rich history of diversity within our student body and acknowledge this strength as a proud foundation to build upon. We recognize and value the diversity of our faculty, staff and campus leadership. SIU is committed to being mindful of the voices of the diverse campus community.

GOAL:

- Celebrate our commitment to diversity.

CAMPUS COMMUNITY: SIU is a community of dedicated scholars, learners, leaders, and members who value open communication, healthy debate, shared governance, and active participation by all members in pursuit of our core mission surrounding student learning and success, scholarship and creative activity, and service to southern Illinois and to the world.

GOALS:

- Foster trust and mutual respect among faculty, administration, staff, students and the public.
- Improve flexibility and transparency in decision-making.
- Build and maintain a strong public image that reflects our commitment to student success, campus safety, knowledge creation and service to southern Illinois, the broader region, and the world.

COMMUNITY RELATIONS: SIU plays a prominent role in the vitality and stewardship of the economy and culture of our region. Maintaining the positive symbiosis that exists is essential for the community, region and the University. Maintaining the positive relationship also requires an investment of time, energy and resources from each.

GOALS:

- Enhance our value to and our collaboration with the broader community in our mutual goals of research translation, workforce education, and economic development.

- Sustain and grow SIU's outreach and service mission.

FINANCE, INFRASTRUCTURE, AND RESOURCE ALLOCATION: A decade-long pattern of declining state financial resources and persistent declines in enrollment have left the University in a state of chronic fiscal uncertainty. Returning the University to a solid financial footing and insuring that the allocation of resources is a transparent process driven by University mission and priorities is imperative. We must become more deliberate in our efforts to increase revenue and in our efforts to operate more efficiently. These are essential activities that must be addressed if the University is to pursue goals outlined elsewhere in this plan.

GOAL:
Achieve and maintain a solid financial footing for the University.

University History and General Information:

The University was chartered in 1869 as Southern Illinois Normal University, the second teacher's college in the state of Illinois. In 1947 the name was changed to Southern Illinois University, reflecting the institution's academic expansion. Southern Illinois University also expanded geographically. As early as 1949, SIU began offering off-campus academic courses in the metropolitan East St. Louis area, which led to the eventual development of two separate primary campuses: Southern Illinois University (SIU) consists of two primary campuses –Southern Illinois University in Carbondale (SIUC) and Southern Illinois University in Edwardsville (SIUE). In addition, the SIU School of Medicine is in Springfield and the SIU School of Dental Medicine is in Alton.

Since that time, SIU Carbondale has grown to be a comprehensive research university. From its inaugural class of 143 students and a dozen academic departments, the University has grown to rank today as one of Illinois' most comprehensive public universities. In Fall 2019, approximately 11,695 students attended classes on the SIU in Carbondale campus. While the SIU system, and Illinois/regional Universities in general, have experienced stark enrollment drops in recent years, new marketing plans and enrollment efforts in 2020 are indicating increased applications and admissions trends.

SIU was first accredited in 1913. Our most recent reaffirmation of accreditation with the Higher Learning Commission was in 2009-2010. Our next comprehensive accreditation review will occur in 2019-2020. The Higher Learning Commission site visit occurred February 17th - 19th, 2020 during the writing of this report, wherein the general atmosphere and predicted outcomes were positive. Once finalized, the HLC

accreditation status will be posted with our overall assessment materials on the University's 'SIU Carbondale HLC Accreditation' website: https://hlcaccreditation.siu.edu/

In total, SIU offers 103 bachelor's degree programs, 75 master's degree programs, and 34 doctoral degree programs including medicine and law. From 1876 to 2011, SIU awarded 279,693 degrees. The physical plant of the Carbondale campus consists of 247 buildings with almost 7.5 million square feet of space on over 1100 acres of land.

SIUC is classified as a Research University/High Research Activity (RU/H) in the 2005 Carnegie Classification. In addition, SIUC was awarded the Carnegie Civic Engagement designation (2014) and the Associated Public Land-Grant Universities (APLU) Innovation and Economic Property (IEP) designation (2015).

University Facts, 2019 – 2020:

The student body at SIU is diverse and roughly matches regional demographics. Fall 2019 data shows 11,695 students. From this, 72.7% are from Illinois, 19.2% are from other states, and 8.1% are from other nations. 51.1% are female and 48.4% are male (0.5% undeclared). Racially, 64.6% (7,557) are considered white, with roughly 24.4% (2,854) of students identify from various minority students (with 13.4.5% being African-American, 8.2% Hispanic, and 2.3% Asian.), and roughly 08.1% are considered international or non-resident students. All data in the paragraph is calculated from the *SIU Carbondale Interactive Factbook 2019-2020* published by SIUC Institutional Research & Studies.

Operating funds for SIU in FY 2020 totaled $339.01 million. Of that amount, $173.43 million was state appropriations. Tuition and fees for FY 2019-20 totaled $14,903 for undergraduate Illinois residents (based on 15 hours enrollment per term) and $15,826 for graduate Illinois residents (based on 12 hours enrollment per term).

In 2020, the University faculty consisted of 1348 full- and part-time members. There were 1147 graduate assistants, 40 undergraduate assistants, and a total of 5870 employees. This data includes the Carbondale campus and the SIU Medical School. Additional information can be found at the SIUC Institutional Research and Studies interactive factbook webpage:
https://irs.siu.edu/interactive-factbook/

College of Applied Sciences and Arts – Architectural Studies Background:

In 1954, SIU began offering the degree Associate of Applied Science in Architectural Technology. After gaining the required years of professional experience, graduates of the program were eligible for licensure in the state of Illinois. When the state began requiring a bachelor's degree as the minimum educational requirement for licensure, SIU responded with the creation of the Bachelor of Science in Advanced Technical Studies in Architecture degree. Once again, graduates of the program were eligible to become licensed architects in the state of Illinois.

In the early 1980s the state changed its degree requirement to a pre-professional degree in architecture. The Illinois Architecture Licensing Board reviewed the curriculum in the combined AAS in Architectural Technology and the BS in Advanced Technical Studies and determined it was equivalent to a pre-professional degree. At that time, SIUC graduates continued to be eligible for licensure in the state of Illinois.

In the mid-1990s the state of Illinois changed its degree requirement to a pre-professional degree in architecture that provided direct entry into a Master of Architecture. In response, SIU eliminated the two-year AAS degree and created the Bachelor of Science in Architectural Studies degree. The number of graduates who gained entry into Master of Architecture programs increased greatly with the new degree. Historically, SIU architecture graduates had been primarily accepted into the master's program at the

University of Illinois at Urbana-Champaign, as well as some others. With the implementation of the new BSAS degree, graduates gained entry into Master of Architecture programs around the country. One of the first schools to offer direct entry to SIU graduates was the University of Nebraska – Lincoln. Examples of other schools granting direct admission include the University of Michigan – Ann Arbor, the University of Tennessee at Knoxville, and the University of Pennsylvania. Since then, SIU graduates have attended many varied graduate programs around the nation.

In the late 1990s, the SIU School of Architecture began work on creating a Master of Architecture degree for its Carbondale campus. The curriculum of the BSAS program was modified in 2001 to reflect a more traditional 4 + 2 program. By 2003, an initial proposal for a master's degree in architecture been started and began the University approval process. The state of Illinois began requiring a NAAB-accredited professional degree in 2004 with final implementation of the new degree requirement to be complete by 2014. The new Master of Architecture degree was approved by the University by 2005 and the Illinois Board of Higher Education in 2006. A new school Director, a new graduate program Head, and new faculty members were added to further build the program, curriculum, and implement its first courses.

The first cohort was accepted and entered the program in summer 2007. It consisted of 12 students. Eight of these students (75%) completed the Master of Architecture degree in August 2008. Since that time, two additional members of the original cohort completed the degree, along with 71 members of the classes between 2009 – 2012. Since that time (2013), the program has implemented an online, extended campus (distant-education/ DE) education track for its graduate program, which mirrors and is fully aligned with the on-campus graduate curriculum and the student performance criteria. Since our initial accreditation, we have grown in demand and have positively increased our graduate enrollment in particular. Shown below is an outline of our enrollment history.

The School, in alignment with College initiatives, has approached our programs entrepreneurially with the intent to build additional revenue streams to support our faculty and programs in a time of starkly reduced state funding. While enrollment numbers have declined roughly proportionate with university enrollments, the graduate program as priority has remained strong and consistent due to increased nation-wide demand and program accessibility. As such, the online program has opened affordable avenues for working professionals to gain additional training and education, while allowing them to continue to support their own families and careers in process. The online capacities have also served in helping candidates to fulfil NAAB EESA requirements for professional practice courses through non-degree seeking coursework. A very strong aspect of the program is that students come from a wide range of experience levels and geographic regions, from recent graduates to already state registered and practicing architects, who learn together as cohorts through collaborative problem-solving and interactive dialog.

	Enrollments		Entering Students		Degrees Conferred		Seniors Enrolled		% Graduated*	
	M Arch	BSAS	M Arch	BSAS	M Arch	BSAS	M Arch	BSAS	M Arch	BSAS
2019	98	128	40	16	33	43	43	57	110.00	75.44
2018	87	139	25	17	45	30	30	65	140.63	46.15
2017	86	154	20	23	40	38	32	61	148.15	62.30
2016	93	159	28	21	50	49	27	69	156.25	71.01
2015	107	169	26	32	47	54	32	73	156.67	73.97
2014	99	193	24	44	22	54	30	91	70.97	59.34
	570		163		237	268	31			

Complied Sources:

Enrollments and Degrees Conferred from SIU Fact Book.

Entering Students from IRS report to NAAB report.
Seniors Enrolled are from ARGOS by hours classification.

* Numbers include overlapping cohorts, which presents varied data per year.

Through additional revenue streams, we have endeavored to increase our internal capacities to offer additional workload and pay for salaried tenure and tenure-track faculty and our off-campus non-tenure-track (NTT, adjunct) faculty to cover courses from professionals at other institutions and from the profession. We continue to maintain that every faculty member teaching in our master's program is a registered architect with professional practice experiences. Through our DE funds, faculty are also supplemented to support various endeavors in research in order to maintain professional growth within the greater body of knowledge and practice.

Architecture Program Mission:

The mission of the School of Architecture is to achieve and maintain nationally and internationally recognized excellence in education, research, and creative activities; to help shape, as well as serve the students of the School, the people of our region, the distinct disciplines and allied professions of architecture, fashion design and merchandising, and interior design, and to contribute to the intellectual and creative purposes of the University.

To achieve that mission, the School's goals are:

- To provide educational opportunities that prepare students for effective and productive careers in the professions of architecture, fashion design and merchandising, and interior design. Toward this goal, the School offers three undergraduate programs leading to the degrees Bachelor of Science in Architectural Studies, Bachelor of Science in Fashion Design and Merchandising, and Bachelor of Science in Interior Design.
- To conduct research related to the discovery, innovation, and development of methods, technologies, and historical understanding that improves the practice of Architecture, Fashion Design and Merchandising, and Interior Design and related areas of endeavor; to complete creative activities that engages the Faculty in the practice of architecture, fashion design and merchandising, interior design, and kindred subjects. Research and creative activities are essential functions of the Faculty. The Faculty conducts research in theoretical and applied aspects of architecture, fashion design and merchandising, and interior design, the practice of the professions of architecture, fashion design and merchandising, and interior design, historical and cultural understanding of those professions, interdisciplinary research exposing relationships with other areas of study or professional practice, and in areas related to the teaching of the professions. The Faculty conducts activities that enhance productivity in the areas of research, creative activity, and teaching. In addition, the Faculty completes peer-reviewed creative activities of varying scope and complexity that engages the

Faculty in the practice of architecture, fashion design and merchandising, interior design, or in related areas.

- To provide service to the University, the people of our region, and to the professions of architecture, fashion design and merchandising, and interior design. The Faculty participates in the governance of the University through a variety of committees and organizations at the School, College, and University levels. In addition, the School provides support to a number of profession-related student organizations. Service to the region is accomplished through active participation and membership in community organizations, providing outreach and educational activities in the region, and by providing consultation on matters related to architecture, fashion design and merchandising, and interior design. Service to the professions is accomplished through active participation and membership in professional groups, associations, and societies, as well as by presentation and publication of papers and programs with and related to the concerns of those organizations.

Program Description

The architecture program at SIU is a 4 + 2 program – four years of study to earn the Bachelor of Science in Architectural Studies followed by the equivalent of two years of study to earn the Master of Architecture degree. The graduate program allows a student to complete the Master of Architecture degree in as little as 15 months.

There are three tracks leading to the Master of Architecture degree at SIU:

- Students who have completed a Bachelor of Science in Architectural Studies or its equivalent are placed in the 15-month track consisting of courses taken in four consecutive semesters starting in the summer term, a 4+2 program. This allows a student to complete the Master of Architecture degree in as little as 15 months.
- Students who have completed a Bachelor of Science in Interior Design or its equivalent are placed in the 27-month program. These students must take a portion of the undergraduate curriculum in addition to the full graduate curriculum.
- Students from other degree areas are placed in the 39-month program. These students complete a significant portion of the undergraduate curriculum in addition to the graduate curriculum. Each of the three tracks is explained further in section II.2.2, Professional Degrees and Curriculum.

The Bachelor of Science in Architectural Studies four-year degree consists of at least 45 hours of core curriculum courses. SIU requires a minimum of 42 hours of core curriculum, but the School of Architecture, through its requirement of electives taken in non-architecture areas of study, ensures that all students earn at least 45 hours. Since our last visit from the NAAB, academic advisors Jasmine Winters and John K. Dobbins developed a checking process to ensure every student completes at least 45 hours. All students including transfer students are checked at the end of the junior year of study and advised how to meet the 45-hour School of Architecture requirement.

SIU has initiated a 42-hour upper division course requirement to earn a four-year degree from the University since our last visit from the NAAB. This rule is called the “Senior Institution Rule.” It requires that students complete at least 42 hours in 300- and 400-level coursework from SIU in order for the University to award the bachelor’s degree.

Between the Senior Institution Rule and the School of Architecture’s 45-hour rule for core curriculum studies, the architecture program at SIU ensures holistic development of architecture professionals.

I.1.2. Learning Culture

Our learning culture in the School of Architecture begins with our *Studio Culture Policy*. This policy was originally compiled in 2009 by a team of faculty members with input and review provided by students. The American of Institute of Architecture Students chapter at SIU provided the leadership in organizing students to help draft, write, and review the policy, which continues to serve the School. A copy of the *Studio Culture Policy* is located in the Team Room and is available to anyone who visits the School of Architecture's web site

by clicking the link "*Studio Culture Policy*" under the About menu on the home page for the BSAS and Master of Architecture programs. A poster copy of this policy is made public in every studio classroom at the beginning of the school year.

Excerpts from the *Studio Culture Policy* reveal how we define our learning culture in the School of Architecture at Southern Illinois University Carbondale (SIUC):

- *Faculty and students will pursue activities associated with the architecture studio in a manner which respects the broader goals of the program and college.*
- *The physical setting of the architecture studio will express an open community that promotes positive self- expression and maintains a high-functioning workplace.*
- *The overall environment of the architecture studio will respect everyone's right to a professional space dedicated to focused and creative work.*
- *The architecture studio will be a place of open communication.*

The SIU School of Architecture is committed to providing a learning environment that respects the intellectual and individual freedoms of individuals while providing a congenial, safe atmosphere for all our students.

Additional University policies that impact the learning culture at the University are found by visiting http://siu.edu/current/index.php (accessed February, 2020). Although the web site address is shown here, visitors to an SIU page simply click "Current Students" to be taken to the site. Among the documents linked for current students are:

- SIU Student Conduct Code
- Multicultural Programs and Services
- Student Involvement and Leadership Development
- Service Learning and Volunteerism

I.13 Social Equity

SIU has a long tradition of providing access to all students. It is simply part of the culture at SIU from an early start. The first African-American graduate of SIU earned his degree in the early 1890s. In 1896, four African-American students graduated from the University. This is four years before the first African-American student graduated the University of Illinois at Urbana-Champaign, and was 16% of the graduating class at the time, an exceptionally high statistic for that era. Our university, being regionally grounded, has always provided access to education to those in rural or even marginalized who might not otherwise be able. Significantly, SIU has always been proud of its dedication and support for first-generation students though multiple programs and capacities for growth. Another example of providing access to education at SIU is the University's long-standing record at removing physical barriers for disabled students. Decades before the Americans with Disabilities Act or the Illinois Disabilities Act, SIU worked to create a campus without barriers.

Reiterating the University Mission:

SIU embraces a unique tradition of access and opportunity, inclusive excellence, innovation in research and creativity, and outstanding teaching focused on nurturing student success. As a nationally ranked public research university and regional economic catalyst, we create and exchange knowledge to shape future leaders, improve our communities, and transform lives.

The SIU School of Architecture and Southern Illinois University in Carbondale are committed to providing equal access to education to students, faculty, and staff regardless of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation. The School of Architecture fully supports the University's Mission for goals for access to education, diversity and social inclusion, along with social and environmental transformation upon which higher education is grounded. This support is reflected in our policies and in the distribution of the program's human, physical, and financial resources. Faculty, staff, and students are

provided opportunities to participate in the university, college, and the school's governance. This section of the report describes our efforts to achieve social equity.

To assist in providing access to education at the University, students with disabilities are able to use the Office of Disability Support Services. Services available include note takers for classes, test proctoring, text conversion to audio, enlarged font, and Braille and raised graphics formats, lab assistance for students with mobility and visual impairments, tutoring, reading assistance, and assistance with housing and other campus issues. Disability Support Services is located in the Student Health Center, at 374 East Grand Avenue.

The University maintains a program called “Saluki Cares” which addresses varying student issues, be it emotional, psychological, financial, physical, academic, and/or other problems students may face and what may put the student ‘at-risk’ in achieving successful quality of life, education, and university experience. The University provides Student Support Services (SSS), also known by the name Federal TRiO Programs. "The SSS program seeks to solve social, economic and educational problems first-generation, income eligible and students with disabilities by providing group and individual support services. The purpose of the program is to increase graduation and retention rates among the populations served" (Source: SSS website).

The School of Architecture accommodates its students in any way possible to ensure access to education, and works with campus facilities to provide for their needs. Through our office of Disability Support Services, the faculty are made aware and meet with students and parents to discuss accommodations the student needs. The faculty willingly works with these services to help our students achieve their best outcomes. The School provides accessible drawing tables to students needing them, in which we currently maintain three accessible desks (and more available if requested or needed) that are placed in the studios where the student will be when they are needed. While Quigley Hall, home to the School of Architecture, was an accessible building for the time in which it was built, it is not up to current accessibility standards (and in some cases, life safety issues). We have made numerous requests and have been working with the University to upgrade the building to current standards and codes, always pending state budgeting and scheduling issues. In 2020, a formal request with documentation to incorporate capital funding to bring the building up to standard has been proposed to the university, with some of the more immediate issues being reviewed by our Physical Plant facilities.

SIU maintains University Women's Professional Advancement "to create and support equitable opportunities for women throughout the SIU Carbondale campus that will facilitate their professional development and advancement while improving the overall climate of SIU Carbondale" (Source: UWPA website). UWPA was created at a time when few women held faculty positions on campus. It has worked to address gender inequity in faculty appointments since its founding in 1987.

The University maintains the Office of Diversity & Equity (ODE) for the SIU campus. This office is "committed to the value and importance of nurturing diversity among the faculty, staff, and students, providing an opportunity to learn in an environment free of intolerance and bigotry, and embracing productively and harnessing the differences and abilities among all of the community members on the SIU campus" (Source: ODE website). The Office of Diversity & Equity offers a number of workshops each year to the campus community. Titles of the programs offered include Inclusive Excellence Through Cultural Competency, Sexual Harassment Training, and About Drinking, Dating, and Sexual Assault. The ODE also offers brown bag lunches entitled Brown Bag Difference Dialogues. Policies and Procedures for Grievances Related to Harassment and Discrimination. The SIU Office of Student Rights & Responsibilities assists students in handling grievances, complaints, and other issues.

In addition to the campus organizations already noted in this report, the University provides the Affirmative Action Office, the Black Resource Center, the GLBT Resource Center, and the Hispanic Resource Center, and others. Each office and center is devoted to issues affecting its constituent groups and to achieving social equity for all members of the SIU community.

Institutional Policies for Academic Integrity. SIU uses the Student Conduct Code to define expectations of University students. The Student Conduct Code is published in the University catalog and online at the SIU Policies & Procedures web site. The Student Conduct Code lists the rights and responsibilities of students. It defines the student's relation to the University and external communities, describes how the policy in

enforced, to whom it applies, and it defines the burden and standard of proof. Standards found in the Student Conduct Code include Acts of Academic Dishonesty and Acts of Social Misconduct. Sanctions that may be applied for violation of the code are also provided. A copy of the Student Conduct Code is provided in the team room.

SIU also promotes the *Saluki Creed* as part of its culture for the campus community:

The Saluki Creed

The community of scholars at Southern Illinois University Carbondale is dedicated to personal and academic excellence. Choosing to join the community obligates each member to a code of civilized behavior.

As members of our University community, we commit ourselves to the ideals of SIUC and express our commitment through the following creed:

> *As a Saluki, I pledge to exalt beauty*. I will celebrate the uniqueness of our campus, our region, and our people. I will revere and protect the natural and cultural environment that distinguishes the campus and the region of Southern Illinois.
>
> *As a Saluki, I pledge to advance learning*. I will practice personal and academic integrity. I will participate as an active learner to the maximum of my potential. I will demonstrate concern for others by developing, encouraging, and maintaining an environment conducive to learning.
>
> *As a Saluki, I pledge to forward ideas and ideals*. I will discourage bigotry and celebrate diversity by striving to learn from differences in people's ideas, and opinions. I will embrace the ideals of freedom of civilized expression, intellectual inquiry, and respect for others.
>
> *As a Saluki, I pledge to become a center of order and light*. I will respect the rights and property of others. I will know and understand the ideals and values of this community of scholars and will strive to incorporate them in my daily life. I will fulfill my responsibility as a citizen-scholar by striving to make this campus and community a better place.

The Saluki Creed is presented in the Student Conduct Code, the University catalog, and is carved onto a marble wall in the Hall of Presidents at Morris Library.

SIU and the School of Architecture are strongly committed to social equity for our students, faculty, and staff. The School Director, the Head of the Graduate Program, and most members of the faculty have a true open door policy for students. When a student comes to one of our offices, that student is seen as quickly as possible and is our highest priority.

In searching and assigning faculty appointments, the School of Architecture promotes a qualifications-based process that seeks inclusion and diversity of all types of people and perspectives, including international and historically underrepresented groups on its faculty. The department follows the hiring procedures published by the Office of the Provost and Vice Chancellor for Academic Affairs. The Associate Provost for Academic Administration's web site provides direct access to all procedures related to hiring. The School Director appoints a search committee composed of faculty and a student, which is reviewed to meet standards for Affirmative Action. The committee is representative of the school's programs and its racial and gender composition. The school includes that statement, "Southern Illinois University is an Affirmative Action/Equal Opportunity Employer," in faculty position announcements. Once formed, the committee writes a position announcement that is submitted to the Affirmative Action Office before the position is posted. The University requires the School to submit documents for review and approval prior to interviewing candidates and to offering a position to a candidate. The criteria and agenda for all candidates brought to campus for interviews is identical to ensure fairness.

With undergraduate student admissions, the School of Architecture follows University procedures that apply to all undergraduate programs. A prospective student makes application through the University's Office of Admissions and Records. The student indicates they are applying to the architecture program when they

apply, which places the student into the architecture applicant pool. In the past, the BSAS program has been a selective admissions program, but because of university undergraduate enrollment issues, the school now accepts students at the overall university standard to foster increased opportunity and accessibility. This means that the architecture program applicants meet general requirements for university-level admission and enrollment. Students who apply, but have marginal scores (high school GPA/class ranking/testing) just below standard are reviewed on an individual basis and can be admitted conditionally. Some of these students can also be accepted to the university under 'exploratory' status, meaning if they are successful in their general courses and GPA, they can later transfer to selective programs. Exploratory students interested in architecture can take our foundation studio courses with permissions. GPA is also used for transfer and change-of-major students. Programs with selective admissions admit the best choices among the qualified applicants, which is preferred and has been our history until recent times, wherein with higher level selection there is a strong tendency for later student success. The current criteria are published on the department's web site and in the University catalog.

For graduate admissions, students come from a wide range of backgrounds and places, so acceptance is based on the quality of work and education, wherein like many schools of architecture applicants submit a portfolio of undergraduate and any professional work, a transcript of their undergraduate education, three letters of recommendation (2 minimum), and a statement of purpose. The candidates also state which program format they prefer (i.e. on-campus (SIUC), online/distance education (DE), or Integrated Path to Licensure (IPAL). A faculty committee composed of graduate-status faculty reviews all applications and engages in critical discussions of acceptance standards, then makes recommendations to the Head of the graduate program. The committee ranks all students, placing them in one of three tiered outcomes: 'admit', 'wait-list', and 'do not admit'. These rankings also help classify qualified candidates for merit-based graduate assistantships (i.e. teaching, research, administrative). A minimum undergraduate GPA of 2.7 (4.0 scale) on the last 60 hours of work is required for admission to the Graduate School at SIU. For students who are completing a four-year degree at the time of application, the last 45 hours of work is used to calculate the student's GPA. When a student's GPA is below 2.7 but the portfolio reveals a well-qualified student, the Head of the Graduate Program can seek an exception from the Associate Dean of the Graduate School to admit the student. Students can also be accepted 'conditionally,' which means they must complete additional requirements as recommended and established though discussion by the committee in direct relation to required student performance criteria (SPCs), quality of work, and key subject courses. The ranked students are then either rejected or admitted and recommended as to which degree path they need to take (Path A, B, C, and/or conditional with additional leveling or coursework required). The director of the graduate program then works with the greater university graduate school with acceptance and admissions procedures being kept fair and consistent for each candidate.

I.1.4 Defining Perspectives

The School of Architecture benefits from and contributes to the University in many ways. Students, faculty, and administrators of the School of Architecture make unique contributions to the intellectual and social life of the University. They also contribute to the University's governance and to the community-at- large through service. This section of the Annual Program Report documents the interaction between the School of Architecture and its communities.

A. Architectural Education and the Academic Community.

Scholarly Contributions: The SIU School of Architecture contributes scholarly work to the University and to the greater profession. The School of Architecture, as formalized in its Operating Paper merit (tenure and promotion) procedures, supports research and contributes to our University's Carnegie status as a research-intensive institution. Research is expected as a normal part of the contractual workload with FTE allocated in varying workload percentages in regard to faculty capacities and school needs (primarily teaching). In addition, the School of Architecture scholarly endeavors support the University mission and the APLU-IEP designation in regard to *Public Impact Research* (PIR). Much of the scholarly activity also engages students under mentorship in order to invest in upcoming generations of scholars and informed design processes to solve the future challenges. In addition, as part of our service to the profession, faculty serve on multiple research review and editorial boards, as well as professional organizations (see below professional service areas),

Faculty are engaged with grant-funded research, primarily negotiating complex urban design and community development endeavors. Professor Shannon McDonald, known for her published work, *The Parking Garage: Design and Evolution of a Modern Form,* works with various transportation and innovation agencies to develop architectural interfaces with emerging modes of transportation. Professor Craig Anz, who also has extensive publishing (*Design Criteria for Mosques and Islamic Community Centers* and *Critical Environmentalism: An Epistemic Framework for Architecture and Urban Development*), has worked with state agencies and was grant-funded through the Walton Foundation to support interdisciplinary efforts to build resilient communities in the Heartland delta region. Professor Anz has also provided Continuing Education workshops on the same subject architect association. Much of this work has led to keynote speaking engagements at multiple conferences and institutions. Professor Jon Davey has been grant-funded to support his now 30 years lasting '*Kid Architecture'* Program, wherein much of the work not only provides avenues for youth to learn about architecture and the value of its practice, but also provides documented outcomes as a source for research presentations.

Scholarly work and creative activities abound in the School of Architecture. Faculty of the School of Architecture have published numerous journal articles, chapters in books, and proceedings publications. School faculty also participate in exhibitions of work. Faculty participate in international, national, and regional or state presentations.

Research and Scholarly Activities Report for Calendar Year 2018 for review in 2019.

I. PUBLICATIONS/SCHOLARLY ACTIVITY SUMMARY TABLE

REFEREED PUBLICATIONS/SCHOLARLY ACTIVITIES

	#Journal Articles	**#Books/** Monographs	#Chapters	#Proceedings	#Exhibitions	#Other (Abstracts)
Architecture	11	0	1	9	4	2

II. PRESENTATIONS SUMMARY TABLE

PRESENTATIONS

	# International	#National	#Regional/State
Architecture	21	4	9

POSTERS

	# International	#National	#Regional/State
Architecture	4	1	0

III. HONORS SUMMARY TABLE

HONORS

	Honors (specify here, or on separate page)
Architecture	**11 Awards; 13 Grants; 1 Scholarship**

Over the years, we have also had students in the past present locally, regionally, nationally, and internationally. Students regularly present their individual and faculty-mentored research (with university funding support) at our Center for Undergraduate Research and Creative Activities forum (CURCA). In 2019-2020, multiple

undergraduate students in the School of Architecture participated in the University's Undergraduate Assistantship program with faculty members. In 2019, multiple graduate students in the School of Architecture made presentations at professional conferences. Under Shannon McDonald's mentoring, graduate students placed in a pod-car competition in Ithaca NY and presented their work abroad in Sweden at part of their studio work.

Activities and Initiatives Demonstrating the Program's Value to SIU and Beyond:

Service:

Supportive of our greater Mission and goals, the School of Architecture programs at SIU have great value to the campus, local community, and the greater region. The SIU School of Architecture works very hard to be a contributing member of the campus. This section of the report lists and further describes in the associated outlined sections how The School of Architecture accomplishes these goals. Service work abounds at the SIUC School of Architecture, and for us primarily with Architecture and Design programs, service may fall into three major categories:

- Service to the Department, College, and University
- Service, Outreach, and Engagement to the Greater Community-at-Large
- Service to the Profession

Service to the University can include departmental-, college-, and university-level committees. And, it can include our teaching, curriculum, resources, and research as supportive and providing educational and intellectual to university functions. Community Service, Outreach, and Engagement can take numerous forms, and essentially forms along-side our core mission to serve the greater public good and often overlaps with service- or civic-learning teaching activities and research endeavors. Professional Service engages both our scholarly communities in architecture and design, but also links us with the profession and its practice as essential to professional architectural preparation.

Faculty served on many student organizations, departmental committees, college-level committees, and University committees, including Graduate Council and Faculty Senate. Faculty also serve on City and Non-profit boards as part of outreach. Faculty served on many other professional committees and boards in addition to campus groups. Each year, SIU students participate in Undergraduate Student Government (USG) with SIU architecture students being well represented in USG.

The SIU School of Architecture is a very active member of the academic community. Students at SIU are able to take advantage of 300 Registered Student Organizations (RSOs) with a great variety of interests including sports, arts and crafts, faith-based groups, social and service organizations, and professional and academic societies, to name but a few of the available options. Department faculty members have served as advisors to seven campus RSOs and two architectural fraternal organizations, the American Institute of Architecture Students (AIAS), the US Green Building Council (USGBC), Architectural Resource Collaborative (ARC, inactive currently), Digital Modelling and Rendering Club (DMRC, currently inactive), the American Society for Interior Design (ASID), the Illuminating Engineer's Society, and Precast/Prestressed Concrete Institute (PCI), as well as the Alpha Rho Chi (ARC), and Tau Sigma Delta (Honors) fraternities. Membership in the RSOs are open to students across campus.

A number of University faculty members from other units on campus serve on graduate committees for Master of Architecture candidates. Graduate students select their own committee members. They identify a faculty member's expertise in a subject related to their design thesis project and approach that faculty member about serving on their committee. Since last accreditation, over 30 faculty members worked with Masters of Architecture students as committee members from other units on campus, thus building merit capacities in their own departmental units through interdisciplinary engagement with our thesis projects. In addition, SOA faculty members regularly guest lecture across campus in other unit's course, thus cross-pollinating knowledge's and building public awareness across fields.

Academic Commitment to the Holistic, Practical and Liberal Arts-based Education of Architects. Students in the undergraduate program must complete a minimum of 42 hours of core curriculum classes to satisfy the University requirement for general education. The School of Architecture requires a minimum of 45 hours of courses taken outside the department. This meets the NAAB standard for liberal arts education in architecture.

Supporting overall university enrollment, Undergraduate students in architecture may select electives from across the campus offered by other departments that meet interdisciplinary and core curriculum requirements, and are often able to complete a minor in another department by selecting a series of courses from a particular unit. Currently, SIUC offers over 100 (105 and growing) minors. Popular minors among architecture students are history, marketing, management, business administration, geography, and landscape horticulture (focusing on landscape architecture). Some students have even double majored in history or even civil engineering and architecture as undergraduates. Other options include minors in foreign languages and a great variety of other disciplines. For supportive interdisciplinary electives, students can chose from a wide range of interest from hundreds of courses each year throughout the campus's departments and schools.

Opportunities for Members of the Learning Community to Engage in the Development of New Knowledge. The SIU School of Architecture has participated in the Undergraduate Assistantship program since its inception. In this program, undergraduate students are paired with a faculty member to provide a paraprofessional learning experience that extends a student's learning beyond what is gained in the classroom.

Each year, two to four graduate students are provided research assistantships in which they work closely with a faculty member. Students awarded these positions engage in research with the faculty member. It is left to the faculty member to decide how they work with a research assistant. Students receive a tuition waiver for the fall, spring, and following summer semesters and are paid at the rate specified in the Graduate Assistants United contract. All appointments are quarter-time in the School of Architecture.

The School of Architecture also funds teaching assistantships, allowing students to work with a faculty member in the delivery of undergraduate courses. The SIU School of Architecture prides itself on the access our students are given to full faculty members. Teaching assistants are given supporting roles in courses and are not assigned primary teaching responsibilities in the undergraduate program. In 2019-20, the School of Architecture funded four teaching assistantships, under the mentorship of an instructor of record. Students receive a tuition waiver for the fall, spring, and following summer semesters and are paid at the rate specified in the Graduate Assistants United contract. All appointments are quarter time in the School of Architecture. On occasion and pending approval, The SIU Graduate School provides graduate students with funding to attend academic conferences in their disciplines. We have had numerous students over the years being funded to attend conference presentation regionally and internationally.

The School of Architecture offers one core curriculum course to the campus, ARC 314i. This is the only course approved for the core curriculum at SIU offered by the College of Applied Sciences and Arts. The course description for ARC 314i is:

314I-3 Expressions in Architecture. (University Core Curriculum) A study of the interconnected nature of the arts, history, environmental psychology, and architecture using the built environment as the foundation for the study. Students will learn to critically examine the built environment by learning how architecture expresses human cultures, social structures, economic and political status, and spiritual beliefs. 3.000 Credit hours 3.000 Lecture hours.

Since our last visit from the NAAB, hundreds of campus-wide students have completed this course under Professor Jon Daniel Davey's instruction. ARC 314i satisfied Area 3, Interdisciplinary, of the University Core Curriculum for students whose catalog is Summer 2012 or earlier. For students with catalogs beginning Summer 2012, this course satisfies a Fine Arts requirement (Catalog here refers to the time the student entered SIU. A student must meet course requirements listed in the catalog enforced at the time they begin study at the University). Architecture and interior design students are not allowed to take this course to meet University Core Curriculum requirements since they already take architectural history courses and are required to take interdisciplinary courses to meet their accreditation requirements. Significant within the School of Architecture itself, and since our last accreditation visit, we also created a specialization/minor track for undergraduates to

study Construction Management and Operations, with a key aspect being OSHA training and certification (institution and grant supported). The enrollment and interest in this program has grown since its inception, with both architecture and engineering students pursuing this additive path.

In addition, enrollment in several of the department's courses are open to students in the University by requesting a seat through our academic advisor. These courses include our three history classes (two undergraduate courses and one graduate course). Other courses are available on case-by-case basis wherein a student can request to be enrolled in the course. The requirements for the course are reviewed with the student to ensure the student is not placed in a course for which they are not properly prepared. A student may then be enrolled in several of the courses in the School.

Significant to the School of Architecture, the Geography Department at SIU (Environmental Studies) has established a minor in Sustainability that some architecture students have begun to pursue, and in which faculty reciprocally interchange intellectually through this point of dialog and through their mutual connections with the greater university's Sustainability Council. This exchange has prompted increased environmental, ecological, and sustainability-oriented subject content in many of our courses. Faculty members have also been in dialog and membership with the Society of Building Science Educators (SBSE) in order to foster best environmental practices in our classes, particularly in our environmental systems courses.

Supportive of their independent research project goals, Graduate students may select an elective in any college or department on campus. In recent years, students have completed PSAS 480: Designing Outdoor Spaces, FOR 415: Urban Ecology, ANTH 410K: Ecological Anthropology, as well as courses in art history and in other areas. The department allows its graduate students to complete independent study through the ARC 502 course. In recent years, students have studied architectural photography and color theory with Professor Peter Smith, as well as furniture design with Professor Stewart Wessel, to name a few examples. Other examples include impendent work supporting key aspects of their research and thesis, which in turn help build chapter content to their final work. Other examples include work with students for presentations at professional conferences. The selection of courses noted herein is representative of the offerings taken by graduate students in architecture. A complete list would be considerably longer than space permits.

Resources open to the Public: Supported through shared funding with the campus Fine Arts committee (Comprised of Architecture (SOA), Arts and Design (SOAD), Mass Communication and Media Arts (MCMA) members), the School of Architecture in connective discussion co-establishes annual lectures and events that are open to the public. The School of Architecture Gallery119 is open to the public throughout the year. It regularly hosts exhibits and open-forum project reviews of student work from the school's programs. It also hosts traveling exhibits, particularly focused on key lecturers, practitioners, or key critical subjects. Our contingencies within the Fine Arts also offer lecture and exhibits that are open to the public and available for the students. These include multiple gallery locations on campus and around town, such as SIUC Faner Museum, downtown Glove Factory and Carbondale Community Arts (CCA). Regular film/cinema series and an annual Film fest (the 'Big Muddy') are offered though MCMA. See more in this report in the lecture and exhibit series outlines in section I.2.1 of this report.

B. Architecture Education and Students.

The SIU School of Architecture provides support for its students who seek leadership roles during their school years and in their professional lives. Our students are well prepared to live and work in a world where diversity, distinctiveness, self-worth, and dignity are both nurtured and respected. Architecture students learn well to understand the breadth of professional opportunities available to them and their peers, and they develop the habit of lifelong learning, which helps them make thoughtful, deliberate, and informed choices.

Students in the School of Architecture participate actively in course and section selection. Undergraduate students take three elective courses and have choices within the areas of the core curriculum. Graduate students are given one or two elective courses. Within architecture, the School of Architecture is able to offer a variety of instructors in studio courses.

Graduate students in the School of Architecture select their design thesis project in the fall semester while taking ARC 500: Architectural Research Methods and Programming. Students complete research and

precedent studies relevant to their design thesis project in this course. In studio during the spring semester, the student's focus becomes the design thesis project. Each student works on the design thesis topic through the Summer II term in the program. Students participate in a poster research session held in the School of Architecture in the tenth week of the fall semester. They form their faculty committees around the twelfth week of the fall semester, which becomes their advisory committee for the remainder of their work. In add-on, a course instructor is assigned to their ARC 522-554 Graduate Thesis studio to ensure daily work progress and management, and to coordinate formal review schedules.

Students serve as assistants in the Computer Graphics Lab, the Digital Fabrication Lab, the Wood Shop and assembly areas, and the School of Architecture Resource Library. Every year to cover accessible hours to SOA resources, multiple students work in the Computer Graphics Lab, with at least one student each covering the Digital Fabrication Lab, Wood Shop, and the Library Resources. Additional undergraduate student workers are assigned and employed under these three positions to further support our needs as they arise each year. In the case of the computer lab, students produce plots and prints, monitor the lab, and assist their peers with questions and solutions. In the fabrication lab, student workers use the equipment rather than students to ensure safety. These physical and information resources are covered in detail in respective sections of this report (1.2.2).

C. Architectural Education and the Regulatory Environment.

The regulatory environment of architecture is taught to SIU School of Architecture students in a number of ways, both formal and informal. SIU architecture students are prepared for the work environment in a formal way through the coursework of ARC 591 and ARC 592, the two professional practice courses. Undergraduate students may elect to take ARC 491, a course that meets with ARC 591 and ID 471.

Less formally, students in the School of Architecture are provided lectures on topics related to licensure, internship, and practicing the profession. Please see the topic "AXP Coordinator" in Section I.2.1 of this report for a more complete explanation of the procedures followed by the School of Architecture. Faculty members also provide counsel to students on professional matters related to their education and development in architecture. Each year, Norm Lach as a member of the state licensing board, brings in speakers to inform students of current licensing requirements and internship development procedures (now AXP). Additionally this Spring, a graduate student representative Tim Hefler, working with Professor Lach and our AIAS, hosted an AXP (Architectural Experience Program) / ARE (Architectural Register Exam) licensing informational night titled 'Destination Architect, Creating Value in your Career' (NCARB, 2020). Finally, SIU architecture students have participated with AIA Illinois Council and AIA Southern Illinois at a wide number of conferences. AIAS students have even hosted Quad-conference here at SIUC in the past, with plans to do these events again.

Currently, there are no formal statistics kept on how many graduates of the SIU program over the years have become licensed architects. Including the years before SIU offered an accredited professional degree, there are hundreds of licensed professionals who studied at the SIU School of Architecture. However, this is an area we plan to formally cover as we build our alumni network and our access to data and funding to support. AIA Prairie Chapter holds at least one of its meetings on the SIU campus each year, and SIU AIAS students are an integral part of the meeting and conference.

D. Architectural Education and the Profession.

The School of Architecture has many vital links with the professional community. Students are able to engage professionals in architecture as part of their educational experience, developing valuable networking contacts. Many SIU students spend summers or other break periods working for architects. A number of students participate in the Externship program during Spring break. In this program, students are able to job shadow a professional for a week in the discipline of their choice. Our Career Development Center here at SIUC hosts a number of internship and interview fairs, wherein multiple firms come to recruit. Our Alpha Rho Chi fraternity also hosts interview practice sessions each semester to help the fellow students prepare for the job market.

Architecture students may take advantage of several profession-related courses in the school. They may receive credit for work experience by having their work evaluated by the School Director. Based on the Director's determination, credit is awarded in ARC 258: Work Experience Credit. This college credit is given for work experience already completed. Students may receive credit for an occupational educational experience already completed through ARC 259: Occupational Education Credit. Up to 60 credits may be awarded, as determined by the School Director's evaluation. This course allows the School to award credit to a broadly experienced person who does not hold the BSAS degree and who is prepared for upper division work in the major. ARC 319: Occupational Internship is used as the mechanism for providing up to 15 college credits for experiences connected to the required internship in architecture. This course is mandatory pass/fail. Finally, ARC 320: Architectural Cooperative Education is used to award up to 12 credits to students who complete a work experience arranged as part of their education. The student also works with a faculty member at the same time and receives a grade in this course. Although each of these four courses has similarities in their descriptions, each course serves a different purpose in awarding college credit.

Professional Service. Faculty members serve on multiple research and professional organization review, advisory, and editing boards including State of Illinois Licensing and Regulations Board, Vital Lands Illinois (State Land Conservation Consortium), Journal of Applied Sciences and Arts Editorial (JASA), American Institute of Architects Housing Subcommittee, National Council of Architectural Registration Boards Intern Development Program, Funding Research Office of XiJiao Liverpool University, Fuller Dome Home in Carbondale, Highfield House, Mies Van der Rohe Physical Plant Committee in Baltimore, Advanced Transit Association, Academic and Research Committee Advanced Transit Association, Transportation Research Board, Interior Design Educator's Council Distance Education Committee, the Society of Building Science Educators (SBSE), ARCC-EAAE, ACSA, and others listings in faculty members' expanded CVs.

