

**Southern Illinois University in Carbondale
School of Architecture**

Architecture Program Report for 2013 NAAB Visit for Continuing Accreditation

**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]**

Year of the Previous Visit: 2010

Current Term of Accreditation: [quote in full from decision letter]

At the July 2010 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the *Visiting Team Report (VTR)* for the Southern Illinois University at Carbondale School of Architecture.

As a result, the professional architecture program:

Master of Architecture

was formally granted a three-year term of initial accreditation. The accreditation term is effective January 1, 2010. The program is scheduled for its next accreditation visit in 2013. As stated in the *2010 Procedures for Accreditation*, following an initial three-year term, at the next scheduled review, the program must receive a six-year term of accreditation. This term may include a focused evaluation.

Submitted to: The National Architectural Accrediting Board

Date: September 7, 2012

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Part One (I). Institutional Support and Commitment to Continuous Improvement

I.1. Identity & Self-Assessment

I.1.1. History & Mission

The University was chartered in 1869 as Southern Illinois Normal University, the second teacher's college in the state of Illinois. 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. Today, approximately 19,800 students attend classes on the SIU in Carbondale campus each year.

Southern Illinois University (SIU) consists of two primary campuses –Southern Illinois University in Carbondale and Southern Illinois University in Edwardsville. In addition the SIU School of Medicine is in Springfield and the SIU School of Dental Medicine is in Alton. In total, SIU offers 103 bachelor's degree programs, 75 master's degree programs, and 34 doctoral degree programs including medicine and law. SIU is classified as a Research University/High Research Activity (RU/H) in the 2005 Carnegie Classification. From 1876 to 2011, SIU has 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.

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. SIU 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 accepted into the master's program at the University of Illinois at Urbana-Champaign. 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. SIU graduates have attended more than two dozen 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, the proposal for a master's degree in architecture was complete and began the 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 director and two new faculty members were added between Summer 2006 and Fall 2007.

The first cohort was accepted and entered the program in Summer 2007. It consisted of 12 students. Eight of these students completed the Master of Architecture degree in August 2008. Since that time, two additional members of the original cohort have completed the degree, along with 71 members of the

classes of 2009 – 2012. In August 2012, the program experienced its largest graduation to date with 24 students.

University Facts, 2011 - 2012

The student body at SIU is diverse. Fall 2011 data shows 19,817 students. 78.1% are from Illinois, 15.2% are from other states, and 6.7% are from other nations. 45.9% are female and 54.1% are male. 25.7% of students are minority students. Of the 7018 minority students on campus, 52.5% are African-American, 18.9% are international students, 13% are Hispanic, and 5.5 % are Asian. All data in the paragraph is taken from the *SIU Carbondale Factbook 2011-2012* published by Institutional Research & Studies.

Operating funds for SIU in FY 2012 totaled \$622.5 million. Of that amount, \$153.6 million was state appropriations. Tuition and fees totaled \$11,038 for undergraduate Illinois residents (based on 15 hours enrollment per term) and \$11,652 for graduate Illinois residents (based on 12 hours enrollment per term).

In 2011, the University faculty consisted of 1609 full- and part-time members. There were 1759 graduate assistants, 200 undergraduate assistants, and a total of 5393 employees. This data includes the Carbondale campus and the SIU Medical School.

Institutional Mission of SIU

Southern Illinois University Carbondale, now in its second century, is a major public higher education institution dedicated to quality academic endeavors in teaching and research, to support programming for student needs and development, to effective social and economic initiatives in community, regional, and statewide contexts, and to affirmative action and equal opportunity.

Enrolling students throughout Illinois and the United States and from a large number of foreign countries, SIUC actively promotes the intellectual and social benefits of cultural pluralism, encourages the participation of nontraditional groups, and expand student horizons and leaders to superior undergraduate education.

Seeking to meet educational, vocational, professional, social, and personal needs of its diverse population of students and helping them fully realize their potential is a central purpose of SIUC. Emphasis on accessibility and regional service which creates distinctive instructional, research, and public service programs also gives SIUC its special character among the nation's research universities, and underlies other academic developments, such as its extensive doctoral programs and schools of medicine and law.

Committed to the concept that research and creative activity are inherently valuable, SIUC supports intellectual exploration at advanced levels in traditional disciplines and in numerous specialized research undertakings, some of which are related directly to the southern Illinois region. Research directions are involved from staff and faculty strengths and mature in keeping with long-term preparation and planning. Even as SIUC constantly strives to perpetuate high quality in both instruction and research, it continues a long tradition of service to its community and region. Its unusual strengths in the creative and performing arts provide wide-ranging educational, entertainment, and cultural opportunities for its students, faculty, staff, and the public at large. Its programs of public service and its involvement in the civic and social development of the region are manifestations of the general commitment to enhance the quality of life through the exercise of academic skills and application of problem-solving techniques. As SIUC seeks to help solve social, economic, educational, scientific, and technological problems, and thereby to improve the well-being of those whose lives come into contact with it.

Focus Statement

Southern Illinois University Carbondale offers a full range of baccalaureate programs, and is committed to graduate education through the doctoral degree, gives high priority to research. It receives substantial federal support for research and development and annually awards a significant number of doctoral

degrees balanced among selective liberal arts and sciences disciplines and professional programs. In addition to pursuing statewide goals and priorities, Southern Illinois University Carbondale:

- Strives to develop the professional, social, and leadership skills expected of college students and to improve student retention and achievement;
- Supports the economic, social, and cultural development of southern Illinois through appropriate undergraduate, graduate and professional education and research;
- Develops partnerships with communities, businesses and other colleges and universities, and develops utilization of telecommunications technologies;
- Cultivates and sustains a commitment in research and instruction to problems and policy issues related to the region and to the state's natural resources and environment;
- Strives to meet the health care needs of central and southern Illinois through appropriate health related programs, services, and public health policy; and
- Cultivates and sustains diversity through a commitment to multiculturalism, including international programming.

Priorities Statement

Southern Illinois University has an unequivocal commitment to excellence in teaching, activities, and service and the achievement of these objectives within an affordable educational experience for all of our students. Within these objectives, and consistent with the distinctive missions of the Carbondale and Edwardsville campuses, is an explicit commitment to the tradition of affirmatively supporting the educational needs of underrepresented and disadvantaged populations in the state.

To achieve these objectives, the following priorities have been established:

- To improve teaching and learning and strengthen undergraduate, graduate and professional education, we shall take advantage of existing and emerging programmatic strengths and Bridge school to work by increasing work-based learning experiences for our students.
- To enhance student success, we shall involve all members of the University community in implementing an effective, targeted recruitment strategy and improving student retention, including the elimination of obstacles to timely degree completion.
- Strengthen our commitment to faculty and staff development as well as ensure a closer correlation of productivity, faculty and staff workload, and reward systems as defined by the role and mission of each program and administrative unit.
- To expand inter- and intra-campus collaboration in order to strengthen international education, degree programs, distributed learning, fundraising, research opportunities for students and faculty, and streamline administrative processes. Resources resulting from such efficiencies shall be directed to the University's primary educational mission.
- To build public and private sector partnerships that address the state's needs and strengthen the University's leadership role in the region.

Achievement of these priorities requires the commitment and dedication of the entire University community.

Revised mission statement was approved by SIU Board of Trustees on March 14, 2003. Focus and priorities statements approved by SIU Board of Trustees on June 11, 1998.

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.

Activities and Initiatives Demonstrating the Program's Value to SIU

The architecture programs at SIU have great value to the campus and the Carbondale community. The SIU School of Architecture works very hard to be a contributing member of the campus. This section of the report lists how we accomplish this goal.

The School of Architecture Gallery is open to the public throughout the year. It regularly hosts exhibits of student work from the school's programs. It also hosts traveling exhibits. In 2011 - 2012, the School of Architecture Gallery presented 12 public exhibitions. These are detailed in section I.2.1 of this report.

The School of Architecture provides an annual lecture series open to the public. In 2011 - 2012, 12 lectures were presented. These are detailed in section I.2.1 of this report.

Students in architecture take courses offered by other departments on campus. SIU offers 77 minors. Commonly-completed minors for students in architecture include history, landscape horticulture (landscape architecture), business administration, marketing, management, and geography. The

Geography Department at SIU has recently established a minor in sustainability that some architecture students have begun to pursue. In addition, one recent student double majored in history and architecture as an undergraduate, and students take hundreds of courses each year throughout the campus's departments and schools.

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, 130 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 in force at the time they begin study at the University.) A breakdown of participation in the course since our last visit from the NAAB follows: In Spring 2012, 32 students completed this course. In Fall 2011, nine students completed the course. In Spring 2011, 31 students completed the course. 29 students completed the course in Fall 2010 and in Spring 2010. One other note -- architecture and interior design students are not allowed to take this course to meet University Core Curriculum requirements since they take architectural history courses.

The School of Architecture is active in the region. In 2011, the graduate studio designed projects in the city of East St. Louis, Illinois, an economically distressed region of the state. In 2011, AIA Southern Illinois and AIAS at SIUC held a design charette for Main Street Marissa, Illinois. Students worked alongside professionals to brainstorm ideas for the community of 2100 residents. SIU architecture students are very active with the Carbondale and Campus Habitat for Humanity chapters. In March, 2012, SIU architecture students traveled to Harrisburg, Illinois to provide free residential design ideas to victims of the February 29, 2012 EF-4 tornado that hit the community. In 2012, Professor Craig Anz led teams of students who worked in Olive Branch, Illinois, a town devastated by 2011 Mississippi River flooding, to develop relocation plans for the community.