E. Architectural Education and the Public Good.

Reiterating the University Mission and the mantra that the primary goals of higher education are essentially social transformation, the SIU School of Architecture believes strongly that architecture serves the public. We recognize that too often architecture is seen as being for the 10% of people who can afford an architect's services, but it also serves the other 90% of society including those who may never directly encounter an architect. We foster in our students the idea that they must give of their abilities in service work throughout their professional lives. We also work to teach the value of architecture to the public.

Community Service, Outreach, and Engagement: Outside of the university and significant to the Region and State, the School of Architecture has been actively engaged in many initiatives. Currently, faculty are involved with Vital Lands Illinois, an interdisciplinary state-wide consortium engaging environmental conservation and action, which is also linked with Illinois Department of Natural Resources (IDNR), IEMA, Land Management, State Parks and Native Lands projects. At various times of need, faculty have worked on grant supported initiatives with state agencies on regional community development efforts, which in turn foster student participation in service-oriented learning projects. An example of this can be seen in the Walton Foundation grant funded work between 2011 and 2014, wherein faculty coordinated with multiple disciplines, agencies, and state organizations to implement strategic envisioning, planning, and design events in Olive Branch, Illinois with the outcomes being a set of strategic guidelines for disaster recovery and resilient rebuilding after extreme 2011 Mississippi River flooding within the region. During this time, Professor Craig Anz led teams of graduate students who worked in to develop relocation plans for the community. This work also helped lead toward a $12+ million buy-out and rebuilding intuitive for regional IDNR and IEMA agencies, in turn connected with greater regional flood mitigation and resilience planning.

In 2011, AIA Southern Illinois and AIAS at SIUC held a design charrette for Main Street Marissa, Illinois. In March, 2012, SIU architecture students also traveled to Harrisburg, Illinois to provide free residential design ideas to victims of the February 29, 2012 EF-4 tornado that hit the community. Students worked alongside professionals to brainstorm home rebuilding ideas for the community of 2100 residents. SIU architecture students are active with the Carbondale and Campus Habitat for Humanity chapters, and have engaged local Freedom-by-Design (AIAS) initiatives in association. The Urban Design and Community Development (ARC451) and Graduate (ARC550, 551) studios have also designed projects in the city of East St. Louis, Illinois, an economically distressed region of the state. These courses continue to be the central and active to

our mission, as work has engaged other distressed areas in our region, as well as in places like Saint Louis, Louisville, New Orleans, and other key marginalized community and urban places similar and informative to our own regional needs.

Faculty members have also served the local Carbondale City's Planning Commission and Board of Appeals, as well as our Carbondale Main Street (CMS) program, which also houses our Downtown Development Center. Here, students engage projects from façade improvement charrettes to whole master planning scenarios, many of which have spurred real project implementation in our downtown. Connected with our Mission and also incorporating the current indexes associated with the UN Sustainable Development Goals and the Living Building Challenge, much of this engagement work reciprocally informed the grounding subject-content within our Urban Design and Community Development and Graduate Regional Studio, wherein students engage similar efforts in mock projects in order to foster continuing mindsets toward social and environmental transformation (to us, higher education's primary directive).

Students in the School of Architecture have participated in builds with the campus and Carbondale chapters of Habitat for Humanity for many years. Many of our students in our ARC242 course have worked various on design-build projects with our SIUC Touch of Nature conference areas. Since 2012, Our local AIAS has organized a chapter of Freedom by Design at SIU and participated in local service projects. Faculty have worked on many pro-bono projects in the region mentioned in detail elsewhere in this report.

In 2014, Professor Craig Anz served as the SIUC Provost Faculty Fellow (upper administration) to lead a task force that brought the prestigious Association of Public Land-grant Universities (APLU) – Innovation and Economic Prosperity (IEP) and our Carnegie Civic Engagement designations to the university. To formally support these endeavors, our regional community design and outreach projects within the School of Architecture were highlighted with others across campus as key evidential case-studies. Significant to current university restructuring, in 2014-15 faculty also played distinct roles with an interdisciplinary team to build initial restructuring reasoning, a whitepaper titled Design-Across-the-Curriculum, to merge multiple creative disciplines and resources into a single design college.

Teaching the Value of Architecture to the Public. Professor Jon Daniel Davey of the School of Architecture offers two programs during the summer. Kid Architecture, now operating for more than 30 years, provides a week-long architecture experience in day camp format to children from grade 4 through 6 and in residential format for middle and high school age children. Kid Architecture is built upon a philosophic foundation which assumes that those who are exposed to architectural design early on will have a conceptual base from which to formulate complex ideas about the built environment (Source: Kid Architecture). Students learn what architecture is, how it is practiced, complete hands-on design learning exercises, and take a field trip to St. Louis to observe and discuss architecture. Professor Davey has received numerous awards and grant support for Kid Architecture, including an AIA President's Award and the Citation of Honor from AIA Illinois.

Professor Davey also offers Lego Camp and a Lego Robotics Campo. Started in 2011, Lego Camp offers approximately 22 sessions each summer for kids as young as first grade. Camps are offered at three levels: beginning, intermediate, and advanced, and there is also a Lego robotics camp.

The School of Architecture has participated in the University's Upward Bound program for several years. The Upward Bound program is a six-week residential experience on campus with afternoon instruction devoted introducing often troubled youths to the fine arts and design. In the summer of 2019, Architecture student Michelle Jackson (AIAS president), Jacques Cadet, and Alexander Pape led the student organized course to introduce students to design and architecture related topics and projects. Professor Michael Brazley also participates in the Upward Bound program at SIU, and mentors students to lead this intuitive each year.

Cross-reference to the previous five perspectives. The Five Perspectives provide the framework for setting our priorities and the role each plays in long- range planning (see next section). Our self-assessment plan creates the necessary check and balance for determining the success of these activities.

I.1.5 Long-Range Planning

Architects have a natural predilection to look forward, to plan, to revision, and to create pathways. Due to the relatively small size of our faculty and staff, our approach to visioning and planning is accomplished through monthly meetings with the faculty to address issues of importance to the accredited program and the school as a whole. The intention of these meetings is a process of momentum to move the program toward the desired goals of the faculty. In addition, we have a standing committee who meet on a regular basis dedicated to our graduate architecture program, composed of faculty who are all directly engaged on a regular basis, are research active, and are registered architects. The duties of these persons include continued outreach and recruitment as well as selection of qualified student candidates for the program, to teach and build/assess the curriculum, to propose revisions and goals, and to oversee architectural thesis research and project implementation. Faculty governance is an embraced function at SIUC in general, and in the School of Architecture, we depend on each other in collaborative settings and coursework to achieve our goals. For us in Architecture, we embrace Boyer and Mitgang's notion of '*Building Community,'* wherein communities of knowledge engage toward mutual benefit and whose capacities can solve real societal challenges.

The objectives are formed in response to the five perspectives. For example in addressing Architectural Education in the Academic Community, our faculty and students are constantly involved in campus and community outreach projects that are interdisciplinary in nature. Such involvement is recorded each year in our annual report of research scholarly and creative activity.

Coupled with a compelling faculty interest in Architectural Education and Students, the general academic interests of an educated professional, are addressed through a rigorous core curriculum that is under constant assessment by our faculty. Our goal is to ensure a broad general understanding of historically important and contemporarily vital issues relative to the profession of architecture. These principles, as well as a deep appreciation for, and commitment to, the region and Heartland Mississippi River Delta are central in our planning thinking.

Of special interest to our current planning, since our last accreditation visit, we have fully relocated and equipped our Foundation Design Studios, the Digital Fabrication Laboratory (DFL), and the Woodshop into Quigley Hall so that all of the spaces used for professional architectural education are now together. This had been a long term goal of the School for over a decade. In addition, we have further built our capacities with added digital fabrication equipment, created a seminar room for key meetings, and added special facilities and an assembly space for our workshop. With this, we have worked with the greater university and college to build a strong set of safety procedures for these lab facilities, with student workers fully trained and assigned to those spaces and operating hours. We have further organized our resource library and research capacities in conjunction with resources and online subscriptions (i.e. Wiley/AD magazine, ProQuest, Avery, etc.) with our university's Morris Library. Recently in conjunction with our urban studio, we have had added a new '*Immersive Lab'*, wherein we are now building our capacities for VR/AR and first-person observer motion experiences (in process and building). We have also upgraded our classrooms and our gallery to incorporate the latest technologies that best facilitate online education and distance communication, including podcasts, film series, presentations, and lectures.

The University is in the process of reconfiguring its long-range plan. Our goal has been and will continue to be a good fit between the desire of the University to serve our students in the communities that we inhabit, and all of our long-range views, and near-term goals, will be assessed according to their fit in this new plan when it is available. Currently, the University is in the process of holistic restructuring. The goals of which are to bring related disciplinary units into better alignment and to thus foster greater effective synthesis in administration, education, research, resources, funding, and production. For us, it is proposed currently for the separated Schools of Architecture (SOA, now in the College of Applied Sciences and Arts) and Art and Design (SOAD, now in the College of Liberal Arts) to merge with the schools within the College of Mass Communication and Media Arts (MCMA, including performing arts, theatre, cinema, film, communications). This merge would create strategic links particularly in faculty research, shared funding and resources, shared curriculum, the foundations courses, and masters programs, including multiple pathways for MS/PhD degrees. In discussion, we foresee productive connections with a proposed interdisciplinary research center and '*Convergence Lab*,' an advanced media lab for various media types, big-data and mapping, simulation, and VR/AR capacities. Capital funding is being proposed to fully upgrade the facilities in MCMA to accommodate multiple departments and disciplinary research and production capacities. Initial proposals (2017-18) received around 95% positive votes from all

faculty in all units in support of this merger. Currently, the proposal is under review with upper administration and is in line behind other programs already in various restructuring phases. It is expected in the upcoming year, that this merge will be implemented wherein administration and key faculty leaders will further build its components and relations. The restructuring process has been very careful in not affecting individual units teaching capacities, the students, or their curriculum in any way, as most restructuring is engaged with upper financial administration, resources, and leadership management. Its main goals are creating new efficiencies and effectiveness for units to further build on their own affordances and disciplinary contingencies.

While many factors are considered by our school of the whole in planning decisions, the five perspectives influence our thinking and debate as we look ahead. During the fall of 2019, the School of Architecture met numerous times to rebuild a SWOT analysis of our programs, with the intent to identify key areas of improvement and growth. In January 2020, the School engaged in a team-building, brain-storming, and envisioning sessions we titled, '*We Are on a Journey – Let's Envision the Path Together,'* to support our assessment and accreditation efforts and to re-establish our common vision, goals and strategic objectives. To facilitate this session, we brought in an outside coordinator, who is an expert in organizational facilitation and vision building. At varying points in the sessions, this event will involve key people engaged in the accredited architecture program including our SOA on-campus leaders and faculty, our online faculty, and our SOA Advisory Committee constituents, the College Dean and the Provost for Academics Programs.

Some of the initial goals and desired outcomes of this event included:

- *Create an action plan or the strategic plan components that satisfy NAAB accreditation requirements. This is the primary objective has been a consistent thread.*
- *Develop an understanding of the changing trends in the world of design, both from gathering thoughts during this time together and possibly moving forward as part of an action plan.*
- *Create some connections between the values surrounding design and behaviors that the School of Architecture and other faculty and staff involved with design from other departments/divisions (restructuring).*
- *Begin the conversations of what "quality" might look like, sound like, feel like as it relates to the behaviors identified. Assign leaders to categories of the behaviors and set target dates for progress reporting and completion.*

Outcomes of this event are being compiled into a set of faculty-driven strategic goals and objectives to further build upon as we proceed.

I.1.6 Assessment

The architecture programs at SIUC are strong. The curriculum successfully integrates not only a liberal arts program, but also blends design and technical education in architecture. The size of the School allows small classes with significant attention from professors for students. The School's position within the University as a whole allows students to pursue minors in a variety of disciplines and to pursue multiple degrees in many areas. This section of the APR examines the School's strengths, weaknesses, opportunities, and threats.

Strengths. The School of Architecture possesses many strong characteristics.

- The faculty includes a large percentage of licensed architects with expertise in a great variety of areas within architecture, and with a strong tendency for urban and community design expertise. All faculty in the master's program are professional architects. Some faculty members have international work experience in architecture.
- The faculty teaches a blend of hand and digital skills in the School's courses, preparing students for a wide range of practice models. Critical multi-dimensional problem-solving and 'real-world' complex challenge projects are introduced in upper level courses to further prepare students for today's global professional practice.

- Every class in the SIU School of Architecture is taught by a faculty member. Graduate assistants are used in supporting roles in some classes, but primary responsibility for a class rests with a faculty member of record. Graduate students serve in training under a mentor with teaching, as well as research.
- SIU architecture students have extraordinary access to the faculty. Many faculty members practice an open door policy with students in which the students are treated with respect and given immediate full attention when they seek guidance from the faculty member.
- The architecture curriculum at SIU prepares students to work in architecture from the first day they enter the workforce in architecture. Classes blend design skills with pragmatic knowledge in building technology, structures, and environmental systems. Regional firms know our students to be office-ready when they graduate.
- The School, in conjunction with a strong College, has promoted entrepreneurial, cost-recovery, and income generating programs to support quality education and research.
- The campus is located in a geographically distinctive region within Illinois. Illinois' only national forest is approximately one half hour from Carbondale. The region's many lakes, hiking trails, campgrounds, and other natural amenities afford students ample opportunities to explore and relax. St. Louis is approximately two hours by car from Carbondale. Nashville and Memphis are just over three hours by car. The train route directly connects students to the cities of Chicago, Memphis, and New Orleans.

Weaknesses.

- Facilities, while only adequate to meet the program's needs, do not permit growth without significant reconfiguration or additional space for the program. There is great need for upgrades to current codes and accessibility standards, wherein we have formally requested and proposed key changes.
- Carbondale provides limited access to cultural events, architecture, and urban experiences. The campus offers many more cultural events each year than the average person can take time to see, but the diversity and frequency of events is naturally much more limited than in larger metropolitan areas.
- Currently, morale on the SIUC campus is very low, affecting all programs and enrollment.
- The state budget for the university has had major shortfalls for many years, thus effecting its capacities maintain or even upgrade facilities to meet current standards for education. Its upper administration has been interim for multiple years, thus effecting the university's capacities to build strong strategic plans.
- The university has lost a large percentage of its faculty, with no dedicated budget or plan to replace. Maintaining quality and growth capacities for programs are thus also effected. While we have generated income generating capacities, these shortfalls have affected the School of Architecture considerably, with many faculty working teaching overloads to keep the programs operable and productive. Individual research and professional growth has thus been reduced.

Opportunities.

- The School seeks to further develop and enhance the Master of Architecture program using a distance education model. We also are building our Integrated Pathway to Licensure (IPAL) model, with increased interests and refinement as we proceed. This program will fill a need for additional professional education not being met by Illinois universities at present.
- In correspondence with our university's international studies, he school is currently piloting an internationalization of the program initiative, first analyzing opportunities for international exposure and seeking avenues for eventual immersion and exchange programs with other institutions centered around key architectural subjects, problem-solving, and global challenges. A key aspect from our original planning of the Master's program is our Regional Studio, which can engage dialogical interchange between multiple regional places facilitated through digital communicative technologies.

Threats.

- Reduced support from the state of Illinois coupled with flat enrollment at the University make funds scarce. This is coupled with decreasing resources, faculty lines, and strong leadership.

- The School has sometimes found it difficult to attract faculty to the campus. The remote location has worked against the School in some hiring decisions. The resources of the School are insufficient to support many kinds of research, limiting the type of faculty member attracted to the campus.

Despite the challenges the School faces, the SIU School of Architecture is strong and focused on meeting the needs of its students, as well as the profession, well into the future.

The Self-Assessment Process. The School performs self-assessment regularly as part of college and University self-study requirements. Assessment happens at many levels, as this section of the report will describe.

The faculty engages in self-assessment in a variety of ways each year. First, the faculty actively participates in governance of the School through its work on committees. There are four standing committees in the School: Curriculum and Student Services, Public Relations, Facilities and Technology, and Academic Progress. Each committee is charged with review of the matters described in the committee's name. This provides assessment of the curriculum, media, School facilities including digital resources, and faculty development annually. In addition, the faculty serves on college and University committees, thereby representing the School and participating in self-governance matters at other levels within the University.

The School established an end-of-semester review policy in 2011 for all studio work, and this continues today. The locations and times of reviews of student work is posted throughout the School. This permits faculty, students, staff, and others to participate in review of student work. Specific days are designated for each level of student within the programs. Since most graduate students complete the oral defense of their design thesis work in the summer, the School posts notice of final reviews throughout the School and encourages all students to attend the oral defenses of the graduate students. Masters of Architecture candidates typically present their work over two weeks with many of the presentations attended by dozens of faculty (both in architecture and other informing fields) and student peers.

Peer review of the faculty is performed in two ways. First, the Academic Progress committee is charged with participating in the annual review of junior faculty members. This committee works with the School Director to provide input and mentoring to each junior faculty member's annual review. Second, the tenure and promotion process requires outside peer review of a faculty member's work in order to receive tenure and advance to the rank of Associate Professor. Work is sent through the blind review process. It is also reviewed by the Director, the College's tenure committee, and the Dean before being sent to the University Provost for final review.

Annual review of all faculty is required by the contract with the Faculty Association, the collective bargaining unit at SIU. Each spring, the Director assesses the faculty member's work contributions using a scale developed by the faculty and presented in Appendices A and B in the School Operating Paper. Appendix A provides descriptions of items counted in faculty review and Appendix B provides the actual review form. This review provides faculty members with annual input on performance and is used to determine merit and eventual promotion.

Student evaluation of faculty teaching is performed in every class using the Instructor-Course Evaluation (ICE) form. The results of teaching evaluation are used in the annual review of the faculty member and are required to be included in the faculty member's dossier at the time of tenure and promotion as well as when the faculty member seeks promotional advancement in the future.

Assessment is also performed by the program directors. Each program has a director who oversees matters related to the program, its relationship to the School, and recruitment and retention issues for students. There are three undergraduate directors -- one for architectural studies, one for fashion design and merchandising, and one for interior design. In addition, the graduate program has a Head that performs the same functions for the master's degree.

Finally, the program invites the Architecture Advisory Committee to review work each year. The committee is composed of working professionals from diverse models of practice. This committee helps the faculty to understand what they seek when they review work in projects and what they expect a new graduate in architecture to be able to do in a firm. Because we strive to graduate work-ready interns, we particularly value

the assessment provided by the committee. In addition, member of this committee can inform us as to how to foster greater interaction with the profession and its needs for equity and diversity of subjects and challenges. We have added individuals with international experience and capacities to address various levels of global practice in our profession. The membership of the committee in 2020 – 2021 is:

Mr. Todd Cyrulik (Chair) ****	BLDD Architects - Decatur, Illinois
Mr. Dan Gavin	Farnsworth Group, Fairview Heights, Illinois
Ms. Carolyn Green	Green Design - St. Louis, Missouri
Mr. Gerry Guerrero	HOK, Chicago, Illinois
Mr. David Helfrich	Dept. of Military Affairs, Springfield, Illinois
Mr. Brad Klein****	University of Illinois at Urbana-Champaign Capital Programs
Mr. Ryan Kopp	HOK - St. Louis, Missouri
Mr. Wayne Machnich	Legat Architects - Waukegan, Illinois
Mr. Michael McCulley*	Emeritus Faculty - University of Illinois at Urbana-Champaign
Mr. Jim Miller	Holabird & Root, LLC, Chicago, Illinois
Ms. Jane Ostergaard	Faculty Member, College of DuPage, Glen Ellyn, Illinois
Mr. Scott Veazey***	Principal, VPS Architecture - Indiana (Former NAAB/NVARB President)
Mr. Bill Reichert	Farnsworth Group - Saint Louis
Mr. Rich Obertino	TRi Architects - Saint Louis
Mr. Jim Duncan ****	Disney Imagineer - Orlando, Florida
Mr. Jonathon Bailey****	V.P., Harwood K. Smith, HKS Line Director - Dallas, Texas.

* Former Member, Illinois Architecture Licensing Board

** Former AIA Illinois President

*** President, NCARB; Former member, Indiana Licensing Board

**** Former SIUC – SOA Student

Long-range planning is completed by the director in consultation with the faculty at its regular monthly meetings throughout the school year and by working with the campus Physical Plant and College Dean to meet the program's ongoing needs. The faculty acts as a committee-of-the-whole to make decisions regarding curriculum development and learning culture. From time-to-time, the faculty in consultation with the AIAS chapter reviews the Studio Culture Policy to foster awareness in the student body. The AIAS chapter serves as the liaison for this process between students and the faculty.

Results of faculty, students' and graduates' assessments of the accredited degree program's curriculum and learning context as outlined in the five perspectives. The faculty meets each month as face-to-face discussions are more effective and timely in meeting the programs' needs. Curriculum and learning context issues are routinely discussed by the faculty acting as a committee-of-the-whole.

Exit interviews have been conducted by the School with each graduating class at both the undergraduate and graduate levels. This is an informal meeting held by the School Director (graduate students) and the program directors (undergraduate students). Other instruments are used from time to time as part of normal course schedules and evaluation processes to check student perceptions of class work and trends toward the design problem. Student-to-student co-evaluation and participation in reviews of student work is incorporated during collaborative team projects to foster critical dialog and cross-pollination of ideas. Description of the manner in which results from self-assessment activities are used to inform long-range planning, curriculum development, learning culture, and responses to external pressures or challenges to institutions.

One type of follow-up that is being conducted by Professor Norm Lach and other faculty members is the use of LinkedIn and Facebook to remain connected to our graduates. We are able to track career progress and keep in touch with students using these and other forms of social media. We are now proposing more formal tracking processes, with the goals of connecting alumni to each other. This year we will also implement alumni reunions based on 10 year increments, wherein we invite alumni from respective generations to participate in end-of-year reviews and remembrance activities.

PART ONE (I): SECTION 2—RESOURCES

I.2.1 Human Resources and Human Resource Development

Faculty & Staff

The faculty of the School of Architecture consists of 27 people. Three faculty members teach in the Fashion Design & Merchandising program and three teach in the Interior Design program. ID faculty plays a significant role in the delivery of the architecture programs. A number of courses are cross-listed in architecture and interior design.

The School has one interim director, Dr. Craig K. Anz. There are two academic advisors: Ms. Michelle Garrett (architecture, FDM and ID), and Dr. Rolando Gonzalez-Torres (graduate architecture). There is one staff position of office specialist Ms. Carolin Harvey and three student worker receptionists at front desk during all working hours.

Faculty Workloads

Faculty workload is governed by the collective bargaining agreement, which states that the faculty teaches 24 credit-hour equivalents per academic year. Summer teaching and voluntary assignments are outside this figure, and carry additional financial compensation an example of a voluntary assignment is independent study that a faculty member agrees to offer a student or online teaching of a course outside one's regular assignment.

Workloads for faculty in all courses are tracked annually to make sure that there is consistency and fairness across assignments so that faculty may engage students in a tutorial fashion. The number of preparations, as well as the number of credit hours and contact hours are recorded and balanced to the greatest extent possible based on teaching research and service assignments. Budget challenges in the past few years have unfortunately increase the size of some of our design studios to a level that requires special energy and dedication on the part of faculty members to engage the students one-on-one. In all of our classes including architectural history problem-based learning, and projects, comprise a significant of the pedagogical approach in every setting.

We assign graduate students to teaching undergraduates at lower level and foundations under the guidance of a full-time instructor of record. In addition, all faculty members in design studios at the third year or above are registered architects. This position is driven by the notion that it is important for students in these highly tutorial environments to engage architects in professional decision-making.

Lastly, the nature of our program and its location in Southern Illinois drive the perspective and culture assures faculty members are available to students well beyond their prescribed teaching and office hours. Faculty understand personal investment as key to high quality education, we know every student and their education needs. One of the benefits of being in a rural environment is that the majority faculty is 100% time-committed to the pedagogical needs of our program. We do engage a few practitioners on a part-time basis, and feel that this adds breadth to the program.

The table below indicates credit hour assignments by faculty member for Spring and Fall of 2024

	Spring 2019	Fall 2019	Credit Hours	Notes
Anderson	9	3	12	Adjunct faculty
Anz	12	6	18	

Bandish	6	0	6	Graduate student teacher
Baysinger	9	9	18	Adjunct faculty
Brazley	15	12	27	
Davey	17	15	32	
Dobbins	6	17	23	
Gonzalez	8	13	21	
Hoffman	0	6	6	Adjunct faculty
Huang	6	6	12	
Irwin	6	0	6	Adjunct faculty
Lach	8	6	14	
Lugo	0	6	6	Adjunct faculty
McDonald	18	10	28	
Morthland	0	4	4	
Post	3	6	9	Adjunct faculty
Smith	8	11	19	
Swenson	6	9	15	Retired; now Adjunct faculty
Turnipseed	21	12	33	
Wessel	9	5	14	Retired; now Adjunct faculty

Faculty Matrix

The SIU School of Architecture consists of 27 faculty and staff members. The architecture and interior design programs share many faculty members. There are 20 tenured, tenure-track, and non-tenure track faculty members with direct responsibility for teaching in the architecture programs. 68.4% of faculty members who teach in the architecture program are licensed architects.

School of Architecture faculty members teach a broad range of courses. The Faculty Matrix is divided into two sections, undergraduate and graduate courses, due to space limitations in this report. (see matrix in the next pages)

Summary of Faculty Fall 2019 - Spring 2020

Faculty Member	Summary of Credentials	121	122	210	231	232	242	251	252	271	310	314i	341	342	350	351	352	353	361	362	381	410	411	412	413	451	452	462	481	482
Anderson, Robert	Project Management																													
Anz, Craig	Design & Research																									X	X			
Bandish, Kyle	Computer Applications									X																				
Baysinger, Sheila	Legal & Ethical Issues																													
Brazley, Michael	Design																	X								X				
Davey, Jon Daniel	History & Design				X	X						X									X									
Dobbins, John	Structures & Technology													X					X	X								X		
Gonzalez, Rolando	Design							X																			X			
Hoffman, Eric	Design																													
Huang, Qian	Construction Mgment.			X																		X	X	X						
Irwin, Kirk	History																													
Lach, Norman	Technology												X														X			
Lugo, Jose	Design																													
McDonald, Shanno	Environment & Design								X						X														X	X
Morthland, Laura	Design								X																					
Post, Christopher	Project Management										X														X					
Smith, Peter	Design	X	X												X															
Swenson, Robert	Design & Practice																													
Turnipseed, Steven	Design						X									X		X												
Wessel, Stewart	Design																X													

Summary of Faculty Fall 2019 - Spring 2020																	
		Graduate ARC Courses															
Faculty Member	Summary of Credentials	500	502	513	532	541	550	551	552	554	557	562	591	592	594	595	601
Anderson, Robert	Project Management						X						X	X			
Anz, Craig	Design & Research	X															
Bandish, Kyle	Computer Applications																
Baysinger, Sheila	Legal & Ethical Issues												X	X			
Brazley, Michael	Design	X							X	X	X						
Davey, Jon Daniel	History & Design				X				X	X							
Dobbins, John	Structures & Technology		X									X					
Gonzalez, Rolando	Design		X				X	X							X		X
Hoffman, Eric	Design							X									
Huang, Qian	Construction Mgment.																
Irwin, Kirk	History	X			X												
Lach, Norman	Technology																
Lugo, Jose	Design							X									
McDonald, Shannon	Environment & Design						X	X								X	
Morthland, Laura	Design																
Post, Christopher	Project Management			X													
Smith, Peter	Design		X														
Swenson, Robert	Design & Practice					X											
Turnipseed, Steven	Design		X				X		X	X							
Wessel, Stewart	Design																

Class Sizes in Architecture Courses		
Course	Course Numbers	Typical Enrollment per Section
Design	121, 122, 251, 252, 351, 352, 353, 451, 452, 550, 551, 552, 554	Up to 20 at lower levels; 15 in all upper levels.
Lab	242, 341, 342, 541	25
Lecture	231, 232, 361, 362, 381, 462, 481, 482	65

AXP Coordinator

The School of Architecture is pleased to have Mr. Norm Lach serve as its AXP Coordinator. He had previously served as our IDP coordinator since 1983, 13 years before Illinois required IDP. Professor Lach has been a member of the Illinois Architecture Licensing Board since 2004, having served as its chair in several occasions. He attends the annual NCARB meeting as the state of Illinois' representative.

Professor Lach organizes an annual presentation on AXP. In spring 2020, Martin Smith, assistant Vice President of NCARB, came to the SIU campus to speak to our students. In the fall of 2016, Harry Falconer spoke at the Little Egypt section of AIA and students at our annual conference here at SIU.

Professor Lach coordinates these activities:

1. AXP is introduced to all students at Open House events held on campus.

2. In ARC 121, the first freshman studio course, AXP and paths to licensure are explained to new freshmen. This corresponds to the earliest entry point for starting IDP for students.
3. In ARC 341, Building Technology II, AXP and paths to licensure are explained. This allows these topics to be introduced to transfer students and repeated for continuing students.
4. In ARC 591, Professional Practice I, AXP and paths to licensure are discussed again. This allows these topics to be introduced to students who begin their studies at SIU as graduate students. It also allows the topics to be repeated for continuing students.
5. AXP and paths to licensure is also presented annually to residents of the Architecture Live & Learn Community in SIU housing (Neely Hall, 9th floor).
6. An AXP bulletin board is maintained on the first floor of Quigley Hall near the School Resource Room (Quigley 102).

Students

Admissions Policies for Undergraduate Students

The BSAS degree program is a selective admissions program. Selective admissions means that the program chooses the best qualified applicants from among those who qualify for admission. Programs without selection admission admit all qualified applicants.

Enrollment Management Criteria are used for the BSAS degree program:

Admission Requirements: BSAS Degree

Prior to March 1:

	ACT	**Class Rank**
Freshman	25+	Upper 75%
	23-24	Upper 50%
	21-22	Upper 25%
Transfer/Change-of-Major		A GPA of 3.0 or higher with a minimum of 26 semester hours completed for transfers and 12 semester hours completed for change-of- majors.

After March 1:

	ACT	**Class Rank**
Freshman	23	Upper 75%
	21-22	Upper 50%
Transfer/Change-of-Major		A GPA of 2.6 or higher with a minimum of 26 semester hours completed for transfers and 12 semester hours completed for change-of- majors.

Admission Process for Undergraduate Students

The process for admission for new freshmen and transfer students is: 1) Complete an application for admission into the University with a major in Architectural Studies. 2) If you meet SIUC admission requirements you will be placed into the Architectural Studies Applicant Pool with a major classification of ARAP (Architectural Studies Applicant). 3) If you meet the Enrollment Management Criteria outlined above prior to the program reaching capacity, you will be notified by mail and given instructions for completing the advisement and registration process. (Source: BSAS web site)

An SIU academic policy establishes that all freshmen students not residents in the area are required to stay at the university dorms.

Neely Hall is one of the three residential towers in East Campus. Its ninth floor is reserved for those students in Architectural Studies, Interior Design, Fashion Design & Merchandising, Art, Industrial Design, and Landscape Architecture students.

Students in this Living Learning Community have study rooms, drafting tables, and a small reference library right on the floor. Resources as these help make the Living Learning Community a place to promote academic success.

Admissions Policies for Graduate Students

Admission of graduate students works differently. The evaluation process for graduate students is described later in this section of the report.

Graduate students must have a minimum GPA of 2.7 for the last 60 hours of undergraduate work (45 hours if the applicant is completing an undergraduate degree at the time of application). An application is completed online for the Graduate School. A portfolio, two letters of recommendation (three preferred, two required), and a statement of intent are sent to the School of Architecture. The Graduate Record Exam (GRE) is not required.

Faculty Resumes

Faculty resumes begin on the next page.

Name: Craig Kyle Anz PhD, AIA NCARB Architect, Director of the School of Architecture (interim)

Courses Taught (Two Academic Years Prior to Visit):
ARC 451, Design V: Urban Design and Community Development
ARC 452, Design VI: Integration
ARC 500, Research Methods and Programming
ARC 550, Regional Architecture Studio
ARC 552-554, Graduate Design Thesis

Educational Credentials:
B.E.D., Architecture, Texas A & M University, Fall 1987
M.Arch, University of Texas at Arlington, 1991
M.S.Arch.St., University of Texas at Austin, 2001
Ph.D. Architecture, Texas A & M University, 2009

Teaching Experience:
Graduate Assistant Teacher, University of Texas at Arlington, 1990 – 1991
Assistant Lecturer, Texas A&M University, 2001 - 2004
Assistant Professor, Southern Illinois University Carbondale, 2004 - 2009
Associate Professor, Southern Illinois University Carbondale, 2009 - present

Professional Experience:
Various Intern, Designer, and Project Coordinator Positions, 1983 - 2000
Principal and Architect, *Integrated Metropolis* (*i*' M.) - TX 1997 – 2007, IL 2007 - present

Licenses/Registration:
NCARB Certification, Illinois (Active), Texas (Inactive)

Selected Publications and Recent Research:
Association of Public Land-Grant Universities - Economic & Community Engagement/ Innovation and Economic Prosperity (2014-2020) - SIUC Representative for Designation Reporting
SIUC Office of Innovation and Economic Development (2019) - *University Innovation Fellows* Mentoring Team Member
Vital Land Illinois (2017-2020) - Collaborative initiatives engaging community-wildland interfaces.
SIUC Sustainability Green Fund Grant – Collaborative Interdisciplinary Research and Project
Design-Across-The-Curriculum (2014-2015) - SIUC Provost Faculty Fellow and Task Force Chair
Anz, C., Gonzalez-Torres, R. and Brooks, M. (2020) *Critical Environmental Interfacing, Ecosystem Service Resourcing, and Community Design Practices.* Presentation. ARCC/EAAE Valencia, ES.
Anz, C., Granberg, J. (2019). *Critical Environmental Interfacing and Transformative Action – Agential Making and Re-making Communities.* Presented at InterSymp 2019 - The Intl. Inst. for Advanced Studies (IIAS) in Systems Research – "12th Intl. Symposium on Architecture of the 21st Century - In Search of New Paradigms, Special Augmented Session on Addressing Crisis: Integrated Research and Action." Baden-Baden, Germany.
Pinter, N., Ellison, B., and Anz C. (*2011-2012) Olive Branch (IL) Recovery and Rebuilding Initiative: Seeking Higher Ground,* Community Strategic Vision and Design Documents.
Anz, C., Gonzalez-Torres, R. and Brooks, M. (2017, October) *Regenerative and Adaptive Community Revitalization: Multi-level Approaches to Ecosystem Resources, Reconstructive Practices, and Resilience Planning.* CEU Presentation and Workshop at the Association of Licensed Architects Midwest – Theme: Sustainability / Environment. Oakbrook Terrace, Illinois.
Kahera, A., Abdulmalik, L., and Anz, C. (2009). *Design Criteria for Mosques and Islamic Centers: Art,Architecture, and Worship.* Oxford UK: Elsevier Ltd./Architectural Press. Anz, C. K. (2009/10). *Critical Environmentalism - Towards an Epistemic Framework for Architecture* (PhD UMI / VDM)

Professional Memberships:
AIA - American Institute of Architects - Illinois Chapter, 2020-2021
IAQI – International Association for Qualitative Inquiry, 2007 - Present
IAS – Italian Art Society, 2017 - Present

Name: Sheila Baysinger, JD, AIA, LEED AP

Courses Taught (Two Academic Years Prior to Visit):
2008 – 2019: ARCH 592 Architectural Professional Practice II
Fall 2019: 491/591 Architectural Professional Practice I

Educational Credentials:
B.S. in Architectural Studies – University of Illinois
J.D. – Southern Illinois – Carbondale, School of Law

Teaching Experience:
Ms. Baysinger has taught graduate courses in the area of Architectural Professional Practice for the SIU Architectural Graduate School for the past 11 years.

Professional Experience:
President, Lead Architect – Baysinger Design Group, Inc., Marion, IL 2004- Present
Partner, Architect - Lunsford Baysinger Architects & Engineers, Inc., Marion, IL 1998-2004
Architect - Huff Architectural Group, Inc., Marion, IL 1996-1998
Job Captain, Architectural Technician – A. Epstein & Sons, International, Chicago, IL 1989-1993

Licenses/Registration:
Licensed Architect: Illinois, Wisconsin, Indiana
State of Illinois Licensed Attorney
LEED Accredited Professional

Professional Memberships:
American Institute of Architects
Society of American Military Engineers

Name: Michael D. Brazley

Courses Taught (Two Academic Years Prior to Visit):
Arc 451-02 Urban Design and Community
Arc 351-02 Design III "Context"
Arc 352-02 Design IV " Complexity"

Education:

August 2002 Ph.D. in Urban and Public Affairs, University of Louisville
Louisville, KY.

Architectural Licenses:

- Registration Number 001-019155
State of Illinois
- Registration Number 13657
State of Ohio
- Registration Number 3309
Commonwealth of Kentucky
- Registration Number AR00920039
State of Indiana
- Registration Number 41,962
National Council of Architectural Registration Board
(NCARB) Certification

International:

Brazley, M.D., Jon Davey, and M.R. Brazley (2012 May). Advocacy, Service-Learning the Chahta-Muskogee Tribes & Lower Ninth Ward, New Orleans. Third International Journal of Arts & Sciences (IJAS) Conference at Harvard University (May 27 thru May31, 2012), Boston, Ma.

Others:

Brazley, M.D., Jon Davey, and M.R. Brazley (2012 May). E-Learning: Sustainability and Green Architecture. Poster Presentation Third International Journal of Arts & Sciences (IJAS) Conference at Harvard University (May 27 thru May31, 2012), Boston, Ma.

- Chaired Education Paper Session at Third International Journal of Arts & Sciences (IJAS) Conference at Harvard University (May 27 – May 31, 2012), Boston, Ma.

Membership in Professional Associations:

- American Institute of Architects (AIA) 1987 to Present
- National Council of Architectural Registration Board (NCARB) 1999 to Present

Name: Professor Jon Daniel Davey Ph.D., A.I.A.
E.J. and Mary C. Simon Distinguished Faculty

Courses Taught (Two Academic Years Prior to Visit):
ARC 231 Architecture History I
ARC 323 Architecture History II
ARC 381 Environmental Systems: Site Planning
ARC 532 Global Architecture
ARC 314i Expression in Architecture

Educational Credentials:

- PhD Education, Southern Illinois University at Carbondale, Carbondale, Illinois, 2011. Dissertation, A
- Theoretical Model of Learning Employing Constructivism, Phenomenology and Neuroscience: Constructivist Neurophenomenology
- Certificado Panorama del Desarrollo Educacional Y Científico en Cuba. Certificate on the
- Development of Education and Science in Cuba, from the Center for the Studies of Jose Matri,
- Master of Science in Education, Southern Illinois University at Carbondale, Carbondale, Illinois, 1988.
- Research Paper, The Identification of Computer-Aided Design Competences for Entry Level Architectural Technicians.
- Stage D'Architecture et Dessin D'Interieur, Ecole De Beaux-Arts Certificate, Paris American Academy, Paris, France, 1987
- Master of Science in Environmental Design, Southern Illinois University at Carbondale, Carbondale, Illinois, 1986. Thesis, Design Education as an Economic Strategy for Less Developed Countries.
- Bachelor of Science in Technical Careers (Architectural Studies), Southern Illinois University 1979 Associate in Applied Science in Architectural Technology, Southern Illinois University 1979

Teaching Experience:
Southern Illinois University School of Architecture
University of Wisconsin Milwaukee School of Architecture and Urban Planning

Professional Experience:
Atelier Davey; R.A. Nack and Associates; Swenson Kaha Architects; Walton and Associate Architects.

Licenses/Registration:
Architect State of Wisconsin (10916-005)
Architect State of Illinois (001.021240)
Registered Interior Designer State of Illinois (161.003423)

Selected Publications and Recent Research:
Davey, J.D. (2019). The Bauhaus, Black Mountain College, Illinois Institute of Technology, Southern Illinois University, Destroyed Polyhedron and the Building of Geodesic Dome: Bucky's Tenure at Southern Illinois University and the Restoration Dome Home in Carbondale. University of Warclow, Poland, Outside In-Inside Out: Fuller in Warclow.
Davey, J.D. (2019, May). The Ramifications of Teaching Design Studio On-Line. 7th Annual International Conference on Architecture and Civil Engineering (ACE 2019). Singapore.

Professional Memberships: AIA President Egypt Section.

Name: John K. Dobbins, Architect and Associate Professor

Courses Taught (Two Academic Years Prior to Visit):
Architecture 342: Building Technology III (Metals)
Architecture 361: Architectural Structures I
Architecture 362: Architectural Structures II
Architecture 462: Architectural Structures III
Architecture 502: Architectural Seminar
Architecture 550: Regional Studio
Architecture 554: Design Thesis Studio II
Architecture 601: Continuing Enrollment

Educational Credentials:
Master of Architecture, University of Illinois at Urbana-Champaign, 1986
Master of Business Administration, University of Illinois at Urbana-Champaign, 1986
B.S. in Architectural Studies, University of Illinois at Urbana-Champaign, 1984

Teaching Experience:
Southern Illinois University in Carbondale, 1990-present

Professional Experience:
Wilson Hodge Groh Architects, Mt. Vernon, Illinois, Architectural Intern Archiplan International, LTD, Rolling Meadow, Illinois, Director of CAD Corporate Construction & Design, Long Grove, Illinois, Design-Build Manager

Licenses/Registration:
Licensed Architect, Illinois

Selected Publications and Recent Research:
Dobbins, J. K. (2008, November). Laminated Bamboo: A Sustainable Structural System. Presented at AIA Illinois, Breaking New Ground, Moline, IL.

Dobbins, J. K. (2004, January). The Architectural Work of Brother Adrian Wewer, O.F.M.: Structural and Aesthetic Aspects. Presented at the Hawaii International Conference on the Arts and Humanities, Honolulu, HI.

Professional Memberships:
AIA

Name: Rolando Gonzalez, PhD Architect
Director of Graduate Studies in Architecture

Courses Taught (Two Academic Years Prior to Visit):
ARC 251 Design I: Concept
ARC 352 Design IV: Complexity
ARC 452 Design VI: Integration
ARC 550 Regional Architecture Studio
ARC 551 Comprehensive Architecture Design Studio
ARC 594 Programming & Analysis

Educational Credentials:
PhD from ETSAB, Universitat Politècnica de Catalunya, Barcelona Spain, 2008.
Master of Arts in Education from Western Kentucky University, 2001.
Master of Landscape Architecture from Texas A&M University, 1996.
Bachelor of Architecture from Instituto Tecnológico de Monterrey, Mexico, 1981.

Teaching Experience:
Southern Illinois University, School of Architecture. 2014 to present.
Universidad Camilo José Cela, Madrid. 2007 to 2013.
Instituto Tecnológico de Monterrey, México. School of Architecture. 1992 to 2002.

Professional Experience:
Senior Designer of Architectural and Urban projects. Firm: Cervera & Pioz Arquitectos SLP. Madrid, 2011.
Landscape and Urban projects as designer and consultant. Monterrey and México City, 1996 to 2002.
Single-family homes, commercial and industrial projects. Own firm. Monterrey, 1993 to 1997.
Single-family homes, commercial and industrial projects. Shared firm with Fernando Lopez. Monterrey, 1989 to 1993.
Senior Designer of Architectural and Urban projects. 103 Grupo de Diseño. Monterrey, 1982 to 1989.

Licenses/Registration:
Cédula Profesional (No. 824838, Book 776 File 316)

Selected Publications and Recent Research:
- Book: Gonzalez, R. Ética para una vivienda digna: el hábitat humano en función de las condiciones de sus usuarios (Ethics for Decent Housing: the human habitat according to its users' conditions), ISBN 978-3-659-05573-7 (2012). In Spanish
- Article: Alternative outlines of immigration: A case of repopulation of existing abandoned Spanish towns. 2016. https://www.tandfonline.com/doi/abs/10.3846/20297955.2016.1150221.
- Article: Environmental Plains and Prairie Bluffs along the Mississippi River on Southwestern Illinois: the Case of Stookey. At AMPS Proceedings Series 16. 2019. https://architecturemps.com/wp-content/uploads/2019/08/AMPS-Proceedings-16-Alternatives-to-the-Present.pdf
- Article: Decentralization as an Alternative the Case of Rockford Illinois. 2018. https://www.sryahwapublications.com/journal-of-architecture-and-construction/pdf/v1-i2/1.pdf

Professional Memberships:
Colegio de Arquitectos de Nuevo León, México (inactive)

Name: Eric R. Hoffman, AIA NCARB LEED AP
The American Institute of Architects 2013 National Young Architects Award Recipient

Courses Taught: Two Academic Years Prior to Visit
ARC 550 Regional Architecture Studio – Online (Fall 2019)
ARC 551 Comprehensive Architectural Design Studio – Online (Spring 2020)

Educational Credentials:
Washington University in Saint Louis, Graduate School of Architecture
- Master of Architecture with Honors, Post-Professional - Givens Scholar: 2005 August.Oklahoma State University, School of Architecture
- Bachelor of Architecture, Cum Laude: 1999 December.
- Ecoles d'Architecture, Versailles, France: 1997 Summer.

Teaching Experience:
Southern Illinois University, School of Architecture: 2019 August – Present.
Washington University in Saint Louis, Sam Fox School of Design & Visual Arts
Graduate School of Architecture, Saint Louis, Missouri: 2006 August – 2019 August.
Professor of Practice: 2012 – 2019.
Visiting Assistant Professor & Lecturer: 2006 – 2012.
Instructor and Studio Critic: 2004 Fall – 2006 Spring.
Oklahoma State University – Donald W. Reynolds School of Architecture: Fall 2017.
Guest Lecturer / Juror: University of Minnesota – Oklahoma State University – Drury University – Kansas State University – University of Nebraska

Professional Experience:
patterhn ives llc Founding Partner - Saint Louis, Missouri: 2014 August – Present.
- Key Project Reference: Missouri State University Department of Music - Ellis Hall.HOK Associate & Senior Architect Designer – Saint Louis, Missouri: 2005 August – 2011 June.
- Key Project Reference: Saint Louis Art Museum Expansion with David Chipperfield Architects.HGA Soranno-Cook Studio – Minneapolis, Minnesota: 2000 March - 2004 August.
- Key Project Reference: Walker Art Center Expansion with Herzog & de Meuron.

Licenses/Registration:
Registered Architect - States of Alabama (7442), Kansas (A6284), Kentucky (7185), Minnesota (54077), Missouri (A-2010003447) & Oklahoma (A6871)

Selected Publications and Recent Research:
Chicago Masonry Institute Design Awards: December 2019.
PERFORMANCE-ART. Drury University Lecture Series: October 2017.
Modern Maker, AIA Montana Excellence in Design Awards: November 2017.
TRANSFORMATIVE WORK, AIA Central States Regional Conference: October 2015.
Architecture for Art: Panel Moderator, Contemporary Art Museum St. Louis: September 2014.
Value Proposition, ARCHITECT. September 2013. McGee, Suzanne.
Museum of Finnish Architecture Lecture, AU Arkkitehtiuutiset. May 2013. Rautiola, Essi.
Young Architect Award, ARCHITECT: June 2013.
2+2 Forum on Design, Panel Member - AIA National Convention: June 2013.
unrivaled. AIA Kansas City Design Excellence Allied Arts & Craftsmanship Awards. November 2013.

SOM Leads the 2013 Young Architects Awards, ARCHITECT. February 2013. K.C.
Building Pulitzer: A Colloquium on realizing The Pulitzer Foundation for the Arts: February 2013.

Success Stories, IMPACT. 2013. Bloomberg, Wravenna.
Students Develop Creative Solutions for Maplewood, Patch.com. November 2010. Suda, Beth.

Name: Eric R. Hoffman (continued)

Professional Memberships:
American Institute of Architects (AIA 38030632)
National Council of Architectural Registration Boards (NCARB 91493)
Green Building Certification Institute LEED Accredited Professional

Name: Qian Jenny Huang, PhD

Courses Taught (Two Academic Years Prior to Visit)
ARC 210 Introduction to Construction Management
ARC 410 Construction Safety Management
ARC 411/511 Time, Value, Risk Management
ARC 412/512 Construction Project Management

Educational Credentials:
Purdue University: Ph.D. Building Construction Management
Dates: August 2009 – August 2013
Thesis: Feasibility study of energy harvesting based wireless sensor network for building environment monitoring and management
Nankai University: MA. International Law
Dates: August 2005 – May 2007
Nankai University: B. A. Law
Dates: August 2000 – May 2004

Teaching Experience:
Assistant Professor: Southern Illinois University – Carbondale. Fall 2015 - Present
Teaching Assistant: Purdue University. August 2009 – May 2013

Professional Experience:
Project Control Specialist, Purdue University. August 2013 - May 2015
Public Administrator: Tianjin China Municipal Administrative Commission. July 2007 – July 2008
Assistant Attorney: Senyu Building Construction Legal & Consulting Firm. 2006
Intern: Golden Law Firm, Tianjin China. March 2003 – April 2003
Intern: No. 2 Intermediate Court of Tianjin Municipality, China. June 2002 – September 2002

Licenses/Registration:
Bars and Courts, PRC Bar (February 2007 – present) #A20061201060271
OSHA Authorized Outreach Trainer in Construction (April 2016 – present) #28-0105021

Selected Publications and Recent Research:
- Huang, Q., Lu, C., Chen, K. (2017). Smart Building Applications and Information System Hardware Co-design. In H. Hsu, C. Chang, & C. Hsu (Eds.), Big Data Analysis for Sensor-Network Collected Intelligence (pp. 225-240). Orlando, Florida: Elsevier.
- Huang, Q. (2013). Feasibility Study of Energy Harvesting Based Wireless Sensor Network for Building Environment Monitoring and Management. Ph.D. Dissertation, Purdue University.
- Huang, Q., Kieffer, K. (SIU undergraduate student) (2019). An intelligent Internet of Things (IoT) sensor system for building environmental monitoring. Journal of Mobile Multimedia, 15(1&2), 29-50.
- Huang, Q., Rodriguez, K. (SIU undergraduate student) (2019). A software framework for heterogeneous wireless sensor network towards environmental monitoring. Applied Sciences, 9(5).
- Huang, Q., Rodriguez, K. (SIU undergraduate student), Whetstone, N. (SIU undergraduate student), Habel, S. (SIU undergraduate student) (2019). Rapid Internet of Things (IoT) prototype for accurate people counting towards energy efficient buildings. Journal of Information Technology in Construction, 24, 1-13.
- Huang, Q. (2018). Occupancy-driven energy efficient buildings using audio processing with background sound cancellation. Buildings, 8(6), 1-16.
- Huang, Q. (2018). Review: energy-efficient smart building driven by emerging sensing, communication, and machine learning technologies. IAENG Engineering Letters, 26(3), 320-332.
- Huang, Q., Mao, C. (SIU undergraduate student) (2016). Occupancy estimation in smart building using hybrid CO2/light wireless sensor network. Journal of Applied Sciences and Arts, 1(2).
- Hubbard, B., Huang, Q., Caskey, P., Wang, Y. (2013). Safety awareness educational topics for the construction of power transmission systems with smart grid technologies. Construction Economics and Building, 12(3), 114-127.

Name: Qian Jenny Huang, PhD (continued)

- Chen, Y., John, D., Cox, R., Huang, Q. (2018, April). Non-USA professionals' perception of key BIM maturity indicators. Construction Research Progress, American Society of Civil Engineers (ASCE). Baton Rouge, Louisiana.
- Guo, H., Man, K., Ren, Q., Huang, Q., Hahanov, V., Litvinova, E., Chumachenko, S. (2017, March). FPGA implementation of VLC communication technology. International Conference on Advanced Information Networking and Applications Workshops. Tamkang University, Taipei.
- Huang, Q. (2017, November). A smart Internet of Things (IoT) prototype for accurate people counting towards energy efficient buildings. ASA Multidisciplinary Research Symposium, Carbondale, IL.

Name: James Kirk Irwin, AIA

Courses Taught (Two Academic Years Prior to Visit):
ARC 500 Research Methods and Programming
ARC 532 Global Traditions in Architecture

Educational Credentials:
PhD anticipated 2022, University of Edinburgh, Department of Architectural History
Master of Architectural History, University of Virginia, 1990
Bachelor of Architecture, University of Cincinnati, 1986

Teaching Experience:
Southern Illinois University, School of Architecture, Fall 2018, 2019
Birkbeck, University of London, Fall 2016 and Spring 2017
Columbia College Chicago, 2002-2015
Harrington College of Design, 2003
School of the Art Institute of Chicago, 1992-93
CIDA Site Visitor and Reader, 2009 to Present

Professional Experience:
J. Kirk Irwin Architect, 2001 to Present
Lieber Cooper, Chicago 2000-2001
Ralph Allen and Partners, Chicago, 1997-2000
Various firms 1982-1997

Licenses/Registration:
State of Illinois (15787)
City of Chicago Self Certification Certificate

Selected Publications and Recent Research:

- Conference Presentation, Society for the History of the Humanities, University of Cape Town, South Africa, November 2019.
- Conference Presentation, Society for the History of the Humanities, University of Amsterdam, November 2018.
- Conference Presentation, Society for the History of the Humanities, Oxford University, October 2017.
- Conference Presentation, Rijksmuseum, Amsterdam, July 2017.
- Conference Presentation, Le Corbusier 2015, Valencia, Spain, November 2015.

Professional Memberships:

American Institute of Architects
Society of Architectural Historians
Renaissance Society of America
Italian Art Society

Name: Norm Lach, Architectural Studies Program Director

Courses Taught (Two Academic Years Prior to Visit):
ARC 341 Building Technology II: Masonry & Concrete
ARC 452: Design VI: Integration

Educational Credentials:
Master of Architecture, University of Illinois, 1973
Bachelor of Architecture, University of Illinois, 1972
Associate in Architecture Technology, Wright College, 1969

Teaching Experience:
Teaching full-time appointment, School of Architecture, SIUC, 1974-present
Teaching ½ time appointment, School of Architecture, University of Illinois, 1973

Professional Experience:
Private practice 1990 - Present
SRGF Architects 1975-1977
Holabird & Root Architects and Engineers 1965-1973

Licenses/Registration:
Architect, State of Illinois
Selected Publications and Recent Research:
Developed an NCARB Community Design Center Collaborative

Professional Memberships:
American Institute of Architects
Construction Specifications Institute
Fellow in the Association of Licensed Architects
Fellow in the Precast/Pre-stressed Concrete Institute
2011-2012 Chairman of the Illinois Architectural Licensing Board
Member of the Illinois Design Complaint Review Committee
State of Illinois IDP Coordinator
Southern Illinois AIA Chapter IDP Coordinator
Southern Illinois University IDP Coordinator
Member of 2012 University of Texas NAAB Accreditation Team

Name: Shannon Sanders McDonald, AIA

Courses Taught (Two Academic Years Prior to Visit): ARC252: Order Studio, ARC361: Structures I: Statics and Steel, ARC452: Integrative Design Studio, ARC481: Environmental Design II: Energy and Systems, ARC482: Environmental Design III: Lighting and Acoustics, ARC541: Architecture Systems + Environment, ARC550: Masters Regional Studio (online), ARC551: Masters Comprehensive Design Studio, ARC350: Understanding Sustainable Human Settlement Patterns: (masters seminar), Master Thesis Chair.

Educational Credentials: BS, Towson State University: 1976, MFA, Maryland Institute of Art: 1980, MArch, Yale University: 1992

Teaching Experience: Adjunct Professor: Southern Polytechnic University: 2000, University of Nebraska: 2001- 2002, Montana State University: 2002, North Dakota State: 2003, and Morgan State University: 2008, Invited Professor, Southern Polytechnic University: 2009, Assistant Professor Southern Illinois University: 2011-2017, Associate Professor

Professional Experience: Consultant for the Town of Nantucket, waterfront mixed-use and parking, 2008/2009, Consultant, House of Cards Exhibit. National Building Museum, Washington DC, 2010, LEED Consultant with RightWay Environmental for Johns Hopkins P-1 Parking, 2011, Design Architect, Ross, Barney & Jankowski, Award winning: Little Village Academy, Chicago, Il, 1995

Professional Memberships: AIA (American Institute of Architects), TRB (Transportation Research Board), PCC (Parking Consultants Council), ATRA (Advanced Transit Association), SBSE (Society Building Science Educators)

Licenses/Registration: Illinois, Georgia, Pennsylvania, Maryland, AIA, NCARB, USGBC LEED AP

Selected Publications and Recent Research:

Davey, J, McDonald, S. S. & RBF Dome Board. (2013). RBF Dome NFP, Landmarks Illinois Preservation Heritage Fund Grant, $1,500.00.

Schwartz, C, Morthland, L. & McDonald, S. S. (2012 -2014). Cairo Youth Build: Southern Illinois University sub -grant. Employment and Training Administration of the United States Department of Labor via the Delta Center. Sub-Grant Co-PIs:, Timeframe: September 2012 – August 2015 (SIU participation concluded in August 2014), SIU Total Sub-Grant Amount: $100,942 Total Grant Amount (Delta Center): $727,557.

McDonald, S. S., Rodier, C. & Rubinyi, K. (2014). TRB/AUVSI Automated Vehicles Symposium Workshop: Envisioning Automated Vehicles within the Built Environment: 2020, 2035, 2050, research workshop. 8,500.00 –UC Davis National Center for Sustainable Transportation, Southern California Associations of Governments, ARUP, Kimley & Horn, Fehr & Peers, and National Center for Intermodal Transportation.

McDonald, S. S. & Shubert, L. (2015). 1-102: Transportation conditions and solutions in Carbondale, Illinois. Journal of Applied Sciences and Arts, 1 (1). Retrieved from http://research.asa.siu.edu/journal/jasa.jpg ISSN: 2377-8687

Davey, John, McDonald, S. S. (2015). Richard H. Driehaus Foundation Preservation Award for Restoration. Landmark, IL, Chicago, IL

McDonald, S. S. & Rodier, C. (2015). TRB/AUVSI Automated Vehicles Symposium Workshop: Envisioning Automated Vehicles within the Built Environment 2020, 2035, 2050, research workshop, 5,000.00 –UC Davis National Center for Sustainable Transportation, NREL: National Renewable Energy Laboratory, ITS Michigan, Mineta Transportation Institute, and National Center for Intermodal Transportation.

McDonald, S. S., Orr, S. & Kauffman, K. (2015/6). University Bicycle Friendly Application, SIU Green Fund Sustainability Grant. Fall 2015 – Spring 2016, $4,600.00.

McDonald, S. S. & Chakradhar, S. (2016). Energy efficient commercial complex in Kathmandu, Nepal: Integrating energy simulations into the design process, Journal of Architectural Engineering. Retrieved from: http://ascelibrary.org/doi/10.1061/%28ASCE%29AE.1943-5568.0000239

Orr, S. & McDonald, S. S. (2016). SIU University master plan. SIU Green Fund Sustainability Grant. Fall 2016 - Spring 2017, $2,800.00.

McDonald, S.S., Elliot, D. & Tumlin, J. (2018, June). “The Future is Now: Driverless Vehicles, Architecture &

Name: Shannon Sanders McDonald (continued)

Planning". AIA National Conference, New York City, NY. Chosen for AIA UniversitySan Jose State University Research Foundation. (2018). Mobility for All: Housing and Transportation Best Practices Toolkit for San Mateo County. https://transweb.sjsu.edu/research/1898-Housing-Mobility-Toolkit. Mineta Transportation Institute Grant with San Jose State University Pending

Name: Laura M. Morthland
Associate Professor, Program Director for Interior Design

Courses Taught (Two Academic Years Prior to Visit):
ID 331 History of Interior Design
ID 341 Interior Textiles & Finish Materials
ID 491 Interior Design Studio V
ID 372 Interior Construction
ID 374 Materials & Specification
ID 432 Interior Design Seminar
ARC 252 Architecture Design II: Order

Educational Credentials:
Master of Interior Architecture, University of Oregon, Eugene, Oregon, 2003
Bachelor of Science in Interior Design, Southern Illinois University, Carbondale, Illinois, 2000

Teaching Experience:
Southern Illinois University, School of Architecture, 2008 - Present
University of Oregon, School of Architecture & Allied Arts, Graduate Teaching, 2001 – 2003

Professional Experience:
Arcturis, Tempe, Arizona, Designer II, 2004 - 2006
Arcturis, St. Louis, Missouri, Designer I, 2003 – 2004
Presentation Design Group, Eugene, Oregon, Production Assistant, 2001
Arcturis, St. Louis, Missouri, Intern, 2000
Robert Swenson Architect, AIA, Carbondale, Illinois, Intern, 1999 - 2000

Licenses/Registration:
National Certification for Interior Design Qualifications [NCIDQ], 2007
NCIDQ Certification No. 023273

Selected Publications and Recent Research:
Schwartz, C., Morthland, L., & McDonald, S. (2018). Building a social framework: Utilizing design/build to provide social learning experiences for architecture students. In Singha, S. (Ed.) Women in architecture: Critical concepts in architecture (pp. 168-185). New York: Routledge.

Cho, S., Kidd, L.K., Morthland, L.M. and Adkinson, S. (June, 2017). Developing soft skills through multidisciplinary cooperative and situated learning. Global Journal of Business Pedagogy, 1(1), 74-88.

Award of Excellence, Best Poster, Design-build: A campus mother's room. Interior Design Educators Council [IDEC] national conference. Spring 2017.

Professional Memberships:
Interior Design Educators Council [IDEC], Member, 2017 – present
International Interior Design Association [IIDA], Educational Member, 2010 – present

Name: Christopher Post, LEED AP, CHC

Courses Taught (Two Academic Years Prior to Visit):
ARC 310 Program Management
ARC 413/513 Budget and Cost Management.

Educational Credentials:
Master of Architecture, Arizona State University, 2009.
Bachelor of Science / Architectural Studies, Southern Illinois University, 2007.

Teaching Experience:
Southern Illinois University, School of Architecture, 2017 – Present.
Prescott College, 2011-2012.

Professional Experience:
Southern Illinois Healthcare, 2016 - Present
Southern Illinois University, 2013-2016
RedC Studio, 2010-2012
The Elemental Group, 2009-2012
Arizona State University, 2007-2008.
Image Architects, Inc., 2006-2007.

Licenses/Registration:
Architect on State of Illinois (001025031)

Selected Publications and Recent Research:
n/a

Professional Memberships:
ASHE
SICHE
AHA

Name: Peter B. Smith

Courses Taught (Two Academic Years Prior to Visit):
ARC/ID 121, Design Communication I. ARC/ID 122, Design Communication II. ARC 551, Architectural Graduate Design II, ARC 502, Special problems: Photography, Visualizing Architecture, ID 451, Programming II, ID 492, Design IV: Integration.

Educational Credentials:
1980 Master of Architecture, University of Illinois, Champaign-Urbana, Illinois.
1975 Bachelor in Architectural Studies, University of Illinois, Champaign-Urbana, Illinois

Teaching Experience:
2008-Present. Associate Professor, School of Architecture, College of Applied Sciences and Arts, Southern Illinois University, Carbondale, Ill. USA.
2001-2008 Assistant Professor, School of Architecture, College of Applied Sciences and Arts, Southern Illinois University, Carbondale, Ill. USA.
1984-Present. Adjunct Lecturer in Architecture, School of Architecture evening program for Architecture, Sam Fox School of Design and the Visual Arts, Washington University in St. Louis, MO. USA.
2002-2006. Adjunct Instructor, Ranken Technical College, St. Louis, MO. USA.

Professional Experience:
1984-Present Owner. Peter b Smith Associates, St. Louis, MO, USA
1983-1984 Director of Design, Saint Louis Architects, St. Louis, MO. USA.

Licenses/Registration:
National Council of Architectural Registration Boards (NCARB certified) Certification: Certificate # 45098 Illinois / License Number 001-014551 Licensed Architect Missouri / License Number A-7166 Architect Illinois / Registration Number 161-003008 Registered Interior Designer.

Selected Publications and Recent Research:
Smith, P.B.(2011). Love's Transparency. 2011 International Photography Awards.
Los Angeles, CA, USA. Honorable Mention in People-Wedding Category. Smith, P.B. (2011). Cruze Cancelled Mother!! 2011 International Photography
Awards. Los Angeles, CA. USA Honorable Mention in Special Panoramic category. Smith, P. B. (2011). Light the Sky. 2011 International Photography Awards. Los Angeles,
CA. USA. Honorable Mention in Architecture-Historic Category.
Smith, P. B. (2011). Bring a Paddle Fred!!. 11th Annual Summer All Media International
Art Exhibition. Upstream People Gallery, Omaha, NE. USA. Special Recognition. Smith, P. B. (2011). The Jesus House. 11th Annual Summer All Media International Art
Exhibition. Upstream People Gallery, Omaha, NE. USA. Special Recognition. Smith, P. B. (2011). Dream Weaver. 11th Annual Summer All Media International Art
Exhibition. Upstream People Gallery, Omaha, NE. USA. Special Recognition.
Smith, P. B. (2011). MENTOS II. 2011 Muscatine County Fair Photography Competition
And Exhibition, Muscatine, IA. USA. First Place award: Still Life.

Professional Memberships:
2000-Present Society of American Registered Architects and the Illinois Council of Illinois Registered Architects

Name: Robert H. Swenson
Associate Professor (Emeritus May 2012) and Architect

Courses Taught (Two Academic Years Prior to Visit):
ARC541 Architecture Systems + Environment

Educational Credentials:
B.A. (Design), Southern Illinois University, 1965
MArch., Yale University, 1969

Teaching Experience:
Instructor, University of Kentucky - School of Architecture, 1969-70
Instructor, SIU Carbondale - STC-VTI Architectural Technology, 1971-73
Part-Time Instructor, Lincoln Land Community College (Arch Tech), 1976-77
Visiting Assist Professor, SIU Carbondale - Department of Interior Design, 1980-1985
Visiting Assist Professor, SIU Carbondale - School of Art and Design, fall 1993
Visiting Lecturer (50%-100%), SIU Carbondale - Dept of Applied Arts, 1995-1999
Assistant Professor, SIU Carbondale - Architecture & Interior Design, 1999-2005
Associate Professor, SIU Carbondale - School of Architecture, 2005-2012 (Emeritus)

Professional Experience:
Project Architect, The Collaborative Design (Springfield), 1974-1976
Project Architect, Ferry & Henderson Architects (Springfield), 1976-1980
Architect/Owner, Swenson Associates Architects (Carbondale), 1983-1986
Architect/Partner, Swenson-Kaha Architects (Carbondale & Champaign), 1986-1993
Associate Architect, Walton Associates Architects (Springfield & Carbondale), 1993-1996
Architect/Owner, Swenson Associates Architects (Carbondale), 1996-1999
Architect/Owner, Robert Swenson, Architect (Carbondale), 1999-Present

Licenses/Registration:
Illinois, Registered Architect #008140 (1974) Missouri (1993 - not current)

Selected Publications and Recent Research:
History as a Catalyst for University Involvement in Regional Economic Development, Vol 26 - Transactions of the Pioneer America Society, 2002
Lewis & Clark in Southernmost Illinois - Mapping the Confluence, Continuance Magazine, 2003-04
The Cairo Studio - An Urban Design & Community Intervention in the Upper Mississippi Delta, “Fresh Air” Proceedings of the 2007 ACSA Annual Meeting, Philadelphia, 2007
Steamboats Built at Metropolis, Illinois on the Lower Ohio River, book in progress

Awards:
Lifetime Achievement Award, ISHS - Illinois State Historical Society, 2008
Richard H. Driehaus Foundation Preservation Awards / Preservation Project of the Year & Education Award, Landmarks Preservation Council , 2010

Name: Steven Turnipseed, AIA LEED AP BD+C NCARB RID

Courses Taught (Two Academic Years Prior to Visit):

ARC/ID 242 Building Tech I: Woods
ARC 351: Design III: Context
ARC 352: Design IV: Complexity
ARC 353: Vertical Studio
ID 361: Interior Design Programming I
ID 391: Interior Design Studio I
ARC 541: Architectural Systems and the Environment
ARC 550: OL Regional Architectural Studio
ARC 552: Graduate Architecture Design Thesis I
ARC 554: Graduate Architecture Design Thesis II

Educational Credentials:

MS Architecture & Urban Design, Columbia University in the City of New York
B Architecture, Ball State University

Teaching Experience:

Southern Illinois University – 10 years

Texas A&M University – 7 years University of

Texas Arlington - 2 years

Ball State University – 2 years

Professional Experience:

Ford, Powell & Carson, San Antonio, TX – 1 year

URS Corporation, Grand Rapids, MI – 22 years

Licenses/Registration:

Licensed Architect in Indiana, Michigan and Illinois; Registered Interior Designer in Indiana

Selected Publications and Recent Research:

Re-inventing the College Campus: Student-centered HS/MS Designs will Impact Higher Education Facilities, presented at the AIA Illinois Annual Conference, Champaign/Urbana, IL; November, 2010.

The Impact of the Learning Process on Secondary School Learning Environments, w/ Carly Visser, presented at the CEFPI Midwest Regional Conference, Grand Rapids, MI; March, 2010.

Beyond the 3 ‘R’s’: Facility Response to the 4 ‘eN’s, presented w/ Terry Wilson at the Northwest Region Conference, New Brunswick, NJ; April, 2009. QuickChange, American School and University, November 2006

Professional Memberships:

American Institute of Architects, National Trust for Historic Preservation,

Edutopia, The George Lucas Educational Foundation, Founding Member, San Rafael, CA

Name: Stewart Wessel

Courses Taught (Two Academic Years Prior to Visit):
ARC/ID 252, ARC 351, ARC 352, ARC 550, Arc 552, ID 351

Educational Credentials:
1992 Master of Fine Arts, University of North Texas, Denton, Texas
1983 Bachelor of Science in Education, Southern Illinois University at Carbondale, Carbondale, Illinois

Teaching Experience:
2009-present Professor, School of Architecture, College of Applied Sciences and Arts, Southern Illinois University, Carbondale, Illinois

2002-2009 Associate Professor, School of Architecture, (formally the Department of Architecture and Interior Design), College of Applied Sciences and Arts, Southern Illinois University, Carbondale, Illinois

1996-2002 Assistant Professor, Department of Architecture and Interior Design, College of Applied Sciences and Arts, Southern Illinois University, Carbondale, Illinois

1992-1996 Visiting Assistant Professor, Department of Applied Arts, Southern Illinois University at Carbondale, Carbondale, Illinois.

Professional Experience:
1986-1989 Associate and Residential Coordinator, Michael Hamil and Associates, Architects, Arlington, Texas
1984-1986 Architectural Designer and Drafter, Michael Hamil and Associates, Architects, Arlington, Texas
1984 Drafter, Ken Shaumberger and Associates, Architects, Arlington, Texas
1972-1983 Carpenter, Self-Employed, Centralia, Illinois

Licenses/Registration:
December 2000- 2001 Licensed Interior Designer, State of Illinois
July 1998-present Registered Architect, State of Illinois

Selected Publications and Recent Research:
February 8, 2010- "A Carpenter's Son" Solo Art Exhibition
March 26, 2010 the Law Office of Joni Beth Bailey, Murphysboro, Illinois

November 1, 2009- "Sculptures by Stewart Wessel" Solo Art Exhibition
December 11, 2009 the Artspace Gallery
Black Hawk College
Moline, Illinois

March 24, 2009- "Two Perspectives" Two-Person Art Exhibition
May 8, 2009 the University Museum, Fanner Hall, Southern Illinois University Carbondale, Illinois

The School of Architecture works diligently to attract faculty, staff and students that are representative of the population that we serve. Southern Illinois University Carbondale has a long and distinguished history of serving underrepresented groups, particularly but not limited to African-Americans. The School of Architecture is challenged to recruit and retain diverse students and faculty. The School perspective is that if we can attract a diverse faculty and staff that will assist greatly in attracting a diverse student population. Towards that end we operate in the following manner:
1. All committees for the recruitment of new faculty - either term or tenure-track - have the widest representation possible from among this existing faculty. During the search processes faculty members within the School of Architecture are encouraged to contact associates who may be interested in the advertised positions.
2. Advertising for all positions must be approved by the Associate Chancellor for Institutional Diversity. This is a rigorous process with oversight of advertising, committee constructs, and question protocols for people interviewed carried out by the Associate Chancellor for Institutional Diversity.
3. The School of Architecture is not as diverse as the larger Southern Illinois University Carbondale campus community. Our program, and the faculty and students who comprise it, is aware of the situation and assess our diversity with similar schools of architecture. Our goal is to attain representation that is equal to or more diverse than the greater Southern Illinois University community.

Human Resource Development Opportunities

The faculty in the School of Architecture is able to participate in a number of development opportunities each year. Lectures and exhibits hosted by the School of Architecture have already been presented in this document. These activities contribute significantly to professional development.

The school policy regarding human resource development opportunity includes encouragement to participate in professional/scholarly outreach through publication of papers and articles at conferences. This helps stimulate currency for faculty members in their work with students. It also assists in the promulgation of our relatively young program to a wider audience. Lastly, faculty members are encouraged to participate with the AIA and other organizations for continuing education involvement.

The resources available to faculty for such engagement have unfortunately been reduced in the past three years. We have worked diligently to maintain the solvency of our other-than-salaries (OTS) budget. In addition, we have made a serious commitment to provide the greatest travel funding to our newest faculty members to assist them in developing their own perspective towards teaching and scholarship in our profession. Our campus, through the office of the Vice Chancellor for Research and Graduate Dean, does provide additional funding. In addition, our Dean's office helps support faculty travel. The reality though is that our funding sources are stretched very thinly.

Since the last accrediting visit three faculty members - one per year - have been granted sabbatical leaves for scholarly and intellectual refreshment. Such leaves provide cogent support for the continued professional development of faculty, and are typically awarded to more senior faculty. So, while the junior faculty members tend to receive greater travel support than the senior faculty, the senior faculty have the opportunity for sabbatical leaves of full salary for one semester or a half salary for a full academic year. The University has been steadfast in its commitment to sabbatical leaves.

Faculty members remain current in their knowledge of the changing demands of licensure and practice. Professor Norm Lach is a member of the Illinois Architecture Licensing Board, having served as its chair from 2011 to 2012. He keeps faculty informed about changes to licensure law in Illinois. He also serves as the state's representative to NCARB and attends their meetings each year. The AIA Southern Illinois, which several faculty members belong to, holds at least one meeting each year on the Carbondale campus. The faculty attends numerous continuing education seminars and workshops offered for AIA continuing education credit. Those who are members of the AIA must meet it continuing education requirement each year, completing twice the number of continuing education units required by the state of Illinois for maintaining a license. Those who hold Illinois licensure must complete continuing education to maintain their license.
Workshops, seminars, and training are offered by the University's Center for Teaching Excellence each year. These programs are designed to help faculty members remain current in teaching pedagogy and instructional technologies. A large number of programs are offered each year.
Examples include:

- Training for teaching assistants,

- New faculty orientation,
- Faculty training for SIUOnline (Desire2Learn),
- Training to use digital Smart® podiums installed throughout campus, and
- Instruction in software including Prezi, PowerPoint, social media in the classroom, and Panopto, as well as many other instructional programs.

The School of Architecture provides workshops to its faculty and students. In the last two years, Professor Dobbins has provided three hands-on workshops introducing Word Press. All faculty members are able to keep their own web pages using the Word Press platform. In 2011, Nate Wambold, a graduate of the BSAS degree program and master's degree student in photography specializing in architectural photography offered a seminar on photographing architecture. Graduate student Erik Illies offered training in Revit Architecture to students and faculty. These are a few of the examples of the School's efforts to provide on-going training to its faculty.

The School faculty has available to them the resources needed for teaching and professional development. Every faculty member is provided a computer for use in their work. The School makes available scanners, digital cameras, digital video cameras, digital and standard projectors, and a great variety of software. In most cases, software is installed on the faculty member's computer on request of the faculty member.

Grants

The University provides Faculty Seed Grants. Seed grants, which are competitive, peer-reviewed awards, are intended to fund a variety of research, scholarly, and creative activities in order to allow faculty to better compete for external funding. They enable faculty to run a pilot study, analyze preliminary data, conduct background research on an issue, complete a key stage in a larger scientific, scholarly, or artistic project, or otherwise lay the groundwork for an externally funded project. (Source: OSPA https://ospa.siu.edu/)

The Graduate Technology Enhancement Grant uses funds raised by a fee charged to graduate students to provide new technology to graduate programs on campus. The School of Architecture received this grant in 2011 to purchase a new server for graduate students.

Interdisciplinary Research Seed Grants is a competitive, peer-reviewed program that provides initial support for new, long-term programs of collaborative interdisciplinary research that will have strong potential to attract external funding.

The Matching Funds Program further promotes research and scholarly/creative activity on campus by increasing the University's commitment to providing matching funds for external grants. (Source: OSPA)

A unit of the Office of the Vice Chancellor for Research, the Office of Sponsored Projects Administration (OSPA), facilitates and promotes research and sponsored project activities on campus. (Research is defined broadly, to include research training, scholarship, and creative activities.) OSPA is the official University agency through which faculty and staff submits external grant proposals and receive external grant awards. The services offered by this office are:

- provide resources to assist faculty in finding appropriate funding sources for their research.
- offer grant-related workshops to faculty and students.
- provide consultation on grant proposal development and budget preparation.
- review, sign, and submit grant proposals to external agencies.
- negotiate award agreements and coordinate account set-up.
- set up subcontracts.
- handle post-award administrative matters such as budget revisions and no-cost extensions.
- assist with grant audits.
- maintain a grants database and provide reports of grants activity.

Many types of grants from Internal: University and Department sponsored to External: Private Funding for research have been awarded to faculty and students in the School of Architecture. Under the direction of

Associate Professor Shannon Sanders McDonald, the following Internal Grant was awarded and completed for teaching and training:

SIU Internal Teaching Grant:
McDonald, S. S., Doctoral Assistant: Mohamad Ali Baba Development of a Masters Online Certificate Program, 7,588.50 – SIU Grant from Distance Education and Off- Campus Programs, May, 2012 (on hold to implement)
ARC 502-953 Architecture Seminar (on- line distance education) Architecture/Parking/Community Visions: Emerging Transportation Technologies and Sustainability
Introductory video about the course:
http://www.youtube.com/watch?v=2jUGvjrCXVQ&feature=youtu.be
Orr, S. & McDonald, S. S. (2016). SIU University master plan. SIU Green Fund Sustainability Grant. Fall 2016 - Spring 2017, $2,800.00.
McDonald, S. S., Orr, S. & Kauffman, K. (2015/6). University Bicycle Friendly Application, SIU Green Fund Sustainability Grant. Fall 2015 – Spring 2016, $4,600.00.
McDonald, S. S., Tate, R. & Hexmoor, H. (2014). Sustainable Transportation and Southern Illinois University, SIU CASA Summer Research Funding, $10,000.00.

The following External Grants were awarded and completed for teaching and training

McDonald, S.S. (2011). Portland Cement Association Professors Week-long Workshop, Precast Concrete Association, Great Lakes Region, August 2011

Undergraduate Brazilian Scientific Mobility Summer Research Recipients:
Birilo, J. (2015). Bicycle Rack Research and Documentation of SIU campus – posted on SIU Website: http://parking.siu.edu/on-campus/201507-bike_rack_map.html
Birelo, J., Kauffman, K., Orr, S. & Wagner, A. (2013, April). A bicycle friendly University. SIU Undergraduate Research Forum Poster. 2nd Place Winner at Applied Sciences and Arts Symposium, Carbondale, IL poster competition
Guirmaraes, D.L. (2013, April). Parking lots, solar power and electric vehicle research and documentation for SIU and Carbondale, IL. SIU Undergraduate Research Forum Poster.

Graduate Studio Research Recipients:
Sponsored IUDC (International Urban Design Competition) Entry PodCar City, Gavle Sweden; Ithaca, NY Entry Chainworks (fall 2018) 3 SIU Masters Students traveled to conference (paid for by sponsor) to present and earned Third Prize in the IUDC Competition (fall 2018)
McDonald, S. S., Gillespie, T, Hemmen, A, & Tatham, S. (2018, November). "Urban Planning for Shared Automated Mobility". PODCAR City Presentation, Gavle, Sweden.
Sponsored Comprehensive Masters Studio: Mr. Ron Swenson, Encitra (fall 2017, 2018, 2019)

Private Funding for research have been awarded to faculty and students in the School of Architecture. Associate Professor Shannon Sanders McDonald and collaborators participated in the following External Privately Funded Grants that resulted in websites, papers and presentations included:

External Grants Awarded:
Huang, Q., Lu, C., Gonzalez-Torres, R. (2019). Language and Literacy Appropriate Training and Educational Materials Development for Excavation and Trenching Hazards in Construction Industry.
US Department of Labor. (External).
Timeframe: September 2019 – September 2020
Total Grant Amount: $75,000

Huang, Q. (2019). Artificial Intelligence (AI)-Driven Coal Quality Inspection and Prediction for Minimizing Polluting Gas Generation in Coal-Fired Power Plants.
Southern Illinois University CASA Summer Research Grant. (Internal)
Timeframe: Summer 2019
Total Grant Amount: $3,788

Huang, Q. (2019). Construction Management Online Course Development Proposal for ARC 210. Southern Illinois University Center for Teaching Excellence. (Internal).

Timeframe: Summer 2019
Total Grant Amount: $5,000

San Jose State University Research Foundation. (2018). Mobility for All: Housing and Transportation Best Practices Toolkit for San Mateo County. Retrieved from: https://transweb.sjsu.edu/research/1898-Housing-Mobility-Toolkit

Huang, Q., Lu, C., Torres, R. (2018). Language and Literacy Appropriate Training and Educational Materials Development for Electrical Hazards in Construction Industry.
US Department of Labor. (External).
Timeframe: September 2018 – September 2019
Total Grant Amount: $75,000

Huang, Q. (2018). Construction Management Online Course Development Proposal for ARC 411. Southern Illinois University Center for Teaching Excellence. (Internal).
Timeframe: Summer 2018
Total Grant Amount: $5,000

Huang, Q. (2017). Software and Hardware Co-Design for Low-Cost, Compact, Autonomous Wireless Sensor Platform for Smart Buildings.
Southern Illinois University CASA Summer Research Grant. (Internal)
Timeframe: Summer 2017
Total Grant Amount: $3,750

McDonald, S. S. & Juster, R. (2016). ATRA Envisioning Automated Transit within the Built Environment: 2020, 2035, 2050 research workshop, 1,800.00 – ATRA, Leitner-Poma, National Transportation Center at the University of Maryland, and the National Center for Intermodal Transportation.

Barnett, D., Schwartz, C., Motherland, L., Huang, Q., Tulis, S., Dwumaah, A. (2016). Lactation Accommodation at Southern Illinois University.
Southern Illinois University Green Fund. (Internal).
Timeframe: Fall 2016
Total Grant Amount: $20,200

McDonald, S. S. & Rodier, C. (2015). TRB/AUVSI Automated Vehicles Symposium Workshop: Envisioning Automated Vehicles within the Built Environment 2020, 2035, 2050, research workshop, 5,000.00 –UC Davis National Center for Sustainable Transportation, NREL: National Renewable Energy Laboratory, ITS Michigan, Mineta Transportation Institute, and National Center for Intermodal Transportation.

McDonald, S. S., Rodier, C. & Rubinyi, K. (2014). TRB/AUVSI Automated Vehicles Symposium Workshop: Envisioning Automated Vehicles within the Built Environment: 2020, 2035, 2050, research workshop. 8,500.00 –UC Davis National Center for Sustainable Transportation, Southern California Associations of Governments, ARUP, Kimley & Horn, Fehr & Peers, and National Center for Intermodal Transportation.

McDonald, S. S. & Rodier, C. (2015). Envisioning automated transit within the built environment: 2020, 2035, 2050. In Gereon Meyer and Sven Beiker (Eds.), Lecture Notes in Mobility: Road Vehicle Automation 2 (pp. 225-223). Springer Cham Heidelberg New York Dordrecht London © Springer International Publishing Switzerland. ISBN: 978-0-387-89469-0 (Print) 978-1-4419-0851-3 (Online)

Davey, J, McDonald, S. S. & RBF Dome Board. (2013). RBF Dome NFP, Landmarks Illinois Preservation Heritage Fund Grant, $1,500.00.

Schwartz, C, Morthland, L. & McDonald, S. S. (2012 -2014). Cairo Youth Build: Southern Illinois University sub-grant. Employment and Training Administration of the United States Department of Labor via the Delta Center. Sub-Grant Co-PIs:, Timeframe: September 2012 – August 2015 (SIU participation concluded in August 2014), SIU Total Sub-Grant Amount: $100,942 Total Grant Amount (Delta Center): $727,557.

McDonald, S. S., Schwartz, C., & Morthland, L. (2014, April). Design build: Collaborative labor Creating community. In Stuart, J & Wilson, M (Eds.). Proceedings of Globalizing Architecture /Flows and Disruptions: 102nd ACSA Annual Meeting, Florida International University, Miami, FL. ISBN: 978-0-935502-86-2 Retrieved from http://apps.acsa- arch.org/resources/proceedings/indexsearch.aspx?txtKeyword1=McDonald&ddField1=0

Schwartz, C., Morthland, L. & McDonald, S. S. (2014). Building a social framework: Utilizing design/build to provide social learning experiences for architecture students. Architectural Theory Review, 19 (1), pp.76-91. doi:10.1080/13264826.2014.894606
Retrieved from http://www.tandfonline.com/doi/abs/10.1080/13264826.2014.894606

McDonald, S. S. (2011). Portland Cement Association Professors Week-long Workshop, Precast Concrete Association, Great Lakes Region, all expenses.

McDonald, S. S.,Urness, C. & Hough, J. (2004). Construction of Heated and Cooled Bus Shelters at NDSU (North Dakota State University), National Transit Agency.