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 and Social Equity

Our learning culture in the School of Architecture begins with our Studio Culture Policy. This policy was written in 2009 by a team of faculty members with input and review provided by students. The American Institute of Architecture Students chapter at SIU provided the leadership in organizing students to help draft, write, and review the Studio Culture Policy. A copy of the Studio Culture Policy is found 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.

Excerpts from the Studio Culture Policy reveal how we define our learning culture in the School of Architecture at SIU:

- 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 August 1, 2012). 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](#)

Social Equity

SIU has a long tradition of providing access to all students. It is simply part of the culture at SIU. 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 it was 16% of the graduating class at the time, an exceptionally high statistic for that era. 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.

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 goals for diversity. 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 school's governance. This section of the report describes our efforts to achieve social equity.

In 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. This places the student into the architecture applicant pool. The BSAS program is a selective admissions program. This means that the architecture program admits only the best qualified applicants. Programs without selective admission on campus admit all qualified applicants. Programs with selective admissions admit the best choices among the qualified applicants. Criteria for admission into the architecture program include ACT composite score and class rank. The criteria are published on the department's web site and in the University catalog. GPA is also used for transfer and change-of-major students.

For graduate admissions, applicants submit a portfolio of undergraduate and professional work, a transcript of their undergraduate work, two letters of recommendation (minimum), and a statement of purpose. A faculty committee reviews all applications. The committee ranks all students, placing them in one of three outcomes: admit, wait-list, and do not admit. 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 seeks an exception from the Associate Dean of the Graduate School to admit the student.

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 Woody Hall, just across the street from the School of Architecture.

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. The School provides accessible drawing tables to students needing them. Quigley Hall, home of the School of Architecture, is an accessible building for the time in which it was built. Although serviceable, it is not up to current accessibility standards. We are working with the University to upgrade the accessibility of the building to current standards. The faculty meets with students and parents to discuss accommodations the student needs. The faculty willingly works with Disability Support Services

to help our students achieve their best outcomes. The department has three accessible desks that are placed in the studios where the student will be when they are needed.

In faculty appointments, the School of Architecture attempts to include 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. 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 agenda for all candidates brought to campus for interviews is identical to ensure fairness.

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. In 2011, Associate Professor John K. Dobbins served as a member of the University's Affirmative Action committee. 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. Each office and center is devoted to issues affecting its constituent groups and to achieving social equity for all members of the SIU community.

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.

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.

Institutional Policies for Academic Integrity. SIU uses the *Student Conduct Code*, first written in May 1991 and amended most recently in April 2011 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 is 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.

I.1.3. Responses to the Five 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.

Scholarship. The SIU School of Architecture contributes to University scholarship. In 2011, faculty of the School of Architecture published eight journal articles, two chapters in books, and ten proceedings publications. School faculty gave 15 exhibitions of work. In addition, the faculty made nine international, five national, and ten regional or state presentations. Scholarly work and creative activities abound in the School of Architecture.

In 2011, one graduate student in the School of Architecture made three presentations at professional conferences. Ms. Debra Eilering presented "Low Vision and Universal Design" at the May meeting of the Environmental Design and Research Association (EDRA) in Chicago, Illinois, "Architecture as Poetry" and "Universal Design and Visibility" at the June meeting of the International Universal Design Conference in Toronto, Canada, and "A Post-Occupancy Visit with the Architects" at the Ed Roberts Campus, San Francisco, California in July. In 2012, she presented three sessions at EDRA 43 in Seattle, Washington in May, and three sessions at Universal Design 2012 in Oslo, Norway in June. At this conference, Ms. Eilering was honored with a first place award for single family residential design in universal design.

In 2011-2012, twelve undergraduate students in the School of Architecture participated in the University's Undergraduate Assistantship program with faculty members. One student, Mr. Jonathan Smith, was selected as the Best Research Poster Presentation at the annual Student Research Fair on campus.

Community Engagement. The SIU School of Architecture is a very active member of the academic community. Students at SIU are able to take advantage of 390 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 serve as advisors to five campus RSOs, the American Institute of Architecture Students, the US Green Building Council, the American Society for Interior Design, the Illuminating Engineer's Society, and the Precast/Prestressed Concrete Institute. Membership in these organizations is open to all 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. In 2011, 21 faculty members worked with M. Arch. students as committee members including seven committee members from other units on campus.

Service. Service work abounds at the SIU School of Architecture. Faculty served on five departmental committees, eight college committees, and four University committees. Faculty served on many other professional committees and boards in addition to campus groups.

A Master of Architecture student, Ms. Audrey Treece, was selected to serve on the College of Applied Sciences and Arts Dean's Search Committee (2011-2012) and on the Graduate and Professional Student Council's Summer Research Funding Committee in May 2012.

Students in the School of Architecture have participated in builds with the campus and Carbondale chapters of Habitat for Humanity for many years. In 2011, students worked on a tree house for the Dayempur Farm. The [Dayempur Farm](#) web site documents this experience through images and a video. In 2012, Mr. Jose Martinez, a senior in architectural studies, is organizing a chapter of Freedom by Design at SIU.

Teaching. The SIU School of Architecture offers one course in the University core curriculum, Architecture 314i. This course satisfied the Interdisciplinary requirement (Area III) for students on the SIU campus until Summer 2012 when it was moved to the fine arts category. In addition, enrollment in several of the department's courses is 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. A student asks to enroll 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.

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 with Professor Peter Smith, Color Theory with Professor Melinda La Garce, and furniture design with Professor Stewart Wessel, to name a few examples. 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.

Undergraduate students may select electives from across the campus and are often able to complete a minor in another department by selecting a series of courses from a particular unit. Popular minors

among architecture students are history, marketing, management, business administration, geography, and landscape architecture. The Geography Department has recently started a new minor in sustainable design that architecture students are beginning to take. Other options include minors in foreign languages and a great variety of other disciplines.

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.

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. In 2011, the School of Architecture funded two students. 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, currently \$17.15 per hour. 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 2011, the School of Architecture funded four teaching assistantships. 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, currently \$17.15 per hour. All appointments are quarter time in the School of Architecture.

The SIU Graduate School provides graduate students with funding to attend academic conferences in their disciplines. In 2011, SIU funded 26 students with a total of \$7000. One student from the graduate architecture program, Ms. Debra Eilering, received funding to present the paper "Universal Design for Low Vision Elderly" in Oslo, Norway.

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 in the twelfth week of the fall semester.

Students serve as assistants in the Computer Graphics Lab, the Digital Fabrication Lab, and the School of Architecture Resource Room. In 2011, five students worked in the Computer Graphics Lab and one student each worked in the Digital Fabrication Lab and the Library Resource Room. In addition, a number of undergraduate student workers are employed in these three areas. In the case of the computer lab, students produce plots and prints, monitor the lab, and assist their peers with questions. In the fabrication lab, student workers use the equipment rather than students to ensure safety. SIU students participate in Undergraduate Student Government (USG) with SIU architecture students being well represented in USG. In 2011, Jose Rodriguez and Sufiyanu Momoh served as senators for the College of Applied Sciences and Arts. Each is a student in the undergraduate architecture program.

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 which 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 "IDP 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.

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.

Finally, SIU architecture students have participated with AIA Illinois Council and AIA Southern Illinois at a wide number of conferences in the last two years (since our last NAAB visit). SIU AIAS students helped AIA Illinois administer its November 2011 conference, "Collaboration and Innovation," in Lisle, Illinois. AIA Southern Illinois 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 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 Exernship program during Spring break. In this program, students are able to job shadow a professional for a week in the discipline of their choice. During Spring break 2012, 127 SIU students took advantage of the Externship program including 14 students from the School of Architecture (8 architecture, 5 interior design, and 1 fashion design and merchandising students).

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.

E. Architectural Education and the Public Good.

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.

Fostering Service in Architecture Students. The School of Architecture is active in the region. In 2011, the graduate studio designed projects in the city of East St. Louis, Illinois, an economically distressed region of the state. In 2011, AIA Southern Illinois and AIAS at SIUC held a design charette for Main Street Marissa, Illinois. Students worked alongside professionals to brainstorm ideas for the community of 2100 residents. SIU architecture students are very active with the Carbondale and Campus Habitat for Humanity chapters. In March, 2012, SIU architecture students traveled to [Harrisburg, Illinois](#) to provide free residential design ideas to victims of the February 29, 2012 EF-4 tornado that hit the community. A total of 37 hours was donated during Spring break week. In 2012, Associate Professor Craig K. Anz led students and professionals in a service project in [Olive Branch, Illinois](#) called the Olive Branch Recovery & Rebuilding Initiative - Seeking Higher Ground. [Olive Branch, Illinois](#) was flooded in 2011 by failures of levees along the Mississippi River. Graduate students Jason Skidmore and Chase Clark developed design ideas for the Marion Regional Humane Society in Marion, Illinois in Spring 2012. The ideas are being used to raise funds to build a new no-kill animal shelter.

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 in its 20th year, 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 for Kid Architecture, including an AIA President's Award and the Citation of Honor from AIA Illinois.

Professor Davey also offers Lego Camp. 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. Architecture student Rhonda Daugherty led the students in the summer of 2011. Professor Michael Brazley participates in the Upward Bound program at SIU. The Upward Bound program is a six-week residential experience on campus with afternoon instruction devoted to the fine arts. The School of Architecture provided afternoon sessions for Upward Bound.

Cross-reference to the 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.1.4. Long Range Planning

Architects have a natural predilection to look forward. 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. The intention of these meetings is a process of momentum to move the program toward the desired goals of the faculty.

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 upper Mississippi River Delta are central in our planning thinking.

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.