McDonald, S. S. (2002). AIA Georgia Legacy, Reynoldstown Project, Georgia Power Company

SIU assists Professors with paid Research Assistants in the School of Architecture. Under the direction of Associate Professor Shannon Sanders McDonald, the following Research Assistants were funded and their work resulted in presentations and papers at the Southern Illinois University Creative and Research Fairs and at External Professional Conferences:

Paid Graduate Research Assistants:
Monica Sharma, ATRA Academic Newsletter, IPAL assistance, fall 2019, spring 2020
Shirley Sansare, Automated Transit Networks Design Guidelines, 2018-2019
Matt Maloney, Automated Transit Networks Design Guidelines, 2017-2018
Ken Howder, Window Replacement Algorithm Driven Shading Device (ADSD), 2015-2016
Sabin Chakradhar, Integrating Energy Simulations into the Design Process, 2014-2015 Chakradhar, S. (April, 2015). Integrating Energy Simulations into the Design Process. SIU Research Fair Poster.McDonald, S. S. & Chakradhar, S. (2016). Energy efficient commercial complex in Kathmandu, Nepal: Integrating energy simulations into the design process, Journal of Architectural Engineering. Retrieved from: http://ascelibrary.org/doi/10.1061/%28ASCE%29AE.1943-5568.0000239
Kayla Fuller, Urban Livability: Revitalizing the Square in the Heartland, Quincy, Illinois, Presentation Transportation Research Forum, 2013-2014.
Lucas Shubert, Transportation Conditions and Solutions in Carbondale, Illinois, 2012-2013 Shubert, L. (April, 2013). Personal rapid transit. SIU Research Fair Poster & Paper. McDonald, S. S. & Lucas Shubert, L. (2013, March). Transportation conditions and solutions in Carbondale, IL. TRF Annual Forum, Annapolis, MD. McDonald, S. S. & Shubert, L. (2015). 1-102: Transportation conditions and solutions in Carbondale, Illinois. Journal of Applied Sciences and Arts, 1 (1). Retrieved from http://research.asa.siu.edu/journal/jasa.jpg ISSN: 2377-8687
Laura Thomas, Existing Southern Illinois Transportation Systems, 2011- 2012, Digital Map presented at Transportation Research Forum, March 2012

Undergraduate Research Rookie:
Ovca, L. (April, 2013). Energy Benefits of Restoration and Preservation of Historical and Existing Buildings. SIU Undergraduate Research Forum Poster. McDonald, S. S. & Ovca, L. (2017, April). Community planning for resilience: Sustainable resilient temporary home, Architectural Engineering Institute Conference 2017, Oklahoma City, Oklahoma.

Undergraduate Honors Thesis Work:
Ovca, L. (2016, Spring). Disaster Relief Housing: A Passive Design Approach. Presentation SIU.

Energy Mentor – SIU Engineering Grant:
Courtney Rudloff (spring 2017)
Tanna Gillespie (spring 2017)

Undergraduate Research Assistants:
Shelby Orr, Sustainable SIU/ City of Carbondale Campus Design, Fall 2015 (responsible for SIU Bicycle Survey, Spring 2016)

Graduate Thesis Work:
Kris Wells, Divided by Design, 2018. Presenting thesis work at "Divided by Design" accepted for the Thirteenth International Conference on The Inclusive Museum, at Museum of Lisbon.
Sabin Chakradhar, 2015 Henry Adams Award Winner, medal and certificate (the highest honor), An Energy Efficient Commercial Complex in Katmandu (presented at SBSE with a scholarship to attend), 2015 McDonald, S. S. & Chakradhar, S. (2016). Energy efficient commercial complex in Kathmandu, Nepal: Integrating energy simulations into the design process, Journal of Architectural Engineering. Retrieved from: http://ascelibrary.org/doi/10.1061/%28ASCE%29AE.1943-5568.0000239
Ronald Greene, Eco-Affordable Housing Project York Village, Freetown, Sierra Leone, 2015 McDonald, S. S., & Greene, R. (2016, July). Airflow design for middle class housing in Sierra Leone. PLEA2016, Los Angeles, CA.
Lucas Shubert, High Efficiency Transit Oriented Development in Carbondale, IL, 2013

External sources provide financial assistance to create webinars/videos as educational tools:

Webinars/Videos/Web Sites:
Furman, Burford, Swenson, Ron, McDonald, Shannon S., Hagstrom, Eric & Rosenfeld, Eric. Te3
Webinar series (US Department of Transportation) (Producer), (2016, November). Solar- Powered automated transportation networks. Retrieved from http://www.itsga.org/t3e-webinar-solar-powered-automated-transit-networks-the-futureof-sustainable-urban-transportation/
McDonald, S. S., Lott, S., Gettman, D. & Muller, P. TRB Webinar Series (Transportation Research Board) (Producer), (2016, June). Automated transit future impacts on the built environment: 2020, 2035, and 2050. Retrieved from http://www.trb.org/ElectronicSessions/Blurbs/174500.aspx
McDonald, S. S. Web Site: Parking Facilities | Whole Building Design Guide, National Institute of Building Sciences Director Richard Paradis (Producer). (2015, January). Retrieved from http://www.wbdg.org/design/parking.php
McDonald, S. S. TRF Technologies Chapter Transportation Research Forum Webinar Series (Producer). (2015, June). Automated vehicles and automated transit: Potential impacts on our built world. Retrieved from http://www.trforum.org/chapters/
McDonald, S.S. Automated Green Parking for the Green Parking Council (Producer). (2013, March). Automated parking. Retrieved from http://www.greenparkingcouncil.org/portfolio-item/automated-parking-garages/
McDonald, S. S. Precast/Prestressed Concrete Institute (Producer). (2012). Parking trends. Retrieved from http://www.youtube.com/watch?v=S4L5P0gUukQ
McDonald, S. S. Rauch Foundation (Producer). (2011, October - December). Featured written work: multiple articles concerning parking for, web site; Build a Better Burb, Rauch Foundation. Retrieved from http://rauchfoundation.org/knowledge-center/build-a-better- burb/

Policies Regarding Faculty Appointment, Tenure, and Promotion

The School of Architecture's policies for appointment, tenure, and promotion are found in its Operating Paper, Article VII. This section of the report is copied from the School Operating Paper:

Article VII. Promotion and Tenure Guidelines and Procedures

A. The School shall follow the evaluation process published in University guidelines of the SIU Board of Trustees (2 Policies C), Selected Measures of Out-of-Classroom Faculty Activity (Appendix A of this Operating Paper), and the guidelines established by this article.
B. The Director receives tenure and promotion dossiers by a date specified by the Director.
C. Requirements for Appointment at the Ranks of Assistant Professor, Associate Professor, and Professor. Appointment to any academic rank shall be as specified in the current edition of the Employees Handbook.
D. Tenure and Promotion Procedures for the School. The following process will be used at the School level.

1. Duties of the Director:
   a. The Director is responsible for notifying the Faculty that a dossier is ready for review, such notice indicating the date and time when Faculty voting is to be complete.
   b. The Director is responsible for forwarding to the Dean the formal recommendations of the Faculty and of the Director along with the dossier and supplemental materials of the candidate by the date required by the College.

2. Voting:
   a. The votes for promotion and tenure shall be taken on separate ballots and shall contain only "Yes" and "No" as voting options. In addition, there shall be space provided for Faculty to include comments.
   b. All tenured Faculty in the School shall be eligible to vote on tenure. All School Faculty holding the rank to which the candidate seeks promotion or a higher academic rank shall be eligible to vote on promotion.
   c. There must be at least three Faculty eligible to vote on either the issue of tenure or promotion. If the School does not have three Faculty eligible to vote on either issue, the Director, in consultation with the Dean, will appoint additional faculty at the appropriate rank from within the College first and then from outside the College.
   d. The Director will count the ballots in the presence of at least one witness. Witnesses must not be Faculty members. To be counted, votes must clearly indicate either "Yes" or "No". Ballots must contain reasons specifically related to teaching, research/creative activities, and service supporting the vote. Faculty submitting unclearly or incorrectly marked ballots will not be provided the opportunity of correcting the ballot. The Director shall record and report the vote to the Dean by indicating the number of "Yes" ballots, the number of "No" ballots, and the number of "Incorrectly Marked" ballots, if any.
   e. The tenure and promotion votes of the Faculty are confidential.

3. Director's Letter of Recommendation. The Director shall provide a copy of the letter of recommendation to the candidate. If the candidate desires, a response to the letter may be written and included in the dossier.

E. In-Classroom Measures of Faculty Productivity. No recommendations for promotion or tenure shall be made without accompanying evidence of the candidate's effectiveness as a teacher. The quality of a candidate's teaching is demonstrated by a combination of student evaluations, alumni evaluations, peer evaluations, and other activities in the area of teaching.

   Student evaluations are required in all classes except independent study courses. The Instructor-Course Evaluation (ICE) document is to be used to collect student evaluations. In the case of the University's ICE document, the average of the first twenty items is to be used to evaluate the

candidate's teaching effectiveness. All ICE scores must be included in the dossier of a candidate seeking promotion from Assistant to Associate Professor. For promotion from Associate Professor to Professor, all ICE scores since last promotion must be included in the dossier of the candidate. The Faculty is required to submit the original copy of ICE results to the Director each semester.

Additional Evidence of the Quality of Teaching:

a. Evaluations by alumni and peers, education grants and fellowships, and participation in activities designed to improve teaching.
b. Evaluation by external faculty and colleagues. External faculty and colleagues should be asked to evaluate annually a candidate's teaching in a classroom setting, including assessment of objectives and the methods and materials of the course.
   The Faculty member, in consultation with the Director, will select external faculty and colleagues for this evaluation.
c. External colleagues and peers who have observed seminars, paper presentations related to teaching, continuing and adult education courses, and other teaching activities of the candidate should be asked to provide an evaluation of the candidate's teaching effectiveness.
d. Evaluation by the Director.
e. Teaching awards and honors.

F. Research and Creative Activities. Evaluation of research and creative activities will be made by considering the items listed in Appendix A of this Operating Paper.

G. Service. Evaluation of service will be made by considering the items listed in Appendix A of this Operating Paper.

Visiting Lecturers and Critics Brought to the School since NAAB's Last Visit

The School of Architecture provides an annual lecture series free and open to the public. The series is funded entirely by SIUC/SOA student Fine Arts Fees and is dependent on student population to fund this dynamic and integrated component of the School of Architecture. SOA Professor Peter B. Smith, NCARB architect, Associate Professor SOA, is in a unique position to both curate the SOA Fine Arts lecture series and the SOA gallery.

In 2013, the University, focused on the School of Architecture's needs, renovated the 35,000 cubic foot (2500 SF footprint) gallery 119 space increasing its flexibility, its functionality and overall image. The gallery space's centralized physical location in the SOA building, and its adjacency and visual connectivity to a large-scale exterior courtyard via 700 SF of glazing, provides a visual "heart" to the school, creating a gathering, exhibit, lecture and meeting and study space that is in constant use, supported by a staff of four (4) undergraduate assistants, one (1) Graduate assistant, and one tenured senior faculty member as head curator (Peter Smith). It is constantly in use and has been of great benefit to the School of Architecture, the SIUC university community and the regional community at large.

The gallery space provides an environment and a program dedicated to supporting the academics and directives of the School of Architecture and Southern Illinois University. It is our hope as we proceed into the future, to expand the influence of the gallery to a greater degree by providing events that are sponsored by "Gallery 119" as we increase our technological capacity allowing virtual and continued physical connectivity to a broad based community of learners. We also endeavor to align with various museum institutions (i.e. Faner Museum, Buckminster Fuller archives) to create an internal archival system whereby items of our architectural archives may be rotated in exhibit along with current student work and the work of visiting lecturers and contributors to the program. With this, we are also updating equipment in the gallery to include a large format SmartBoard and projector to facilitate online presentation and interface, in-house lectures and presentations, pod-cast and pre-recorded lectures, and film series.

We have always had a small number of fine arts lectures and professional round tables and "chats" in the space, with all receptions catered by the AG department's Food and nutrition Student registered student organization, but as we evaluate the needs of the SOA for the future, it is my hope to upgrade the venue with technical and acoustical improvements allowing larger scale Fine Arts lectures, virtual and physical workshops and symposiums.

Currently, for Fine arts lectures, we utilize a newly renovated general university lecture hall space that is located within our building or we use more formal fixed seating lecture halls on campus. These venues are

difficult to schedule and having an “artistic” yet highly functional and flexible lecture space within our own SOA jurisdiction and building would be of great benefit to the outreach of the program.

Below are listed Eight (8) key Fine Arts lectures that were held between the years 2013 and 2019, following the last NAAB accreditation visit in 2012. Peter Smith (SOA) has served on an SIUC university committee, (FAAC – The SIU Fine Arts Activity Fee Committee for many years) representing the School of Architecture as one of seven fixed units on the SIU campus. Once a series of lectures (with attached stipend values and peripheral costs) is presented and approved, I begin to weave the approved lecturer’s schedules into the SOA, University and Gallery 119 schedules, thus creating a finalized lecture series. The calendar is distributed and advertisements for the programs are put forward via several different means and on several social media and university platforms.

It is a process that is specific to this campus, and provides a series of checks and balances, because as mentioned prior, these lectures are funded 100% by student fee dollars and we attempt to carefully spend those dollars to best support the academics of the three main programs in the SOA, as well as to provide an increased visibility and awareness for our programs

Within the SOA lecture series, six (6) topics that support the SOA academic disciplines have been created to organize the lecture proposals and final selections. This topical areas create a focus for that lecturer’s topic and to key that lecture topic with the aligned social media platforms and online links. Those topics are as follows:

Lecture TOPIC 1: The School of Architecture Distinguished Alumni lecture

Lecture TOPIC 2: The R. Buckminster Fuller Lecture on Sustainable Environs and Philosophies

Lecture TOPIC 3: Emerging digital and experimental technologies

Lecture TOPIC 4: The Practice: an integration of research

Lecture TOPIC 5: Theoretical Platforms

Lecture TOPIC 6: SERVICE: the giving back lecture and community engagement

The above Six (6) topics are focused on Architecture, Interior design and Fashion Design and Merchandising, but we have aligned teaching platforms such as Construction Management that also supports the content that is created by various outside lecturers. These six topics are not to be limiting but allow a consistency of thought and access to research.

2013-2019

- Ms Cheryl McAfee, FAIA. NOMA. Atlanta GA. Lecture title: “Making a Difference”. First woman president of NOMA, 2013 Atlanta Woman of the year by Atlanta Business League. Partner in McAfee3 Architects Atlanta. (firm a first to have father and two daughters all FAIA) First African American women in Kansas to receive a license in architecture.
- Ms Rita McGhee, Costume Designer LA. Lecture title: “Current work in TV and Cinema”: Emmy nomination for costuming EMPIRE Season 1 and creator of costuming for television’s In Living Color and Moesha. Movie costuming credits for Spike Lee’s Jungle Fever, What’s Love got to do with it and Disney’s Zombies (soon to be released).
- Mr. Jeffrey Scott Wright, Owner and Designer for JSTG (Jeffrey Scott tights Guy) Aligned with the SOA | FDM fashion show. Lecture title: “Current design work and the market”
- Dr. Sean Ahlquist, PhD. Associate Professor of Research, Taubman College of Architecture and Urban Planning: University of Michigan. Undergraduate work, Washington University in St Louis, Master of Architecture: AA -London and PhD University Stuttgart. Lecture title: “Material computational Capacities and tendencies in Textile architecture” Dr. Ahlquist is a specialist working with autistic children and custom designed an interactive art piece for the SOA Gallery 119 to accompany his formal lecture that was constructed in part by SOA students and the Gallery 119 staff. The 3D interactive piece was exhibited in the gallery for one month allowing access by outside participants but special consideration and access was given the three and four year old students from the Federally funded Child Development lab that is located within our building, to interact with the piece throughout the month.
- Mr. Mark Foster Gage, RA. Owner and founder of MFGA Mark Foster Gage Architects (http://www.mfga.com) and Assistant Dean Yale of outside and collaborative projects, Yale University

School of Architecture. Lecture title: Recent Projects, Giant Lizards, Object oriented Philosophy, Kitbashing, Mjolnir, Interactivity, Mario Bros, Styrofoam, Aesthetic Theory, Robot Legs, Transdisciplinarity and Laser Cats. The SOA exhibited several objects designed by MFGA in alignment with student designed works. The exhibit also featured original Lady Gaga masks and images from Gage's work with the superstar and her fashions.

- Mr. Mark Sarkisian, PE, SE, LEEDap, Partner of Structural and Seismic engineering, Skidmore Owings and Merrill (SOM San Francisco). Lecture Title: Structural and Seismic Engineering in design by SOM. Mr. Sarkisian's discussion was focused on the form and energy efficiency of Mid Eastern High rise structures specifically Dubai, Saudi Arabia and work in Abu Dhabi.
- Mr. Matt Barstow, President and Chairman of the American Institute of Architecture Students. Lecture title: "ARCHIPRENEURIALISM" Mr Barstow also spoke the day following his formal lecture to students in a more casual breakfast setting, answering questions regarding the philosophical "fit" of the architect in today's society and culture.

Attendance for the lecture series ranges from between 75 and 150 people per lecture and the long term goal is to create an online digital archive of the lectures and begin to live stream the lectures enabling a wider audience. It is also the long-term goal to align with the local American Institute of Architects chapter allowing learning credits to be earned for professionals attending the lecture either physically or virtually. This engagement could broaden the "reach" of the academic platforms of the School of Architecture as well as to "distance" engage alumni, professionals and others to participate in the activities of the SOA and indirectly of the university as a whole.

The School of Architecture successfully attracts a number of professional guest lecturers and critics to our individual classes. Many design studios regularly invite architectural professionals and others with expertise on the projects being completed in the courses, and we also utilize professionals from the architectural and interior design advisory boards to critique the work. This provides the opportunity for students to become accustomed to presenting work to professionals and to network with prospective employers.

Public Exhibitions Brought to the School since the NAAB Last Visit

Many changes have occurred since the last NAAB site visit regarding exhibits and expanded use of the re designed SOA gallery 119 space. As defined above, the upgrades have allowed more interaction and more flexibility and a more concentrated interest in exhibiting and displaying the work of both our faculty and the students. The School of Architecture Gallery is open to the public throughout the year and when we have outside vendors exhibiting their work, we increase the insurance in the space to accommodate the work owned by others. That is a plus because designers, lecturers and vendors feel better about their work being left on view in the space and we have one of the gallery staff observing the work that is in place.

The downside of that scenario is that we must keep a focus on security thus reducing the time that the space may be open. During the regular school year, when student work or temporary exhibits are in place, the students have more access and are allowed to study in the space (among the art and design work) but with more large scale exhibits being put together, it is a more controlled, yet still accessible space. Both the students studying, within the gallery and the work being exhibited, cohabitates in the space and that balance provides a great atmosphere for the student population. The environment is wireless therefor uses may work on their laptops or phones independently or in group settings.

At times, we have also brought in some traveling exhibits, but the primary goal of the space is to feature student work as much as possible and in as varied a format as possible.

From 2013 – 2019, the School of Architecture Gallery 119 presented:

The life of the SOA has many regular yearly events that occur in the gallery 119 space. I will list the items that occur on that basis and will also be listing special exhibits and events. The standard use by student registered organizations, study groups, small scale studio presentations, partial day exhibits by specific design studios or faculty members, and other smaller visual events are a component of the day to day operation of the space. We attempt to change the space on a two- or three-week basis, thus always having new work and new imagery for the students and public to observe.

A primary concept for the space is to provide an area to meet or to study that you are surrounded by aspirational and inspirational work.

YEARLY SOA EVENTS and EXHIBITS held within Gallery 119

Graduate thesis presentations. Three presentations by each thesis candidate in the SP semester as well as the final oral defense in August for all Master of Architecture candidates. The online candidates present their oral defenses as well sometimes physically and other times virtually via ZOOM.

Advisory board meetings for both NAAB (architecture) and CIDA (interior design). Special consideration is given for these meetings and the exhibits within the space are aligned with the needs of both groups. The interior design advisory board requires an established exhibit of current senior work for documentation and review and the architecture advisory board reviews senior work with all studios represented in the gallery space for the meetings.

The Art of the Mask: Foundation project by all freshmen now in its 13th year. The best one hundred masks will be sent to children's hospitals with the hospitals creating ten of their own masks to go with the 100, thus hospital 2 will exhibit 110 masks, hospital 3 will exhibit 120 masks. A Halloween exhibit is put together in support of the event. In Fall 2020, the mask project will also be donating to various charities. We also have had the federally funded CDL (Child development lab) participate in the event by bringing in the children to draw their interpretation of the student designed masks and we show videos in the space for the children (who are located in our building adjacent to the design studios).

The interaction has been rewarding for both the college students and the 3-4-year old children who are part of the CDL.

ARCHY V-DAY (Valentine's day) Exhibit. This year, 2020, was year 3 for a special exhibit designed and built by the Gallery 119 staff. The exhibit stays in place one week following the actual valentine's day and is aligned with the AIAS and Alpha Rho Chi fund raising event.

SIUC Day: A new focus for the university on student enrollment that occurs each semester begun in 2018. SOA and Gallery 119 provides potential students and families with an exhibit of work. (F and SP

Scholars Weekend. The SOA and Gallery 119 hosts families of potential Chancellor's scholars from CASA (our college, the college of applied sciences and arts) at the start of a weekend of interviews and walkabouts on the campus. Spring semester.

SIUC Open houses. SIUC has three open houses per semester that are somewhat informal for incoming students and transfer students, but the SOA and Gallery 119 hosts these events in an informal way by setting exhibits of student work providing the environment to begin discussions.

Semester end week of Presentations and Reviews Gallery 119 is central to a one-week presentation and exhibit experience. (F & SP). All studio courses either exhibit work or have formal design juries in the gallery of the work produced in that current semester, each level having one full day in the space. This exhibit week includes graduate work as well as online graduate work with many of the online students coming to campus in the fall semester for final reviews and December graduation.

May Graduation Cumulative SOA Senior Exhibit. The gallery 119 space and all corridor spaces on first floor of the building are set with work of the graduating senior class. All three disciplines are represented and faculty responsible for various courses are responsible to provide the work needed for the exhibit. The exhibit remains in place through a portion of the summer session, thus allowing visitors who may come to the building to see a range of current senior level work. Once new work is created in the summer studios, (graduate, vertical studios and foundation coursework) a portion of the graduation work is removed and replaced with new summer studio work providing a new exhibit for the fall semester. The summer exhibit of work also includes some of the thesis work that is presented in early August.

Tau Sigma Delta honors luncheon. We honor the students with a luncheon and special speaker in the spring semester. The space is set with work of the honorees and the CASA dean and other on campus group leaders (honors, etc.) are invited to attend. This will be the fifth (5) year for this event.

FACULTY DRIVEN SPECIFIC COURSE FULL GALLERY EXHIBITS

The timeline for installation varies for the courses but the work is provided to the gallery staff by the faculty in charge of the course. The exhibits stay in place for approximately two (2) weeks.

ARC 121: year 1: Louis Sullivan: A 3d interpretation of the interior of the Wainwright tomb detailing: Bellefontaine Cemetery. St Louis. Featured pieces: four (4) 4 ft x 9 ft 3d representations of detailed Italian tile work taken from 2d photo imagery.

ARC 122: Year1: Basquiat: an interpretation of an artist rooted in culture. 3d representations of thinking. A variable of items created linking art, design, culture and structure. Process of design also shown in the form of study model composition as well as the finished object making which consisted of a mix of hand and digital "making".

ARC 122: Year 1: Roy Lichtenstein. His works, his life, his view of the world in 1963. Featured piece 12 ft x 14 ft 3d interpretation of his painting: "In the Car".

ARC 251: Year 2: Process and product of the works of famous architect designed houses. Example: Robie house Chicago Illinois by Frank Lloyd Wright. Wood block modeling and finished analytical models.

ARC 251 Year 2: Starbucks and Einstein Bagel shops. Comprehensive project inclusive of site conditions, code analysis and model construction as well as rendering and floor plan and other drawing documentation.

ARC 242: Year 2: Rafter tail construction. The woods course has a new project including design, drawing and "making' of roof rafter tails. These custom elements are on exhibit in the gallery 119 ceiling and can be viewed from passersby or in gallery participants.

ARC 231: Year 2: Building typologies and representative modeling. The history course includes making of 3d small scale models of historic buildings. They are built in white to represent the form and identity of these structures historically versus their details.

ARC Vertical Studio: Year 2/3 The Lighthouse condominium project. Vertical studio consists of students from various levels in their coursework (sophomore and junior) combined in one studio and develop a combined project based on the learning of each of their levels of education. This project analyzed an existing historic lighthouse and students were to design housing based on a program provided them for a very restrictive water edge site.

ARC 351: Year 3: The Cliff house: A project located on any student selected "cliff" in the world. Example: White cliffs of dover and others. The students researched a historic figure and designed a house on a vertical cliff for that person in the vocabulary that expressed that person's personality and lifestyle. All realms of figure were researched. (example: Socrates).

ARC 481/482 Year 4: Luminaire design. A senior level project to design a custom designed luminaire. All luminaires were either pendant, wall mounted or table top designs and were to have drawings of the design as well as were built in final form. An exhibit consisting of fifty(50) luminaires is in its third year and was also visited by the CDL (Child development lab) children to draw "their favorite".

FDM (fashion design and merchandising) senior exhibit. Year 4:Several of the senior level designed clothing pieces have been exhibited in a partial gallery exhibit as a component of the annual Spring Fashion show. The show is held in the SIUC student center.

SPECIAL EVENTS in Gallery 119 for SOA and OUTSIDE GUESTS

IDEA competition: March 2020 will be the third year we have hosted this regional high school "drafting competition". Seven (7) regional high schools and approximately sixty (60) students with faculty from the schools compete in an onsite competition utilizing various computer software. The top three (3) in each category will go to the State of Illinois competition near Chicago later in the year.

STEELCASE Corporation's "NEXT" national competition winner reception. In 2018, one of the Interior design seniors won first place in the national competition called "NEXT". There were eight hundred (800) participants in the competition from interior design programs from all over the USA. Each school sent two (2) participants to the national competition and the first prize brought a cash stipend in the amount of $2500 to the student and a matching amount to the SOA.

In an SIUC fund raising effort called A Day of Giving, the SOA raised another five hundred ($500) bringing the total donated dollar amount to three thousand ($3000). The amount has been set aside as an ongoing design scholarship called the Steelcase NEXT scholarship for an interior design student.

KID ARCHITECTURE at 30. Professor Jon D. Davey, PhD, started a program for kids to learn the basic ideas, fundamentals and precepts of architecture and the program turned 30 in the summer of 2018. The SOA had a celebration for that amazing effort, and the program continues today and runs during the summer months for kids of all ages. Some that attend "kid architecture" return years later as college students to the program having that initial exposure when they were young.

Faculty Retirement Events. The SOA and Gallery 119 has hosted several retirement events for outgoing faculty in their retirement.

Buckminster Fuller workshop and celebration of 60 years of R Buckminster Fuller's book publication "Operating Manual for Spaceship Earth". Bucky taught on the SIUC campus for thirteen years (13) and lived in a geodesic dome home of his own design during that residency. Several of the SOA faculty have and continue serving on the Buckminster Fuller dome home Committee.

Carbondale high school REBOUND group Visitation of the SOA begins in Gallery 119 with various community and school groups. March 2020, fifty (50) high school students from Carbondale High school's program Rebound visited with support from the CASA dean's office and the SOA.

SPECIAL EXHIBITS BY FACULTY

Professor Stewart Wessel, preparing for his retirement in 2019, assembled fifteen of his elegant wood working projects from his past and current body of work, exhibiting them with a reception and student interaction time with him, as the designer and maker of the works. The show was titled: "Toys and Stories".

Professor Stewart Wessel created a full gallery exhibit to dedicate the Gallery 119 renovation and to introduce the new directions that the gallery would take (Sept 2013)

FINE ARTS LECTURES and ACCOMPANYING EXHIBITS

Dr. Sean Ahlquist PhD. Lecture title: Material Computational Capacities and Tendencies in Textile Architecture. Lecture given in another location but interactive art piece design specifically for Gallery 119 was brought partially assembled from the Univ. of Michigan and final assembly accomplished by SOA students and gallery staff. Exhibit was in place for one month providing interaction from CDL (child development kids) as well as SOA students and outside guests.

FINE ARTS LECTURES and ACCOMPANYING EXHIBITS

Mr. Mark Foster Gage, RA. Owner and founder MFGA and Assistant dean Yale of outside and collaborative projects. His lecture was given in another location, but exhibition of pieces representing the work of his firm were exhibited in the gallery space with four (4) 3d printed pieces donated to the SOA archives. We will be exhibiting them in the near future.

Ms. Cheryl McAfee, FAIA. NOMA. Lecture tile: Making a Difference. The lecture was held in Gallery 119 in a salon seating composition. A more face to face interactive discussion methodology.

Ms Rita McGhee, Costume designer LA: Lecture title: Current work in Tv and Cinema. The lecture was held in Gallery 119 in a salon seating composition. A more face to face interactive discussion methodology.

Short Term Future Goal

Creation of the "inspirational project of the week". The gallery chief curator and gallery staff will research and implement a one board large scale presentation of a project that will rotate on a weekly basis. Social media will also have the same images online thus allowing students to see the physical setup and may comment online thus creating a dialogue source to bring new ideas into the foreground. The first project to be installed will be a project by English architect, David Adjaye and his competition winning design for a multi denominational "compound" of three buildings in Abu Dhabi. The concept is to bring various religions together physically in one place allowing interaction and cohabitation.

GENERAL SUMMARY for Visiting Lecturers and Critics Brought to the School: With many increased marketing activities and lectures, receptions and exhibits, we are hopeful that the increased exposure will enhance and support the academic programs of both the SOA and the SIUC university community.

Student Support Services

The School has two academic advisors. Ms. Michelle Garrett is the advisor for undergraduate architecture, interior design and fashion design students. She meets with students every semester during their program of study. Students must keep at least one appointment with her each semester in order to receive the personal registration user number that allows them to register for classes. Ms. Garrett performs reviews of the student's progress at regular intervals. She ensures all architecture students earn at least 45 hours in non- architecture courses to meet the NAAB's requirement for core education and reviews all students who are set to graduate in the next academic year during the summer before their final year in the program. A progress checklist for every student is kept in the student's file by Ms. Garrett.

Dr. Rolando Gonzalez, Head of the Graduate Program in Architecture, is the advisor for graduate architecture students. Graduate students are not required to use registration user numbers. Dr. Gonzalez meets with students any time they make an appointment or when they drop by his office (most do not make appointments). Some items related to advising are handled by email since nearly all students complete the same path to their degree. Students in the 27-month and 39-month plans are given more face-to-face appointments than those in the 15-month program due to the additional courses they must complete. On-line program students receive the same treatment than in house students.

Personal advising of students is handled by many members of the faculty on a case-by-case basis. Academic issues and professional career advice are typical matters of discussion with students. Many faculty members have an open-door policy and make a student at their door their top priority. Students are very perceptive about understanding which faculty members are the most approachable.

SIU provides the Career Development Center (https://careerdevelopment.siu.edu/) to help students identify and apply for positions in their chosen fields. Career Development Center holds job fairs on campus and provides one- on-one advice to students about resumes and applying for jobs. They also provide mock interviews to help students gain experience in proper interview techniques and skills. Students are seen with an appointment or by walk-in except in the summer when an appointment is required.

An Open House was held on Saturday, October 12 2019 in the Student Center. SIU hosted approximately 300 students and their families at the event. Of those 288 pre-registered students, 83 listed a CASA program as their #1 program choice and 44 listed a CASA program as their #2 program choice. Prior to the Open House, prospective students who identified as undecided in their major were invited by the college to stop by our tables at the Academic College Fair to learn more about our programs. Mr. Robert Fletcher, CASA Academic Associates for architecture welcomed students and their families at the College Table.

As recently as 2019, the School of Architecture was able to hold a career fair for our students. Firms from St. Louis and Chicago sent representatives to the campus to talk to and interview graduating students. Unfortunately, the economy has made this event difficult to hold in the last few years.

One other way SIU students can gain work experience is through Externship, the Spring break job- shadowing experience available to students at the University. Since our last site visit, a large number of architecture, fashion design & merchandising, and interior design students have participated in the program.

Field Trips and Off-Campus Activities

The School of Architecture follows the policy that school must never stand in the way of a student's education, and has established a field trip policy for its classes. A copy of the field trip policy is found in the Team Room. Essentially, all faculty members work with students participating in class-related field trips, usually the semester’s third week, allowing the student to miss class without penalty and to submit any work due in the class, again without penalty. With the advent of the ability to record lectures, students are often able to hear the lecture given in class during their absence through the University's online education site. Lectures can be made available for students to use on-demand. For students who identify to their faculty member that they are unable to participate in a class field trip, the faculty member is required to provide an alternate learning activity that allows the students to achieve the learning outcomes of the field trip as much as possible. Faculty members routinely substitute for each other in class when needed, allowing classes to stay on task for the semester when the faculty member must be absent.

Professional Societies, Honor Societies, and Campus-Wide Activities

Opportunities to be part of professional and honor societies abound at SIU. The campus is home to 390

Registered Student Organizations (RSOs). RSOs are student organizations devoted to promoting a particular interest on campus. Common examples of RSOs include sports clubs, professional groups, honor societies, service groups, and faith-based organizations. Student Life and Intercultural Relations, Student Involvement and Leadership Development, and the Student Programming Council all provide opportunities for students to participate in campus activities. The Office of the Associate Vice Chancellor and Dean of Students helps coordinate student life activities for the campus.

Within the School of Architecture, there is a functioning chapter of the American Institute of Architecture Students (AIAS), another of the National Organization of Minority Architects (NOMA), and the Alpha Rho Chi (APX) fraternity nicknamed *Amenophis* Chapter, all three with board of directors and vocals. The School supports activities of these groups by providing space for their meetings, copies and paper, mail services, and helping to coordinate student absences during off-campus activities (AIAS Forum, for example). Students have also access to ACSA resources since SIU is an affiliated member, and to the American Society of Interior Designers, Illuminating Engineer's Society, Precast-Prestressed Concrete Institute, Construction Specifications Institute, and the US Green Building Council.

I.2.2 Physical Resources:

The School of Architecture is housed in Quigley Hall (Building 042). Formerly, the Blue Barracks (Building 721) were used to complement its activities on the SIU campus, but after recommendations from the last NAAB visit all school doings were finally concentrated. Quigley Hall is located at the intersection of Illinois Avenue (US 51) and Grand Avenue. Each is a major traffic artery within Carbondale. Illinois Avenue runs north south and Grand Avenue runs east west, terminating at Illinois Avenue next to Quigley Hall.

Quigley Hall is a 1960s-era modern, five-story classroom facility. It was originally constructed to house the Home Economics Department on campus. Today, Quigley Hall is home to the School of Architecture, Food and Nutrition program, and Early Childhood Education program. The auditorium attached to Quigley Hall is a small capacity lecture hall (180 seats) that serves many departments on campus. There are five classrooms used by Scheduling to house general classes for many departments on campus. One general classroom and the auditorium in Quigley Hall are equipped with Smart® sympodia for digital teaching.

The architecture programs are spread throughout Quigley Hall. Beginning in the basement with one teaching lab/conference room (007E) & VR Lab (007) used by the BSAS and March degree program. The basement also contains two foundation studios (0008 & 0006) used by the freshmen studio. The technologies studio (room 005) is in the basement as well which is used by the BSAS degree program. The Wood shop (002) and the DFL (003) is also located in the basement. The first floor contains the graduate studio (103), the school`s resource library (102), The computer graphics lab (106-108), The exhibition gallery (119), senior studio (118 & 120), a seminar room (122), interior design studio (133A), and faculty office. Several first floors paces are assigned to other units on campus. The second floor contains the sophomore studio (202, 204, 206), this room is also used for summer courses. The third floor contains the junior studio (302,304), fashion design & merchandising studios (301, 303, & 310), a storage room for project archival (308B) and spaces assigned to general classrooms and offices. The fourth floor is entirely office space for the School`s administration and many faculty members.

In summary and after the previous NAAB recommendations, all freshmen students were moved to basement, Interior design students have their own studio in the 1st floor, and the wood shop and digital fabrication lab were moved to Quigley’s basement. By now, all School of Architecture activities are held at Quigley Hall.

Quigley Hall's facilities drawings begin on the following pages.

Floor Plan 1

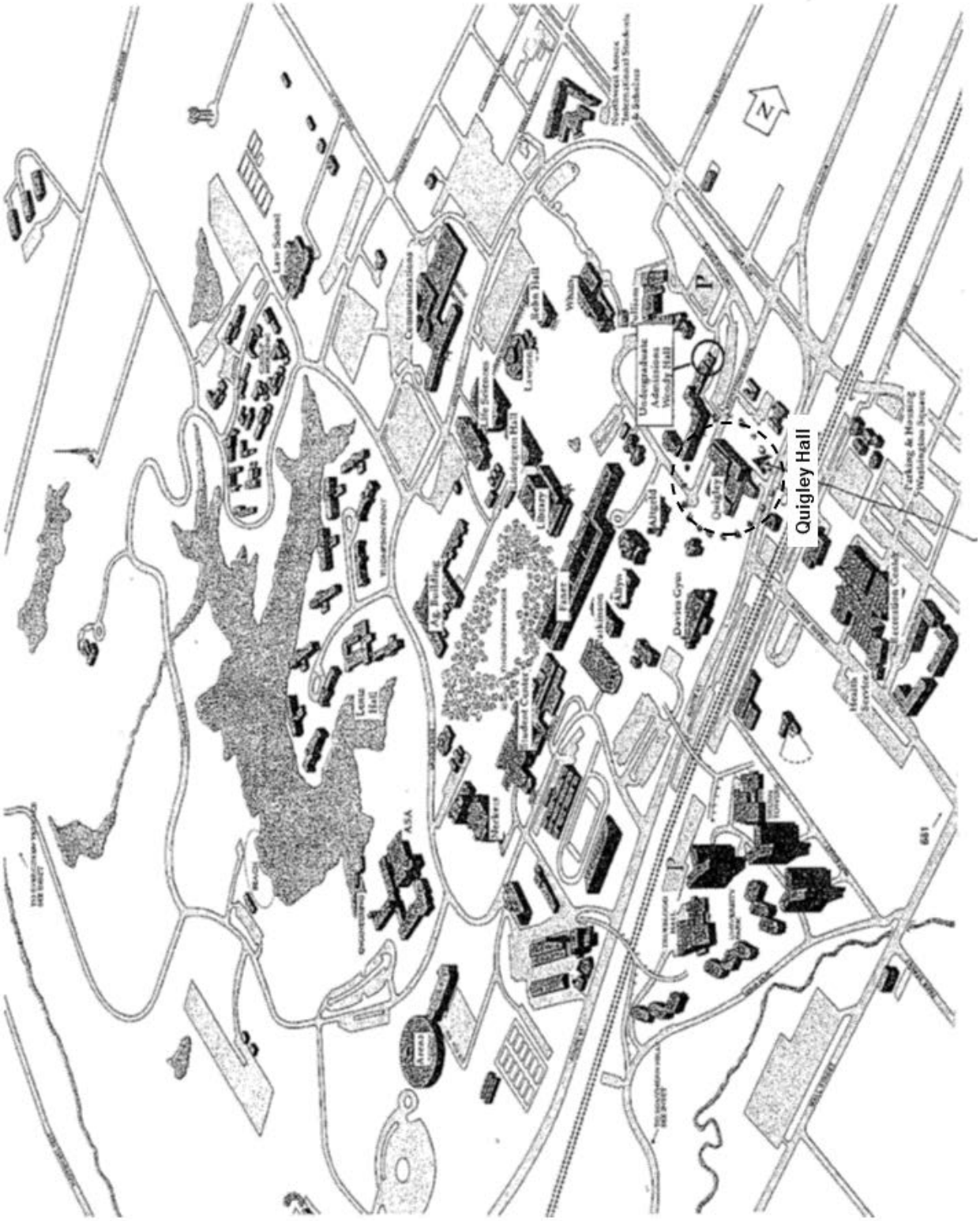
Floor Plan 2

Floor Plan 3

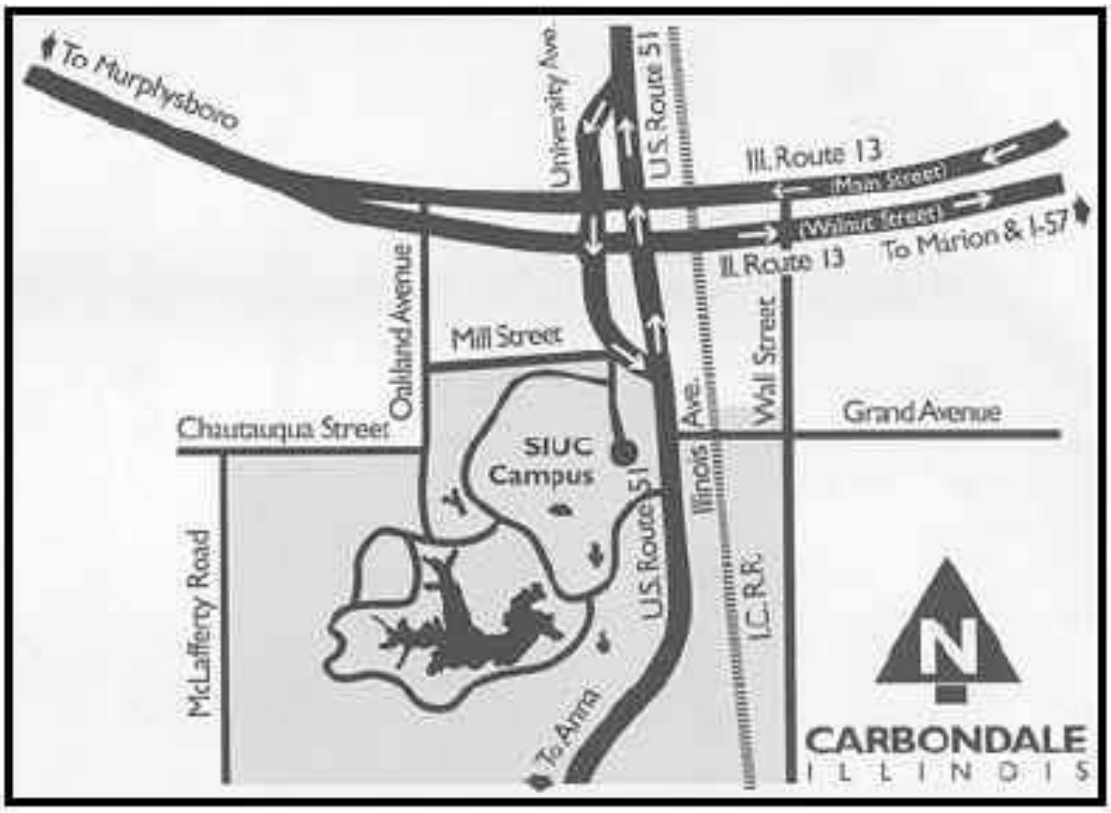
Floor Plan 4

Floor Plan 5

Floor Plan 6



Southern Illinois University campus map



Carbondale map showing SIU campus location

Computer Resources

Quigley Hall is equipped with a CAT5 network throughout the building tied to campus via fiber optic cables and a wireless network. Students access campus and the internet wireless on their own devices or by using dedicated wired stations available in each studio, the library, offices, and the Computer Graphics Lab.

List of resources available to students in the School of Architecture: Computer Graphics Lab (Quigley 106)

- 20 Windows 64-bit Dell workstations
- 7 Windows 64-bit Dell workstations (used for Plotting)
- Two HP DesignJet T7100ps large format color plotters
- One HP DesignJet T7200ps large format color plotter
- One DELL 7130 cdn color laser printer in Hall
- One Dell 7130 cdn color laser printer in LAB 108

School of Architecture Library Resource Room (Quigley 102)

- 3 Shared Windows workstations
- 1 Employee Windows workstations
- One scanner, 11x17 flat bed

SOA DFL (Quigley 003)

- 3 Windows workstations

SOA VR (Quigley 007A,B)

- 2 Windows workstations

Computer Graphics and Digital Fabrication Labs (DFL)

Software in the DFL

- Microsoft Windows
- AutoDesk products including Revit Architecture, AutoCAD, and 3D Studio
- Adobe products including PhotoShop, Illustrator, InDesign, Acrobat, and Reader
- Google products including SketchUP and Google Earth
- McNeel products including Rhinoceros 6 and Grasshopper
- PartWorks
- Replicator G
- Microsoft Office

Digital Fabrication Lab Resources (Quigley 0003)

- One Shopbot CNC Router, 4'-0" x 8'-0" bed
- Two Universal laser cutters, at 1'-6"x2'-8"
- Two Makerbot 3D printers
    - Makerbot Mini

  - Makerbot Replicator +
- One Ultimaker 3 3D Printer, Dual Extruder
- Wasp 3D Printer, Single Extruder – Maintenance Needed
- Wood Shop Resources (Blue Barracks)

Wood Shop & Spray Booth/Assembly

The Wood Shop, located at Quigley 0002, contains a variety of power tools available to students.

- Location: Quigley Hall, Lower Level, Rooms 002/004
- Access: Open to all SoA students; non-department use is allowed but must be approved by the Wood Shop faculty advisor
- Equipment

The Wood Shop is 1050 square feet, is equipped with a ducted Stern Vent Dust collector and contains:

2 Table Saws (a 10" Delta Uni-saw and a 10" Delta Contractor's Saw)

2 Band Saws (14" Ricon and a 14" Delta)

2 Drill Presses (17" Shop Fox and a 12" Delta Bench-top)

1 Miter Saw (Dewalt 12" Double Bevel Sliding Compound)

1 16" Variable Speed Scroll Saw

2 Sanders (Shop Fox Spindle sander and Jet Belt/Disc Combination)

2 Thickness Planers

Four 3'x5' work benches, a utility sink, various hand tools, small power tools, clamps, a Shop Vac and an air compressor

The Wood Shop also houses a mobile equipment locker to support field construction activities.

The Spray Booth/Assembly area is 600 square feet, is equipped with 1 internally lit 4'x3'x4' tall Paasche Airbrush Company Spray Booth and contains:

Wood and paper recycling storage units, four 4'x6' assembly tables, a 24"x38" paper trimmer, butcher paper roll rack for lining the spray booth and the check-in station for the Wood Shop.

- Student Workers

The Wood Shop operates with two (2) part-time student workers who split 16 hours a week. All student workers are selected for their experience with wood shop tools and equipment and are responsible for the enforcement of safety standards and the maintenance of the shop equipment.

- Hours of Operation

Students have 24-hour access to the Spray Booth/Assembly area. The exact hours of operation of the Wood Shop vary from semester to semester based on Student Worker class schedules. During most of the semester, the Wood Shop is open four - six days of the week, but open hours can be arranged for special class projects or student organization access.

- Safety

All second year students view a shop safety video as part of their first project in Arc 242 Building Tech I: Woods class that introduces them to the equipment and the safety procedures for the Wood Shop.

The Spray Booth space is open 24/7 and is equipped with:

- Wall mounted First Aid Kit
- Fire Extinguisher
- Disposable Dust Mask Dispenser
- Disposable Ear Plugs Dispenser
- Disposable Vinyl Gloves Dispenser

The Wood Shop space is equipped with:

- Wall mounted First Aid Kit
- Fire Extinguishers
- Three Emergency Shut-off Buttons
- Eye Wash Station
- Ear Protection
- Safety Glasses

At the beginning of each semester, the Wood Shop Faculty Advisor reviews the Wood Shop Safety Standards document with new student workers;

Size of Student Body

School of Architecture: 200 (approx.)

BS Architecture; BS Interior Design; BS FDM; MARC

- Support Production Labs

SIU Craft Shop - There is a student-accessible Wood Shop in the SIU Student Center that is equipped with a radial arm saw, multiple band saws, a drill press, a lathe, a jointer, wood planer and a routing table. There is a small fee for the use of this facility. https://studentcenter.siu.edu/activities/craft-shop/wood-shop.php

I.2.3 Financial Resources:

Program Budgets

- *Current fiscal year report(s) showing revenue and expenses from all sources.*

School of Architecture Financial Resources FY 2020

	Revenues	**Expenses**
State Account	1,436,182	1,525,102
Other sources	562,164	391,360
Total	**1,998,306**	**1,916,462**

	FY 2020
Instruction	1,590,663
Capital	114,988
Overhead	210,811
Expenses FY 2020	**1,916,462**

- *Forecasts for revenue from all sources and expenses for at least two years beyond the current fiscal year.*

FORECAST OF REVENUES/EXPENSES FROM ALL SOURCES FOR NEXT THREE FISCAL YEARS

Accounts	**FY 21**		**FY 22**		**FY 23**	
	Revenues	**Expenses**	**Revenues**	**Expenses**	**Revenues**	**Expenses**
School of Architecture	2,060,000	1,900,000	2,100,000	2,100,000	2,200,000	2,200,000
Master of Arch. Fees	2,300	2,300	3,500	3,500	3,600	3,600
SIU Foundation (Scholarships, etc)	8,000	9,000	9,000	9,500	11,000	9,500
Digital Fabrication Lab fees	5,000	4,500	5,200	5,000	5,400	5,200
Computer Lab Fees	14,000	18,000	15,000	15,000	16,000	18,000
Studio Fees	55,000	55,000	38,500	38,500	38,500	38,500
Lecture Series	16,000	16,000	17,000	16,000	17,000	16,000
TOTALS:	**2,160,300**	**2,004,800**	**2,188,200**	**2,187,500**	**2,276,200**	**2,290,800**

Figures are an estimate as the economy will dictate our revenues.

- *Comparative reports that show revenue from all sources and expenditures for each year since the last accreditation visit including endowments, scholarships, one-time capital expenditures, and development activities.*

School of Architecture Revenues & Expenses 2015, 2018-2019

	2015	2018	2019
Revenues*	***$1,984,069***	***$1,741,786***	***$1,837,857***
Expenses:			
Salaries	1,762,039	1,330,324	1,364,303
Other than salaries	113,098	66,067	66,067
TOTAL	1,875,137	1,396,391	1,430,370

Revenues do not reflect carry-over cash on hand in non-state accounts

- *Data on annual expenditures and total capital investment per student, both undergraduate and graduate, compared to the expenditures and investments by other professional degree programs in the institution.*

Annual Expenditures by Other Professional Degree Programs at SIU.

Comparative Budgets to Other Professional Degree Programs on Campus

	Enrollment		Full time	Budget	Budget	Budget
	Undergrad	Grad	Faculty	**2015**	**2018**	**2019**
Civil Engineering	112	23	11			
Salaries				$1,503,374	$1,316,822	$1,254,641
Other than salaries				$ 67,829	$ 45,155	$ 44,450
TOTAL	135			$1,571,203	$1,361,977	$1,299,091
FY 2019 Cost per student:						**$ 9623**
Electrical and Computer Eng.	101	83	20			
Salaries				$2,290,864	$2,264,870	$2,353,139
Other than salaries				$ 132,224	$ 96,027	$ 82,390
TOTAL	184			$2,423,088	$2,360,897	$2,435,529

FY 2019 Cost per student:						**$ 13,237**
Mechanical Engineering	211	31	12			
Salaries				$1,747,651	$1,686,974	$1,793,308
Other than salaries				$ 86,108	$ 70,003	$ 63,333
TOTAL	242			$1,833,759	$1,756,977	$1,856,641
FY 2019 Cost per student:						**$ 7672**
School of Architecture	190	98	16			
Salaries				$1,762,039	$1,330,324	$1,364,303
Other than salaries				113,098	66,067	66,607
TOTAL	288			$1,875,137	$1,396,391	$1,430,370
FY 2019 Cost per student:						**$ 4967**

Notes:

1) FY17 and FY16 figures are not available because the Budget Office did not calculate due to the state of Illinois's budget crises in those years. FY 15 budget has been shown instead.
2) School of Architecture enrollment includes architecture, fashion design & merchandising, and interior design students.

Institutional Financial Issues

SIU Carbondale, like so many universities in the nation, faces stiff financial challenges. In FY2016 and FY 2017, the state of Illinois had no operating budgets. This greatly impacted all of the state's universities. The School of Architecture's budget has decreased 23.7% since 2015. However, enrollment is down 28.1% in that time, so spending per student has remained relatively flat. Fiscally, we are in better shape than at the time of last visit. The university shares revenues from online programs with the college and unit that created the program. This has provided a new source of revenue to the School of Architecture that did not exist at the time of our last accreditation visit.

I.2.4 Information Resources

This section of the report was prepared in consultation with Jonathan Nabe of Morris Library on the SIUC campus.

Morris Library is the main library for Southern Illinois University Carbondale. The library is centrally located on campus and holds more than 3 million volumes and more than 58,000 current periodicals and serials. Morris Library owns over 10,000 books in architecture and architecture-related areas, including over 700 added in the last decade. The Library offers over 400 documentaries and instructional videos on architectural subjects via subscriptions to Academic Video Online (including Art & Architecture in Video) and Kanopy. Online access to

dictionaries, encyclopedias, and other reference works is provided via the library's subscription to Credo Reference. Morris Library subscribes to the ASTM standards on a biannual basis. Electronic databases of particular interest to architecture students and faculty include Avery Index to Architectural Periodicals and Ebsco's Art & Architecture Complete, a fulltext database of over 630 related journals.

All of our online resources, including databases, books and journals, are available to off-campus users through our proxy system, 24 hours a day, seven days a week, 365 days a year. Reference librarians are available in person, by phone, and via chat service during most business hours. Library instruction classes are available by appointment.

Morris Library's Collection Development Policy guides all acquisitions for the Library, and is available at https://lib.siu.edu/about/policies/collection-development-policy.php. The Library accepts purchase recommendations from faculty and students in person, via email, and via an online Purchase Request form. Decisions regarding acquisition or cancellation of journals, databases and other online resources are done in consultation with faculty.

In addition to our holdings, through Interlibrary Loan, faculty and students at SIUC have access to the entire universe of scholarly literature. With I-Share, a joint catalog of 65 academic institutions in Illinois, direct request of the holdings of these institutions (including the University of Illinois) is possible, with delivery of print materials usually accomplished within one week. Via the database WorldCat, SIU users have access to the catalogs of almost all of the academic institutions in the United States, as well as some international schools. Users can search WorldCat and request materials with the click of a button. With this resource, it is essentially possible to borrow anything that has ever been written by anyone anywhere.

Morris Library includes the Special Collections Research Center, access to government documents, and a Geospatial Resources library. The Special Collections Research Center collects and preserves unique and rare historical materials in selected subject areas, and promotes the use of these materials by the SIUC community, scholars, and the public. Morris Library is a congressionally- designated depository for U.S. government documents and also participates with the Illinois State Depository Library Program. The Geospatial Resources library contains approximately 258,000 maps and 93,000 aerial photographs.

The Library provides over 200 computers for patron use, and also lends laptops. Wireless is present throughout the building. Photocopiers are available on the first and third floors, scanners on the first. Group study rooms are available on three floors, and reservations can be made online.

Visual resources are acquired, housed, and loaned by the School of Art and Design from its slide library in room 7 of the Allyn Building, a 5-minute walk from Quigley Hall. The School of Art and Design lends equipment to students and faculty, including digital cameras, digital video cameras, and projectors (digital, slide, and overhead). iMac computers and print resources are available in the computer lab in 108 Quigley Hall, adjacent to the School of Architecture computer lab.

School of Architecture Library Resource Room

The School of Architecture maintains a program library in room 102 Quigley. The Library Resource Room contains approximately 2216 books which includes 246 Thesis books and 130 monthly periodicals. As noted earlier under Computer Resources in this report, the Library Resource Room provides access to three Windows workstations and one scanners with 11"x17" beds. The resource room is staffed by one Graduate Assistant and one student workers.

I.2.5 Administrative Structure and Governance

Administrative structure in the School of Architecture is streamlined. There is one interim director of the school, Dr. Craig K. Anz. There are four programs under the umbrella, each one having a head who oversees programmatic matters and student issues for the program.

The School of Architecture is a unit within the College of Applied Sciences and Arts (ASA) at SIU. The Director of the School is responsible for academic leadership, managing the budget, allocation of school resources, and, working with the department's committees, for academic policy of the school.

The College of Applied Sciences and Arts has one Dean, Dr. Andy Ju An Wang. This is the person to whom the School Director reports. The college includes four schools: the School of Architecture, the School of Allied Health, the School of Information Systems & Applied Technologies, and the School of Transportation. Only the School of Transportation maintains departments within its unit. These are the Departments of Aviation Management & Flight, Aviation Technologies, and Automotive. Other units do not use departmental structures. The College of Applied Sciences and Arts is governed according to its operating paper. That paper was written by the faculty of the school and updated in 2011.

Southern Illinois University consists of seven colleges and three schools. The Colleges are: Agricultural Sciences, Applied Sciences and Arts, Business, Education and Human Services, Engineering, Liberal Arts, Mass Communication and Media Arts, and Science. The Schools are: Graduate School, the School of Law, and the School of Medicine.

There are two academic advisors in the School. Ms. Michelle Garrett advises undergraduate students in architecture, interior design and fashion design and merchandising. Dr. Rolando Gonzalez-Torres advises graduate architecture students. See the "Student Support Services" section presented earlier in this report for a better description of advising activities for students in the School of Architecture.

Organization of the School of Architecture

The School of Architecture maintains four standing committees: Curriculum and Student Services, Facilities and Technology, Academic Progress, and Public Relations. The School Director appoints at least one faculty member from each program to each committee. Terms are three years and expire in a rotating fashion. The purpose of each committee is given in the School's Operating Paper:

- Curriculum and Student Services: This committee will address all issues relating to the well-being of students and School activities of all curriculum development and degree planning
- Facilities and Technology: This committee will address activities relating to the planning and management of the School's facilities, equipment, and technology.
- Academic Progress: This committee will work with the Director to provide advice regarding the issues of tenure and promotion of Faculty.
- Public Relations: This committee will address School activities of publicity, marketing, funding, and foundation building.

Any member of the faculty may propose an ad hoc committee at any faculty meeting. They must state the purpose of the committee and propose its membership to make a valid proposal. Ad hoc committees must not perform work assigned to a standing committee. All ad hoc committees expire with the end of the spring semester each year. To continue working in the next year, an ad hoc committee must be reconstituted in the next academic year.

Eventually, ad-hoc committees were designated. The Operating Paper Committee was assigned the task of integrating new language in to the department's Operating Paper required by the agreement between the Faculty Association and the SIU Board of Trustees. Every year since the last NAAB visit, an ad-hoc Graduate Committee has been formed to review graduate applications and to formulate recommendations for the graduate program in architecture.

The School of Architecture includes these degree programs:

- Bachelor of Science in Architectural Studies
- Bachelor of Science in Fashion Design & Merchandising
- Bachelor of Science in Interior Design
- Master of Architecture

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

II.1.1 Student Performance Criteria (SPC)

According to NAAB SPC helps accredited degree programs prepare students for the profession while encouraging education practices suited to the individual degree program. The SPC's are organized into realms to more easily understand the relationships between each criterion.

Realm A: Critical Thinking and Representation

Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the study and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. Graduates must also be able to use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, drawing, and modeling.

Student learning aspirations for this realm include

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Assessing evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

The accredited degree program takes care that each graduate possesses the following:

A.1 Professional Communication Skills: Ability to write and speak effectively and use representational media appropriate for both within the profession and with the general public.

A.2 Design Thinking Skills: Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

A.3 Investigative Skills: Ability to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

A.4 Architectural Design Skills: Ability to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design.

A.5 Ordering Systems: Ability to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

A.6 Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.

A.7 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 settings in terms of their political, economic, social, ecological, and technological factors.

A.8 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 the architect to ensure equity of access to sites, buildings, and structures.

Realm B: Building Practices, Technical Skills, and Knowledge

Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials and be able to apply that comprehension to architectural solutions. In addition, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately

The accredited degree program takes care that each graduate possesses skills in the following areas

B.1 Pre-Design: Ability to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

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

B.3 Codes and Regulations: Ability to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards.

B.4 Technical Documentation: Ability to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

B.5 Structural Systems: Ability to demonstrate the basic principles of structural systems and their ability to withstand gravitational, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

B.6 Environmental Systems: Ability to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.

B.7 Building Envelope Systems and Assemblies: Understanding of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

B.8 Building Materials and Assemblies: Understanding of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

B.9 Building Service Systems: Understanding of the basic principles and appropriate application and performance of building service systems, including lighting, mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems.

B.10 Financial Considerations: Understanding of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

Realm C: Integrated Architectural Solutions

Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution.

Student learning aspirations for this realm include

- Comprehending the importance of research pursuits to inform the design process.
- Evaluating options and reconciling the implications of design decisions across systems and scales.
- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.

The accredited degree program takes care that each graduate possesses skills in the following areas:

C.1 Research: Understanding of the theoretical and applied research methodologies and practices used during the design process.

C.2 Integrated Evaluations and Decision-Making Design Process: Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

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

Realm D: Professional Practice

Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities.

The accredited degree program takes care that each graduate possesses skills in the following areas:

D.1 Stakeholder Roles in Architecture: Understanding of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—and the architect's role to reconcile stakeholder needs.

D.2 Project Management: Understanding of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

D.3 Business Practices: Understanding of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

D.4 Legal Responsibilities: Understanding of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

D.5 Professional Conduct: Understanding of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.

See SIU's School of Architecture SCP's matrix in the following folding page

PART TWO (II): SECTION 2—CURRICULAR FRAMEWORK

II.2.1 Institutional Accreditation

Southern Illinois University holds accreditations in 70 areas and two institutional accreditations. The University was accredited by the Higher Learning Commission of the North Central Association (NCA) in 2010 for the maximum term of 10 years (see Higher Learning Commission Statement letter in next page). SIU was first accredited in 1913. Our most recent reaffirmation of accreditation with the Higher Learning Commission was in 2009-2010. Our next comprehensive accreditation review will occur in 2019-2020. The Higher Learning Commission site visit is scheduled for February 17th and 18th, 2020 (this is being written before it). 16 programs within the College of Applied Sciences and Arts are accredited by their respective governing agencies.

The complete NCA report is available at the University's NCA accreditation web site https://hlcaccreditation.siu.edu/

The Higher Learning Commission
30 North LaSalle Street, Suite 2400 | Chicago, Illinois 60602-2504 | 312-263-0456
800-621-7440 | FAX: 312-263-7462 | www.ncahigherlearningcommission.org

STATEMENT OF AFFILIATION STATUS

SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
Anthony Hall 116
Carbondale, IL 62901

Affiliation Status: Candidate: Not Applicable
Accreditation: (1913- .)

PEAQ PARTICIPANT

Nature of Organization

Legal Status: Public
Degrees Awarded: A, B, M, D

Conditions of Affiliation:

Stipulations on Affiliation Status: Off-campus programs on military bases are limited to the Bachelor's level. Non-military international offerings are limited to programs offered at Nakajo, Japan; and the Executive Master of Business Administration. Out-of-state offerings are limited to the MS in Geology at the National Imagery and Mapping Agency in Missouri, the Master of Science in Health Education at the University of Southern Maine and the Master of Science in Behavior Analysis ind Therapy in Ohio.

Approval of New Additional Locations: The Commission's Streamlined Review Process is only available for offering existing degree programs at new sites within the state and at military bases throughout the world or for the Master of Science in Education with a coocentration in Workforce Education and the Executive Master of Business Administration at sites within the state and at selected international sites to be determined by the institution.

Approval of Distance Education Degrees: Prior Commission approval required.

Reports Required: Progress Report: 08/15/2011; A report on Finances.

Other Visits Scheduled: Focused Visit-Mandated: 2012 - 2013; (Spring) A visit focused on Comprehensive Planning.

Summary of Commission Review

Year of Last Comprehensive Evaluation: 2009 - 2010
Year for Next Comprehensive Evaluation: 2019 - 2020
Date of Last Action: 08/18/2010

Name Change:
Southern Illinois State Normal University to Southern Illinois University at Carbondale

II.2.2 Professional Degrees and Curriculum

The SIU School of Architecture offers one accredited degree, the Master of Architecture. The accredited first professional degree is a 4+2 program. After earning a four-year pre-professional degree, students enter a two-year graduate program. At SIU, the graduate program is offered in two versions: in-house and on-line, being this last one of the only four offered nationwide, and the only from a public university. Both versions are arranged in four consecutive semesters, the in-house beginning with the summer term, allowing students to complete the graduate component of the degree in as little as 15 months. The on-line one beginning with the fall term, allowing students to complete the graduate component of the degree in 16 months. There is an additional option, the online Integrated Path to Architectural Licensure (IPAL). This adds…

Three plans for earning the accredited Master of Architecture degree are shown below. Since the SIU program is a 4+2 program, the curriculum shown here begins with two plans for earning the four-year degree. The first plan applies to students who enter the University as freshmen. The second plan applies to transfer and change-of-major students.

Bachelor of Architecture

Four-Year Bachelor of Science in Architectural Studies Curriculum

Year 1 - Fall Semester	**Year 1 - Spring Semester**
ARC 121-4 Design Communication I	ARC 122-4 Design Communication II
ENG 101-3 English Composition I	ENG 102-3 English Composition II
MATH 111-4 Precalculus	HIST 101b-3 History of World Civilization
UCOL 101-3 Foundations of Inquiry	SPCM 101-3 Speech Communication
Select-2 University Core: Human Health	Select-3 University Core: Social Science
Year 2 - Fall Semester	**Year 2 - Spring Semester**
ARC 231-3 Architectural History I	ARC 232-3 Architectural History II
ARC 251-4 Design I: Concept	ARC 242-3 Building Technology I: Wood
ARC 271-3 Computers in Architecture	ARC 252-4 Design II: Order
PHYS 203a-3 College Physics	PHYS 203b-3 College Physics
PHYS 253a-1 College Physics Laboratory	PHYS 253b-1 College Physics Laboratory
HIST 101a-3 History of World Civilization	Select-3 University Core: Science Group II
Year 3 - Fall Semester	**Year 3 - Spring Semester**
ARC 341-4 Build. Tech. II: Masonry & Concrete	ARC 342 -4 Build. Tech. III: Steel
ARC 351-5 Design III: Context	ARC 352-5 Design IV: Complexity
ARC 361-3 Structures I: Statics & Steel	ARC 362-3 Structures II: Wood & Concrete
ARC 381-2 Environ. Design I: Site Planning	Select-3 University Core: Social Science

Year 4 - Fall Semester	**Year 4 - Spring Semester**
ARC 451-6 Design V: Urban Des. & Community	ARC 452-6 Design VI: Integration
ARC 481-3 Environ. Design II: Energy & Systems	ARC 462-3 Structures III: Analysis & Lateral Forces
Select-3 University Core: Multicultural	ARC 482-3 Environ. Design III: Lighting & Acoustics
Select-3 Elective	Select-3 Elective
Select-3 Elective	

Three-Year Bachelor of Science in Architectural Studies Degree for Change-of-Majors and Transfer Students	
Year 1 - Summer Semester	
ARC 121-4 Design Communication I	ARC 122-4 Design Communication II
Year 1 - Fall Semester	**Year 1 - Spring Semester**
ARC 231-3 Architectural History I	ARC 232-3 Architectural History II
ARC 251-4 Design I: Concept	ARC 242-3 Building Technology I: Wood
ARC 271-3 Computers in Architecture	ARC 252-4 Design II: Order
Year 2 - Fall Semester	**Year 2 - Spring Semester**
ARC 341-4 Building Technology II: Mas. & Concrete	ARC 342-4 Building Technology III: Steel
ARC 351-5 Design III: Context	ARC 352-5 Design IV: Complexity
ARC 361-3 Structures I: Statics & Steel	ARC 362-3 Structures II: Wood & Concrete
ARC 381-2 Environmental Design I: Site Planning	
Year 3 - Fall Semester	**Year 3 - Spring Semester**
ARC 451-6 Design V: Urban Des. & Community	ARC 452-6 Design VI: Integration
ARC 481-3 Environ. Design II: Energy & Systems	ARC 462-3 Structures III: Analysis & Lateral Forces
Select-3 Elective	ARC 482-3 Environ Design III: Light & Acoustics
Select-3 Elective	Select-3 Elective

The curricula leading to the four-year pre-professional Bachelor of Science in Architectural Studies degree at SIU consists of 128 hours. Forty-four hours of the degree are taken in the University core curriculum, nine hours are taken in electives, and the remaining 75 hours are taken in architecture courses. To ensure all SIU architecture students achieve 45 hours of core curriculum classes the School of Architecture reviews every student's progress toward the degree. All SIU architecture students complete at least 45 hours of non-architecture courses. The alternate curriculum shown for change of majors and transfer students ensures that these students also complete the required coursework in architecture and in the core curriculum.

Master of Architecture

Four Semester Master of Architecture Curriculum for Students with a Pre-Professional Degree (in house)	
Summer I Semester	
ARC 550-6: Regional Architecture Studio	6
Total	**6**
Fall I Semester	
ARC 500-3: Research Methods and Programming	3
ARC 541-3: Arch. Systems & Environment	3
ARC 551-6: Comprehensive Design	6
ARC 591-3: Architectural Professional Practice I	3
Total	**15**
Spring I Semester	
ARC 532-3: Architectural History III: Global Traditions in Architecture	3
ARC 552-6: Graduate Architectural Design/Thesis I	6
ARC 592-3: Architectural Professional Practice II	3
Elective	3
Total	**15**
Summer II Semester (Students Select One)	
ARC 554-6: Graduate Architectural Design/Thesis II or	6
ARC 593-6: Research Paper or	6
ARC 599-6: Thesis	6

Four Semester Master of Architecture Curriculum for Students with a Pre-Professional Degree (on-line)	
Fall I Semester	
ARC 550-6: Regional Architecture Studio	6
ARC 532-3: Architectural History III: Global Traditions in Architecture	3

ARC 500-3: Research Methods		3
	Total	**12**
Spring I Semester		
ARC 551-6: Comprehensive Design		6
ARC 541-3: Arch. Systems & Environment		3
ARC 592-3: Architectural Professional Practice II		3
	Total	**12**
Summer I Semester		
ARC 552-6: Graduate Architectural Design/Thesis I		6

Fall II Semester		
ARC 554-6: Graduate Architectural Design/Thesis II		6
ARC 591-3: Architectural Professional Practice I		3
Elective Course		3
	Total	**12**

Off-campus program. The SIU School of Architecture opened the Master of Architecture On-line version on fall 2013. This version includes the same accredited curriculum and caring about the fulfillment of all the SPC's realms included in every of the curriculum subjects. It is also offered in four semesters but in different timing since it starts on fall 1 and then is followed by spring, summer and fall 2 semesters.

The only difference between the two versions, in house and on-line, is the semesters' contents since the in house program begins every summer semester while the on-line does it in the fall, but they both follow the same accredited curriculum and credit/hours.

The 42-hour Master of Architecture curriculum leading to the first professional degree in architecture is designed for students who have earned a pre-professional degree in architecture. Twenty four hours are earned in studio courses and 18 hours are earned in lecture and seminar courses. Because of the reduced timeframe in which the program is offered, only one elective may be taken by students. Any three-hour graduate course offered by the University is accepted. When a student has completed ARC491: Professional Practice I, an elective course available to undergraduates, the student substitutes another elective in place of ARC 591.

All students who earn both the BSAS and the Master of Architecture degrees at SIU complete a total of 170 hours. Students from other University undergraduate programs are evaluated as they enter the SIU graduate program to determine whether they must complete additional coursework to ensure the NAAB minimum of 168 hours for the first professional degree. A complete explanation of the evaluation process is given in Part Two, section 3 of this report.

Master of Architecture Curriculum for Students with a CIDA-Accredited Degree in Interior Design

Fall I Semester		
ARC 341-4: Building Technology II		4
ARC 361-3: Architectural Structures I		3
ARC 381-2: Environmental Design I		2
Elective		3
	Total	**12**
Spring I Semester		
ARC 342-3: Building Technology III		4
ARC 362-3: Architectural Structures II		3
ARC 452-6: Design VI		6
ARC 462-3: Architectural Structures III		3
	Total	**16**
Summer I Semester		
ARC 550-6: Regional Architecture Studio		6
	Total	**6**
Fall II Semester		
ARC 500-3: Research Methods and Programming		3
ARC 541-3: Arch. Systems & Environment		3
ARC 551-6: Comprehensive Design		6
ARC 591-3: Architectural Professional Practice I		3
	Total	**15**
Spring II Semester		
ARC 532-3: Architectural History III: Global Traditions in Architecture		3
ARC 552-6: Graduate Architectural Design/Thesis I		6
ARC 592-3: Architectural Professional Practice II		3
Elective		3
	Total	**15**
Summer II Semester (Students Select One)		

ARC 554-6: Graduate Architectural Design/Thesis II	6
ARC 593-6: Research Paper	6
ARC 599-6: Thesis	6
Total	**6**

The 27-month curriculum leading to the Master of Architecture degree is designed for students with a Council for Interior Design Accreditation (CIDA) four-year degree in interior design. This plan is based on the BSID curriculum offered by the School of Architecture at SIU. The interior design degree at SIU consists of 120 hours of coursework. The graduate curriculum consists of 70 hours for a total of 190 hours to earn the first professional degree in architecture.

The key difference between this plan and the previous 15-month (four-semester) plan is the inclusion of 28 hours of courses taken by BSAS students but not taken by BSID students. Specifically, students in this curriculum complete eight additional hours in building technology, nine hours in architectural structures, three hours in architectural site planning, six hours in architectural design studio, and an additional three-hour elective.

Since the inception of this curriculum, many students with CIDA-accredited BSID degrees have completed the program, some of them on the on-line version.

Master of Architecture Curriculum for Students from Other Undergraduate Degrees	
Summer I Semester*	
ARC 121-3: Architectural Communication I	4
ARC 122-3: Architectural Communication II	4
Total	**8**
Fall I Semester	
ARC 231-3: Architectural History I	3
ARC 251-4: Design I: Concept	4
ARC 271-3: Computers in Architecture	3
ARC 361-3: Architectural Structures I	3
ARC 381-2: Environmental Design I	2
Total	**15**
Spring I Semester	
ARC 232-3: Architectural History II	3
ARC 242-3: Building Technology I	3
ARC 252-4: Design II: Order	4
ARC 362-3: Architectural Structures II	3

	Total	**13**
No courses are taken in the summer following Spring I.		
Fall II Semester		
ARC 341-4: Building Technology II		4
ARC 451-6: Design V: Urban		6
ARC 481-3: Environmental Design II		3
ARC 591-3: Professional Practice I		3
	Total	**16**
Spring II Semester		
ARC 342-3: Building Technology III		3
ARC 452-6: Design VI: Integration		6
ARC 462-3: Architectural Structures III		3
ARC 482-3: Environmental Design III		3
	Total	**15**
Summer II Semester		
ARC 550-6: Regional Architecture Studio		6
	Total	**6**
Fall III Semester		
ARC 500-3: Research Methods and Programming		3
ARC 541-3: Arch. Systems & Environment		3
ARC 551-6: Comprehensive Design		6
Elective		3
	Total	**15**
Spring III Semester		
ARC 532-3: Architectural History III: Global Traditions in Architecture		3
ARC 552-6: Graduate Architectural Design/Thesis I		6
ARC 592-3: Architectural Professional Practice II		3
Elective		3

Total	**15**
Summer III Semester (Students Select One)	
ARC 554-6: Graduate Architectural Design/Thesis II	6
ARC 593-6: Research Paper	6
ARC 599-6: Thesis	6
Total	**6**

*Summer I courses are not always required, depending on the student's previous coursework.

The 39-month curriculum leads to the accredited Master of Architecture degree. This plan includes 67 hours of courses from the undergraduate program in addition to the graduate curriculum. Students following this plan complete a total of 109 credit hours. If ARC 121/122 are waived, the student completes 101 credit hours. Please note that this is in addition to having an earned four-year degree in which core curriculum classes and other courses were completed. Since college degrees require a minimum of 120 hours of coursework, students in this plan complete a minimum of 221 or 229 credits.

To date, few students have followed this plan to the accredited Master of Architecture degree. Some students followed the plan shown here exactly. In the case of art students, ARC 121 and 122 have been waived but the remainder of the curriculum for 39-month students was followed. For the student from civil engineering, it was possible to waive the structures courses but the remainder of the plan for 39-month students was followed. These students normally serve as teaching assistant for our structures courses. Thus, the SIU School of Architecture is able to make adjustments to the 39-month plan in order to waive courses for which the student has credit. In every case, the student earns more than the minimum 168 hours required by the NAAB for an accredited professional degree in architecture.

Master of Architecture Curriculum for Students with a Pre-Professional Degree (on-line IPAL option)	
Fall I Semester	
ARC 550-6: Regional Architecture Studio	6
ARC 591-3: Architectural Professional Practice I	3
Winter Intersession I	
ARC 594-1: Programming & Analysis	1
Spring I Semester	
ARC 551-6: Comprehensive Design	6
ARC 592-3: Architectural Professional Practice II	3
ARC 500-3: Research Methods	3
Summer Intersession I	
ARC 595-1: Project Planning + Design	1
Summer I Semester (break)	

Take ARE exams for ARC591, ARC592, ARC594 & ARC595	
Fall II Semester	
ARC 552-6: Graduate Architectural Design/Thesis I	6
ARC 541-3: Arch. Systems & Environment	3
Winter Intersession II	
ARC 596-1: Project Development + Documentation	1
Spring II Semester	
ARC 554-6: Graduate Architectural Design/Thesis II	6
ARC 532-3: Architectural History III: Global Traditions in Architecture	3
Summer Intersession II	
ARC 597-1: Construction + Evaluation	1
Summer II Semester (break)	
Take ARE exams for ARC596 & ARC597	

IPAL option (On-line)

The online Integrated Path to Architectural Licensure (IPAL) Master of Architecture program is designed for architecture professionals seeking an accredited professional degree and Licensure that qualifies for National Council of Architectural Registration Boards (NCARB) certification. It is mainly the same curriculum than the regular on-line program. The only difference is that instead of the 3-credit/hour of an elective there are four one-credit/hour courses directly related to the ARE exams contents.

The online IPAL Master of Architecture kind, being a derivate version of the accredited program, it follows the same requirements plus a minimum of 2000 AXP hours of experience in the construction field, and additional subject until achieving a total of 51 graduate credit hours (in the case of Students with a Pre-Professional Degree background. For other cases the same criteria showed above applies).

This IPAL option was reviewed by the Illinois Department of Financial and Professional Regulation giving full approval and support for it. See letter in the next page.

Illinois Department of Financial and Professional Regulation
Division of Professional Regulation

BRUCE RAUNER
Governor

BRYAN A. SCHNEIDER
Secretary

JESSICA BAER
Director
Division of Professional Regulation

April 24, 2017

Mr. Harry Falconer,

On behalf of The Illinois Architecture Licensing Board, I am submitting to you this letter of support for the IPAL online Master of Architecture degree proposal being submitted by Southern Illinois University to the National Council of Architectural Registration Boards (NCARB). Presently, the State of Illinois will allow someone to start taking the Architect Registration Exam (ARE) upon completion of a professional degree in architecture. The IPAL proposal requires master's candidates to take all parts of the ARE before completion of the master's degree.

Students that have gone through the online Master of Architecture degree program at Southern Illinois University have come from many states. Architectural Interns would have to check the eligibility requirements for sitting for the ARE in the state where they plan to seek initial licensure. Currently our neighboring state of Wisconsin will allow these master candidates to sit for the ARE.

The Illinois Architecture Licensing Board will support the NCARB IPAL proposal being submitted by Southern Illinois University, even though it is uncertain how soon the requisite changes to statute or rule could be effected.

Sincerely,

Kyle Lazell
Interim Design Licensing Manager / Board Liaison
Illinois Department of Financial and Professional Regulation
Division of Professional Regulation
3rd Fl/Design Unit
320 West Washington St.
Springfield, IL 62786
P: 217.524.3210
E: kyle.lazell@illinois.gov

Doctor of Architecture

SIU School of Architecture does not offer a PhD in Architecture for the time being.

Curriculum Review and Development

The School of Architecture maintains a Curriculum and Student Services Committee (CSS) composed of faculty from each discipline within the school. In 2020, the members of this committee includes Craig Anz (chair), Shannon McDonald (ARCM), Michael Brazley (ARC), Laura K (FDM), Laura Morthland (ID) and Michele Garrett (staff).

This committee reviews issues regarding the curriculum of all of the school's programs. It researches issues related to curriculum matters and formulates a recommendation to the faculty. The faculty acts on the recommendations of the Curriculum and Student Services Committee. The faculty as a whole makes final decisions. The purpose of the committee is to perform the required research tasks to assist the faculty in its decisions. The advisors review courses each year and suggest changes needed to the CSS committee. The exact charge of this committee is found in the School Operating Paper (Article VI):

> This committee will address all issues relating to the well-being of students and School activities of all curriculum development and degree planning including, but not limited to:
>
> - Administration and distribution of available scholarship funds,
> - Non-academic advisement activities concerning job placement and extracurricular activities,
> - Academic advisement activities concerning complaint processes, graduate school search, elective course selection,
> - Implementation of recruitment activities,
> - New unit of instruction proposals (both graduate and undergraduate),
> - Evaluations of course consistency with master syllabi,
> - Textbook evaluation, and
> - Revisions to curricula and master syllabi.

Once the School faculty decides on changes to the curriculum, the changes must be submitted to the curriculum committee of the College of Applied Sciences and Arts. This is handled by completing up to three campus forms: Form 90 for class additions, deletions, and modifications, Form 90A for changes to catalog content, and Form 100 for fees associated with classes. If changes involve graduate courses, the Graduate School must review and agree to the changes. After approval at the college level, changes are forwarded to the Provost's office for review. Finally, when approved at all levels, changes are incorporated into the University catalogs. Current students are not subject to new requirements. All students are only subject to the requirements as listed in the catalog at the time the student enters SIU.

Curriculum review is part of the development of the School's programs and is considered in its long-term planning processes, particularly as it impacts space and resource requirements for the School. The School's Advisory Committee reviews the curriculum of the architecture programs each year when it visits campus. This committee is listed in section I.1.6 under "Self-Assessment Processes."

General Studies

The following are the courses without architectural content offered to students outside SIU School of Architecture:

ENG 101	English Composition I
UCOL 101	Foundations of Inquiry
MATH 111	Pre-Calculus
ENG 102	English Composition II
HIST 101a	History of World Civilizations I
SPCM 101	Speech Communications
PHYS 203a	College Physics
PHYS 253a	College Physics Laboratory
HIST 101b	History of World Civilizations I
PHYS 203b	College Physics
PHYS 253b	College Physics Laboratory

Professional Studies

The following are the courses with architectural content required of all students in SIU School of Architecture:

ARC 121	Design Communication I
ARC 122	Design Communication II
ARC 231	Architectural History I
ARC 251	Design I: Concept
ARC 271	Computers in Architecture
ARC 232	Architectural History II
ARC 252	Design II: Order
ARC 242	Building Technology I: Wood
ARC 341	Building Technology II: Masonry & Concrete
ARC 351	Design III: Context
ARC 361	Structures I: Statics & Steel
ARC 381	Environmental Design I: Site Planning
ARC 342	Building Technology III: Steel
ARC 352	Design IV: Complexity
ARC 362	Structures II: Wood & Concrete
ARC 451	Design V: Urban Design & Community
ARC 481	Environmental Design III: Energy & Systems
ARC 452	Design VI: Integration
ARC 462	Structures III: Analysis Lateral Forces
ARC 482	Environmental Design II: Lighting & Acoustics
ARC 500	Research Methods and Programming
ARC 532	Global Traditions in Architecture
ARC 541	Architectural Systems and the Environment
ARC 550	Regional Architecture Studio
ARC 551	Comprehensive Architecture Design Studio
ARC 552	Graduate Architectural Design/Thesis I
ARC 554	Graduate Architectural Design/Thesis II
ARC 557	Graduate Vertical Studio
ARC 591	Architectural Professional Practice I
ARC 592	Architectural Professional Practice II

ARC 121: DESIGN COMMUNICATION I 4 credits

Course Description: Introduction to basic drawing and graphic modeling for interior design, architecture, and graphic communication. Instruction in two- and three-dimensional visualization of form and space. Topics: freehand drawing and drafting skills, orthographic projection, shade and shadow, paraline drawing, sketching, drawing and projection composition, and perspective geometry and projection. Restricted to major. Studio Fee: $48.

Course Goals and Objectives:
Upon completion of this course, the student will:

1. Learn about architecture and design thought through readings, discussions, critiques, exercises, and site experiences.
2. Develop an understanding of the role of architecture within a global society.
3. Develop skills in graphic presentation composition & professional communication.
4. Develop skills in 2-dimensional & 3-dimensional communication of information.
5. Develop freehand sketching skills as a communication tool to record the built environment.
6. Develop skills in visual perception, observation, and documentation.

NAAB Student Performance Criteria:

A.1: Professional Communication Skills **A.2:** Design Thinking Skills

A.4: Architectural Design Skills **A.5:** Ordering Systems Skills

Topical Outline	Percentages of Time
A. Drawing from Observation, Freehand Sketching	40%
B. Drawing Systems	5%
C. Shade and Shadow Studies	10%
D. Presentation of Design Projects	25%
E. Diagramming and Programming Documentation	10%

Textbooks:

Edwards, C. B. *The New Drawing on the Right Side of the Brain*. New York: Penguin Putnam Inc., 1999.
Lightman, A. *Einstein's Dreams*. New York: Warner Books, Inc., 1993.
Porter, T. *Archispeak: An Illustrated Guide to Architectural Terms.* New York & London: Spon Press, 2004.
Yee, R. *Architectural Drawing*. 2nd ed. Hoboken, NJ: John Wiley & Sons, Inc, 2003.

Offered: Fall semester

Faculty: Smith, plus GA

ARC 122: DESIGN COMMUNICATION II 4 credits

Course Description: Continuation of Design Communication I. This course is a continuation of sketching and black and white drawing techniques. The introduction of color and color presentation techniques with emphasis on advanced interior design and architectural graphics and presentation composition. Introduction of basic computer graphics tools such as Photoshop. Prerequisite: ARC 121. Restricted to major. Studio Fee: $48.

Course Goals and Objectives:

Upon completion of this course, the student will:

1. Understand the role of architecture and design in the global community.
2. Understand basic principles of color theory and color application in graphic communication.
3. Develop skills in drawing and presentation composition.
4. Develop the ability to observe forms, textures, colors, and materials for assessing their use in architectural applications.
5. Develop skills in a variety of media for graphic presentation.
6. Develop skills in three-dimensional drawings, both projected and sketch methods.
7. Develop skills in concept diagramming.
8. Develop an understanding of ordering systems and their application in architecture and interior design.

NAAB Student Performance Criteria:

A.1: Professional Communication Skills **A.2:** Design Thinking Skills

A.4: Architectural Design Skills **A.5:** Ordering Systems Skills **A.6:** Use of Precedents

Topical Outline	**Percentages of Time**
A. Introduction	5%
B. Practice of Architecture and Interior Design	10%
C. History, Criticism, Behavior	15%
D. Sustainability and Applications	15%
E. Context (building, economics, site)	15%
F. Presentation Techniques	20%
G. Technology	10%
H. Research & Evaluation	10%

Textbooks: Same as ARC 121, plus assigned per project.

Offered: Spring Semester

Faculty: Smith, plus GA

ARC 231: ARCHITECTURAL HISTORY I 3 credits

Course Description: (Advanced University Core Curriculum Course) The study of the influences and the development of architecture from prehistoric to the 19th Century, in particular, the study of structure, aesthetics, and the language of architecture. With Architectural History 232, satisfies Core Curriculum Fine Arts requirement. Prerequisites: Satisfactory completion of HIST 101a and HIST 101b, or concurrent enrollment in HIST 101a or HIST 101b. Prerequisite to ARC 232 and ARC 252.

Course Goals and Objectives:

1. Upon completion of this course, the student will:
2. Become familiar with the various social and environmental influences acting upon the architectural design and construction within each architectural period.
3. Distinguish the development of the various styles of architecture and construction types for each architectural period from the earliest examples to the present.
4. Compare and relate the various historical periods with contemporary architecture for a better understanding of architectural design and construction.
5. Develop an understanding of structural types, architectural aesthetics, and the terminology as it relates to architecture.
6. Become acquainted with the development of the practice of architecture to its current state.
7. Develop an understanding of the importance of interiors.