While many factors are considered by the committee of the whole in planning decisions the five perspectives influence our thinking and debate as we look ahead. Of special interest to all committees this year is the relocation of the Freshman Design Studios, the Digital Fabrication Laboratory, and the Woodshop into Quigley Hall so that all of the spaces used for professional architectural education will be collocated. This has been a long term goal of the School for over a decade.

I.1.5. Program Self-Assessment

The architecture programs at SIU 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 number of licensed architects with expertise in a great variety of areas within architecture. 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.
- 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.
- 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.
- 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.

Weaknesses.

- Facilities, while adequate to meet the program's needs, do not permit growth without significant reconfiguration or additional space for the program.
- Carbondale provides limited access to cultural events, architecture, and urban experiences. 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 a larger metropolitan area.
- Morale on the SIU campus is very low, affecting all programs.

Opportunities.

- The School has the opportunity to close its facilities in the Blue Barracks building and move them to the basement of Quigley Hall. This will locate the entire program in one building and allow students at all levels to studio space in one location for the first time in many years.
- The School seeks to develop an executive Master of Architecture program using a distance education model. This program will fill a need for additional professional education not being met by Illinois universities at present.

Threats.

- Reduced support from the state of Illinois coupled with flat enrollment at the University make funds scarce.
- 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 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. 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. In Summer 2012, 24 M. Arch. candidates

presented their work over two weeks with many of the presentations attended by dozens of faculty and students.

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 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 raises.

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. The membership of the committee in 2011-2012 is:

Mr. Carl Fischer, AIA*	Principal, fwai architects, inc., Springfield, Illinois
Ms. Carolyn Green	Green Design, St. Louis, Missouri
Mr. David Helfrich	Mackey Mitchell Architects, St. Louis, Missouri
Mr. Ben Jones**	Retired Architect
Mr. Brad Klein	White & Borgognoni Architects, Carbondale, Illinois
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. Marion Poggas	Image ARCHITECTS, Inc., Carbondale, Illinois
Mr. Scott Veazey***	Principal, VPS Architecture, Evansville, Indiana
Mr. John Whitlock	BLDD, Decatur, Illinois

* Former member, Illinois Architecture Licensing Board

** Former AIA Illinois President

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

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. Curriculum and learning context issues are routinely discussed by the faculty acting as a committee-of-the-whole. Formal processes such as survey instruments are not used by the faculty because we are not a large group. Face-to-face discussions are more effective and timely in meeting the programs' needs.

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 director (undergraduate students).

One type of follow-up that is being conducted by Professor Norm Lach 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 two forms of social media.

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. 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 Studio Culture Policy is reviewed by the faculty in consultation with the AIAS chapter. The AIAS chapter serves as the liaison for this process between students and the faculty.

The School maintains an Advisory Committee composed of professionals chosen to be representative of diverse practice models in architecture. This committee meets to review the work performed in senior studio each spring and is asked to review the School's mission statement. The composition of the committee is shown in section I.1.5, Program Self-Assessment.

I.2. Resources

I.2.1. Human Resources & 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 director, Dr. Walter V. Wendler. There are three academic advisors: Ms. Jasmine Winters (architecture), Mr. Keith McQuarrie (FDM and ID), and Mr. John K. Dobbins (graduate architecture). There are two staff positions. Ms. Nadine Wojnarowski is Dr. Wendler's assistant. Ms. Tammi Crofts is the receptionist for the School.

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. 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 do not, and will not, assign graduate students to teaching undergraduates at any level. 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. 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 2012:

	Spring 2012	Fall 2012	Credit Hours	Notes
Anz	10	9	19	
Baysinger	3	6	9	Adjunct faculty
Brazley	5	11	16	
Davey	9	11	20	
Dobbins	7	12	19	

Heckman	4	7	11	Adjunct faculty; Teaches in ID program
Kirkpatrick	5	0	5	Adjunct faculty
Lach	6	0	6	On sabbatical in Fall semester
LaGarce	6	0	6	Teaches in ID program
McDonald	6	9	15	
Morthland	4	0	4	Teaches in ID program
Schwartz	9	5	14	
Smith	4	8	12	
Swenson	6	0	6	Retired May 2012; No Fall teaching assignment
Term	0	6	6	Adjunct faculty TBA
Treece	0	12	12	Adjunct faculty
Turnipseed	9	14	23	Adjunct faculty
Vera	4	8	12	
Wendler	12	0	12	School Director
Wessel	9	5	14	
White	8	12	20	

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.

Summary of Faculty, Summer 2010 - Fall 2012		Undergraduate ARC Courses																											
Faculty Member	Summary of Credentials	121	122	231	232	242	251	252	271	299	314	319	341	342	350	351	352	353	361	362	381	444	451	452	462	470	481	482	491
Anz, Craig K.	Design & Research							X			X																		
Baysinger, Sheila	Legal & Ethical Issues																												
Brazley, Michael	Design																												
Davey Jon Daniel	History & Design			X	X					X																			
Dobbins, John K.	Structures & Technology																												
Frisch, D. Scott	Computer Applications								X																				
Heckman, Thad	Technology																												
Kirkpatrick, Richard	Design																												
Lach, Norman	Technology										X	X																	
LaGarce, Melinda	Lighting																												
Lawrence, Sarah	Introductory Design		X	X																									
McDonald, Shannon	Environment & Design																												
Morthland, Laura	Design																												
Poggas, Christy J.	Design & Technology																												
Schwartz, Chad	Design & Technology																												
Smith, Peter B.	Design		X	X																									
Swenson, Robert	Design & Practice																												
Treece, Audrey	Design & Technology																												
Tumipased, Steven	Design		X																										
Vera, Maria	Design			X																									
Wendler, Walter V.	Design																												
Wessel, Stewart P.	Design																												
White, David J.	Design & Computers																												
Yeshayahu, Shai	Design																												

Notes:
 ARC 350 and 502 are independent study courses.
 FDM faculty omitted from list. They do not teach ARC courses.

Summary of Faculty, Summer 2010 - Fall 2012															
Faculty Member	Summary of Credentials	Graduate ARC Courses													
		500	502	532	541	550	551	552	554	570	591	592	599	601	
Anz, Craig K.	Design & Research	X	X												X
Baysinger, Sheila	Legal & Ethical Issues										X	X			
Brazley, Michael	Design		X												
Davey Jon Daniel	History & Design		X	X						X					
Dobbins, John K.	Structures & Technology		X			X			X						X
Frisch, D. Scott	Computer Applications														
Heckman, Thad	Technology		X												
Kirkpatrick, Richard	Design														
Lach, Norman	Technology														
LaGarce, Melinda	Lighting		X												
Lawrence, Sarah	Introductory Design														
McDonald, Shannon	Environment & Design						X								
Morthland, Laura	Design														
Poggas, Christy J.	Design & Technology														
Schwartz, Chad	Design & Technology					X		X							
Smith, Peter B.	Design		X												
Swenson, Robert	Design & Practice					X					X				
Treece, Audrey	Design & Technology														
Tumpseed, Steven	Design						X								
Vera, Maria	Design														
Wendler, Walter V.	Design							X	X					X	
Wessel, Stewart P.	Design		X			X		X							
White, David J.	Design & Computers		X												
Yeshayahu, Shai	Design		X												
Notes:															
ARC 350 and 502 are independent study courses.															
FDM faculty omitted from list. They do not teach ARC courses.															

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

IDP Coordinator

The School of Architecture is pleased to have Mr. Norm Lach serve as its IDP Coordinator, a position he has held 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 last year. He attends the annual NCARB meeting as the state of Illinois' representative.

Professor Lach organizes an annual presentation on IDP. In Fall 2012, Martin Smith, manager of IDP for NCARB, came to the SIU campus to speak to our students. In Spring 2011, Mr. Nick Serpass, Assistant Director of IDP for NCARB, gave an IDP presentation at the AIAS Quad Conference held on the SIU campus for the first time.

Professor Lach coordinates these activities:

1. IDP is introduced to all students at Open House events held on campus.
2. In ARC 121, the first freshman studio course, IDP 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, IDP 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, IDP 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. IDP and paths to licensure is also presented annually to residents of the Architecture Live & Learn Community in SIU housing (Mae Smith Hall, 10th and 11th floors).
6. An IDP 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)

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 , Architect

Courses Taught (Two Academic Years Prior to Visit):

ARC 252, Design II: Order
ARC 451, Design V: Urban Design and Community Development
ARC 452, Design VI: Integration
ARC 500, Research Methods and Programming
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.), Austin, TX 1997 - 2007
Architect – Carbondale, IL 2007 - present

Licenses/Registration:

NCARB Certification, Illinois (Active), Texas (Inactive)

Selected Publications and Recent Research:

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.
Sehwal, W and Anz, C. (Forthcoming 2012, e-journal). Media Ballistics and the Configuration of Urban Space. In *Space and Place – Exploring Critical Issues* , SP1 Prague.
Anz, C. and Dockter, B. (2011). Spatial Configuration Study of the Urban Fabric – Incorporating Digital Simulation Technologies within Design Scenarios. In *Advances in Architecture, Urbanity, and Social Sustainability, IIAS-2009*, Volume II.
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* (Doctor of Philosophy dissertation from ProQuest: A&I, UMI Publication No. AAT 3370657 and with VDM Publishing, ISBN#978-3-639-24483-0).

Professional Memberships:

AIA - American Institute of Architects - Illinois Chapter, 2009 - 2010
IAQI – International Association for Qualitative Inquiry, 2007 - present

Name: Sheila Baysinger, JD, AIA, LEED AP

Courses Taught (Two Academic Years Prior to Visit):

2008 – 2011: ARCH 592 Architectural Professional Practice II

Fall 2012: 491/591 Architectural Professional Practice I
/471 Interior Design Professional Practice

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 4 years. This Fall, Ms. Baysinger will also teach Professional Practice for both architecture and interior design undergraduate students.