NAAB Student Performance Criteria:

A.1: Professional Communication Skills
A.5: Ordering Systems
A.7: History and Global Culture

Topical Outline		**Percentages of Time**
A.	Introduction and Historical Construction Types	10%
B.	Ancient Architecture	20%
C.	Pre-Christian Architecture	20%
D.	4th to 12th Century Architecture	25%
E.	12th to 19th Century Architecture	25%

Textbooks:

Ingersoll, R. World Architecture. Oxford University Press. New York, NY (Required)

Rasmussen, S. *Experiencing Architecture.* 28th printing Cambridge, MA: The MIT Press, 1964. (Required)

Ching, F. *A global history of architecture.* New York, NY: Wiley.
Ching, F. (2012). *A visual dictionary of architecture.* Hoboken, NJ: Wiley, 2012. (Recommended)

Offered: Fall semester

Faculty: Davey

ARC 232: ARCHITECTURAL HISTORY II 3 credits

Course Description: (Advanced University Core Curriculum Course) Course covers development of modern architecture and urban planning from the nineteenth century to the present, and includes American, British and Continental architecture and urban planning, and influences of Eastern Architecture and design. With ARC 231, satisfies Core Curriculum Fine Arts requirement. Prerequisites: ARC 231, History 101a and b, or concurrent enrollment.

Course Goals and Objectives:

Upon completion of this course, the student will be able to:

1. Discuss the implications and ramifications that modern architecture and the built environment have had upon society.
2. Discuss the effect that culture and society have had upon the design of the built environment.
3. Discuss the effect that economics has had upon the design of the built environment.
4. Discuss the effect that religion has had upon the design of the built environment.
5. Discuss the effect that philosophy has had upon the design of the built environment.
6. Discuss the effect that technology has had upon the design of the built environment.
3. Conduct and document literature research on historic architecture.
4. Develop an understanding of the importance of interiors.
5. Readily identify specific styles of architecture and interior design.

NAAB Student Performance Criteria:

A.1: Professional Communication Skills
A.5: Ordering Systems
A.7: History and Global Culture

Topical Outline	**Percentages of Time**
I. Beaux-Arts / Neoclassicism / Second Empire / Victorian Gothic / Shingle Style / Queen Anne / Old English	28%
II. Richardson / Arts and Crafts / The Chicago School	12%
III. Constructionism / Futuristic / Expressionist	12%
IV. Art Nouveau / Sullivan / Prairie Style / Art Deco / Art Moderne	20%
V. Bauhaus / International / Modern / Brutalism/ Neo-Rationalism	20%
VI. Postmodern / Deconstruction	8%

Textbooks:

Curtis, William J. R. *Modern Architecture Since 1900*. 3rd edition. . London: Phaedon Press Limited, 1996. (Required)

Offered: Spring semester

Faculty: Davey

ARC 242: BUILDING TECHNOLOGY I: WOOD 3 credits

Course Description: Introduction to basic materials and components used in light wood frame construction. A survey of manufacturing methods, sizes, performance characteristics, quality, finishes and applications. Use of vendors' brochures and standard references. Preparation of working drawings in light wood frame construction. Prerequisite: ARC 122, 271. Prerequisite to: ARC341. Restricted to major. Studio Fee: $36.

Course Goals and Objectives:

Upon completion of this course, the student will:

1. Understand and experience the process of creating a set of construction documents for a wood light frame building.
2. Understand the principles, materials, means and methods, and sustainable design issues for wood light frame construction.
3. Research, analyze, and develop construction documents for a wood light frame building.
4. Understand the legal responsibilities of the architect and interior designer with respect to public health, safety, and welfare in dealing with codes, regulations, and standards applicable to residential construction.
5. Gain knowledge and competency in the appropriate use of BIM software in the generation of construction documents and other drawings/models.
6. Understand the attributes of wood that allow it to succeed as a material for building.
7. Learn the basic tenants of the construction of a light frame building through an exploration of the materials used to create it.
8. Understand the realities of architecture being an assembly of parts that are joined together.

NAAB Student Performance Criteria:

B.4: Technical Documentation **B.5:** Structural Systems **B.7:** Building Envelope Systems and Assemblies **B8:** Building Materials and Assemblies **B10:** Financial Considerations

Topical Outline	**Percentages of Time**
I. Lecture Materials	30%
-Wood, Light Frame Construction, Construction Docs.	
II. Building Project Development	40%
-Creation of a Document Set, BIM	
III. Construction Exercises	30%

Textbooks:

Ching, Francis D. K. (2014). *Building Construction Illustrated* (5th ed.). Hoboken, NJ: John Wiley & Sons, Inc.

McMorrough, Julia (2013). *The Architecture Reference and Specification Book.* Beverly, MA: Rockport Publishers, Inc.

Offered: Spring semester

Faculty: Turnipseed

ARC 251: DESIGN I: CONCEPT 4 credits

Course Description: Introduction to the basic principles and elements of design by means of practical and abstract applications. Development of two- and three-dimensional solutions and presentations for conceptual design problems. Emphasis is on three-dimensional thinking and communication. Prerequisite: ARC 122. Restricted to major. Studio Fee: $48.

Course Goals and Objectives:

The intent of this course is to introduce basic design elements and principles through hands-on experience. Upon completion of this course, the student will:

1. Be able to recognize and gain successful experience in the application of the principles and elements of design.
2. Become familiar with design principles and elements, and the terminology required, as related to the built environment.
3. Become familiar with and competent in the two- and three-dimensional presentation of abstract and practical design solutions to assigned problems.
4. Learn measure and level annotations and scale notions.
5. Identify and exercise diagrams and sketch management
6. Learn the basics on topography concept and its representation
7. Learn and practice the correct representation for floor plans, sections and elevations.
8. Understand 3D representation basics: isometrics and perspective
9. Practice the use of models as representation tool
10. Practice design skills through its correct representation

NAAB Student Performance Criteria:

A.1 Professional Communication Skills; **A.2** Design Thinking Skills; **A.4** Architectural Design Skills; **A.5** Ordering Systems; **A.6** Use of Precedents.

Topical Outline

- 12 exercises along the first nine weeks period. Each exercise counting 3 points, what makes a total of 36% of the Final Grade.
- 5 models along the first initial period. Each model counting 3 points, what makes a total of 15% of the Final Grade.
- First Project, counting 20% of the Final Grade.
- Second Project, counting 30% of the Final Grade.

Textbooks:

Ching, Francis D. K. (2014) Architecture: Form, Space, and Order John Wiley & Sons, Inc. Hoboken, NJ (3rd ed.)
Clark, Roger & Pause, Michael (2012) Precedents in Architecture: Analytic Diagrams, Formative Ideas, and Partis. John Wiley & Sons, Inc. Hoboken, NJ (4th ed.)

Offered: Fall semester

Faculty: Gonzalez, Turnipseed

ARC 252: DESIGN II: ORDER 4 credits

Course Description: This course utilizes a series of studio exercises and projects to develop an understanding of the use of a basic process for structuring and processing design information, fundamentals of programming, research, communication skills and the design process. This course is also designed to satisfy the writing portion of the Communication-Across-the-Curriculum requirements.

Prerequisite: ARC 231, 251, 271, ENGL 101 and major in architectural studies or interior design or the consent of the school director.

Course Goals and Objectives:

Upon completion of this course, the student will:

1. Understand the use of a design process or exploration framework for structuring design information into a coherent body of subject matter;
2. Understand the fundamentals of programming in design; Develop research skills;
3. Understand the use of precedent studies in the design process;
4. Develop the fundamentals of a design process from site analysis through design development;
5. Enhance verbal and written communication skills as used in the design profession;
6. Further develop graphic communication and presentation composition skills.

NAAB Student Performance Criteria:

A.1: Professional Communication Skills **A.2:** Design Thinking Skills **A.3** Investigative Skills **A.4** Architectural Design Skills **A.5** Ordering Systems **A.6:** Use of Precedents

Topical Outline	**Percentages of Time**
I. Design Model	40%
II. Design Programming and Research	25%
III. Design Process	20%
IV. Communication Skills	15%

Textbooks:

REQUIRED: Precedence in Architecture: 4th Edition by Rodger H.Clark and Michael Pause.
Additional readings will be provided as necessary.

Faculty: Morthland, McDonald, Turnipseed

ARC 271: COMPUTERS IN ARCHITECTURE I 3 credits

Course Description: This course serves as an introduction to various electronic media employed within the practice of interior design and architecture. Creative and effective skills in the use of computers in interior design and architecture applications are consistently stressed. Restricted to major.

Course Goals and Objectives:

Upon completion of this course, the student will:

1. Discuss various computer applications in architecture & interior design.
2. Demonstrate an intermediate level of skill in the use of AutoCAD to complete architectural & interior design projects, including two- and three-dimensional representation.
3. Demonstrate an introductory level of skill in the use of Microsoft Office (MS Word, MS Excel, and MS PowerPoint) to complete architectural and interior design projects, presentations & support materials.
4. Demonstrate a foundational level of skill in use of a digital imaging manipulation application.
5. Demonstrate an introductory level of skill in an e-mail client program.
6. Demonstrate an introductory level of skill in computer design programs & an understanding of their application to architectural and interior design practice.
7. Discuss the legal and ethical implications & ramifications pertaining to the virtual design office.
8. Demonstrate creative usage of course's computer applications for integration into critical phases of architectural and interior design practice.
9. Use the internet to collect information relevant to architectural and interior design practice.

NAAB Student Performance Criteria:

A.3: Professional Communication Skills **A.2:** Design Thinking Skills **B.4:** Technical Documentation

Topical Outline	**Percentages of Time**
I. Creative Computer Thinking Skills, Exploring Electronic Media	3%
II. CAD/BIM Applications	38%
III. Word Processing Applications	14%
IV. Spreadsheet Applications	10%
V. Multimedia Presentation Applications	7%
VI. Using E-mail and the Internet	4%
VII. HTML Programming	7%
VIII. Design Applications	7%
IX. The Virtual Office	7%
X. Operating Systems	3%

Textbooks:

Varies Per Project.

Offered: Fall semester

Faculty: Bandish, Varies.

ARC 341: BUILDING TECHNOLOGY II: MASONRY & CONCRETE 4 credits

Course Description: Continuing study of materials and practices in document preparation for buildings using masonry and reinforced concrete construction. Investigation and use of local, state and federal codes regulating health and safety. Investigation of construction techniques relating to criteria of permanence, low maintenance and budget requirements. Produce a set of working drawings for a two-level, light commercial/industrial building. Prerequisite: ARC 242. Restricted to major. Studio Fee: $48.

Course Goals and Objectives:

Upon completion of this course, the student will:

1. Simulate the typical office experience of design development through construction document phases for a reinforced-concrete and masonry commercial/industrial building.
2. Understand the principles, materials, methods, and sustainable-design issues for a reinforced-concrete and masonry building.
3. Research, analyze, and develop construction documents for a reinforced-concrete and masonry building.
4. Understand and integrate the basic principles of building service and environmental systems for a commercial/industrial building.
5. Understand the legal responsibilities with respect to public health, safety, and welfare regarding codes, accessibility, regulations, and standards for a commercial/industrial building.
6. Understand the basic principles of site and environmental conditions.

NAAB Student Performance Criteria:

B.4: Technical Documentation **B.5:** Structural Systems **B.7:** Building Envelope Systems and Assemblies **B.8:** Building Materials and Assemblies **B.9:** Building Service Systems

Topical Outline	**Percentages of Time**
I. Principles, Materials, and Methods of Masonry and Concrete Construction	25% A. Substructure
B. Superstructure	
C. Building materials and finishes	
D. Building components, systems, equipment, and/or services	
E. Site components	
II. Architectural Working Drawings	75% A. Plans
B. Exterior elevations	
C. Sections	
D. Details	
E. Schedules and legends	

Textbooks:

Allen, E. *Fundamentals of Building Construction:Materials and Methods.* 4th ed. Hoboken, NJ: John Wiley & Sons, Inc., 2004

O'Connell, W. J. *Graphic Communication in Architecture*. 2nd Publishing, 1985.ed. Champaign, IL: St

Ramsey, C. G. and H. R. Sleeper. *Architectural Graphic Standards*. 10th ed. Hoboken, NJ: John Wiley & Sons, Inc, 2000.

Offered: Fall semester

Faculty: Lach

ARC 342: BUILDING TECHNOLOGY III: STEEL 4 credits

Course Description: Correlation of the design development and construction documents phases of a building project. Development of the project from design development through construction drawing phases with appropriate drawings required for each phase. Prerequisite: ARC 242. Restricted to major. Studio Fee: $48.

Course Goals and Objectives:

Upon completion of this course, the student will:

1. Simulate the typical office experience of design development through the construction-document phases for a steel frame, multi-story office building.
2. Understand the principles, materials, methods, and sustainable-design issues for a multi-story steel frame building.
3. Research, analyze, and develop construction documents for a multi-story steel frame building.
4. Understand and integrate the basic principles of building service and environmental systems for an office building.
5. Understand the legal responsibilities with respect to public health, safety, and welfare regarding codes, accessibility regulations, fire protection, and standards for a multi-story steel frame building.
6. Understand the basic principles of site and environmental conditions in sandy/bedrock soils in the northern Illinois region.
7. Become familiar with the techniques to integrate the Uniform Drawing System and National CAD Standards into the production of design development and construction documents.
8. Become familiar with computer-aided code research and web-enabled architectural detail research.
9. Gain a working knowledge of the metric system as it applies to contract document preparation including an understanding of SI units and scales to use in architectural drawings.

NAAB Student Performance Criteria:

B.3: Codes and Regulations **B.4:** Technical Documentation
B.5: Structural Systems **B.7:** Building Envelope Systems and Assemblies
B.8: Building Materials and Assemblies **B.9:** Building Service Systems

Topical Outline	**Percentages of time**
I. Principles, Materials, and Methods of Steel Frame Construction	25%
A. Substructure	
B. Superstructure	
C. Building materials and finishes	
D. Building components, systems, equipment and/or services	
E. Site components	
II. Architectural Working Drawings in Metric Uniform Drawing Standards and National CAD Standards	75%
A. Plans	
B. Exterior elevations	
C. Sections	
D. Details	
E. Schedules and legends	

Prerequisites: ARC 341

Textbooks:

Allen, E. *Fundamentals of Building Construction: Materials and Methods.* 4th ed. Hoboken, NJ: John Wiley & Sons, Inc., 2004.

Ching, F. and S. Winkel. *Building Codes Illustrated*. Hoboken, NJ: John Wiley & Sons, Inc., 2003.

Hall, D. J. and C. R. Green. *The Architect's Guide to the U.S. National CAD Standard.* New York, NY: John Wiley & Sons, Inc., 2006.

Offered: Spring semester

Faculty: Dobbins

ARC 351: DESIGN III: CONTEXT 5 credits

Course Description: Continuing study of architectural design. Projects of increased scope and complexity. Continue design process study (synthesis) and appropriate design presentation (communication). Working with impingement introduced by external agencies such as social, government, and community, as part of a larger context of planning. Study of the impact of site development, for on-site as well as external, contextual issues. Prerequisite: ARC 252. Restricted to major. Studio Fee: $60.

Course Goals and Objectives:

Upon completion of this course, the student will:

1. Increase skills in the design process through preliminary presentation using appropriate-level architectural projects.
2. Further explore the range of owner/client/user relationships.
3. Directly build on the experiences of the previous studio with further experience in design theory, research methods, design concept, formative idea, and communication skills.
4. Demonstrate an understanding of the basic principles of ecology and the responsibilities with respect to environmental and resource conservation in architecture and urban design.
5. Demonstrate the ability to design both site and building to accommodate individuals with varying physical abilities.
6. Demonstrate the ability to respond to natural and built-site characteristics in development of a program and design of a project.
7. Incorporate the principles of sustainable design with respect to the contextual issues of climate, daylight, solar access, rain and groundwater, and vegetation in the design of a project.

NAAB Student Performance Criteria:

A.2 Design Thinking Skills; **A.3** Investigative Skills; **A.4** Architectural Design Skills; **A.6** Use of Precedents; **A.7** History and Global Culture; **A.8** Cultural Diversity and Social Equity; **B.1** Pre-Design; **B.2** Site Design; **C.1:** Research

Topical Outline	**Percentages of Time**
I. Program Development	10
% A. Research	
B. Analysis	
II. Site Analysis	15
% A. Data collection	
B. Analysis	
III. Site Concept Design	35
A. Site concept	
B. Communication of concept	
IV. Building Concept Design	40
% A. Concept formulation	
B. Design Process	
C. Communication of design	

Prerequisites: ARC 232, ARC 252

Textbooks:

Ching, F. *Architecture: Form, Space and Order.* 2nd ed. New York: Van Nostrand Reinhold, 1996.

Clark, R., & M. Pause. *Precedents in Architecture* 3rd ed. Reinhold, 2005.

Offered: Fall semester

Faculty: Brazley, Wessel, Davey, Turnipseed

ARC 352: DESIGN IV: COMPLEXITY 5 credits

Course Description: Completion of complex design projects in varied environmental settings. Rapidly paced projects designed to provide the maximum exposure to complex architectural typologies. Analysis of facility program toward management of complex patterns. Prerequisites: ARC 351, 381. Restricted to major. Studio Fee: $60.

Course Goals and Objectives:

Upon completion of this course, the student will:

1. Learn architectural design by experiencing a series of appropriately complex architectural projects.
2. Obtain the ability to make a comprehensive analysis and evaluation of a building, building complex, or urban space.
3. Apply basic organizational, spatial, structural, and constructional principles to the conception and development of interior and exterior spaces, building elements, and components.
4. Acquire an understanding of the basic principles that inform the design and selection of life-safety systems in buildings and their subsystems.
5. Reinforce the issues of sustainable design, as one aspect of the design of complex architectural typologies, through repeated application of the principles.
6. Acquire an ability to identify and assume divergent roles that maximize individual talents, and cooperate with other students when working as members of a design team.

NAAB Student Performance Criteria:

A.1 Professional Communication Skills; **A.2** Design Thinking Skills; **A.3** Investigative Skills; **A.4** Architectural Design Skills; **A.5** Ordering Systems; **A.6** Use of Precedents; **A.8** Cultural Diversity and Social Equity **B.1** Pre-Design; **B.2** Site Design; **B.3**. Codes and Regulations; **B.8** Building Materials and Assemblies; **B.9** Building Service Systems;

Topical Outline	**Percentages of Time**
I. Program Development	10%
A. Research	
B. Analysis	
II. Site Analysis	5%
A. Data collection	
B. Information organization	
C. Analysis	
III. Concept Development	25%
A. Formulation of concept	
B. Communication of concept	
IV. Concept Development	40%
A. Concept realization	
B. Design process	
C. Communication of design	
V. Design Development	20%
A. Development process	
B. Communication process	

Textbooks:

Ching, F. *Architecture: Form, Space and Order.* 2nd ed. New York: Van Nostrand Reinhold, 1996. Clark, R., & M. Pause. *Precedents in Architecture 3rd Edition;* Reinhold, 2005.

Offered: Spring semester **Faculty:** Gonzalez; Turnipseed, Wessel

ARC 361: STRUCTURES I: STATICS AND STEEL 3 Credits

Course Description: Elementary study of forces and force systems using graphic and analytic methods. Basic structural concepts: reactions, shear and moment diagrams, axial, eccentric and combined loading on beams and columns. Design of floor and roof structural systems: load analysis, acting and resisting stresses. Truss stress analysis. Introduction to steel design. Prerequisites: PHYS 203A, PHYS 253A. Restricted to major.

Course Goals and Objectives:

Upon completion of this course, the student will:

1. Provide a basic understanding of force systems, the graphical, analytic, and arithmetic resolution of unknowns, and application in the design of structural frames.
2. Provide a basic understanding of the principles of statics, elasticity, and strength of materials for application in the design and investigation of structural components.
3. Apply elementary mathematical skills that will enable continued study in the usage of structural materials.
4. Develop an understanding of the principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.
5. Develop basic skills in the Load & Resistance Factor Design (LRFD) method of steel design.
6. Understand codes, regulations, and standards issues related to building structural design using steel.
7. Develop an appreciation for the aesthetic, economic, and functional characteristics of steel structural framework and its influences upon architectural design.
8. Introduce the topic of sustainable design in architectural structures, focusing on embodied energy, permanence, reusable materials, resources, and integration.

NAAB Student Performance Criteria:

B.5: Structural Systems

opical Outline	**Percentages of Time**
I. System of Forces	10%
II. External Forces and Stresses	10%
III. Properties of Cross Sections	10%
IV. Internal Stresses and Strain	10%
V. Basic Design of Structural Members	10%
VI. Design of Roof Trusses	5%
VII. Steel Structural Design	45%

Textbooks:

American Institute of Steel Construction. Load and Resistance Factor Design – Manual of Steel Construction. 13 th ed. Chicago, February 2006.

Onouye, B. & K. Kane. Statics and Strength of Materials for Architecture and Building Construction. 3rd ed. Upper Saddle River, NJ: Prentice Hall, 2006.

Offered: Fall semester

Faculty: Dobbins

ARC 362: STRUCTURES II: WOOD AND CONCRETE 3 credits

Course Description: Study of wood and concrete structural framing systems: investigation of wood and concrete materials and their limitations, and the use of appropriate structural design procedures for wood and concrete structures through selection of appropriate, common and economical shapes to satisfy building structural requirements and applicable building code requirements. Prerequisite: ARC 361. Restricted to major.

Course Goals and Objectives:

Upon completion of this course, the student will:

1. Continue the development of an understanding of the principles of structural behavior in withstanding gravity and lateral forces; and the evolution, range, and appropriate application of contemporary structural systems.
2. Develop an appreciation for the aesthetic, economic, and functional characteristics of wood and concrete structural framing systems materials, and their influences upon architectural design.
3. Provide additional understanding of the strength, performance characteristics, and field control of wood and concrete structural materials.
4. Develop basic skills in structural design methods and investigation of typical wood and concrete structural components for future application in performing assigned tasks in an architectural firm.
5. Understand the "Building Code Compliance" regulations and standards issues related to building "structural" design using wood and concrete materials.
6. Continue "Sustainable Design" focus on embodied energy, permanence, reusable materials, resources, and integration.

NAAB Student Performance Criteria:

B.5: Structural Systems

Topical Outline	**Percentage of time**
I. Review of Forces and Properties:	5%
A. Forces on systems – reactions/shear/moment/deflection diagrams	
B. Properties of sections - centroids, moments of inertia, section modulus, radius of gyration, transfer of moments of inertia	
II. Wood Structural Design:	45%
A. Materials and properties–national design specification for wood construct.	
B. Structural elements and systems	
C. Bending systems – joists, rafters, beams, girders, plank floors	
D. Axially loaded systems, combined systems - columns	
E. Trusses – Pratt, Howe, Fan, Fink, other	
F. Connections – nails, spikes, bolts, connectors, plates	
III. Concrete Structural Design:	50%
A. Materials and properties – ACI Code	
B. Mix design and admixtures	
C. Handling, placing, curing	
D. Bending members – beams, slabs, square and running footings	
E. Axially loaded members – columns (tied & spiral)	
F. Connections – anchorage and embedment	
G. Special systems – pre-cast, pre-stressed, post-tensioned	

Prerequisites: ARC 361

Textbooks

Ambrose, James & Harry Parker. *Simplified Design of Wood Structures*. 5th ed. New York: John Wiley & Sons, Inc., 1994.

American Wood Council. *2005 Wood Design Package: The ASD/LRFD National Design Specification for Wood Construction.* 2005 edition with NDS Commentary and Supplement – Design Values for Wood Construction.

ASD/LRFD Special Design Provisions for Wind and Seismic (SDPWS) with Commentary.

ASD/LRFD Manual for Engineered Wood Construction. 2005 edition. American

Forest & Paper Association. *Structural Wood Design Solved Example Problems*. Washington, DC.

Limbrunner, George & Abi Aghayre. *Reinforced Concrete Design*. 6 Saddle River, NJ: Prentice Hall, 2007.

Offered: Spring semester

Faculty: Swenson, Dobbins

ARC 381: ENVIRONMENTAL DESIGN I: SITE PLANNING 2 credits

Course Description: The fundamentals of site planning with reference to the historical, environmental, climatic, technologic, and legal aspects in site design. Introduction to use of surveying equipment and the preparation of a site design with emphasis on the principles of sustainable design. Restricted to major.

Course Goals and Objectives:

Upon completion of this course, the student will:

1. Develop an understanding of the historical references and sustainable design in site planning.
2. Develop an understanding of the environmental aspects of site design including inventory, geology, vegetation, hydrology, and climate.
3. Become familiar with the fundamentals and terminology associated with topography, grading, and water in site planning.
4. Develop an understanding of the impact development has on the environment.
5. Be introduced to reading legal descriptions of land and develop an understanding of the zoning process.
6. Become acquainted with several types of surveying equipment and use such
7. Complete a site design project comprising a site analysis, site plan, and site details.
8. Develop an understanding of the principles of sustainable design and their application in site design.

Student Performance Criteria:

B.2: Site Design **B.4:** Technical Documentation

Topical Outline	**Percentage of time**
A. Historical references	5%
B. Environmental aspects	20%
C. Fundamentals of topography	10%
D. Site planning	20%
E. Surveying equipment	10%
F. Legal description of land	5%
G. Design project	30%

Textbooks:

Brooks, Gene R. *Site Planning, Environment, Process, and Development*, Englewood Cliffs, NJ: Prentice Hall, Inc., 1988.

Recommended: Brown, G. Z. and Mark DeKay. *Sun, Wind, and Light: Architectural Design Strategies.* 2 ed. Hoboken, NJ: John Wiley & Sons, Inc., 2000.

Offered: Fall semester

Faculty: Davey, varies.

ARC 451: DESIGN V: URBAN DESIGN & COMMUNITY 6 credits

Course Description: Study of urban design and community as cultural and spatial development of human settlement patterns. All previous design course experience will be brought to bear on the architectural projects within the context of urban and community criteria. Not for graduate credit. Prerequisite: ARC 352. Restricted to major. Studio Fee: $72 (Same as ARC 555).

Course Goals and Objectives:

Upon completion of this course, the student will:

1. Engage architectural design through participatory dialog, observation, experience, research, and documentation in co-applicative association within complex urban design, master planning, site feasibility, neighborhood building, and community development scenarios.

2. Build on the experiences, tools, and knowledge gained from previous architectural design courses.

3. Develop abilities to make comprehensive analyses and evaluations of a variety of urban contexts.

4. Acquire an awareness of the diversity of needs, values, behavioral norms, and social and spatial patterns that characterize different cultures, and the implications of this diversity for the societal roles and responsibilities of architects.

5. Develop a judicious understanding of ekistics and the particularities within varying epochs, heritages, cultures, points-of-views, approaches, and building practices at global, national, regional, and vernacular scales toward the development of distinct architectural typologies, urban fabrics, landscapes, and places.

6. Develop coherent rationales grounded within programmatic considerations and based within formal precedents and case studies employed in the conceptualization and development of architecture and urban design projects.

7. Develop an understanding o f the basic principles of ecology and architects' responsibilities with respect to environmental and resource conservation in architecture and urban design.

8. Acquire an understanding of the technological, economic, axiological, operational, and socio-cultural aspects, etc. of sustainability and equity by relating individual agency(s) within the greater environmental context at individual, communal, regional, national, systemic, and global scales.

NAAB Student Performance Criteria:

Primary: (Applied *Ability*) **B.2:** Site Design: **C.2:** Integrated Evaluations and Decision-Making Design Process (Applied *Understanding*):): **A.7:** History and Global Culture **A.8:** Cultural Diversity and Social Equity **C.1:** Research **D.1:** Stakeholder Roles in Architecture

Secondary: (Inherent *Understanding*): **D.4:** Legal Responsibilities **D.5:** Professional Conduct: (Inherent *Ability*) **A.1:** Professional Communication Skills **A.2:** Design Thinking Skills **A.3:** Investigative Skills **A.4**: Architectural Design Skills **A.5:** Ordering Systems **A.6:** Use of Precedents **B.3:** Codes and Regulations:

Topical Outline	**Percentages of time**
I. Program Development	5%
A. Research	
B. Analysis	
II. Context Analysis	10%
A. Data collection	
1. Information organization	
B. Analysis	
III. Urban Design Concept Development	15%
A. Formulation of concept	
B. Communication of concept	
IV. Community Concept Development	15%
A. Concept realization	
B. Design process	
C. Communication of concept	
V. Concept Design	20%
A. Development process	
B. Communication process	
VI. Design Development	35%

Textbooks:

Readings vary per project, problem, location, and in situ (contextual) emphases.

Offered: Fall semester

Faculty: Anz, Brazley

ARC 452: DESIGN VI: INTEGRATION 6 credits

Course Description: This comprehensive design studio focuses the knowledge and skills developed in all previous courses on a single project. The course emphasizes the design integration of the building's structural and environmental systems. Not for graduate credit. Co- requisite: ARC 482. Prerequisites: ARC 342, 362, 451, 481. Restricted to major. Studio Fee: $72. (Same as Arc 556)

Course Goals and Objectives:
Upon completion of this course, the student will:

1. Focus the acquired skills and knowledge into the comprehensive design of an architectural project.
2. Demonstrate the integration of structural, environmental and building systems in the setting of an architectural project.
3. Emphasize the design development, drawing documentation, and model presentation of the project.
4. Respond to natural and built site characteristics in the development of a program and design of a project.
5. Access, select, and integrate structural systems, environmental systems, and life-safety systems, building envelope systems, and building service systems into building design.
6. Demonstrate an understanding of the codes, regulations, and standards applicable to a given site and building design, including occupancy classifications, allowable building heights and areas, allowable construction types, separation requirements, occupancy requirements, means of egress, fire protection, and structure.
7. Identify the fundamentals of development financing, building economics, and construction cost control within the framework of a design project.
8. Assess, select, configure, and detail an integral part of the design and select appropriate combinations of building materials, components, and assemblies to satisfy the requirements of building program.
9. Make technically precise descriptions and documentation of a proposed design for the purpose of review and construction.
10. Produce an architectural project informed by a comprehensive program, from schematic design through the detail development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as may be appropriate; and to assess the completed project with respect to the program's design criteria.
11. Demonstrate the principles of sustainable design through the successful integration of the issues of program response, context, site analysis, orientation, climate, materials, tectonics, structure, environmental systems, day lighting, and codes into a design project of moderate complexity.

NAAB Student Performance Criteria (with corresponding, integrative courses):

A.3: Investigative Skills **A.4:** Architectural Design Skills **B.1:** Pre-design **B.2:** Site Design **B.3:** Codes and Regulations **B.4:** Technical Documentation **B.5:** Structural Systems: (ARC 362) **B.6:** Environmental Systems (ARC481,482) **B.7:** Building Envelope Systems and Assemblies **B.8:** Building Materials and Assemblies **B.9:** Building Service Systems (ARC 482) **C.3:** Integrative Design: Ability to make design decisions within a complex architectural project while *demonstrating broad integration and consideration of environmental stewardship, technical documentation (B4), accessibility (B3), site conditions, life safety (B3), environmental systems (B6), structural systems (B5), and building envelope systems and assemblies (B7, B8, B9)*. (Corresponds content with ARC462, ARC481/481)

Topical Outline	**Percentages of time**
I. Program Development	5%
A. Research	
B. Analysis	
II. Site Analysis	5%
A. Data collection	
B. Analysis	
III. Concept Development	15%
A. Formulation of concept	
B. Communication of concept	
IV. Schematic Design	25%
A. Design realization	
B. Design process	
C. Communication of design	
V. Design Development	25%
A. Development process	
B. Communication process	
VI. Design Documentation	25%
A. Documentation development	
B. Documentation process	
C. Documentation	

Textbooks: Assigned readings and library resources. Research-driven per projects and typologies.

Offered: Spring semester

Faculty: Lach, Anz, Gonzalez

ARC 462: STRUCTURES III: ANALYSIS & LATERAL FORCES 3 credits

Course Description: Continuing study of framing materials and systems for buildings using advanced concepts of structural analysis. Included are earth- quake resistant structures, wind resistant design, composite beams, plastic theory, statically indeterminate structures, long spans, moment distribution, multi-story structures, and other related topics. Not for graduate credit. Prerequisite: ARC 362. Restricted to major.

Course Goals and Objectives:

Upon completion of this course, the student will:

1. Define and solve problems using the fundamentals of moment distribution.
2. Solve problems involving statically indeterminate structures.
3. Apply the theories of wind-resistant design to practical structural problems and be able to solve problems involving wind analysis and design.
4. Apply the theories of earthquake design to practical structural problems.
5. Become familiar with the fundamentals of composite design and be able to solve problems involving composite design.
6. Identify several special structural systems used in modern buildings and be able to assign loads and determine stresses.
7. Solve problems involving plastic and ultimate strength theories.
8. Gather information regarding structural failures in buildings and analyze such information, seeking causes and solutions.

NAAB Student Performance Criteria

B.5: Structural Systems **B.8:** Building Materials and Assemblies

Topical Outline:		**Percentage of Time**
I.	Moment Distribution	12.5%
II.	Statically Indeterminate Structures	12.5%
III.	Multi-Story Framing	12.5%
IV.	Earthquake Resistant Design	12.5%
V.	Composite Design	12.5%
VI.	Special Structural Systems	12.5%
VII.	Plastic and Ultimate Strength Theories	12.5%
VIII.	Structural Failures in Buildings	12.5%

Textbooks

Ambrose, J. *Design for Earthquakes.* New York: John Wiley & Sons, Inc. 1999.

Offered: Spring semester

Faculty: Dobbins

ARC 481: ENVIRONMENTAL DESIGN III: ENERGY & SYSTEMS 3 credits

Course Description: 481-3 Environmental Design II: Energy and Systems. (Same as ARC 583, ID 481) The study of the influence of energy, human comfort, climate, context, heating, cooling and water on the design of buildings and sites. The design of passive and active environmental systems and strategies for sustainability. Restricted to major in Interior Design or Architectural Studies; Junior Standing with permission. Not for graduate credit.

Course Objectives:
Upon completion of this course, the student will be able to:

1. Develop an understanding of global climate and resources in relationship to the design of individual buildings and site and be introduced to the ***principals of sustainable design with emphasis on indigenous and vernacular architecture and passive design.***
2. Develop an understanding of the ***basic principles of ecology and responsibilities with respect to environmental and resource conservation in architecture and urban design***.
3. Develop an understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.
4. Develop an understanding of the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.
5. Develop the ABILITY to gather, assess, record, apply and comparatively evaluate environmental Information within architectural coursework and design processes.
6. Develop an ABILITY to determine the climate, human comfort, and design strategies for cooling and heating on a specific site.
7. Develop an ABILITY with sites and resources with emphases on solar access, wind, and air, rain, groundwater and vegetation.
8. Develop an ABILITY in the area of the principles of heat flow and basic principles that Inform the design of building envelope systems.
9. Develop an ABILITY with design strategies for heating and cooling with respect to zoning, daylighting, passive solar heating, passive cooling, heat loss, heat gain, and applied psychometry.
10. Develop an understanding of HVAC systems for small and large buildings with emphases on healthy environments.
11. Develop an understanding of the use of computer programs to represent and analyze building performance.
12. Develop an understanding of water and water basics, storm water, water supply, water and waste, and solid waste.
13. Develop an understanding of basic plumbing principals and the ability to layout systems.
14. Develop an understanding of fire protection and suppression systems.
15. Develop an understanding of signal and transportation within buildings.

NAAB Student Performance Criteria:
B.2: Site Design **B.6:** Environmental Systems **B.7:** Building Envelope Systems and Assemblies **B.9:** Building Service Systems **C.1** Research

Topical Outline	**Percentages of Time**
I. Context for Building Systems Design (review)	5%
A. World Resources	
B. Sustainable Design Principals	
II. Climate, Comfort, and Design Strategies	5%
A. Comfort	
B. Climate	
C. Design Strategies	

III. Site and Resources	5%
A. Solar Access	
B. Wind and Air	
C. Rain and groundwater	
D. Vegetation	
IV. Heat Flow	10%
A. Building Envelope	
B. Heat Flow Analysis	
C. Moisture and infiltration	
V. Designing for Heating and Cooling	25%
A. Zoning and Daylighting	
B. Passive Solar heating	
C. Passive Cooling	
D. Heating and cooling load calculations	
E. Applied Psychometrics	
VI. HVAC Systems for Buildings	20%
A. Typical design process	
B. Control Systems	
C. Heating-Cooling Systems	
D. Psychometrics and refrigeration	
E. Introduction to Energy Modeling	
VII. Water and Waste Systems	20%
A. Water, storm water and water basics	
B. Water supply	
C. Water and waste	
D. Solid Waste	
VIII. Fire Protection	10%
A. Alarm Systems	
B. Suppression Systems	
VIV. Transportation and Signal	5%

Textbooks:

Grondzik, W., Kwok A., Stein B., & J. Reynolds. *Mechanical and Electrical Equipment for Buildings*. 13th ed. Hoboken, NJ: John Wiley & Sons, Inc., 2019.

Heschong, Lisa. *Thermal delight in architecture.* Cambridge, MA: MITPress, 1979.

Integrated Environmental Solutions Software, IES-VE.

Offered: Spring semester w/ lab

Faculty: McDonald

ARC 482: ENVIRONMENTAL DESIGN II: LIGHTING & ACOUSTICS 3 credits

Course Description: 482-3 Environmental Design III: Lighting and Acoustics (Same as ARC 584 & ID 482) This course provides a comprehensive overview of the study of the influences of energy, human comfort, climate, and context, luminous and sonic environment with emphasis on energy-conscious design. Restricted to major in Interior Design or Architectural Studies; Junior Standing with permission. For Master of Architecture majors: restricted to major. For ID students: Prerequisites: ID 392. Restricted to major in Interior Design or Architectural Studies; Junior Standing with permission.

Course Goals and Objectives:
Upon completion of this course, the student will be able to:

1. Develop an understanding of global climate and resources in relationship to the design of individual buildings and site and be introduced to the ***principals of sustainable design with emphasis on indigenous and vernacular architecture creating passive design strategies.***
2. Develop an understanding of the ***basic principles of ecology and responsibilities with respect to environmental and resource conservation in architecture and urban design***.
3. Develop an understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.
4. Develop an understanding of the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.
5. Develop the ABILITY to gather, assess, record, apply and comparatively evaluate environmental Information within architectural coursework and design processes.
6. Develop an awareness of the historical basis for natural and electric lighting.
7. Develop an awareness of the psychological impact of light in the built environment.
8. Develop an awareness of vision and perception.
9. Develop in-depth knowledge of daylighting design techniques.
10. Develop in-depth knowledge of light sources.
11. Develop in-depth knowledge of light measurement.
12. Perform lighting calculations.
13. Gain knowledge in the manipulation of light and form
14. Gain an understanding of electrical principles, power distribution, and the National Electric Code.
15. Develop a comprehensive lighting design plan.
16. Become acquainted with the use of computer-aided lighting design through the application of photometric software.
17. Develop an understanding of energy conscious design using IESVE software.
18. Develop an understanding of basic acoustical phenomena, formulas, and calculations for controlling sound.

NAAB Student Performance Criteria:
B.6: Environmental Systems **B.7:** Building Envelope Systems and Assemblies **B.9:** Building Service Systems **C.1** Research

Topical Outline	**Percentages of time**
A. **Principals of Sustainable Design, Ecology, Passive Design and Historical International Passive Strategies**	10%

B.	Historical Basis of Natural and Electrical Lighting	2%
C.	Psychological Impact of Light	3%
D.	Vision and Perception	5%
E.	**Daylighting and Design**	10%
F.	Light Sources	10%
G.	**Light and Form**	5%
H.	**Light Measurement and Lighting Calculations**	10%
I.	**The Energy Code and Sustainability Issues**	5%
J.	Electrical Principals	10%
K.	Lighting Design	15%
L.	The Sonic Environment	15%

Textbooks:
Stein B., & J. Reynolds. *Mechanical and Electrical Equipment for Buildings*. 13th ed.
Hoboken, NJ: John Wiley & Sons, Inc. 2019.
Integrated Environmental Solutions Software, IES-VE.

Offered: Fall semester w/ lab

Faculty: McDonald

ARC 500: RESEARCH METHODS AND PROGRAMMING 3 credits

Course Description: Foundational study of research methods and programming that serve architectural studies. This course investigates the co-application of multiple methodologies for the development of research topics and architectural programs. The conclusion of the course is the definition of an individual thesis project to be completed in the Graduate program. Restricted to enrollment in the M. Arch Program.

Course Goals and Objectives:

Upon completion of this course, the student will:

- Build upon a traditional approaches, formal knowledge bases, extensive literature review, and precedent/case-study review that can effectively support an architectural design thesis proposal.
- Logically develop a strategy for the development and preparation of an individual thesis research enterprise, architectural project program, and subsequent architectural project proposal.
- Simulate the architectural design proposal experience associated with programming and due diligence, preliminary research toward designing a significant architectural edifice, social artifact, and/or urban design project, and then prepare the design development package defining scope and intent of project.
- Foster responsibly reasoned and informed design initiatives through formal research methods generally associated with the allied design disciplines and in-turn convey design intents through effective means of communication (i.e. verbal, written, graphic, etc.).
- Develop skills of critical thinking, quality research, formal documentation, and logical communication through readings, class presentations, discussions, debates, and research reports.
- Develop an understanding of *what* is research, *why* it is important, and *how* it relates to global issues in such ways to be responsibly integrated within comprehensive and multifaceted design endeavors.
- Understand the relationship between general research methods and significant architectural theories (i.e. fundamental philosophical and ideological positions, modes of inquiry, epistemology, and ethics).
- Identify some of the most important aspects, reasoning, and methods of inquiry and knowledge application (evidence- or knowledge-based) for architectural research, especially as it relates to the human condition (behaviorally, environmentally, culturally, institutional (*IRB*), *et al*).
- Critically understand basic standards and goals for research quality, responsibility, judgment, and ethical practice, as well as the basic premise of to "*do no harm*."

NAAB Student Performance Criteria:

A.1: Professional Communication Skills **A.3** Investigative Skills **A.6** Use of Precedents **B.1** Pre-Design **C.1** Research **C.2** Integrated Evaluations and Decision-Making Design Process **D.1** Stakeholder Roles in Architecture **D.5** Professional Conduct

Topical Outline (corresponding with the Groat & Wang book):

I. Scope of Work/ Ways of Knowing (Systems of Knowing -Understanding Worldviews)
II. Does Design Equal Research (Research-by-Design?) (Design Sciences Introductions)
III. Systems of Inquiry and Standards of Research Quality
IV What is your Purpose? From Theory Building to Design Application
V. What is your Question? Literature Review and Research Design / Case Study Research/

(items V-XI in *Italics* indicate group presentations of subject areas from course book)

V. *Interpretive - Historical Research* (Multiple Methods)
VI. *Qualitative Research in Architecture / Naturalistic Inquiry*/ Thick Descriptions

VII. *Correlational Research* / Social-behavioral Inquiry / Causal-comparative/ Connectiveness
VIII. *Experimental Research* (Scientific Methods/Empiricism)
IX. *Simulation and Modeling Research*
X. *Logical Argumentation* / Manifestos
XI. *Case Study & Combined Strategies* (Multi-Methodological)

XII Program Preparation for Architectural Design and Documentation per SIUC Thesis requirements.

Textbooks:

Groat, L. and D. Wang. *Architectural Research Methods (2nd Edition).* Hoboken, NJ: John Wiley & Sons, Inc. 2013. (ISBN 0-471-33365-4)

Hill, Jonathan, et al. *Design Research in Architecture* (Supplemental). CRC Press. Taylor and Francis Group 2019.

Pena, W. and Marshall, S.. *Problem Seeking – An Architectural Programming Primer* (Supplemental). CRS/HOK. Wiley Publishers 2001.

Offered: Fall Semester, Graduate program (Hybrid On-Campus/On-line)

Faculty: Anz, Brazley, Irwin

ARC 532: GLOBAL TRADITIONS IN ARCHITECTURE 3 credits

Course Description: Seminar to discuss architecture beyond the tradition of Western civilization. Focus is upon the architecture of Asia, the Middle-East, and North America. Primitive, pre-industrial vernacular as well as cultural specific high style architecture is included. The course format is: lectures, assigned reading, class discussion, and individual research reports.

Course Goals and Objectives:
Upon completion of this course, the student will:

1. To develop an understanding that architecture is shaped by culture.
2. To be able to "read" architecture for cultural clues and to improve analytical skills during this process.
3. To develop an awareness of differences and similarities between various cultures and built environments throughout the world. Through this awareness, to develop an appreciation for cultural diversity, and a tolerance and understanding of people who are unlike ourselves.
4. To expand our architectural vocabulary; to rethink how to design and build for the 21st century. Through a broader vision, to become better designers who are more sensitive to the needs of the diversity of clients likely to be encountered in the emerging global economy.

NAAB Student Performance Criteria:
A.1: Professional Communication Skills **A.2**: Design Thinking Skills **A.5:** Ordering Systems
A.7: History and Global Culture **A.8:** Cultural Diversity and Social Equity

Topical Outline

Traditions in Architecture Chapter Presentation and Discussion	10%
Charrette	10%
Research Paper/Presentation	20%
Structural Project/Presentation	20%
Modern Architecture Review/Presentation	10%
Test I	10%
Test II	10%
Test III	10%

Prerequisites: ARC 554a or ARC 554b or approval

Textbooks:
Crouch, P. and Johnson, J. Traditions in Architecture. Oxford University Press.
Rapoport, A. Culture Architecture and Design. Locke Science Publishing Co., INC. Chicago, IL.
Sussman, A. and Hollander, J. Cognitive Architecture. Routledge. New York City, NY

Offered: Fall Semester, Graduate program

Faculty: Davey, Irwin

ARC 541: ARCHITECTURAL SYSTEMS AND THE ENVIRONMENT 3 credits

Course Description: Provides an overview of building technology and systems and the role of building systems performance in providing architectural and human environments and their subsequent impact upon the natural environment. The course builds upon the philosophical ideas of sustainable design and resource consumption tools. Prerequisites: Enrollment in the M. Arch Program and ARC550. Concurrent reenrollment in 551 is required.

Course Goals and Objectives:

Upon completion of this course, the student will:

1. Review significant technological architectural and design process concepts
2. Discuss and relate these ideas to contemporary architectural practice
3. Develop understanding of how these ideas effect personal design goals and practice.
4. Conceptualize the interrelationships of architectural design and technological form.
5. Develop an understanding of Zoning and Building Code applications to technological form.
6. Apply concepts of Life/Safety to design.
7. Develop preliminary structural systems and integrate into a design.
8. Develop an understanding of Mechanical, Electrical, and Plumbing as well as Fire Protection applications to technological form.
9. Summarize Specification and Construction Estimating concepts into a design.

NAAB Student Performance Criteria:

B.3: Codes and Regulations **B.4:** Technical Documentation **B.6:** Environmental Systems
B.7: Building Envelope Systems and Assemblies **B.8:** Building Materials and Assemblies
B.9: Building Service Systems **B.10:** Financial Considerations
C.3: Integrative Design (Corresponds and supports ARC 551 Comprehensive Design)

Topical Outline		**Percentages of Time**
Introduction: Systems Documentation		5
Form and Energy		10
Structural Systems		10
Lighting Systems:		10
Daylighting		
Electrical Lighting		
Envelope Systems		10
Environmental Systems:		20
HVAC	Acoustics	
Transportation	Electrical	
Water	Fire Safety	
Site Planning		10
Interior Systems and Planning		5
LEED Documentation		10
Presentation		10

Textbooks:

Required:

Moss, Eric Owen (2009) Construction Manual 1988 - 2008
[If available: ISBN-10: 756095183X | ISBN-13: 978-7560951836]

Lechner, Norbert (2008) Heating, Cooling, Lighting: Sustainable Design Methods for Architects, New York, NY, John Wiley and Sons, Inc.

Recommended:

Brown, G.Z. (1985) Sun, Wind and Light, Architectural Design Strategies, New York, NY, John Wiley and Sons, Inc.

Allen, E. and Iano, J. (2007) The Architect's Studio Companion, New York, NY, John Wiley and Sons, Inc.
Ching, F. and Winkel, S., Building Codes Illustrated, New York, NY: Wiley, 2003.
Ramsey, C. G. and Sleeper, H. R., 9th or 10th Ed., Architectural Graphic Standards, New York, NY: John Wiley & Sons, Inc., 1994. -or- Architectural Graphic Standards on CD-ROM.

Offered: Fall Semester, Graduate program

Faculty: Swenson, Anderson

ARC 550: REGIONAL ARCHITECTURE STUDIO 6 credits

Course Description: Architectural design studio focused upon regional architecture and planning. The studio will address local issues and build upon the local cultural and design traditions. Prerequisites: Enrollment in M. Arch. program.

Course Goals and Objectives:
Upon completion of this course, the student will:

1. Gain the ability to create architectural design products that acknowledge and respond to the sense of regionalism and place inherent in geographic regions.
2. Understand the relationships of diverse cultures and heritage (including social and historical conditions, health and educational delivery systems, economic engines, transportation and energy systems and infrastructure, natural resources, national, state, and local politics, and/or zonal climate, etc.) and how these and other regional forces affect architectural form.
3. Develop an idea of how to construct a new design paradigm grounded in an understanding of a particular strongly identifiable yet complex multi-state region.
4. Develop skills of critical thinking, quality research, and clear communication through readings, class presentations, discussions, and a significantly appropriate research project with regard to a regional issue.
5. Get the knowledge and practice of producing serious writing products addressed for publishing and/or conference presentations. Get dominion on paper writing and configuration skills, including sequential structure and appropriate (APA) citation.

NAAB Student Performance Criteria

A.1: Professional Communication Skills, **A.2**: Design Thinking Skills, **A.3**: Investigative Skills, **A.4**: Architectural Design Skills, **A.6:** Use of Precedents; **A.7:** History and Global Culture; **A.8:** Cultural Diversity and Social Equity;**B.1:** Pre-Design **B.2:** Site Design **B.6:** Environmental Systems; **C.1** Research; **C.2** Integrated Evaluations and Decision-Making Design Process.

Topical Outline

	Topic	**Percentages of Time**
I.	Program Development	5%
	a. Research	
	b. Analysis	
II.	Context Analysis	
	a. Data collection (includes site visit)	15%
	b. Information organization	
	c. Analysis	20%
III.	Concept Design	
	a. Development process	25%
	b. Communication process	
IV.	Design Concept Development	35%
	a. Formulation of concept(s)	
	b. Communication of concept(s)	
V.	Design Development + Documentation/Proposal Presentation	

Within this studio, student's work is carefully examined, discussed, evaluated and graded. Factors influencing the grade include but are not limited to:

- The degree to which your work demonstrates an understanding of and an engagement with the objectives of the studio, and the degree to which it exceeds the minimum requirements.
- A willingness and ability to initiate self-directed research in support of your work.
- An ability and willingness to contribute, through your individual efforts, knowledge and understanding in the subject areas, timely completion of assignments, successful communication of your intentions to others (quality + thoroughness of presentation(s)).
- Attendance, interest, involvement. An ability to contribute to the overall course experience (teach, learns from, inspire, thoughtfully provoke your colleagues and your instructors).

Textbooks: Assigned in class as required

Offered: Summer. Year One of Graduate program

Faculty: Anz, Gonzalez, Turnipseed, Dobbins, McDonald, Anderson

ARC 551: COMPREHENSIVE ARCHITECTURE DESIGN STUDIO 6 credits

Course Description: Architectural design studio focused upon comprehensive design of a large-scale urban building as fulfillment of the total integration of architectural systems and design criteria. This course serves as the culmination of the fulfillment of student performance criteria through the integration of all major building and urban systems while addressing the current human, social, and environmental issues. **Prerequisite: enrollment in the M. Arch program & 550. Concurrent enrollment in 541 required**.

Course Goals and Objectives:

Upon completion of this course, the student will be able to:

1. Focus your acquired skills and knowledge into the comprehensive design of a complex architectural project. This project will be informed by a comprehensive program and will carried out through a rigorous process of programming, site analysis and master planning, schematic design and design development, systems and life-safety analysis, building assembly exploration and selection, and appropriate representation/presentation for assessment.
2. Demonstrate the selection of and integration of structural, environmental, life-safety, building envelope, and building service systems in the setting of an architectural project.
3. Respond to both natural and built site and context characteristics in the development of a program and in the design of a project.
4. Demonstrate an understanding of the codes, regulations, and standards applicable to a given site and building design. These standards should include, but are not limited to, occupancy classification, allowable building heights and areas, allowable construction types, separation requirements, occupancy requirements, means of egress, fire protection requirements, and structural system requirements.
5. Conceptualize and configure a thoughtful project and thoroughly design and detail an integral part of that project. Select/design appropriate combinations of building materials, components, and assemblies to satisfy the requirements of the building program and design intent.
6. Generate technically precise and readily communicable descriptions and documentation of the proposed design for the purpose of review and construction.
7. Demonstrate the principles of sustainable design through the successful integration of the issues of program response, context and site analysis, orientation, climate, materials, tectonics, structure, environmental systems, day lighting, and code analysis in a design project of moderate complexity.

NAAB Student Performance Criteria:

A.2: Design Thinking Skills, **A.4:** Architectural Design Skills, **A.6:** Use of Precedents, **A.8:** Cultural Diversity and Social Equity**, B.2: S**ite Design **B.3:** Codes and Regulations, **C.1:** Research **C.2:** Integrated Evaluations and Decision-Making Process, **C.3:** Integrative Design

Topical Outline / Percentage of Time

- program analysis 10%
- case studies, program research and analysis
- site analysis 10%
- site and context research, field trip, contextual diagramming
- conceptual design and development (individual and group) 25%
- readings, thesis and parti establishment and evolution, communication
- schematic design (individual and group) 25%
- concept realization, design process, communication

- design development (individual and group) 30%
  development process, communication

Textbooks:

Allen, Edward and Iano, Joseph. (2007). *The architect's studio companion: Rules of thumb for preliminary design* (4th ed.). Hoboken, NJ: John Wiley & Sons, Inc.

Offered: Fall semester, Graduate Program, spring semester online Graduate Program

Faculty: McDonald, Turnipseed, Gonzalez, Hoffman, Lugo

ARC 552: GRADUATE ARCHITECTURAL DESIGN/THESIS I 6 credits

Course Description: Initial development of individual design thesis project in a studio setting. The studio will consist of a design project or an individual student thesis project as developed in ARC 500. Approval of thesis project by graduate faculty is required. Prerequisites: ARC500 and 551. Restricted to enrollment in M. Arch. Program.

Course Goals and Objectives

Upon completion of this course, the student will:

1. Further logical development of a strategy for the development and preparation of their thesis research, programming, project proposals, and subsequent design implementation.
2. Critically understand basic standards for research quality, responsibility, judgment, and ethical practice as well as the basic premise of to "do no harm," albeit extended into responsible design practice.
3. Foster reasoned and responsibly informed design initiatives through the formal extension of the research side of the allied design disciplines and, in turn, convey their design strategy through effective verbal and writing skills.
4. Develop skills of critical thinking, quality research, and clear communication through readings, class presentations, discussions, and a corresponding research thesis (drawings, models, diagrams).
5. Understand the relationship of general research to significant architectural theories, fundamental philosophical and ideological positions, and ethics. Responsibly integrate and manifest these previous research theories and methodological approaches within a comprehensive design endeavor.
6. Identify some of the most significant and informative aspects, reasoning, and methods of inquiry and application for architectural research, especially as it relates to the human condition (behaviorally, environmentally, culturally, institutionally (IRB), et al). Consciously and critically negotiate a design that is both responsive and progressive to these issues at multiple and identifiable levels of engagement. Document these issues as an essential part of the thesis report.
7. Build upon a formal knowledge base and literature review along with case-study reviews as critical precedents for substantiating and supporting the architectural design thesis proposal.
8. Simulate the building design experience of programming aspects by designing a building, urban-design project, simulation studies, etc. Then prepare the design development package within the defined scope and intent stated in the thesis documentation. Demonstrate integration of knowledge/tools/methods into comprehensive design. Enhance, clarify, and substantiate their design through written documentation.
9. Focus the acquired research, skills, and knowledge into the comprehensive design of a graduate architectural design-thesis project. Emphasize the design development, drawing documentation, and model presentation of the project into public presentation material as well as for publication into a thesis document. Produce an architectural thesis-design project informed by a comprehensive program, from schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as may be appropriate. Assess the completed project with respect to Graduate program design criteria (i.e., ARC 452 criteria).
10. Develop the project and corresponding documentation into a thesis format to meet University requirements (preferably UMI ETD Administrator [Proquest LLC]) and NAAB criteria for a professional degree. As such, the work also must be comparable to (meet or exceed) architectural master's thesis work at other peer institutions.

NAAB Student Performance Criteria:

A.1 Professional Communication Skills; **A.2** Design Thinking Skills; **A.3** Investigative Skills; **A.4** Architectural Design Skills; **A.6** Use of Precedents; **B.1** Pre-Design; **C.1:** Research **C.2** Integrated Evaluations and Decision-Making Design Process; **C.3** Integrative Design

Topical Outline:

Individual student development and schedule as approved by individual committees

Textbooks:

All reading is in direct application and reference to the individual thesis project. The student will keep a personal library of pertinent readings that accompany and inform their work. Additional special readings and/or research assignments pertaining to individual proposals will be given to enhance the work. These include items from the instructor's class reading list, faculty thesis advisors, suggested Web sites, and/or other relevant related references. All these play a role in the further development of required literature review and precedent studies. The student will keep an updated bibliography for review, which will be included in the final documentation.

Offered: Spring Semester

Faculty: Anz, Davey, Brazley, Turnipseed

ARC 554: GRADUATE ARCHITECTURAL DESIGN/THESIS II 6 credits

Course Description: A continuation of ARC 552 in the conclusion, presentation, and final approval of the individual design/thesis project in a studio setting. The course is taken by students who wish to graduate through the department. Prerequisite: 552.

Course Goals and Objectives:

Upon completion of this course, the student will:

1. Further logical development of a strategy for the development and preparation of their thesis research, programming, project proposals, and subsequent design implementation.
2. Critically understand basic standards for research quality, responsibility, judgment, and ethical practice as well as the basic premise of to "do no harm," albeit extended into responsible design practice.
3. Foster reasoned and responsibly informed design initiatives through the formal extension of the research side of the allied design disciplines and, in –turn, convey their design strategy through effective verbal and writing skills.
4. Develop skills of critical thinking, quality research, and clear communication through readings, class presentations, discussions, and a corresponding research thesis (drawings, models, diagrams).
5. Understand the relationship of general research to significant architectural theories, fundamental philosophical and ideological positions, and ethics. Responsibly integrate and manifest these previous research theories and methodological approaches within a comprehensive design endeavor.
6. Identify some of the most significant and informative aspects, reasoning, and methods of inquiry and application for architectural research, especially as it relates to the human condition (behaviorally, environmentally, culturally, institutionally (IRB), et al). Consciously and critically negotiate a design that is both responsive and progressive to these issues at multiple and identifiable levels of engagement. Document these issues as an essential part of the thesis report.
7. Build upon a formal knowledge base and literature review along with case-study reviews as critical precedents for substantiating and supporting the architectural design thesis proposal.
8. Simulate the building design experience of programming aspects by designing a building, urban design project, simulation studies, etc. Then prepare the design development package within the defined scope and intent stated in the thesis documentation. Demonstrate integration of knowledge/tools/methods into comprehensive design. Enhance, clarify, and substantiate their design through written documentation.
9. Focus the acquired research, skills, and knowledge into the comprehensive design of a graduate architectural-design thesis project. Emphasize the design development, drawing documentation, and model presentation of the project into public presentation material as well as for publication into a thesis document. Produce an architectural thesis design project informed by a comprehensive program, from schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as may be appropriate. Assess the completed project with respect to Graduate program design criteria (i.e., ARC 452 criteria).
10. Develop the project and corresponding documentation into a thesis format to meet University requirements (preferably UMI ETD Administrator [Proquest LLC]) and NAAB criteria for a professional degree. As such, the work also must be comparable to (meet or exceed) architectural master's thesis work at other peer institutions.

NAAB Student Performance Criteria:

A.1 Professional Communication Skills; **A.2** Design Thinking Skills; **A.3** Investigative Skills; **A.4** Architectural Design Skills; **A.5** Ordering Systems; **A.6** Use of Precedents; **A.7** History and Global Culture; **A.8** Cultural Diversity and Social Equity; **B.1** Pre-Design; **B.2** Site Design; **B.3**. Codes and Regulations; **B.4** Technical Documentation; **B.5** Structural Systems; **B.6** Environmental Systems; **B.7** Building Envelope Systems and Assemblies; **B.8** Building Materials and Assemblies; **B.9** Building Service Systems; **C.1** Research; **C.2** Integrated Evaluations and Decision-Making Design Process (Fulfills and finishes 552-554 sequence)

Topical Outline

Individual student development and schedule as approved by individual committees.

Prerequisites: ARC 552

Textbooks:

All reading is in direct application and reference to the individual thesis project. The student will keep a personal library of pertinent readings that accompany and inform their work. Additional special readings and/or research assignments pertaining to individual proposals will be given to enhance the work. These include items from the instructor's class reading list, faculty thesis advisors, suggested Web sites, and/or other relevant related references. All these play a role in the further development of required literature review and precedent studies. The student will keep an updated bibliography for review, which will be included in the final documentation.

Offered: Summer II, Graduate program

Faculty: Davey; Anz; Brazley; Turnipseed

ARC 557: G R A D U A T E V E R T I C A L S T U D I O 6 credits

Course Description: Graduate Vertical Architectural Design. This course is designed as a fast-paced, flexible leveling design studio for individual candidates from architectural related degree programs who need to meet additional student performance criteria for graduate school entry. As an integrative studio, it further builds on individual capacities, progresses communication and design skills, while addressing complexities of modern architectural programs and design methodologies required to prepare students for advanced architectural expectations. The course engages rigorous research, analysis and synthesis within an urban building context, while emphasizing the integration of environmental and architectural systems into a comprehensive design. Documentation in appropriate technologies, emphasizing advanced critical thinking, communication skills, and multi-dimensional problem-solving capacities, are required and will be formally presented for review.

Course Goals and Objectives (aligns with integrative design ARC452 objectives and project):
Upon completion of this course, the student will:

1. Create a strategy for the development and preparation of your thesis research, programming, project proposal, and design implementation.

2. Develop a schedule of work that will allow timely completion of the graphics that comprise your thesis project.

3. Critically understand and apply basic standards for research quality, responsibility, judgment, and ethical practice as well as the basic premise of to “do no harm,” extended into responsible design.

4. Prepare reasoned and responsible informed design initiatives through formal research of allied design disciplines and convey their strategy through effective verbal, graphic, and written skills.

5. Produce an architectural thesis-design project formed by a comprehensive program, from schematic design through detail development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as may be appropriate; and to assess the completed project with respect to Graduate program design criteria.

6. Develop a project and corresponding documentation into thesis format to meet university requirements and NAAB criteria for professional degree. As such, the work also must meet or exceed architectural master’s thesis work at other peer institutions.

NAAB Student Performance Criteria:

A.3: Investigative Skills **A.4:** Architectural Design Skills **B.2:** Site Design **B.3:** Codes and Regulations **B.4:** Technical Documentation **B.5:** Structural Systems **B.6:** Environmental Systems **B.7:** Building Envelope Systems and Assemblies **B.8:** Building Materials and Assemblies **B.9:** Building Service Systems **C.3:** Integrative Design: Ability to make design decisions within a complex architectural project while *demonstrating broad integration and consideration of environmental stewardship, technical documentation (B4), accessibility (B3), site conditions, life safety (B3), environmental systems (B6), structural systems (B5), and building envelope systems and assemblies (B7, B8, B9)*. (Pairs with content from ARC452)

Topical Outline	**Percentages of time**
I. Program Development	5%
A. Research	
B. Analysis	

II. Site Analysis 5%
A. Data collection
B. Analysis

III. Concept Development 15%
A. Formulation of concept
B. Communication of concept

IV. Schematic Design 25%
A. Design realization
B. Design process
C. Communication of design

V. Design Development 25%
A. Development process
B. Communication process

VI. Design Documentation 25%
A. Documentation development
B. Documentation process
C. Documentation

Textbooks: Assigned readings and library resources. Research-driven per projects and typologies.

Offered: Spring semester

Faculty: Brazley, Anz, Gonzalez

ARC 591/491: PROFESSIONAL PRACTICE I 3 credits

Course Description: Introduction to the organization, management, and practice of architecture as a business and profession. Emphasis is placed on the range of services provided, professional ethics, business management, marketing, contracts and negotiations, design cost analysis /control, and other aspects of professional practice.

Course Goals and Objectives:
Through assigned readings, in-class discussions, lectures, individual research, and group research, each student will:

1. Develop an understanding that protection of the public health, safety, and welfare is central to the issue of sustainable design and that the ethics of today's professional practice and the relationship to global well-being are at the heart of professional conduct.
2. Review and analyze various marketing strategies, perform a case study analysis, and participate in group presentations.
3. Develop an awareness of the ethical issues involved in the formation of professional judgments in architectural and interior design and practice.
4. Develop an understanding of the design professional's legal responsibilities with respect to public health, safety, and welfare; and an awareness of the evolving legal context within which architects and interior designers practice, and of the laws pertaining to professional registration, professional service contracts, and the formulation of design firms and related legal entities.
5. Become familiar with the different methods of project delivery, the corresponding forms of AIA and ASID service contracts, and the types of documentation required to render competent and responsible professional service.
6. Become familiar with the basic principles of office organization, business planning, marketing, fee and contract negotiations, financial management, billing methods, and leadership, as they apply to the practice of architecture and/or interior design.

NAAB Student Performance Criteria:
D.1: Stakeholder Roles in Architecture **D.2:** Project Management **D.3:** Business Practices
D.4: Legal Responsibilities **D.5:** Professional Conduct

Topical Outline	**Percentage of Time**
I. Defining a Professional and Types of Professional Offices	10%
II. Marketing the Individual	15%
III. Starting and Running an Office – What Does It Take?	40%
IV. Marketing / Promotional Materials: Create Student "Firms"	25%
V. Individual and "Firm" Presentations	10%

Haviland, D. *The Architects' Handbook of Professional Practice – Student Edition.* 13 ed. Washington, D.C.: American Institute of Architects, 2002. rd
Linton, H. *Portfolio Design* 3, ed. New York: W. W. Norton & Company, Inc., 2003.

Offered: Fall semester

Faculty: Baysinger, Anderson

ARC 592: ARCHITECTURAL PROFESSIONAL PRACTICE II 3 credits

Course Description: The purpose of the course is to discuss the organization, management, and practice of the architectural profession. Included in the review of these topics will be related discussion with regard to ethics, professional judgment, leadership, and legal and regulatory issues. As part of the learning process, students will be expected to participate in class discussion as well as complete projects which are designed to develop critical thinking, speaking, and writing skills.

Course Goals and Objectives:

Upon completion of this course, the student will:

1. Define and discuss contemporary architectural practice as it relates to firm organization and management.
2. Define and discuss the architect's project administrative roles.
3. Define, discuss, and learn how to implement project cost-control measures on typical architectural projects.
4. Define, discuss, and learn how to create specification front ends for typical architectural projects.
5. Define and discuss ethics and professional judgment as they relate to contemporary architectural practice.
6. Define and discuss leadership roles for architects in contemporary architectural practice.
7. Define and discuss legal rights and responsibilities as they relate to contemporary architectural practice.
8. Develop critical thinking, speaking, and writing skills.

NAAB Student Performance Criteria:

D.1: Stakeholder Roles in Architecture **D.2:** Project Management **D.3:** Business Practices
D.4: Legal Responsibilities **D.5:** Professional Conduct

Topical Outline:

Week	Topic	Reading
1	Introductions Practice of Architecture Overview	AHPP pp. xix-xxiii EPA pp. 70-78 ProPrac pp. 1-44
2	Ethics of Architecture	ProPrac pp. 46-54; 58-75 EPA pp. 15-22; 48-69; 259-274; Ethics outline due
3	Leadership in Architecture	*Leadership by Design* pp. xx-21; 237-253; 297-303
4	The Client Defined Firm Marketing & Outreach Ethics paper due	AHPP pp. 3-29; 72-101
5	Firm Planning	AHPP pp. 33-71
6	Firm Financial Operations	AHPP pp. 103-139 Leadership paper due
7	Firm Financial Reports Firm Human Resources	AHPP pp. 141-165
8	Legal Rights/Resp. & RM	AHPP pp. 361-393 Business Plan due
9	Contracts & Agreements	
10	Planning & Pre-Design Services	
11	Design – Construction Services	

12 Construction Specifications
13 Construction Cost Estimating
14 Project Management
15 Project Delivery Methods
Course Exam Review

Prerequisites: ARC 591

Textbooks Required:

The Architect's Handbook of Professional Practice, 13th Student Edition. J. Demkin, editor. Hoboken, NJ: John Wiley & Sons, Inc., 2002.

Wasserman, B., P. Sullivan, and G. Palermo. *Ethics and the Practice of Architecture*. Hoboken, NJ: John Wiley and Sons, Inc. 2000. (ISBN 0-471-29822-0; pbk.) Swett, Richard N. *Leadership by Design: Creating an Architecture of Trust*. Ostbert Library of Design Management. Atlanta, GA: Greenway Communications, LLC., 2005.

Pressman, Andy. *Professional Practice 101*. Hoboken, NJ: John Wiley and Sons, Inc., 1997.

Offered: Spring Semester, Graduate program

Faculty: Baysinger, Anderson

Optional Studies (Curricular Flexibility)

The following are the courses with content of special interests for students offered in SIU School of Architecture:

ARC 210	Introduction to the Profession
ARC 310	Project Management
ARC 410	Construction Safety Management
ARC 411	Time, Value and Risk Management
ARC 412	Construction Project Management
ARC 413	Budget and Cost Management
ARC 491	Professional Practice I: Office Practice
ARC 492	Professional Practice II: Specifications
ARC 501	Seminar: Architectural Theory
ARC 502	Architecture Seminar
ARC 503	Environmental Behavior Studies in Architecture
ARC 511	Time, Value and Risk Management
ARC 512	Construction Project Management
ARC 513	Budget and Cost Management
ARC 531	Seminar: Architectural History
ARC 593	Architectural Research Paper
ARC 594	Programming & Analysis
ARC 595	Project Planning + Design
ARC 596	Project Development + Documentation
ARC 597	Construction + Evaluation
ARC 599	Thesis

ARC 210: Introduction to Construction Management 3 credits

Course Description: This course introduces the overview of construction management, including industry roles, responsibilities, and risk management from perspectives of owners, construction workers, designers, financial institutions, and government agencies. Documentation from project startup through closeout will be covered as well as ethics and professionalism, and written and oral communications in construction.
Use of vendors' brochures and standard references. Preparation of working drawings in light wood frame construction. Prerequisite: None. Prerequisite to: ARC411, 412.

Course Goals and Objectives:

Upon completion of this course, the student will:

1. Understand the history and status of construction industry.
2. Be aware of career opportunities and job roles in construction industry.
3. Understanding project management business and company operation principles.
4. Understand the roles and responsibilities of construction team members.
5. Understand construction process, scheduling, estimating, contracts and documents.
6. Understand the principles and procedures for the project start up and closeout process.

NAAB Student Performance Criteria:

A.1: Professional Communication Skills **C.1:** Collaborative Skills
D.1: Stakeholder Roles in Architecture **D.2:** Project Management
D.3: Business Practices

Topical Outline	**Percentages of Time**
I. Construction Industry	30%
-Business trends and Stakeholders	
II. Construction Bidding Process	40%
-Estimation principle, bid preparation and contract	
III. Construction Stages	30%

Textbooks:
Barbara, Jackson. *Construction Management JumpStart.* (2nd ed.). Hoboken, NJ: Wiley, 2010.

Offered: Spring semester **Faculty:** Huang

ARC 310: PROJECT MANAGEMENT 3 credits

Course Description: Explore project scope and delivery methods, compensation, forms, contract types during program phase, pre-design, and pre-construction management. Identify importance of contract delivery, administration, documentation, and control across all project phases from concept through facilities management and de-construction. Project performance, stakeholder decisions, documentation tools, and applications are examined.

Course Goals and Objectives:

Upon completion of this course, the student will:

1. Develop an understanding of project scope and delivery methods, compensation, forms, contract types
2. Understand relationship between program phase, pre-design, and pre-construction management
3. Identify importance of contract delivery, administration, documentation, and control across all project phases.
4. Understand concepts of life cycles and sustainability through facilities management and de-construction
5. Be able to define relationships between project performance, stakeholder decisions, documentation tools, and applications

NAAB Student Performance Criteria:

D.2 Project Management: Understanding of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

D.3 Business Practices: Understanding of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

D.4 Legal Responsibilities: Understanding of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

Topical Outline	**Percentages of Time**
Scope and delivery methods, compensation, forms, contract types	20%
Program phase, pre-design, and pre-construction management	20%
Contract delivery, administration, documentation, and control	20%
Life cycles and sustainability	20%
Project performance, stakeholders, documentation, and applications	20%

Textbooks:

Jackson, Barbara J. Construction Management JumpStart: The Best First Step Toward a Career in Construction Management 2nd Edition. Hoboken, NJ: Wiley, 2010.

Offered: Fall semester **Faculty:** Post

ARC 410: Construction Safety Management 3 credits

Course Description: Safety is a significant part of risk in construction projects. This course introduces knowledge of construction safety management, including recognition, evaluation, prevention and control of safety and health hazards in construction workplaces. Comprehensive details of OSHA safety regulations, standards and general principles of construction safety management are reviewed. Upon successful completion of this course, students could be issued a 30 hour OSHA (Occupational Safety & Health Administration) training card in construction. Prerequisite: None. Prerequisite to: None.

Course Goals and Objectives:

Upon completion of this course, the student will:

1. Demonstrate a basic understanding of general safety & health provisions.
2. Demonstrate knowledge of OSHA standards and General Duty Clauses.
3. Identify health hazards in construction.
4. Demonstrate the basics of fall protection and prevention.
5. Demonstrate overhead protection; identify signs, signals and barricades.
6. Demonstrate proper material handling, rigging, storage, use and disposal.

NAAB Student Performance Criteria:

B.3: Codes and Regulations **D.2:** Project Management **D.3:** Business Practices

Topical Outline	**Percentages of Time**
I. OSHA Standards and General Duty Clauses	20%
II. Mandatary Topics	40%
-Fall, Electrocution, Caught in-between Struck by hazards	
III. Selective Topics	40%
-Fire Protection, Health and safety program, Hazzard Communication	

Textbooks:

[1] Class notes
[2] OSHA 29 CFR Part 1926 (Occupational Safety and Health for the Construction Industry), also available at www. OSHA.gov

Offered: Fall semester **Faculty:** Huang

ARC 411/511: Time, Value, Risk Management 3 credits

Course Description: Efficient construction scheduling is crucial to achieving success of construction projects. This course introduces knowledge of planning and scheduling of construction projects, including basic concepts, bar charts, critical path method, precedence networks, resource allocation and leveling, schedule updating and project control, impacts of scheduling on productivity, construction delay and claims, and computer-aided project scheduling software. Prerequisite: ARC 210 or 310. Prerequisite to: None.

Course Goals and Objectives:

Upon completion of this course, the student will:

1. Understand importance of construction project scheduling as part of the project management effort.
2. Understand the schedule methods (Bar chart and critical path method).
3. Be aware of scheduling career opportunities and job roles in construction industry.
4. Be able to review and analyze construction schedules to realize time-cost trade-off.
5. Understand how to use the schedule to forecast and balance resources.
6. Learn how to use Microsoft Project to schedule construction projects in practice.

NAAB Student Performance Criteria:

A.1: Professional Communication Skills **B.10:** Financial Considerations **C.1:** Collaborative Skills **D.2:** Project Management **D.3:** Business Practices

Topical Outline	**Percentages of Time**
I. Lecture Materials	60%
-Introduction, Bar chart, Gantt chart, CPM, Precedence Networks	
II. MS Project Labs	40%
-Resource Allocation, Resource Levelling, Schedule Compression, Reports	

Textbooks:

Saleh, Mubarak. *Construction Project Scheduling and Control*. (3rd ed.). Hoboken, NJ: Wiley, 2015.

Offered: Spring semester **Faculty:** Huang

ARC 412/512: Construction Project Management 3 credits

Course Description: This course focuses on the methods, processes and information necessary to achieve the sustainability of design and construction. Course contents include the study of green building practice and investigate how sustainability is being implemented nationally throughout the construction industries. The US Green Building Council (USGBC) is at the forefront of green building movement. This course will also provide an overview of knowledge required to taking industry recognized Professional Credentials (LEED Green Associate) exams. Prerequisite: ARC 210 or 310. Prerequisite to: None.

Course Goals and Objectives:

Upon completion of this course, the student will:

1. Be aware of career opportunities and job roles in sustainable construction sector.
2. Learn LEED™ V4 Project registration, submission and administration principles.
3. Understand new building construction management and sustainable operation principles.
4. Learn skills and tools needed for energy, water and lighting audit.
5. Understand business practice and technique to improve building sites, water and energy consumptions.
6. Learn principles and procedures of improving building operation and maintenance towards better building performance.

NAAB Student Performance Criteria:

B.1: Pre-Design **C.1:** Collaborative Skills **C.3:** Integrative Design
D.2: Project Management **D.3:** Business Practices

Topical Outline	**Percentages of Time**
I. LEED™ V4 Project rating system	30%
-Principles, checklist, online tools	
II. LEED™ V4 Project credits categories	70%

-Location and transportation, sustainable sites, water efficiency, energy and atmosphere, material and resources, IAQ, innovation, regional priority, integrative process.

Textbooks:
The LEED Green Associate Candidate Handbook, by USGBC http://go.usgbc.org/green-associate.html

Offered: Spring semester **Faculty:** Huang

ARC 413/513: BUDGET & COST MANAGEMENT 3 credits

Course Description: Provide overview of various estimating tools and methods for managing budgets, project estimates, and costs during program, construction and facilities management phases. Identify roles and responsibilities for controlling and monitoring project cost. Identify and develop methods for creating valid project estimates and budgets. Explore Integrated Project Delivery (IPD) for budget and cost management.

Course Goals and Objectives:

Upon completion of this course, the student will:

1. Be aware of various estimating tools and methods
2. Demonstrate understanding of managing budgets, project estimates, and costs during program, construction and facilities management phases
3. Identify roles and responsibilities for controlling and monitoring project cost
4. Identify and develop methods for creating valid project estimates and budgets
5. Understand Integrated Project Delivery (IPD) for budget and cost management

NAAB Student Performance Criteria:

D.1 Stakeholder Roles in Architecture: Understanding of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—and the architect's role to reconcile stakeholder needs.

D.3 Business Practices: Understanding of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

D.4 Legal Responsibilities: Understanding of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

D.5 Professional Conduct: Understanding of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.

Topical Outline	**Percentages of Time**
Identification of various estimating tools and methods	20%
Management of budgets, project estimates, and costs during construction management phases	20%
Roles and responsibilities for controlling and monitoring project cost	20%
Identification and development of methods for creating valid project estimates and budgets	20%
Understanding the Integrated Project Delivery (IPD)	20%

Textbooks:

Pratt, David. Fundamentals of Construction Estimating 3rd Edition. Clifton Park, NY: Delmar, Cengage Learning, 2011.

Offered: Spring semester **Faculty:** Post

ARC 501: SEMINAR: ARCHITECTURAL THEORY 3 credits

Course Description: Seminar devoted to the teaching, investigation, and discussion of contemporary architectural issues related to theory. Students have the opportunity to explore a variety of subjects through assigned readings and investigations. Prerequisite: None.

Course Goals and Objectives:

Upon completion of this course, the student will:

1. Develop an understanding of significant contemporary theories, their foundations, and their relationships to current architectural design.
2. Carry out a critical review of various aspects of architectural thinking and their relationships within the greater body of knowledge, the history of ideas, and the context of contemporary issues.
3. Develop skills of critical thinking, quality research, and clear communication through readings, class presentations, discussions/debates, logical argumentation, and substantive written research reports.

NAAB Student Performance Criteria:

A.1: Professional Communication Skills **A.3:** Investigation Skills **A.6:** Use of Precedents
A.7: History and Global Culture **A.8:** Cultural Diversity and Social equity **C.1:** Research

Topical Outline	**Percentages of Time**
Readings/ Discussions/ Debates	20%
Project 1: Abstract/Proposal (including all revisions)	10%
Project 2: Compare and contrast points of views	10%
Project 3: Ideas for conveying theory to others and to built form	20%
Project 4: Development and implementation of theory	20%
Project 5: Final Presentation	20%

Textbooks:

Jencks, Charles and Karl Kropf, Eds. *Theories and Manifestoes of Contemporary Architecture.* John Wiley & Sons, Inc., 1997. Reprinted August 2003.

Readings Varies per Individual Study

Offered: Varies, Graduate Program Independent Study

Faculty: Anz, varies

ARC 502: ARCHITECTURE SEMINAR (in Situ) 3 credits

Course Description: Study of current trends and topics in architecture. Assigned readings and investigations are completed on approved topics chosen by the student. Students have the option of completing *in situ* study during the course. Prerequisite: Permissions

Course Goals and Objectives:

1. Upon completion of the course, the student will be able to:
2. Articulate views concerning the issues studied and the relevancy of those issues in the context of architectural practice.
3. Be able to write successfully and organize their thinking following their research and analysis of various topics.
4. Be aware of possible applications of studied approaches and philosophies to architecture.
5. Demonstrate capacity to analyze various issues' impact on the profession and the built environment.
6. Be able to organize their thinking in terms of application to concept and theory based readings and be able to apply that thinking to design solutions.

NAAB Student Performance Criteria:

A.3: Investigation Skills **A.6:** Use of Precedents **A.7:** History and Global Culture **A.8:** Cultural Diversity and Social equity **C.1:** Research

Topical Outline	**Percentages of Time**
Topics Percentages of Time	
I. Technological Issues in Architecture	20%
II. Theoretical Issues in Architecture	20%
III. Environmental Behavioral Issues in Architecture	20%
IV. Written Paper and/or Research of Specific Topics in Architecture	20%
V. Readings and Discussion Regarding Theoretical and Functional Issues Related to Architecture	20%

Textbooks:

None required. Students complete individual readings using sources they identify.

Readings Varies per Individual Study

Offered: Varies, Graduate Program Independent Study

Faculty: Irwin, Davey, Anz, varies

ARC 531: SEMINAR: ARCHITECTURAL HISTORY 3 credits

Course Description: Seminar devoted to the teaching, investigation, and discussion of the history of architecture. Students have the opportunity to investigate historical precedents and the context within which these ideas have developed. The connection to the contemporary architectural setting and current concepts will be developed and discussed.

Course Goals and Objectives:

Upon completion of this course, the student will be able to:

1. Review significant historic architectural concepts and built form.
2. Discuss and relate these ideas to contemporary architectural practice.
3. Develop an understanding of how these ideas affect personal design goals and practice

Student Performance Criteria:

A.1: Professional Communication Skills **A.2:** Investigation Skills
A.7: History and Global Culture **A.8:** Cultural Diversity and Social Equity

Topical Outline:

Developed by individual faculty member whenever course is offered.

Prerequisites: None

Textbooks: Varies as Assigned.

Offered: Varies, Graduate Program Independent Study

Faculty: Varies

ARC 593: ARCHITECTURAL RESEARCH PAPER 6 credits

Course Description: Students perform individual research in architecture on an approved topic.

Course Goals and Objectives:

Upon completion of this course, the student will submit a research paper in partial fulfillment of the requirements for graduation from the Master of Architecture program. Requirements are specified by the Graduate College and the School of Architecture Graduate Student Handbook.

NAAB Student Performance Criteria:

(Refer: Architecture Design Thesis - I & II, ARC552-ARC554)

Topical Outline:

Research and Evaluation 100% of time

Prerequisites: ARC 500

Textbooks: None required

Offered: Summer semester

Faculty: Varies

ARC 594: PROGRAMMING & ANALYSIS 1 credit

Course Description: Programming & Analysis (PA) is a course corresponding to the same named section on the ARE 5.0 test of NCARB. It tests your understanding and application of project requirements, constraints, and opportunities. You should be prepared for scenario-based questions on issues related to programming, site analysis, and zoning and code requirements. This ARE 5.0 exam is four hours of you applying all of your critical evaluation skills to show that you understand how to properly collect project requirements. The purpose of the present course is the student's suitable preparation for the test. Included topics in the contents are Environmental & Contextual Conditions; Codes & Regulations; Site Analysis & Programming; and Building Analysis & Programming. As part of the learning process, students will be expected to move through all chapters while recalling previous material from both academic and work experience, since this is not a course where students are to learn new material but rather where to review and organize those pieces of knowledge that they already have from their previous college studies and/or professional experience. The completion of eight quizzes and four module tests will assess students' accomplishment.

Course Goals and Objectives:
Upon completion of this course, the student will be able to:

1. Review and organize those pieces of knowledge that students already have from previous college studies and professional experience. Recover consulting skills for reference material (suggested in this course and additional) and original students' notes and bibliographic sources as well as practice logbooks and any other reference considered pertinent for the case.
2. Manage environmental and atmospheric factors to be properly applied for construction purposes. Integrate appropriate conclusions about program response, context and site analysis, orientation, climate, materials, tectonics, structure, environmental systems, day lighting, and code analysis in a design project of moderate complexity.
3. Demonstrate enough knowledge of environmental and contextual principles and conditions to be able to identify better or worse proposals under sustainable and/or energy modeling criteria.
4. Demonstrate an understanding of the codes, regulations, and standards applicable to a given site and building design. These standards should include, but are not limited to, occupancy classification, allowable building heights and areas, allowable construction types, separation requirements, occupancy requirements, means of egress, fire protection requirements, and structural system requirements.
5. Demonstrate capability on decision taking about site analysis and programming conditions, including recurring climatic factors as well as unforeseen phenomena.
6. Demonstrate the selection and proper integration of structural, environmental, life-safety, building envelope, and building service systems in reviewing an architectural project.
7. Generate technically precise and readily communicable descriptions of a specific construction or design product in terms of its structure and technical systems.

NAAB Student Performance Criteria:
A.1 Professional Communication Skills; **A.2** Design Thinking Skills; **A.3** Investigative Skills; **A.4** Architectural Design Skills; **A.6** Use of Precedents; **A.7** History and Global Culture; **B.1** Pre-Design; **B.2** Site Design; **B.5** Structural Systems; **B.6** Environmental Systems; **B.7** Building Envelope Systems and Assemblies; **B.8** Building Materials and Assemblies; **B.9** Building Service Systems; **C.1** Research; **C.2** Integrated Evaluations and Decision-Making Design Process; **C.3** Integrative Design.

Topical Outline:
This course is organized in four modules (according to the division's sections), each containing several chapters, corresponding these to the items included in the ARE 5.0 (division 3) test for every section. Every module has a preparation quiz and a test containing the material included in the module. Desire2Learn (D2L) will be used throughout the semester in several ways. The contents of all chapters, calendar, bibliography and other information will permanently be on these 24/7 virtual classroom. Besides, all quizzes and tests are to be done only through the use of this platform.