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

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: Siwon Cho

Courses Taught (Two Academic Years Prior to Visit):

- o FDM 101 Careers in Fashion
- o FDM 241 Textiles I
- o FDM 242 Textiles II
- o FDM 381 Fashion Merchandising Mathematics
- o FDM 442 Textile and Apparel Economics
- o FDM 482 Fashion Merchandising

Educational Credentials:

Ph.D. in Apparel, Virginia Tech, Blacksburg, VA. (December, 2008)

Teaching Experience:

- o Assistant Professor, Fashion Design & Merchandising, SIU Carbondale (2009 ~)
- o Guest Lecturer, AHRM, Virginia Tech (2005)
- o Instructor, AHRM, Virginia Tech (2000 – 2004)
- o Graduate Teaching Assistant, AHRM, Virginia Tech (1999 – 2000)

Professional Experience:

Assistant Professor, Fashion Design & Merchandising, SIU Carbondale (2009 ~)

Licenses/Registration:

NA

Selected Publications and Recent Research:

- o Workman, J.E., & Cho, S. (2012). Gender, fashion consumer groups, and shopping orientation. *Family & Consumer Sciences Research Journal*, 40(3), 267-283.
- o Cho, S. & Workman, J.E. (2011). Gender, fashion innovativeness and opinion leadership, and need for touch: Effects on multi-channel choice and touch/non-touch preference in clothing shopping. *Journal of Fashion Marketing and Management*, 15(3), 363-382.
- o Siwon Cho & Jane E. Workman (Under review). Consumer preference for physical or virtual shopping channels for clothing: Effects of fashion consciousness, need for touch, centrality of visual product aesthetics, and impulsivity. Submitted to *Clothing and Textiles Research Journal*.
- o Jessie Chen-Yu & Siwon Cho (Under review). Effects of experience, self-congruity and brand trust on purchase intention for branded apparel in the online shopping context. Submitted to *Journal of Retailing and Consumer Services*.
- o Siwon Cho & Jane E. Workman (Under review). Differences and Similarities between South Korean and U.S. Consumers: Comparison of Shopping Orientations by Culture and by Gender. Submitted to *Journal of Fashion Marketing and Management*.
- o Siwon Cho & Jane E. Workman (Under review). Gender, Fashion Consumer Group, Need for Affect and Exploration through Shopping. Submitted to *Clothing and Textiles Research Journal*.
- o Jane E. Workman & Siwon Cho (Under review). Gender, Fashion Consumer Group, Need for Touch and Korean Apparel Consumers' Shopping Channel Preference. Submitted to *International Journal of Consumer Studies*.

Professional Memberships:

- o International Textile and Apparel Association
- o American Association of Family and Consumer Sciences

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 and ID 231 Architecture History I
ARC 323 Architecture History II and ID 232 Architecture History II
ARC 532 Global Architecture
ARC 314i Expression in Architecture
ARC 351 Context Design Studio
ARC 444 Le Petit Grand Tour d'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 Cientifico 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:

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. (2011) An interpretation of space and time. Samvad Dialogue International Seminar, SID Research Cell, Faculty of Design, CEPT University, Ahmedabad, India.

Davey, J.D. (2010) Besieged by Vauban. Ordnance War + Architecture Space Conference, The Cork Centre for Architectural Education and School of Human Environment University of Cork, Cork Ireland.

Professional Memberships: AIA

Name: John K. Dobbins, Architect and Associate Professor
Head of Graduate Studies in Architecture

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: D. Scott Frisch

Courses Taught (Two Academic Years Prior to Visit):

ARC 299 Individual Study (Transfer students option for ARC 271)

Educational Credentials:

A.A.S., Commercial Graphic Design, Southern Illinois University, 1987

A.A.S., Architectural Technology, Southern Illinois University, 1990

B.S., Advanced Technical Studies, Southern Illinois University, 1990

M.S. E.D., Workforce Education and Development, Southern Illinois University, 1994

Teaching Experience:

Visiting Lecturer/LAN Admin & IT support, Southern Illinois University, 1995-2006

Senior Lecturer/LAN Admin & IT support, Southern Illinois University, 2007-present

Professional Experience:

Carpenter/Draftsman/Landscaper, DJF Construction, Carbondale, IL 1980-2007

Computer Operator/Draftsman/Graphic Artist, Walton and Associates, Carbondale-Springfield, IL 1991-1993

PC Specialist/Trainer/LAN Admin, HOK STL, St. Louis, MO 1994-1995

PC Specialist/Trainer/LAN Admin and Consultant, HOK INC, St. Louis, MO 1996

PC Specialist/Trainer/LAN Admin and Consultant, HOK STL, St. Louis, MO 1997

PC Specialist/Trainer/LAN Admin and Consultant, HOK STL, St. Louis, MO 1998

Licenses/Registration:

N/A

Selected Publications and Recent Research:

N/A

Professional Memberships:

N/A

Name: Thad Heckman

Courses Taught (Two Academic Years Prior to Visit):

ARC 381 – Environmental Design I: Site Planning
ARC 342 – Building Technology III: Steel
ARC 541 – Seminar: Architectural System and Environment
ID 372 – Interior Construction
ID 374 – Specifications for Interior Construction

Educational Credentials:

Bachelor of Arts in Design, Southern Illinois University at Carbondale, 1979

Teaching Experience:

Senior Lecturer, Southern Illinois University - Carbondale, 2011-2012
Assistant Instructor, Southern Illinois University - Carbondale, 1994-2011

Professional Experience:

Owner, Design Works: Sole Proprietorship, Carbondale, IL 2002-Present
Project Manager, Image Architects, Carbondale, IL 2000-2002 (previously G-J Architects)
Project Manager/Project Architect, Garrison-Jones Architects, Carbondale, IL 1989-1999
Project Architect, White & Borgognoni Architects, P.C., Carbondale, IL 1989-1985
Production Chief, Garrison -Jones Architects, Inc., Carbondale, IL (previously SRGF Architects) 1984-1988
Architectural Technician, Simon, Rettberg, Garrison, Flom Architects, Carbondale, IL 1981-1983

Licenses/Registration:

Illinois
Wisconsin

Selected Publications and Recent Research:

The Leicester B. Holland Prize, R. Buckminster and Anne Hewlett Fuller Dome Home, (Library of Congress/National Park Service, September 2011)
The View Baptist Church, (Metal Architecture, November/December, 2010)
The View Baptist Church, (Metalmag, October, 2010)
Patent #US 6,930,784 B2 - Contour Laser Table: Instructional Laser Device for portraying in real time the two-dimensional symbolism of three-dimensional topography, (USPTO, August 15, 2005)
Patent #US 6,449,865 B1 - Glow Guide: Automotive Aftermarket Device, (USPTO, September 17, 2002)

Professional Memberships:

RBF Dome NFP, Vice President

Name: Laura Klosterman Kidd, Ph.D.

Courses Taught (Two Academic Years Prior to Visit):

FDM 121 Fashion Illustration
FDM 211 Fashion Production III
FDM 252 Draping
FDM 352 Experimental Design
FDM 431 Ethnic Costume
FDM 432 Western Costume History, Mesopotamia to 1850
FDM 433 Western Costume History, 1850 to Present
FDM 451 Senior Studio I
FDM 452 Senior Studio II

Educational Credentials:

B.A., Drama, North Dakota State University
M.S., Textiles & Clothing, North Dakota State University
Ph.D., Iowa State University

Teaching Experience:

Assistant Professor, University of Hawaii-Manoa, 1993-1996
Assistant Professor, Southern Illinois University Carbondale, 1996-2002
Associate Professor, Southern Illinois University Carbondale, 2002-Present

Professional Experience:

Costume Designer, Nashville Academy Theatre, Nashville TN, 1981-1983
Assistant to President, Center Developers, Inc., Smyrna GA, 1987-1989
Assistant to CEO & CFO, Ms. Leslee Enterprises, Marietta GA 1989-1990

Licenses/Registration:

N/A

Selected Publications and Recent Research:

"The Hitler Meme as Inspiration in Fashion," International Textiles & Apparel Conference, Honolulu HI, presentation, 2012.
"Goose Stepping Fashion: Nazi Inspiration in Fashion. *Paideusis: Journal of Interdisciplinary and Cross Cultural Studies*, Volume 5, p. F1-F29 (2011).
"Wear It or Wave It: The United States Flag as a Fashion Icon. *Raven 14*, 2007, p. 35-57.
" 'A splendid and beautiful Silk Flag': Restoring and Remembering America's History Stitch by Stitch, *Raven 13*, p. 59-73 (2007).
"A Case Study: Creating Special Occasion Garments for Young Women with Special Needs," *The Clothing and Textile Research Journal*, 24(2), p. 161-172 (2006).
"Swazi Bridal Attire: Culture, Traditions and Culture." In D. Johnson & H.F. Bradley (Eds.), *Wedding Dress Across Culture* (Berg, 2003.) With L.S. Khoza.