For grading purposes, the semester work will be composed by the results of quizzes and partial tests.

		Points		amount		
1.	Quizzes	2	x	4	=	8
2.	Tests	23	x	4	=	92
						------
						100 %

Every Quiz has 3 questions and a time limit of 10 minutes, and every Test has 25 questions and a time limit of 50 minutes.
Be aware that for every Quiz there is only one attempt available. But for every Test you have two attempts available. In this last case the highest of the two is the one that will be considered.

Textbooks:

- Programming & Analysis, Study Guide 5.0, Brightwood
- ARE 5 Review manual for the Architect Registration Exam by D.K. Ballast and S.D. O'Hara
- ARE 5 Practice Problems for the Architect Registration Exam by D.K. Ballast et alt.
- ARE 5.0 Practice Exam for the Architect Registration Exam by D.K. Ballast et alt.

Other bibliography:

- Building Codes Illustrated, 4th Ed
- Problem Seeking: An Architectural Programming Primer. Peña & Parshall, John Wiley & Sons.
- ARE 5.0 Handbook, NCARB
- Sun Wind and Light by Mark Dekay and G Z Brown, Wiley 3rd Ed
- Site Planning and Design Handbook. Russ, McGraw-Hill. 2nd Ed
- The Sustainable Sites Handbook: A Complete Guide by Meg Calkins, Wiley & Sons
- Sweets – Green Building Square Foot Cost Book
- Sustainable Construction Charles Kibert, Wiley 4th Ed
- Green Building Project Planning and Cost Estimates, RS Means
- ICC/ASHRAE 700-2015 Green Building Standard, ASHRAE Green Guide
- Sustainable Facades by Ajla Aksamija, Wiley
- Crable to Cradle by William McDonough William Braungart, North Point Press
- Net Zero Energy Buildings by Linda Rieder, Routledge
- Green Building Illustrated by Francis Ching and Ian M Shapiro, Wiley
- Architectural Graphic Standards, AIA. The American Institute of Architects. John Wiley & Sons
- Building Codes Illustrated: A Guide to Understanding the 2015 International Building Code. Ching & Winkel, John Wiley & Sons

Offered: Winter intersession semester, online Graduate Program

Faculty: Gonzalez

ARC 595: PROJECT PLANNING & DESIGN 1 credit

Course Description: Project Planning and Design (PPD) is a course corresponding to the same named section on the ARE 5.0 test of NCARB. It tests your understanding, application and evaluation of design alternatives that synthesize environmental, cultural, behavioral, technical and economic issues. You should be prepared for multiple choice type questions, calculations, identification, design and scenario/case study solutions based questions on issues related to preliminary design of sites and buildings. You should be able to demonstrate an understanding of and abilities in design concepts, sustainability/environmental design, universal design and other forms of governing codes and regulations. This exam is five hours of you applying all of your critical evaluation skills to show that you understand how to properly achieve preliminary design. The purpose of the present course is the student's suitable preparation for the test. Included topics in the contents are Environmental Conditions & Context; Codes & Regulations; Building Systems, Materials & Assemblies; Project Integration of Program & Systems and Project Cost and Budgeting. As part of the learning process, students will be expected to move through all chapters while recalling previous material from both academic and work experience, since this is not a course where students are to learn new material but rather where to review and organize those pieces of knowledge that they already have from their previous college studies and/or professional experience. The completion of quizzes for each chapter (18), five module tests and a final comprehensive test for this course will assess students' accomplishment. Many other references and study guides can be found within each module and in the bibliography to assist with ARE 5.0 test preparation as this course is not mean to be your only form of preparation, but to assist with preparation. Successful completion of this course does not guarantee passing of the related ARE 5.0 test of NCARB.

Course Goals and Objectives:
Upon completion of this course, the student will be able to:

1. Review and organize those pieces of knowledge that students already have from previous college studies and professional experience. Review consulting skills for reference material (suggested in this course and additional) and original students' notes and bibliographic sources as well as practice logbooks and any other reference considered pertinent for the case.

2. Knowledge, understanding and demonstration of competence are what is tested in the ARE. Here are some major areas for each module:

- Module One: Environmental Conditions & Context
  Determine location of building and site improvements based on site analysis
  Determine sustainable principles to apply to design
  Determine impact of neighborhood context on the project design

- Module Two: Codes & Regulations
  Apply zoning and environmental regulations to site and building design
  Apply building codes to building design
  Integrate multiple codes to a project design

- Module Three: Building Systems, Materials, & Assemblies
  Determine mechanical, electrical, and plumbing systems
  Determine structural systems
  Determine special systems such as acoustics, communications, lighting, security, conveying, and fire suppression
  Determine materials and assemblies to meet programmatic, budgetary, and regulatory requirements

- Module Four: Project Integration of Program & Systems
  Determine building configuration
  Integrate building systems in the project design
  Integrate program requirements into a project design
  Integrate environmental and contextual conditions in the project design

- Module Five: Project Costs & Budgeting
  Evaluate design alternatives based on the program

Perform cost evaluation
Evaluate cost considerations during the design process

3. Other general objectives also apply:
   a. Manage environmental and atmospheric factors to be properly applied for construction purposes. Integrate appropriate conclusions about program response, context and site analysis, orientation, climate, materials, tectonics, structure, environmental systems, day lighting, and code analysis in a design project of moderate complexity.
   b. Demonstrate enough knowledge of environmental and contextual principles and conditions to be able to identify better or worse proposals under sustainable and/or energy modeling criteria.
   c. Demonstrate an understanding of the codes, regulations, and standards applicable to a given site and building design. These standards should include, but are not limited to, occupancy classification, allowable building heights and areas, allowable construction types, separation requirements, occupancy requirements, means of egress, fire protection requirements, and structural system requirements.
   d. Demonstrate capability on decision taking about design of sites and buildings, including recurring climatic factors as well as unforeseen phenomena.
   e. Demonstrate the selection and proper integration of structural, environmental, life-safety, building envelope, and building service systems in reviewing an architectural project.
   f. Generate technically precise and readily communicable descriptions of a specific construction or design product in terms of its structure and technical systems.

NAAB Student Performance Criteria:
A.2 Design Thinking Skills, **A.4** Architectural Design Skills, **A.6** Use of Precedents, **A.8** Cultural Diversity and Social Equity, **B.2** Site Design, **B.3** Codes and Regulations, **C.2** Integrated Evaluations and Decision-Making Design Process, **C.3** Integrative Design.

Topical Outline:
This course is organized in five modules (according to the division's sections), each containing several chapters, corresponding to the items included in the ARE 5.0 (division 4) test for every section. These modules will contain power point slides, related study material and quizzes/exams. Every module has quizzes for each chapter and a test referencing the material included in the module. A comprehensive exam will also be included. Desire2Learn (D2L) will be used throughout the semester in several ways. The contents of all chapters, calendar, bibliography and other information will permanently be on these 24/7 virtual classroom. All quizzes and tests are to be done only though the use of this platform and will be automatically graded within the program.

For grading purposes, the semester work will be composed by the results of quizzes, tests and final.

	Points		Amount			
1. Quizzes	03	x	18	=	54	
2. Module tests	20	x	5	=	100	
3. Final test	100	x	1	=	100	---------- 254 @ 100 %

Textbooks:
- Programming & Analysis, Study Guide 5.0, Brightwood
- ARE 5 Review manual for the Architect Registration Exam by D.K. Ballast and S.D. O'Hara
- ARE 5 Practice Problems for the Architect Registration Exam by D.K. Ballast et alt.
- ARE 5.0 Practice Exam for the Architect Registration Exam by D.K. Ballast et alt.

Offered: Summer intersession semester, online Graduate Program

Faculty: McDonald

ARC 596: PROJECT DEVELOPMENT + DOCUMENTATION 1 credits

INSTRUCTOR:

INSTRUCTOR CONTACT INFORMATION:

Telephone:

E-mail:

Office Location:

Office Hours:

Course Description: The purpose of this course is to review the integration & detailing of a new architectural project. Included in the review of these topics will be related discussions with regard to building systems, assemblies, code, and cost. As part of the learning process, students will be expected to participate in class discussion as well as complete projects which are designed to develop critical thinking, speaking, writing skills, and architectural design skills.

Course Goals and Objectives:

Upon completion of this course, the student will:

1. Define and discuss the integration & detailing of building systems.
2. Define and discuss the integration & detailing of building materials.
3. Define and discuss the integration & detailing of building assemblies.
4. Define and discuss the integration & detailing of building codes & regulations.
5. Define and discuss the integration & detailing of construction costs.
6. Develop critical thinking, speaking, writing skills, and architectural design skills.

NAAB Student Performance Criteria:

B.6: Comprehensive Design, **B.7:** Financial Considerations, **B.8:** Environmental Systems, **B.9:** Structural Systems, **B.10:** Building Envelop Systems, **B.11:** Building Service Systems, **B.12:** Building Material and Assemblies

Topical Outline	**Percentage of Time**
Integration of Building Systems	6%
Integration of Specialty Systems	6%
Loads on Buildings	5.5%
Structural Fundamentals	5.5%
Beams and Columns	5.5%
Trusses	5.5%
Foundations	5.5%
Connections	5.5%
Building Code Requirements on Structural Design	5.5%
Wood Construction	5.5%
Steel Construction	5.5%
Concrete Construction	5.5%
Wall Construction	5.5%
Lateral Forces – Wind	5.5%
Lateral Forces – Earthquakes	5.5%
Construction Documentation	5.5%
The Project Manual and Specifications	5.5%
Detailed Regulatory and Cost Reviews	5.5%

Prerequisite: ARC 595 Project Planning + Design

Reference Material:

- Building Code Illustrated
- Mechanical & Electrical equipment for Buildings, 12th Edition.
- Building Construction Illustrated by Ching, 5th Edition.
- Olin's Construction; Principles , Materials, and Methods by H. Leslic Simmons, 9th Edition.
- Steel Construction Manual, 14th Edition.
- ARE 5 Review Manual for the Architect Registration Exam by D.K. Ballast and D. O'Hara
- The Sustainable Sites Handbook: A Complete Guide by Meg Calkins, Wiley & Sons
- Sweets – Green Building Square Foot Cost Book
- Sustainable Construction 4thed Charles Kibert, Wiley
- Green Building Project Planning and Cost Estimates, RS Means
- ICC/ASHRAE 700-2015 Green Building Standard, ASHRAE Green Guide
- Sustainable Facades by Ajla Aksamija, Wiley
- Crable to Cradle by William McDonough William Braungart, North Point Press
- Net Zero Energy Buildings by Linda Rieder, Routledge
- Green Building Illustrated by Francis Ching and Ian M Shapiro, Wiley
- Sun Wind and Light 3rd Edition Mark Dekay and G Z Brown, Wiley

Textbooks Required: None Required

Offered: Varies

ARC 597: CONSTRUCTION + EVALUATION 1 credits

INSTRUCTOR:

INSTRUCTOR CONTACT INFORMATION:

Telephone:

E-mail:

Office Location:

Office Hours:

Course Description: The purpose of this course is to review the construction and evaluation of a new architectural project. Included in the review of these topics will be related discussions with regard to construction and post-occupancy evaluation. As part of the learning process, students will be expected to participate in class discussion as well as complete projects which are designed to develop critical thinking, speaking, and writing skills.

Course Goals and Objectives:

Upon completion of this course, the student will:

7. Define and discuss preconstruction of a new architectural project.
8. Define and discuss construction contract administration of a new architectural project.
9. Define and discuss the post-occupancy evaluation of a new architectural project.
10. Develop critical thinking, speaking, and writing skills.

NAAB Student Performance Criteria:

A.1: Communication Skills, **A.4:** Technical Documentation, **B.8:** Environmental Systems, **B.11:** Building Service Systems, **C.4:** Project Management, **C.7:** Legal Responsibilities

Topical Outline	**Percentage of Time**
Preconstruction Activities	30%
Construction Administration	40%
Project Closeout	30%

Prerequisite: ARC 596 Project Development + Documentation

Reference Material:

- AIA Contract Documents
- Master Format 2004 Edition, CSI – Construction Specification Institute
- The Project Resource Manual, CSI Manual of Practice, 5th Edition.
- ARE 5 Review Manual for the Architect Registration Exam by D.K. Ballast and D. O'Hara
- The Sustainable Sites Handbook: A Complete Guide by Meg Calkins, Wiley & Sons
- Sweets – Green Building Square Foot Cost Book
- Sustainable Construction 4thed Charles Kibert, Wiley
- Green Building Project Planning and Cost Estimates, RS Means
- ICC/ASHRAE 700-2015 Green Building Standard, ASHRAE Green Guide
- Sustainable Facades by Ajla Aksamija, Wiley
- Crable to Cradle by William McDonough William Braungart, North Point Press
- Net Zero Energy Buildings by Linda Rieder, Routledge
- Green Building Illustrated by Francis Ching and Ian M Shapiro, Wiley
- Sun Wind and Light 3rd Edition Mark Dekay and G Z Brown, Wiley

Textbooks Required: None Required

Offered: Varies

ARC 599: THESIS 6 **credits**

Course Description: Completion of architectural thesis.

Course Goals and Objectives:

Upon completion of this course, the student will Submit a research paper in partial fulfillment of the requirements for graduation from the Master of Architecture program. Requirements are specified by the Graduate College and the School of Architecture Graduate Student Handbook

NAAB Student Performance Criteria:

(Refer: Architecture Design Thesis - I & II, ARC552-ARC554)

Topical Outline:

Research and Evaluation	100% of time

Prerequisites: ARC 500

Textbooks: None required

Offered: Summer semester

Faculty: Varies

Table 1. Minimum Credit Distribution for NAAB-Accredited Degrees

	BS. Arch St. Pre-Professional	**M. Arch**
General Studies	42 credits	45 (transferred + elective/leveling)
Optional Studies	9	10
Professional Studies	75 credits	As defined by the program
Undergraduate Credits	126	As defined by the program
Graduate Credits	0	42
Total Credits	126	168

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

The SIU School of Architecture admits into the undergraduate program as transfer students from architecture programs at other schools as well as students into the graduate program who come from pre- professional degrees, CIDA-accredited interior design degrees, and non-pre-professional degrees.

Students are evaluated in one of the ways explained in this section, depending on the program from which they come. There are two separate issues to consider: evaluation of transfer credits for undergraduate students and evaluation of applicants to the three plans leading to the Master of Architecture degree for students. All graduate students earn the first professional degree in architecture, the Master of Architecture. As will be shown in this section of the report, all students fulfill all of the SPCs in the four realms.

Evaluation of Transfer Credits: Undergraduate Students

Students from Programs with Articulation Agreements. Students who come from programs with established articulation agreements have a clear path into the School of Architecture. The articulation agreement shows students how all classes transfer to the University and to the architecture program.

The School of Architecture has worked to develop articulation agreements with community colleges within Illinois, Indiana and Missouri. Articulation agreements exist with City Colleges of Chicago, College of DuPage, Fuzhou University, Harald Washington and Wright College, Harper College, Illinois Central College,

John A. Logan College, Kentucky Community and Technical College, Lewis & Clark Community College, Lincoln Land Community College, Rend Lake College, St. Louis Community College, Vincennes University.

Courses from schools with articulation agreements have been evaluated by the School Director and at least one of the architecture Program Directors prior to the student's application to the SIU School of Architecture. Course syllabi and a portfolio of student work are submitted by the community college for

evaluation by School of Architecture personnel. When possible, campus visits are scheduled to see the other college's facilities and further explore the relationship between the programs at the two schools. Members of the community college's faculty and administration are invited to the SIU campus to review our facilities and the program.

Articulation agreements provide the student with a full picture of their standing in the four-year BSAS program at SIU before the student arrives on campus.

Students from Programs without Articulation Agreements. Some students come from programs without established articulation agreements. These students are required to provide a transcript. This serves as the first step in identifying the courses to be reviewed for transfer credit.

Students are asked to provide course syllabi. The syllabus is compared to courses at SIU. When it is unclear how a course relates to an SIU course, students are asked to provide examples of their work from the course. In most cases, the syllabus is adequate for determining course credit at SIU. It is possible through both the syllabus and from examples of work to compare the outcomes of the course to SIU courses, thereby determining that the Student Performance Criteria (SPCs) are being met.

All Students. All students complete at least 42 hours of upper division coursework at SIU in order to earn the four-year degree from this campus. Every student's transcript is verified to ensure students meet the NAAB's 45-hour rule for non-architecture coursework. SIU requires 44 hours of core curriculum classes, so we established a checking process since our last visit from the NAAB to ensure our students earn at least 45 hours. Graduation checks are performed as students enter the last year of the program to ensure all degree requirements are met.

Evaluation of Transfer Credits: Graduate Students

Transfer credit is not an issue for graduate students. We do not accept transfer credits at the graduate level. All work must be completed at SIU to earn the Master of Architecture degree here. Since the majority of the SPCs are assigned to graduate courses in architecture, this ensures that all students fulfill the majority of SPCs in the graduate program.

Evaluation of Graduate Applicants to the M. Arch. Degree

Applicants from Pre-Professional Degree Programs. Students who apply to the Master of Architecture program and who come from a pre-professional degree program that is part of a NAAB-accredited degree (a 4+2 degree program similar to our own) are placed in the 15-month option. As already noted in this report, the majority of the SPCs in our program are in graduate courses. This ensures that students will earn the SPCs as they complete the master's degree.

All applications are reviewed by the Graduate Admissions Committee. This committee is composed of 3 to 5 faculty members from architecture programs. Upon recommendation that a student be admitted to the graduate program, the Head of the M. Arch. Program seeks admission for the student at the Graduate School. Admission is a two-step process requiring that both the Graduate School and the School of Architecture admit the student. If a student's GPA is below 2.7 (4.0 scale) for the last 60 hours of work in their undergraduate program but the committee has recommended admission, the Head of the M. Arch. Program seeks an exception for admission from the Associate Dean of the Graduate School. Students in this plan complete 170 credits in their path to the first professional degree in architecture. This exceeds the 168-hour minimum required by the NAAB.

Applicants from Non-pre-professional Degree Programs. Students who apply to the Master of Architecture program and who come from a non-pre-professional degree program in architecture are placed in one of two paths to the master's degree. Students with a CIDA-accredited four-year degree in interior design are placed in the 27-month plan. Students from other undergraduate disciplines are placed in the 39-month plan. Since the majority of the SPCs are assigned to graduate courses and students in either option complete significant portions of the undergraduate program, all SPCs are met by students in either plan. As shown at the bottom of our SPC Matrix, students with a CIDA-accredited interior design degree who are placed in the 27-month program, complete 76.4% of the 216 SPCs completed by students in the 4+2 program with coverage in all 32 SPCs and three realms. Students

from other disciplines complete 89.8% of the 216 SPCs completed by students in the 4+2 program with coverage in all 32 SPCs and three realms.

Every applicant is evaluated by the Graduate Admissions Committee. This committee is composed of 3 to 5 faculty members from architecture and interior design. Upon recommendation that a student be admitted to the graduate program, the Head of the M. Arch. program then reviews the student's transcript to determine placement within the curricular options in the graduate program. When appropriate to do so, the plans are tailored to meet the student's needs. All SPCs are fully covered by the graduate courses alone, so all students meet the SPCs without exception.

Students in this plan who come from a CIDA-accredited interior design degree earn a total of 190 credits in their path to the first professional degree in architecture. Students in this plan who come from other disciplines earn 109 credits in the Master of Architecture program plus the earned undergraduate degree, usually a minimum of 120 credits. Students in this plan complete a total of 229 credits minimum in the path to the first professional degree in architecture. Both plans exceed the minimum 168 hours required by the NAAB.

PART TWO (II): SECTION 4—PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees

To promote an understanding of the accredited professional degree by prospective students, parents, and the public, the SIU graduate catalog and the School of Architecture web site contains these statements:

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3- year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards.

Doctor of Architecture and Master of Architecture degree programs may consist of a pre- professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

Southern Illinois University School of Architecture offers the following NAAB-accredited degree program(s):

Master of Architecture, 42 credits + pre-professional degree in architecture Master of Architecture, 70 credits + CIDA-accredited degree in interior design Master of Architecture, 109 credits + four-year degree in another area of study

Next accreditation visit: 2020

II.4.2 Access to NAAB Conditions and Procedures

The School web site provides direct links to the NAAB documents noted below. Please see:

https://architecture.siu.edu/graduate/master-of-architecture/accreditation1.php

From the School's main Master of Architecture site, use the About menu to find Accreditation.

II.4.3 Access to Career Development Information

To assist students, parents, and others seeking to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, these links resources are available:

www.ARCHCareers.org
The NCARB Handbook for Interns and Architects
Toward an Evolution of Studio Culture

The Emerging Professional's Companion
www.NCARB.org
www.aia.org
www.aias.org
www.acsa-arch.org

SIU Career Development Center strives to educate and empower all students and recent alumni with the knowledge to successfully discover and achieve their career goals. This is accomplished through career interest and personality assessments and counseling, comprehensive job search preparedness programs, and creating connections with employers.

The center also offers assistance and advice regarding the graduate/professional school application process. By providing comprehensive career development guidance, resources, and events, the Career Development Center strives to assist all students and alumni with achieving optimal career success.

SIU Career Development Center is found in https://careerdevelopment.siu.edu/about-us/

II.4.4 Public Access to APRs and VTRs

APRs and VTRs are available in print form in the School's Resource Library, Quigley Hall 102, during its operating hours. Copies are also available in the School of Architecture office in Quigley Hall 410.

Electronic copies of these documents have been available continuously by request on the School web site.

II.4.5 ARE Pass Rates

The NCARB web site has been accessed each year since our last accreditation visit to review ARE pass rates for graduates of the SIU Master of Architecture program, and to gage the effectiveness of our program. Prior to the implementation of our Master's program, subsequent accreditation and changes in state requirements, ARE pass-rate data included only our pre-professional Bachelor of Architectural Studies graduates. Illinois changed the rule allowing graduates of professional degrees to take the ARE without having completed IDP (now AXP), since last report. The NCARB ARE yearly pass-rates are subject to varying interpretation, also now include students who now enter our program from multiple institutions, besides the SIUC pre-professional program and thus presents challenges to effectively decipher and gage varying paths. However ARE pass-rate data directly from NCARB (accessed Fall 2019) are tabulated here in comparable relation to our peer-state institutions (showing historical pass-rates respectively for ARE 4.0 since 2014 and ARE 5.0 since 2016):

University Name	Division Name	2014	2015	2016	2017	2018
Southern Illinois University Carbondale	Building Design & Construction Systems	75%	69%	56%	63%	67%
	Building Systems	78%	36%	57%	83%	100%
	Construction Documents & Services	42%	52%	46%	40%	44%
	Programming, Planning & Practice	60%	62%	63%	38%	63%
	Schematic Design	67%	95%	67%	67%	100%
	Site Planning & Design	92%	71%	65%	55%	50%
	Structural Systems	50%	40%	57%	67%	50%

Historical ARE 4.0

University Name	Division Name	2016	2017	2018
Southern Illinois University Carbondale	Construction & Evaluation		53%	50%
	Practice Management		52%	42%
	Programming & Analysis		58%	32%
	Project Development & Documentation		54%	41%
	Project Management		53%	55%
	Project Planning & Design		40%	33%

Historical ARE 5.0

II.4.6. Admissions and Advising

Admissions procedures are first mentioned in this report in section I.1.3, but reiterated here:

With undergraduate student admissions, the School of Architecture follows University procedures that apply to all undergraduate programs. A prospective student makes application through the University's Office of Admissions and Records. The student indicates they are applying to the architecture program when they apply, which places the student into the architecture applicant pool. In the past, the BSAS program has been a selective admissions program, but because of university undergraduate enrollment issues, the school now accepts students at the overall university standard to foster increased opportunity and accessibility. This means that the architecture program applicants meet general requirements for university-level admission and enrollment. Students who apply, but have marginal scores (high school GPA/class ranking/testing) just below standard are reviewed on an individual basis and can be admitted conditionally. Some of these students can also be accepted to the university under 'exploratory' status, meaning if they are successful in their general courses and GPA, they can later transfer to selective programs. Exploratory students interested in architecture can take our foundation studio courses with permissions. GPA is also used for transfer and change-of-major students. Programs with selective admissions admit the best choices among the qualified applicants, which is preferred and has been our history until recent times, wherein with higher level selection there is a strong tendency for later student success. The current criteria are published on the department's web site and in the University catalog.

For graduate admissions, students come from a wide range of backgrounds and places, so acceptance is based on the quality of work and education, wherein like many schools of architecture applicants submit a portfolio of undergraduate and any professional work, a transcript of their undergraduate education, three letters of recommendation (2 minimum), and a statement of purpose. The candidates also state which program format they prefer (i.e. on-campus (SIUC), online/distance education (DE), or Integrated Path to Licensure (IPAL). A faculty committee composed of graduate-status faculty reviews all applications and engages in critical discussions of acceptance standards, then makes recommendations to the Head of the graduate program. The committee ranks all students, placing them in one of three tiered outcomes: 'admit', 'wait-list', and 'do not admit'. These rankings also help classify qualified candidates for merit-based graduate assistantships (i.e. teaching, research, administrative). A minimum undergraduate GPA of 2.7 (4.0 scale) on the last 60 hours of work is required for admission to the Graduate School at SIU. For students who are completing a four-year degree at the time of application, the last 45 hours of work is used to calculate the student's GPA. When a student's GPA is below 2.7 but the portfolio reveals a well-qualified student, the Head of the Graduate Program can seek an exception from the Associate Dean of the Graduate School to admit the student. Students can also be accepted 'conditionally,' which means they must complete additional requirements as recommended and established though discussion by the committee in direct relation to required student performance criteria (SPCs), quality of work, and key subject courses. The ranked students are then either rejected or admitted and recommended as to which degree path they need to take (Path A, B, C, and/or conditional with additional leveling or coursework required). The director of the graduate

program then works with the greater university graduate school with acceptance and admissions procedures being kept fair and consistent for each candidate.

All admissions procedures are readily available via the web on the main university admissions and application website, wherein all vital information is available: https://admissions.siu.edu/

Graduate students in Architecture follow the procedures marked by SIU's Graduate School, and these are announced at https://architecture.siu.edu/graduate/master-of-architecture/march-admisison.php

II.4.7 Student Financial Information

Financial Aid is available through the University Financial Aid Offices: https://fao.siu.edu/

Students who are considered at-risk finaicially and are in need of counselling and or emergency aid can visit our 'SalukiCares' offices through the Dean of Students main office, and are readily available and assessable to all students.

Undergraduate academic scholarship are available across campus and are easily accessed and applied for through our AcademicWorks website portal: https://scholarships.siu.edu/

Graduate students in Architecture are also supported. See the following page

https://architecture.siu.edu/graduate/grad-scholarships.php

PART THREE (III): ANNUAL AND INTERIM REPORTS

III.1 Annual Statistical Reports: The program must submit annual statistical reports in the format required by the NAAB Procedures

The following is the annual Statistical Report submitted to NAAB, corresponding to 2019 requirement.

SECTION A. INSTITUTIONAL CHARACTERISTICS

1. Program Contact Information:

Name	Southern Illinois University
Title	School of Architecture
Office Phone Number	618.453.3734
Fax Number	618.453.1129
Email	

2. Institution Type:

Public

3. Carnegie Classification:

a. Basic Classification:	DRU: Doctoral/Research Universities
b. Undergraduate Instructional Program: professions, high graduate coexistence	A&S+Prof/HGC: Arts & sciences plus
c. Graduate Instructional Program: with medical/veterinary	CompDoc/MedVet: Comprehensive doctoral
d. Size and Setting:	L4/R: Large four-year, primarily residential

4. Which regional accreditation agency accredits your institution?

North Central Association of Colleges and Schools (NCACS)

5. In which ACSA region is the institution located?

East Central

6. Who has direct administrative responsibility for the architecture program?

Name	John K. Dobbins
Title	Interim Director, School of Architecture
Office Phone Number	618-453-3734
Fax Number	618-453-1129
Email	jdobbins@siu.edu

7. To whom should inquiries regarding this questionnaire to be addressed?

Name	Rolando Gonzalez
Title	Associate Prof & Director of Graduate Studies
Office Phone Number	618-453-3734
Fax Number	618-453-1129
Email	rgonzalez@siu.edu

8. Who is the university administrator responsible for verifying data (and completing IPEDS reports) at your institution?

Name	Jacqualine Teal Shackleton

Title	IPEDS Key Holder
Office Phone Number	618-536-2384
Fax Number	618-453-1250
Email	JTShackleton@siu.edu

SECTION B – NAAB-ACCREDITED ARCHITECTURE PROGRAMS

1. DEGREE PROGRAMS

a. Which NAAB accredited / candidate degree programs were offered during the last fiscal year? (B. Arch, M. Arch, D. Arch)

Accredited

M. Architecture

Candidate

N/A

b. Did your institution offer any pre-professional architecture degree programs during the last fiscal year? Yes

Degree Type	Available?	Full Degree Title
Bachelor of Architectural Studies	No	NA
Bachelor of Arts	No	NA
Bachelor of Design	No	NA
Bachelor of Environmental Design	No	NA
Bachelor of Fine Arts	No	NA
Bachelor of Science	Yes	Bachelor of Science in Architectural Studies
Other	No	NA

c. Did your institution offer any post-professional architecture degree programs during the last fiscal year?

No

Full Degree Title

d. What is the Classification of Instructional Programs (CIP) Code assigned to your accredited degree program(s)?

B. Architecture

M. Architecture 04.0201

D. Architecture

2. **Does your institution have plans to initiate any new NAAB-accredited degree programs?**

No

3. Does your institution have plans to discontinue any of its NAAB-accredited degree programs?

No

4. What academic year calendar type does your institution have?

2 Semesters or Trimester

5. Articulation Agreements

Does the architecture program have articulation agreements with local community colleges? Yes

If yes, how many articulation agreements does the program have? 5

Does the articulation agreement include the B. Arch. degree program? No

Is the articulation agreement for a four-year preprofessional degree? Yes

6. Credit Hours for Completion for each program:

a. Indicate the total number of credit hours taken at your institution to earn each NAAB accredited/candidate degree program offered by your institution:
   M. Architecture undergraduate (five years, no baccalaureate degree awarded prior): 0
   M. Architecture Pre-Professional (degree designed for candidates who have a pre-professional degree in architecture): 42
   M. Architecture Non-Pre-Professional (degree designed for candidates who have an undergraduate degree in a descipline other than architecture): 109

b. By degree, what is the distribution of credit hours in the following: General Education, Professional, and Electives?
   M. Architecture undergraduate:
   General Education: 0
   Professional: 0
   Electives: 0
   M. Architecture Pre-Professional:
   General Education: 0
   Professional: 39
   Electives: 3
   M. Architecture Non-Pre-Professional:
   General Education: 0
   Professional: 106
   Electives: 3

7. Online classes offered for each program:

a. Indicate whether online classes are offered.

B. Architecture: No
Percentage of Classes 0

M. Architecture: No
Percentage of Classes 0

D. Architecture: No
Percentage of Classes 0

8. Average credit hours per student per term by degree program?

M. Architecture undergraduate: 0

M. Architecture Pre-Professional: 15

M. Architecture Non-Pre-Professional: 14

9. Is your degree program(s) offered in whole, or in part, at more than one campus or location
No

If YES, please provide location and credit hours offered.

City and State	Country	Credit Hours

SECTION C –TUITION, FEES AND FINANCIAL SUPPORT FOR STUDENTS IN NAAB-ACCREDITED PROGRAMS

1. Tuition is defined as "the amount of money charged to students for instructional services. Tuition may be charged per credit, per term, or per academic year."

a. What were the tuition and fees for the institution for the last fiscal year?
M. Architecture: Full-Time Student (In-State) $14085.00 (Tuition), $5060.00 (Fees); Full-Time Student (Out-of-State) $14085.00 (Tuition), $5060.00 (Fees); Part-Time Student (In-State) $470.00 (Tuition), $246.00 (Fees); Part-Time Student (Out-of-State) $470.00 (Tuition), $246.00 (Fees)

b. Does the institution offer discounted or differential tuition for a NAAB-accredited degree program? Yes

c. Is a summer session required for any portion of your accredited degree program(s)? Yes
If yes, what is the additional tuition and fees for the summer program? Yes, the rates are as follows:

d. Does the institution offer discounted or differential tuition for summer courses for a NAAB accredited degree program? No

Additional Comments

Through our Saluki Nation tuition program, all citizens and permanent residents of the US receive rates equivalent to in-state tuition and fees. For online programs, everyone, regardless of where they live, receives rates equivalent to in-state tuition and fees.

2. Financial Aid:

a. What was the percent of students financial aid at both the institutional and architecture program levels (grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran's benefits, employer aid [tuition reimbursement] and other monies [other than from relatives/friends] provided to students to meet expenses? *This includes Title IV subsidized and unsubsidized loans provided directly to student) provided by the institution to students enrolled in each program(s) leading to a NAAB accredited degree during the last fiscal year.*

Grant Type	% Students Receiving Aid	Average Amount by Types of Aid
a. Institution Federal Grants	29%	$5,020.00
a. Institution State/Local Grants	23%	$4,809.00
a. Institution Institutional Grants	48%	$8,199.00
a. Institution Student Loans	47%	$12,880.00

b. Architecture Program Federal Grants	21%	$5,654.00
b. Architecture Program State/Local Grants	17%	$4,130.00
b. Architecture Program Institutional Grants	43%	$7,356.00
b. Architecture Program	52%	$11,126.00

Student Loans		

b. What percentage of students are Pell Grant eligible?

Grant Type	Input
All Programs	26%
M. Arch	4%
B. Arch	41%
D. Arch	0%

3. Graduate Assistantships:

a. How many graduate assistantships were awarded during the last fiscal year? 8

b. What do graduate assistants receive?

Stipend? Yes If yes, Amount: 12852

Tuition Remission? Yes If tuition, how much? 16902 If credit hours, how many? 36

SECTION D – STUDENT CHARACTERITICS FOR NAAB-ACCREDITED AND PREPROFESSIONAL DEGREE PROGRAMS

1. Entering Students:

M.Architecture Total Entering:: 40

Race	Male Full Time	Male Part Time	Female Full Time	Female Part Time	TOTAL Full Time	TOTAL Part Time	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	5	0	0	0	5	0	5
Hispanic/Latino	4	0	1	0	5	0	5
White	12	0	9	1	21	1	22
Two or more races	0	0	0	0	0	0	0
Nonresident alien	1	0	5	1	6	1	7
Race and ethnicity unknown	1	0	0	0	1	0	1
TOTAL	23	0	15	2	38	2	40

Pre-Professional Total Entering Students:: 16

Race	Male Full Time	Male Part Time	Female Full Time	Female Part Time	TOTAL Full Time	TOTAL Part Time	GRAND TOTAL
White	9	0	2	0	11	0	11
Hispanic/Latino	1	0	1	0	2	0	2
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0
Two or more races	0	0	2	0	2	0	2
Race and ethnicity unknown	0	0	0	0	0	0	0
TOTAL	10	0	6	0	16	0	16
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Nonresident alien	0	0	1	0	1	0	1

2. Total undergraduate/graduate architecture enrollment in NAAB accredited program by race/ethnicity.

M.Architecture Total Enrollment: 92

Race	Male Full Time	Male Part Time	Female Full Time	Female Part Time	TOTAL Full Time	TOTAL Part Time	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	1	1	1	1	2
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	6	0	1	1	7	1	8
Hispanic/Latino	4	4	4	1	8	5	13
White	19	13	19	5	38	18	56
Two or more races	0	0	0	0	0	0	0
Nonresident alien	2	0	8	1	10	1	11
Race and ethnicity unknown	2	0	0	0	2	0	2
TOTAL	33	17	33	9	66	26	92

Pre-Professional Total Enrollment: 16

Race	Male Full Time	Male Part Time	Female Full Time	Female Part Time	TOTAL Full Time	TOTAL Part Time	GRAND TOTAL
American Indian or Alaska Native	1	0	0	0	1	0	1
Asian	2	1	0	0	2	1	3
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	7	1	4	0	11	1	12
Hispanic/Latino	12	2	6	0	18	2	20
White	67	5	21	2	88	7	95
Two or more races	0	0	2	0	2	0	2
Nonresident alien	5	0	3	0	8	0	8
Race and ethnicity unknown	0	0	0	0	0	0	0
TOTAL	94	9	36	2	130	11	141

SECTION E -- DEGREES AWARDED

1. What is the total number of NAAB-accredited degrees that were awarded in the last fiscal year?

Degrees Awarded M. Architecture:

Race	Male	Female	TOTAL
American Indian or Alaska Native	0	0	0
Asian	0	1	1
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	2	0	2
Hispanic/Latino	0	3	3
White	12	11	23
Two or more races	0	0	0
Nonresident alien	1	3	4
Race and ethnicity unknown	0	0	0
TOTAL	15	18	33

Degrees Awarded Pre-Professional:

Race	Male	Female	TOTAL
American Indian or Alaska Native	0	0	0
Asian	1	0	1
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	4	1	5
Hispanic/Latino	6	2	8
White	20	7	27
Two or more races	1	0	1
Nonresident alien	0	1	1
Race and ethnicity unknown	0	0	0
TOTAL	32	11	43

2. Time to Completion/Graduation

a. Time to completion equals the total number of semesters/quarters to complete the degree:

M. Architecture UG 0, M. Architecture Pre-Professional 4, M. Architecture Non-Pre-Professional 8

b. Percentage of students that graduate in "normal time to completion":

M. Architecture UG 0%, M. Architecture Pre-Professional 79%, M. Architecture Non-Pre-Professional 90%

3. Graduation rate for B. Arch programs

Graduation rate for Institution:

Graduation rate for B. Architecture programs:

SECTION F -- RESOURCES FOR NAAB-ACCREDITED PROGRAMS

1. What is the total number of permanent workstations (studio desks) that can be assigned to students enrolled in design studios?

Main Campus 245

Other Locations

2. Are your students required to have a laptop computer?

Yes

3. Any portion of the program offered online? (NAAB accredited program only)
Yes
If yes, how many credit hours 42

4. Please indicate which of the following learning resources are available to all students enrolled in NAAB-accredited degree programs(s).

Resource Type	Available?
Shop	Yes
Computer Facilities (Lab)	Yes
Computer Output Facilities (Plotters, Specialized plotting)	Yes
Digital Fabrication Facilities	Yes
Wireless Network	Yes
Image Collection (Slide Library)	Yes
Photo Studio/Darkroom	Yes
Lecture Series	Yes
Gallery/Exhibits	Yes
Other	Yes

If other resources are available, please describe: Immersive Design Lab (Virtual Reality Lab)

5. Financial Resources

a. Total Revenue from all sources $3837857

b. Expenditures

i. Instruction **$**1583300 ii. Capital **$**18191 iii. Overhead **$**323334

c. Per Student Expenditure: What is the average per student expenditure for students enrolled in a NAAB accredited degree program. *This is the total amount of goods and services, per student, used to produce the educational services provided by the NAAB-accredited program.*

Instruction + Overhead / FTE Enrollment: 9982

SECTION G - HUMAN RESOURCE SUMMARY (Architecture Program)

1. Credit Hours Taught (needs definition and perhaps example)

a. Total credit hours taught by full time faculty: 4432 b. Total credit hours taught by part time faculty: 843 c. Total credit hours taught by adjunct faculty: 0

2. Instructional Faculty

a. Full-time Instructional Faculty (Professor, Associate Professor, Assistant Professor, Instructor):

FullTime Professor

Race	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	2	0	0	0	0	0	2	0	2
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	2	0	0	0	0	0	2	0	2

FullTime Associate Professor

Race	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	1	0	0	0	0	0	1	0	1
Hispanic/Latino	1	0	0	0	0	0	1	0	1
White	2	2	0	0	0	0	2	2	4
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	4	2	0	0	0	0	4	2	6

FullTime Assistant Professor

Race	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	1	0	1	1
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	1	0	0	0	0	0	1	0	1
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	1	0	0	0	0	1	1	1	2

b. Part-Time Instructional Faculty (Professor, Associate Professor, Assistant Professor, Instructor).

PartTime Professor

Race	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0

PartTime Associate Professor

Race	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0

PartTime Assistant Professor

Race	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0

c. Adjunct Faculty Professor, Associate Professor, Assistant Professor, Instructor):

Race	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	0	0	0
Hispanic/Latino	0	0	0
White	0	0	0
Two or more races	0	0	0
Nonresident alien	0	0	0
Race and ethnicity unknown	0	0	0
TOTAL	0	0	0

3. Faculty Credentials:

Highest Degree Achieved	Professor Male	Professor Female	Associate Professor Male	Associate Professor Female	Assistant Professor Male	Assistant Professor Female	TOTAL Male	TOTAL Female	GRAND TOTAL
B. Arch. (accredited)	0	0	0	0	0	0			0
M. Arch. (accredited)	0	0	0	0	0	0			0
D. Arch. (accredited)	0	0	0	0	0	0			0
Ph.D. in architecture	0	0	0	0	0	0			0
Ph.D. in other discipline	0	0	0	0	0	0			0
Post-professional graduate degree in architecture	0	0	0	0	0	0			0
Other degrees	0	0	0	0	0	0			0
Registered in U.S. Jurisdiction	0	0	0	0	0	0			0
TOTAL	0	0	0	0	0	0			0

4. Salaries

Instructional Faculty Type	Number	Minimum	Average	Maximum	University Average
Professor	2	$81,279.00	$83,880.00	$86,481.00	$105,950.00
Associate Professor	6	$63,000.00	$69,597.00	$75,357.00	$78,890.00
Assistant Professor	2	$60,057.00	$63,779.00	$67,500.00	$73,063.00
Instructor	5	$13,635.00	$40,421.00	$59,490.00	$37,729.00

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February 14, 2020

National Architectural Accrediting Board,

As requested, this letter is to certify that I, Scott Bridges, as the Acting Director of Institutional Research and Studies at Southern Illinois University Carbondale, verify that all data recorded on the Annual Report is accurate and consistent with the other reports that have been sent to state, regional and national accrediting agencies, including, but not limited to, the National Center for Education Statistics, as of this day, February 14, 2020.

Sincerely,

Scott Bridges
Acting Director of Institutional Research and Studies

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The following is the Interim Progress Report for Year Five, submitted on November 30, 2018.

Appendix 1: Statement on NAAB-Accredited Degrees

In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards. Doctor of Architecture and Master of Architecture degree programs may require a pre-professional undergraduate degree in architecture for admission. However, the pre-professional degree is not, by itself, recognized as an accredited degree. Southern Illinois University through its School of Architecture, offers the following NAAB-accredited degree program: M. Arch. (pre-professional degree + 42 graduate credits) Next accreditation visit for this program: 2020

Appendix 2. Glossary

Ability: Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation

Access: The program must show that students, faculty, or staff have the ability to obtain or make use of a service, specialized professional, or document.

ACSA: Association of Collegiate Schools of Architecture

AIAS: American Institute of Architecture Students

APR: Architecture Program Report

APR-IC: Architecture Program Report for Initial Candidacy

APR-IA: Architecture Program Report for Initial Accreditation

ARE: Architect Registration Examination

Demonstrate: The program must illustrate and explain, especially with many examples

Describe: The program must give a written account of an activity or a set of processes

Document: The program must convey evidence or proof through writing and then provide supporting materials or documentation of activity or policies

IDP: Intern Development Program

Must: Sets a minimum requirement; establishes what is mandatory

NAAB: National Architectural Accrediting Board

NCARB: National Council of Architectural Registration Boards

Shall: Sets a minimum requirement; establishes what is mandatory (i.e., same as must).

Understanding: The capacity to classify, compare, summarize, explain, and/or interpret information.

VTR: Visiting Team Report

VTR-IC: Visiting Team Report for Initial Candidacy

VTR-IA: Visiting Team Report for Initial Accreditation