Professional Memberships:

International Textiles & Apparel Association
North American Vexillological Association

Name: Richard Kirkpatrick, Architect

Courses Taught (Two Academic Years Prior to Visit):

ARC 351, Design Studio 5

Educational Credentials:

Master of Architecture, University of Oregon, 1978

Bachelor of Science in Architectural Studies, University of Illinois at Urbana-Champaign,
1975

Teaching Experience:

Southern Illinois University, 2009-2011

University of Colorado – Boulder, 1987-1988

University of Colorado – Denver, 1985-1987

University of Oregon, 1976-1978

Professional Experience:

Director of Design & Planning, Wilson, Hodge, Groh Architects, Mt. Vernon, Illinois, 1995-
2005

Principal, Rick Kirkpatrick Architects, Denver, Colorado, 1982-1990

Licenses/Registration:

Illinois

Colorado

Wisconsin

Selected Publications and Recent Research:

N/A

Professional Memberships:

AIA

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: Melinda La Garce, IIDA, RID, NCIDQ #3208

Courses Taught (Two Academic Years Prior to Visit): ARC 482 Environmental Design III – Lighting & Acoustics; ARC 502 - Architecture Seminar; ID 451 Programming II; ID 432 – Interior Design Seminar; ID 361 – Design Programming I; ID 391 – Design III Context

Educational Credentials: MFA, Texas Tech University, 1972
BS, Southern Illinois University, 1968

Teaching Experience: Associate Professor, Southern Illinois University, 2001-present
Assistant Professor, Southern Illinois University, 2001-1990
Visiting Asst. Professor, Southern Illinois University, 1989-1990

Professional Experience: La Garce & Associates, Ltd., Carbondale, Illinois
President, 1983-present

Licenses/Registration: Registered Interior Designer, State of Illinois; NCIDQ #3208

Selected Publications and Recent Research:

LaGarce, M. (2012, May). Neuropsychological & Physiological Effects of Light on Humans. Presented at the Illuminating Engineering Society of North America, Chicago, IL.

LaGarce, M. (2011, February). The Architecture of Medicine – Medical Science of Light. Presented at Washington University in St. Louis, Graduate School of Architecture & Urban Design, St. Louis, Missouri.

LaGarce, M. (2011, February). Public Health and the Built Environment. Presented at the Center for Public Health, Washington University in St. Louis, St. Louis, Missouri.

LaGarce, M. (2009, November). The Science of Light. Presented at the American Institute of Architects – St. Louis Chapter meeting in St. Louis, Missouri.

LaGarce, M. (2004, Autumn). Daylight Interventions and Alzheimer's Behaviors – A Twelve-Month Study. *Journal of Architectural and Planning Research*, (21.3)257-269. ISSN 0738-0895.

Falvo, D., LaGarce, M., & Smaga, S. (1998, November/December). The Effect of Manipulation of Environmental Lighting on Disruptive Behaviors of Individuals with Alzheimer's Disease. *Experimental Gerontology*, 33(7/8), 911-912.

LaGarce, M. (2009, May). Making Ethical Design Decisions: A Case – Evidence-Based Correlation of Ambient Light to Human Behavior in a Long Term Care Facility and the Potential Impact on Quality of Care. Presented at the Environmental Design Research Association International Conference in Kansas City, Missouri.

LaGarce, M., Odum, S. (2008, January). The Greening of Concrete: Cutting Global CO₂ by 5% - Sustainable design for the Built Environment. Proceedings of the Hawaii International Conference on Arts and Humanities. 4119-4127. ISSN 1542-5899.

LaGarce, M. (2004, July). Methodologies for Assessing the Impact of Environmental Lighting on Physiological and Behavioral Changes of Participants in the Built Environment. Proceedings of the 18th Conference of the International Association of People-Environment Studies. 332. ISBN 3-85437-263-9. Vienna, Austria.

LaGarce, M. (2000, November). Teaching Module for Analysis of Daylighting Design. Proceedings of the World Congress on Environmental Design for the New Millennium – World Conference on Green Design, 1, 533. Seoul, Korea.

Illinois Department of Public Health – Innovations in Long Term Care Quality Grant Award. IDPH Grant - \$50,000 + private matching funds \$22,321.

Professional Memberships: International Interior Design Association (IIDA); Commission Internationale de l'Eclairage, International Commission on Illumination (CIE)

Name: Sarah Lawrence

Courses Taught (Two Academic Years Prior to Visit):

ARC 121, Design Communication I
ARC 122, Design Communication II

Educational Credentials:

Bachelor of Architecture, University of Kansas, 2005

Teaching Experience:

Southern Illinois University, 2006-2010

Professional Experience:

N/A

Licenses/Registration:

N/A

Selected Publications and Recent Research:

N/A

Professional Memberships:

Member, Alpha Rho Chi

Name: Shannon Sanders McDonald, AIA

Courses Taught (Two Academic Years Prior to Visit):

ARC452: 4th Year Integrative Design Studio
ARC481: Environmental Design II: Energy and Systems
ARC551: Masters Comprehensive Design Studio

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-present

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

Licenses/Registration:

Illinois, Georgia, Pennsylvania, Maryland, NCARB, USGBC

Selected Publications and Recent Research:

McDonald, Shannon. (2002). \$2,000.00 Grant Georgia Power Company, AIA Legacy.
SURTC Grant – part of team. (2004). North Dakota State University bus shelters.
McDonald, Shannon. (May, 2005). *Integrating a Three-Dimensional Elevator System into Transportation Typologies*. Paper Automated People Movers Conference, American Society of Civil Engineers, Orlando, FL, Received one of the Five Top Paper Awards.
McDonald, Shannon. (2007). *The Parking Garage: Design and Evolution of a Modern Urban Form*. Washington, DC: Urban Land Institute.
McDonald, Shannon. (June 2009). *Automated Parking, PRT and Sustainability*. Paper Annual Meeting of the Automated People Movers Conference, American Society of Civil Engineers. Atlanta, GA. One of Five Top Paper Awards.
McDonald, Shannon. (2011). *Creating Fully Sustainable Walkable Communities with Personal Rapid Transit*. Paper delivered at the T&DI Congress. Chicago, IL.
McDonald, Shannon. Series of Articles and Images: *Building a Better Burb*. (2011). Rauch Foundation. <http://buildabetterburb.org/>.
McDonald, Shannon. (2012). *Personal Rapid Transit*. Article in Encyclopedia of Sustainability Science and Technology.
McDonald, Shannon. (Sept 2012.) *How New Movement Technologies Can Assist with Seamless Access for All*. Paper delivered TRANSED Conference. New Delhi, India.

Professional Memberships:

American Institute of Architects, Transportation Research Board, Parking Consultants Council

Name: Christy J. Poggas

Courses Taught (Two Academic Years Prior to Visit):
ARC 242

Educational Credentials:

Master of Science in Education, Southern Illinois University at Carbondale, Carbondale, IL,
1989

Bachelor of Architecture, University of Arizona, Tucson, AZ, 1975

Teaching Experience:

Southern Illinois University, 1990-2010

Professional Experience:

Assistant Professor, School of Architecture, College of Applied Sciences and
Arts, Carbondale., IL. 2004 – present

Assistant Department Chair, Department of Architecture and Interior Design, College of
Applied Sciences and Arts, Southern Illinois University, Carbondale, IL, July 2003- January
2004

Project Architect, Remodeling of Old Train Depot for re-use as the Zeigler Public Library,
Zeigler, IL, January, 2001- 2003

Project Architect, Garrison-Jones Architects, Carbondale, IL, January 1996-September
1997

Licenses/Registration:

Illinois #001.010648 (active status 1983 - present)

Selected Publications and Recent Research:

Anz, C. K. and Poggas, C. (2009, July-August). *Mapping Interchangeability and
Incommensurables: Grounding Urban Experiences in the Enriched Already-Present*. Paper
presented at InterSymp 2009 - The International Institute for Advanced Studies (IIAS) in
Systems Research and Cybernetics – “2nd International Symposium on Architecture of the
21st Century – In Search of New Paradigms,” Baden-Baden, Germany.

Poggas, C. and Anz, C. K. (2008, November). *Grounding the Agenda: Sustainable Regional
Vernacular as Foundation*. Paper presented at Academic Symposium of the 2008 Illinois
AIA Annual Conference – “Breaking New Ground,” Quad Cities, Illinois.

Professional Memberships: None

Name: Chad Schwartz, AIA

Courses Taught (Two Academic Years Prior to Visit):

ARC 242 Building Technology I: Wood
ARC 351 Architectural Design III: Context
ARC 550 Regional Graduate Architecture Studio
ARC 551 Comprehensive Architectural Design Studio

Educational Credentials:

B.A.Arch, University of Illinois-Chicago, 2000
M.Arch, Arizona State University, 2003

Teaching Experience:

Faculty Associate, Arizona State University, 2003-2011
Assistant Professor, Southern Illinois University Carbondale, 2011-present

Professional Experience:

Intern Architect, Hagney Architects, Rockford, IL 2000-2001
Intern Architect, Kenyon Architectural Group, Phoenix, AZ 2003-2004
Project Architect, Office of Michael Underhill, Phoenix, AZ 2003-2009
Principal, Chad Schwartz Architect, Chandler, AZ 2008-2010
Project Architect, Mark Ryan Studio, Phoenix, AZ 2007-2010
Project Architect, Nelsen Partners, Scottsdale, AZ 2010-2011

Licenses/Registration:

Arizona
Illinois

Selected Publications and Recent Research:

Schwartz, Chad. "Crafting Intimacy: Sculpting the Design Process of the Architecture Student." Sixth International Conference on Design Principles and Practices [Conference]. Los Angeles. 21 January 2012.
Schwartz, Chad. "Constructing Understanding: A Developing Strategy for Teaching Introductory Construction Courses." Third International Conference on the Constructed Environment [Conference]. Vancouver, Canada. 25 October 2012.

Professional Memberships:

The American Institute of Architects
The Building Technology Educator's Society

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. 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 Certifications:
National Council of Architectural Registration Boards (NCARB certified)
Certification: Certificate Number 45098
State Licenses:
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):

ARC451-001 Design V - Urban Design & Community (Fall 2010 & 2011)
ARC591-001 Professional Practice (Fall 2010 & 2011)
ARC491-001 Professional Practice (Fall 2010 & 2011)
ID471-001 Professional Practice (Fall 2012 & 2011)
ARC362-001 & 002 Structures II (Spring 2010 & 2011)
ARC550-201 Regional Studio (Summer 2011)

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

Professional Memberships: None at this time.

Name: Audrey Treece

Courses Taught (Two Academic Years Prior to Visit):

ARC 251 Design I: Concept

ARC 341 Building Technology II: Masonry and Concrete

Educational Credentials:

Bachelor of Arts – History, Southern Illinois University Carbondale, 2011

Bachelor of Science – Architectural Studies, Southern Illinois University Carbondale, 2011

Master of Architecture, Southern Illinois University Carbondale, 2012

Teaching Experience:

N/A

Professional Experience:

Intern, Image Architects, Inc., Carbondale, IL 2009-2012

Licenses/Registration:

N/A

Selected Publications and Recent Research:

N/A

Professional Memberships:

N/A

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

Courses Taught (Two Academic Years Prior to Visit):

ARC/ID 121: Design Communication I
ARC/ID 252: Design II – Order
ARC 352: Design IV: Complexity
ARC 452: Design VI – Integration
ARC 551: Comprehensive Design

Educational Credentials:

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

Teaching Experience:

Southern Illinois University – 3 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 Florida (inactive)

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.

Quick Change, *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: Walter V. Wendler, Professor and Director, School of Architecture

Courses Taught (Two Academic Years Prior to Visit):

Graduate Design, ARC 551, ARC 552, ARC 554
Aspirational Leadership in Higher Education, EAHE 545E

Educational Credentials:

Doctor of Philosophy, Curriculum and Instruction, University of Texas, Austin 1991
Master of Architecture, University of California, Berkeley 1975
Bachelor of Environmental Design, Texas A&M University 1972
Associate in Applied Science, State University of New York at Farmingdale 1970

Teaching Experience:

Professor, Department of Architecture TAMU 1992-2001
Associate Professor, Department of Architecture TAMU 1983-1992
Assistant Professor, Department of Environmental Design TAMU 1981-1983
Assistant Professor, Department of Architecture, LSU 1977-1981
Instructor, Department of Architecture, LSU, 1975-1977
Research Associate, Center for Environmental Structure, Berkeley, 1973-1975

Professional Experience:

Professor - School of Architecture - July 1, 2001 - Present
Director - School of Architecture - July 1, 2008 - Present
Chancellor - Southern Illinois University Carbondale - July 1, 2001 – June 30, 2007
Vice Chancellor for Planning - September 1999 - June 2001 TAMUS
Executive Assistant to the President - 1997 - 1999 TAMU
Dean and Professor - College of Architecture TAMU 1992 -1997
Inaugural holder of the William M. Peña Professorship - 1991- 2001
Head - Department of Architecture - 1989 -1992
Executive Associate Dean - College of Architecture -1988-1989

Licenses/Registration:

Illinois, NCARB

Selected Publications and Recent Research:

W. V. Wendler, *“Breaking New Ground: A University Campus and the Beginnings of a Revival”* AIAIllinois
November, 2008. CD ROM

W. V. Wendler, *“Architects as Leaders: Persistent Passion for Quality through Creation”* AIAIllinois
November, 2009. CD ROM

Professional Memberships:

AIA

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

Name: David J. White

Courses Taught (Two Academic Years Prior to Visit):

ARC/ID 122: Graphic Communications II

ARC/ID 271: Computers in Architecture

Educational Credentials:

Master of Science in Higher Education with emphasis in Educational Administration,
Southern Illinois University at Carbondale, December 1991

Bachelor of Arts with emphasis on drawing, Southern Illinois University at Carbondale, May
1985

Attended California Institute of the Arts, Valencia, California, enrolled in the Walt Disney
Character Animation and Design Program, September 1979- January 1982

Teaching Experience:

Refer to Professional Experience

Professional Experience:

Associate Professor, Architectural Studies, School of Architecture, College of Applied
Sciences and Arts, Southern Illinois University Carbondale, July 1998-present

Program Representative, Commercial Graphics-Design, Department of Applied Arts,
College of Applied Sciences and Arts, Southern Illinois University Carbondale, August 1993-
May 1999

Assistant Professor, Commercial Graphics-Design, Department of Applied Arts, College of
Applied Sciences and Arts, Southern Illinois University Carbondale, August 1992-June 1998

Lecturer, Commercial Graphics-Design, Division of Architectural Studies, Interior and
Graphic Design, College of Technical Careers, Southern Illinois University at Carbondale,
August 1985-August 1992

Freelance Graphic Designer, specializing in desktop publishing, corporate identification
systems, and illustration, 1982-present

Licenses/Registration:

Not applicable

Selected Publications and Recent Research:

Not applicable

Professional Memberships:

Name: Shai Yeshayahu

Courses Taught (Two Academic Years Prior to Visit):

2011 ARC/ID 251
 ARC/ID 252

2012 On Sabbatical

Educational Credentials:

1996 **Master of Architecture**
 Ohio State University

1987 **Bachelor of Science in Architecture Technology**
 New York Institute of Technology
 Cum Laude

Teaching Experience:

2004 – Present **Southern Illinois University**
 Associate Professor

2002-2004 **New York Institute of Technology**
 Assistant Professor Adjunct

Professional Experience:

1997-present VerS
 Co founder

2002- 2004 **Brooklyn Collective Architects**
 Design Consultant

2001- 2002 **Alternative Power Inc.**
 Design Consultant

Licenses/Registration:

NA

Selected Publications and Recent Research:

2012 **Current Research-*Robotics applications in academia and practice.***

2011 *You see me as You are Not as who I am* **Central Michigan University**
|
 University Gallery – Michigan, USA

Professional Memberships:

ACADIA

EEO/AA Policies

It is the policy of SIU to provide equal employment and educational opportunities for all qualified persons without regard to race, color, religion, sex, national origin, age, disability, status as a disabled veteran or a veteran of the Vietnam era, sexual orientation or marital status.

The School of Architecture fully complies with Equal Employment Opportunity/Affirmative Action policies of Southern Illinois University. The Affirmative Action Office reviews and must approve our hiring practices each time a position is advertised. The [AAO](#) make available via its website a copy of the Affirmative Action Plan updated in March 2011. The training video, "Conducting a Good Faith Search," is also distributed via the AAO web site. Copies of the EEO/AA policies are available in the team room.

Diversity Initiatives

The University's Affirmative Action Office and the Associate Chancellor for Institutional Diversity coordinate campus efforts to achieve a diverse campus. The [Strategic Plan for SIU](#), a draft of which was released in January 2012, identifies creating a more diverse campus as a goal for the University.

In 2004, the School of Architecture benefited from the Strategic Faculty Hires Initiative of the chancellor's office. The School of Architecture was able to hire Dr. Michael Brazley as a result of the Strategic Faculty Hires Initiative.

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 last year (July, 2011 to July, 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 its 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.

Since our last visit from the NAAB, three faculty members have been supported with sabbatical leaves. Professor Robert Swenson researched steamboat architecture and is publishing a book on the topic in the future. Professor Shai Yeshayahu took a one-year sabbatical during calendar year 2012. He is

engaged in architectural research on housing in Ecuador. Professor Norm Lach was on sabbatical in the fall of 2012. He is engaged in professional development work for architects and is participating in recruitment of potential students for the School's planned Executive Master of Architecture program.

The School is able to support faculty who attend professional meetings by providing travel support. Each faculty member is budgeted to have \$500/year in travel support. Junior faculty members are given additional support. In addition, the college, Graduate School, and Provost's office offer support to faculty members attending professional meetings to present papers. The [Office of Sponsored Projects Administration](#) provides coordination of travel funding requests through a form available on their site.

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](#))

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. (Source: [OSPA](#))

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](#))

The New Faculty Startup Program, administered by the Office of the Vice Chancellor for Research and Graduate Dean provides funding for faculty startup costs. The School of Architecture has received support for all of its hires since the program was initiated in 2005. Funding ranges from WENDLER.

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 the Last Visit

The School of Architecture provides an annual lecture series open to the public. In 2011 - 2012, these lectures were presented:

- Housing Principles: 60+ Years of Housing in a Family Business by Daniel Towler Weese, AIA, Associate Weese Langley Weese, Chicago, Illinois,
- The R. Buckminster Fuller Lecture of Sustainable Environs and Philosophies, Sustainable Personal Mobility and Mobility-on-Demand Systems: The New Nature of the City and Design of the CITY CAR, by William Lark, MIT Media Lab and Jen Joy Roybal, Program Manager of the Buckminster Fuller Institute, New York, New York,
- Family Heritage: Brush Towers at SIUC and Holabird & Root by Mary Brush, Architect and Preservation Consultant to Holabird & Root, Chicago, Illinois,
- MLK Jr. National Memorial: Abstract Concept to Reality by Dr. Ed Jackson, Jr., Executive Architect for the National Martin Luther King Memorial, Washington, DC,
- Gallery Chat by Dr. Ed Jackson, Jr., Executive Architect for the National Martin Luther King Memorial (This provided in-depth discussion between the architect and students and faculty),
- Reflexive Architecture by Omar Khan, Assistant Professor and Chair, University of Buffalo Department of Architecture and Planning, Buffalo, NY,
- Embedded Architecture by Jan Willem Van Kuilenberg, partner and founder of MONOLAB, Amsterdam, Netherlands,
- Research/Design/Fabrication by Basar Grit, principal, SITU Studio, New York, New York,
- Representing and Enacting Urban Transformation by David Schalliol, Assistant Professor, Department of Sociology, University of Chicago, Chicago, Illinois,
- The Alley Flat Initiative: Reflections on the Urban Condition by Dr. Steven Moore, Professor of Architecture and Planning, University of Texas at Austin,
- A Taste of the Rich Tradition of Embroidery by Alastair McLeod, Chairman, Hand and Lock, London, England, and
- Past, Present, Future by Mark P. Sexton, Architect, FAIA, LEED AP, Krueck + Sexton Architects, Chicago, Illinois.

All lectures are open to the public and are well publicized on campus. Many lectures are attended by 150 to 200 people. Lectures are held in auditoria around campus in order to accommodate the various sizes of the audiences and the lecturer's needs.

The School of Architecture successfully attracts a number of professional guest lectures and critics to our classes. Many design studios regularly invite architectural professionals and others with expertise on the projects being completed in the courses to review student 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 Last Visit

Since our previous site visit, the School of Architecture has hosted a number of public exhibitions. The School of Architecture Gallery is open to the public throughout the year. It regularly hosts exhibits of student work from the school's programs. It also hosts traveling exhibits. In 2011 - 2012, the School of Architecture Gallery presented:

- National Martin Luther King Memorial Exhibit, an exhibit of models and images of the memorial curated by Peter Smith of the SIU School of Architecture with an accompanying lecture by Dr. Ed Jackson, Jr.,
- An Olympic Tribute, an exhibit of work by students in the Summer 2012 ARC 121 and 122 classes,

- The Quigley Circus, an exhibit of work by students in the Summer 2011 ARC 121 and 122 classes,
- An Exhibit of Work by Mark P. Sexton, Architect, FAIA, LEED AP, with accompanying lecture,
- 9.11 Remembered, an exhibit of 45 images from *Time* magazine remembering the 9/11 tragedy,
- Jan Willem Van Kuilenberg, MONOLAB, an exhibit accompanied by a lecture,
- King Abdoullah University of Science and Technology, drawings and models of a 6.5 million square feet LEED platinum project in Saudi Arabia designed by HOK,
- Louis Sullivan: His Eight Jewel Box Banks, featuring a 10' x 10' bas relief entrance detail of the Grinnell Merchants Federal Bank and hand-drawn portal images of the banks,
- An Archy Halloween, an exhibit of masks designed by architecture and interior design students,
- Archy V-Day by the Gears, a sculpture designed, built, and installed by gallery staff, and
- Furniture Designs of Le Corbusier and Eileen Gray, an exhibit of works.

All exhibits are open to the public and are viewed by many members of the SIU and Carbondale communities. The Martin Luther King Memorial exhibit was in place for two months and was visited by 450 grade school and high school students from the region.

Students

Evaluation of Candidates for Admission to the Accredited Degree Program

Applicants to the 15-month plan for students with a four-year, pre-professional degree in architecture submit a portfolio of work, two letters of recommendation (a third is recommended but not required), and a statement of intent to the School of Architecture by February 1. Materials may be submitted in print or digital formats. A shared folder is provided for digital submissions by candidates. The applicant submits an on-line application to the Graduate School and provides an official transcript. A faculty committee of 3 to 5 members evaluates all applications and recommends candidates for admission, wait-list, or rejection. We attempt to give decisions to those admitted by the first Friday in March. This is just before Spring break each year. The Head of the Graduate Architecture program handles all questions from applicants, makes contact with applicants, and organizes all materials for the committee's review. Applicants on the wait list are notified shortly after those on the admission list. Applicants who are not admitted are notified at the same time as those who are admitted. Those admitted to this plan begin study in June each year.

Applicants to the 27-month plan for students with a CIDA-accredited degree in interior design submit a portfolio of work, two letters of recommendation (a third is recommended but not required), and a statement of intent to the School of Architecture by February 1. Materials may be submitted in print or digital formats. A shared folder is provided for digital submissions by candidates. The applicant submits an on-line application to the Graduate School and provides an official transcript. A faculty committee of 3 to 5 members evaluates all applications and recommends candidates for admission, wait-list, or rejection. We attempt to give decisions to those admitted by the first Friday in March. This is just before Spring break each year. The Head of the Graduate Architecture program handles all questions from applicants, makes contact with applicants, and organizes all materials for the committee's review. Applicants on the wait list are notified shortly after those on the admission list. Applicants who are not admitted are notified at the same time as those who are admitted. Those admitted to this plan begin study in August each year.

Applicants to the 39-month plan for students with a four-year degree in an unrelated area of study are not required to submit a portfolio of work but may choose to do so, submit two letters of recommendation (a third is recommended but not required), and a statement of intent to the School of Architecture by February 1. Materials may be submitted in print or digital formats. A shared folder is provided for digital submissions by candidates. The applicant submits an on-line application to the Graduate School and provides an official transcript. A faculty committee of 3 to 5 members evaluates all applications and recommends candidates for admission, wait-list, or rejection. We attempt to give decisions to those admitted by the first Friday in March. This is just before Spring break each year. The Head of the

Graduate Architecture program handles all questions from applicants, makes contact with applicants, and organizes all materials for the committee's review. One other difference for applicants to this plan is that the Head evaluates their transcripts to determine whether they must complete the entire 39-month program or are given credit for some coursework. For example, a recent student in this plan had earned a degree in art and was not required to take the basic design courses, ARC 121/122, because her portfolio revealed a sufficient understanding of the presentation skills taught in these courses. Applicants on the wait list are notified shortly after those on the admission list. Applicants who are not admitted are notified at the same time as those who are admitted. Those admitted to this plan begin study in June or August each year.

Student Support Services

The School has three academic advisors. Ms. Jasmine Winters is the advisor for undergraduate architecture 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. Winters 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. Winters.

Mr. John K. Dobbins, Head of the Graduate Program in Architecture, is the advisor for graduate architecture students. Graduate students are not required to use registration user numbers. Mr. Dobbins 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.

Mr. Keith McQuarrie is the advisor for undergraduate students in fashion design & merchandising and interior design. He uses processes that match those described above for Ms. Winters.

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 University Career Services Office in Woody Hall to help students identify and apply for positions in their chosen fields. University Career Services 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.

As recently as 2006, 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. Ms. Zowadi Owens serves as the college's coordinator for the Externship 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, 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, students may belong to the American Institute of Architecture Students, American Society of Interior Designers, Illuminating Engineer's Society, Precast-Prestressed Concrete Institute, Construction Specifications Institute, and the US Green Building Council. 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 (for example, AIAS Forum). Once the basement of Quigley Hall is remodeled for the School of Architecture, our RSOs will be offered an office space to use. Presently, they may request a mailbox and office in the Student Center.

Facilitation of Student Research, Scholarship, and Creative Activities

The School of Architecture promotes student scholarship in several ways. Since our last site visit from the NAAB, a number of students have participated in the Externship program already mentioned in this section of the report. Other examples of student research include:

- The School of Architecture participates in the [Undergraduate Research Assistantship](#) program. This program pairs an undergraduate student with a faculty member to work together on a research initiative of mutual interest. Approximately 200 students are supported across campus each year. A search conducted in August 2012 on the UGA web site identified 24 positions on campus that list architectural studies as a major appropriate to the position. One of these is Professor Norm Lach's Community-Based Design Center Collaborative. In Spring 2012, undergraduate architectural studies student Jonathan Smith was selected for the award "Outstanding Arts/Creative Project" for the previous academic year. Mr. Smith worked with Professor Robert Swenson on the project, "Recreating the William J. Lewis, A Metropolis Built Steamboat, From Historic Photographs." Undergraduate assistants are paid \$10/hour and work 10 - 20 hours per week, as defined by the project in which they participate.
- Graduate students are funded with assistantships to work with faculty members. Since our last visit, four students have been funded with research assistantships and eight have been funded with teaching assistantships. Graduate assistantship work ten hours per week and receive a tuition waiver for the fall, spring, and following summer semesters.
- The Graduate and Professional Student Council funds graduate students with travel support to allow them to present papers at conferences. Ms. Debra Eilering, a graduate student in architecture, received a \$250 award in summer 2012.

I.2.2. Administrative Structure & Governance

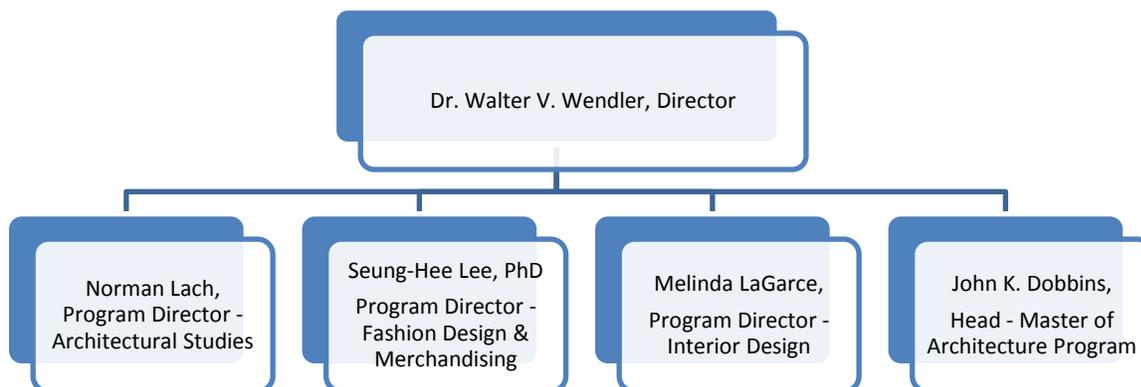
Administrative structure in the School of Architecture is streamlined. There is one director of the school, Dr. Walter V. Wendler. Each program has a head who oversees programmatic matters and student issues for the program.

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 three academic advisors in the School. Ms. Jasmine Winters advises undergraduate students in architecture. Mr. Keith McQuarrie advises undergraduate students in interior design and fashion design and merchandising. Mr. John K. Dobbins 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. At least one faculty member from each program is appointed to each committee by the School Director. 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.

In 2011, two ad hoc committees were used. 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. In both 2011 and 2012, the Graduate Committee was 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

I.2.3. Physical Resources

The School of Architecture is housed in two campus buildings, Quigley Hall (Building 042) and the Blue Barracks (Building 721) on the SIU campus. 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, School of Social Work, 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.

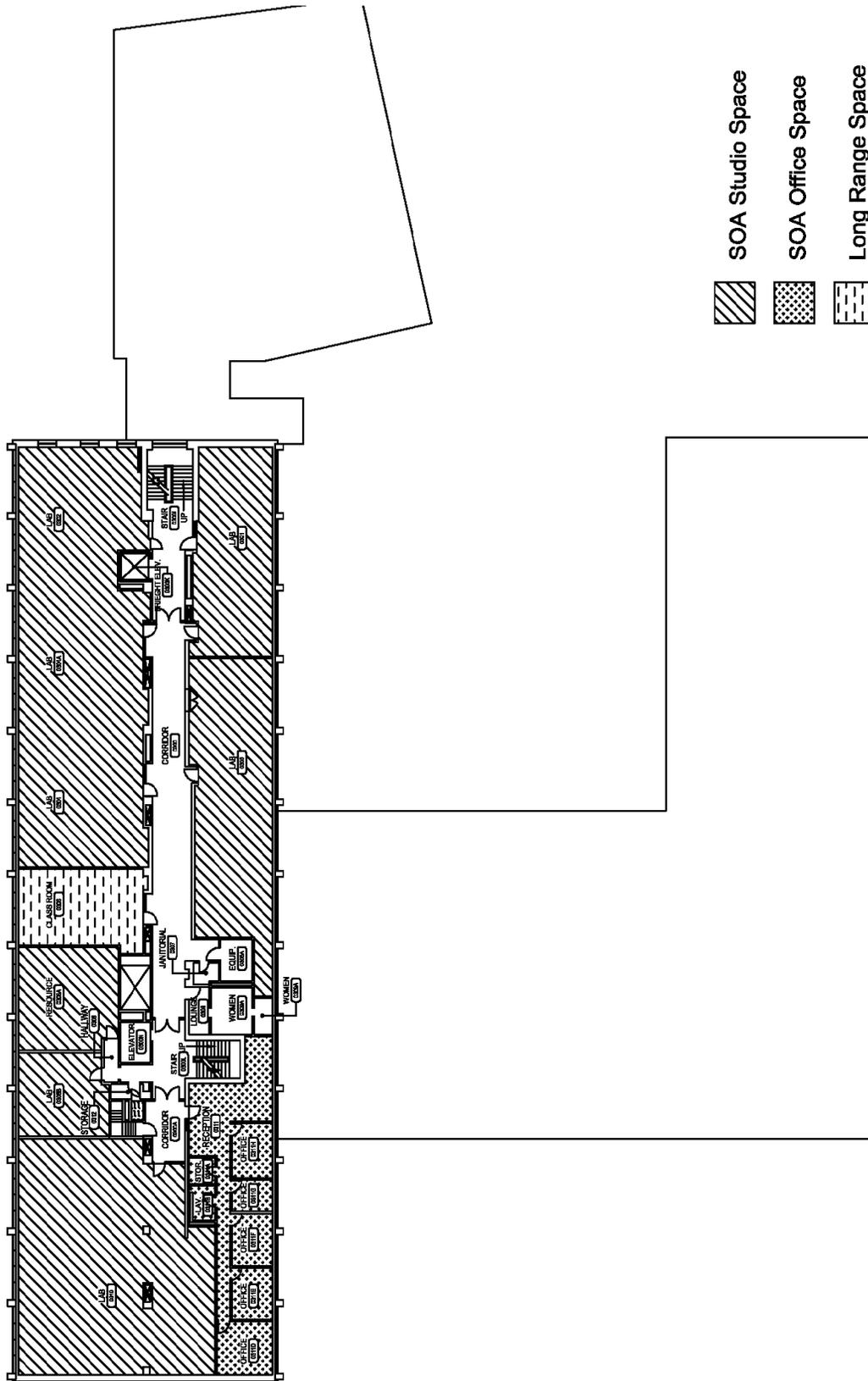
The architecture programs are spread throughout Quigley Hall. Beginning in the basement, one teaching lab (room 005) is used by the BSAS degree program. The first floor contains graduate studio (rooms 101-105), the School's resource library (102), the Computer Graphics Lab (106-108), the gallery (119), senior studio (118 & 120), a seminar room (122), the materials sample room (131H), interior design studio (133), and faculty offices. Several first floor spaces are assigned to other units on campus. The second floor contains junior studio (204-206). Other second floor spaces are assigned to other units or general classrooms. The third floor contains sophomore studio (302-304), fashion design & merchandising studios (301, 305, & 310), a storage room (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.

Although it is approaching sixty years old, Quigley Hall is well maintained by the University. In 2012, a new single-ply roof with a fourth floor deck was installed. In 2011, the elevator was completely rebuilt. The graduate studio was remodeled in 2010. The seminar room was refurbished and digital equipment

was installed in 2010. Sophomore and junior studios were remodeled in 2009. Many other projects have been conducted by the University in the last few years to update and maintain Quigley Hall.

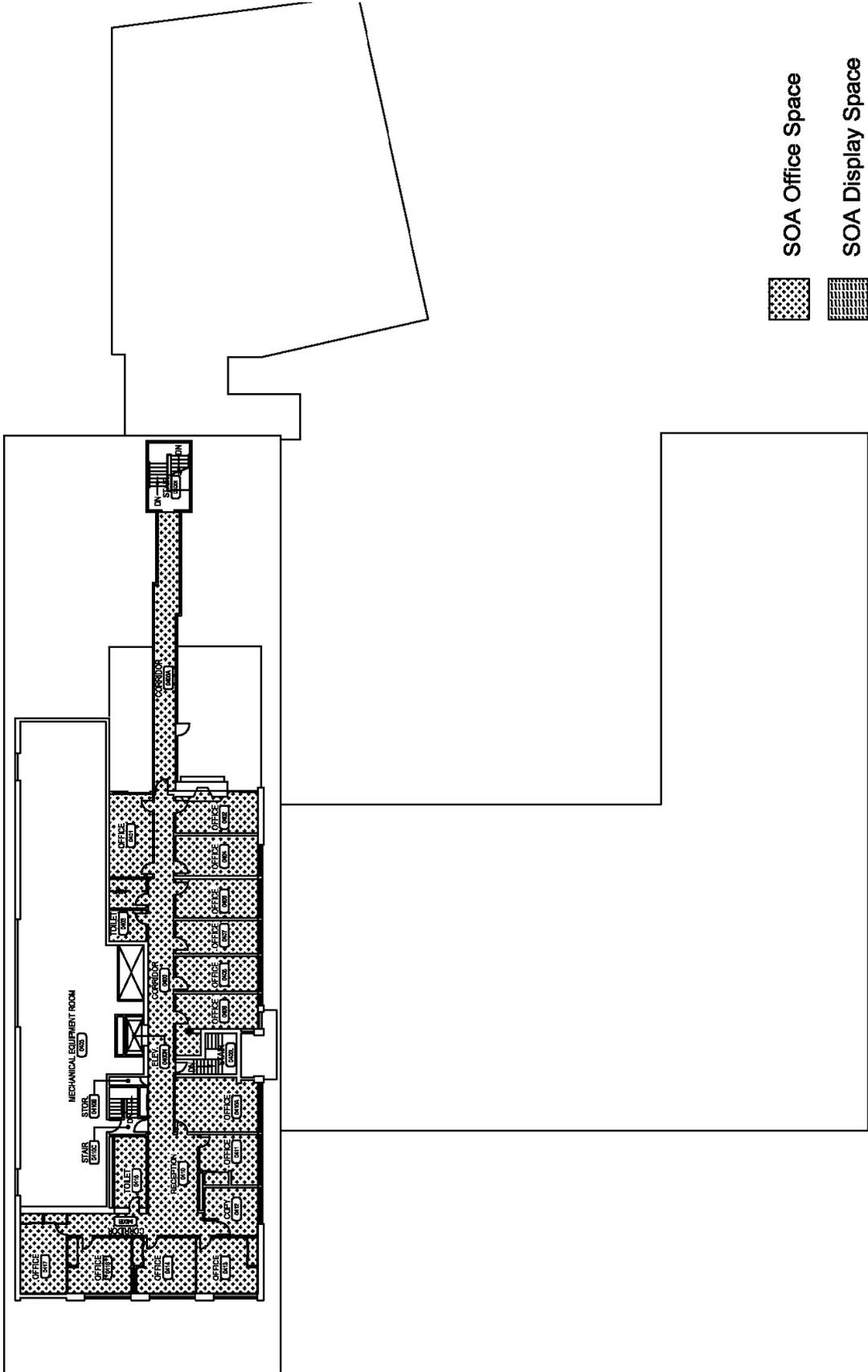
The Blue Barracks (Building 721) is a one-story metal building originally built to create temporary space during a time of great growth on campus. Today, it houses freshmen studios for architecture and interior design, the wood shop, and the Digital Fabrication Lab. The University plans to demolish this building in the next two years. At that time, architecture rooms will be consolidated into Quigley Hall by moving the School of Social Work from the basement of Quigley Hall to Pulliam Hall, and remodeling the basement into suitable spaces for the School of Architecture.

Facilities drawings begin on the next page.

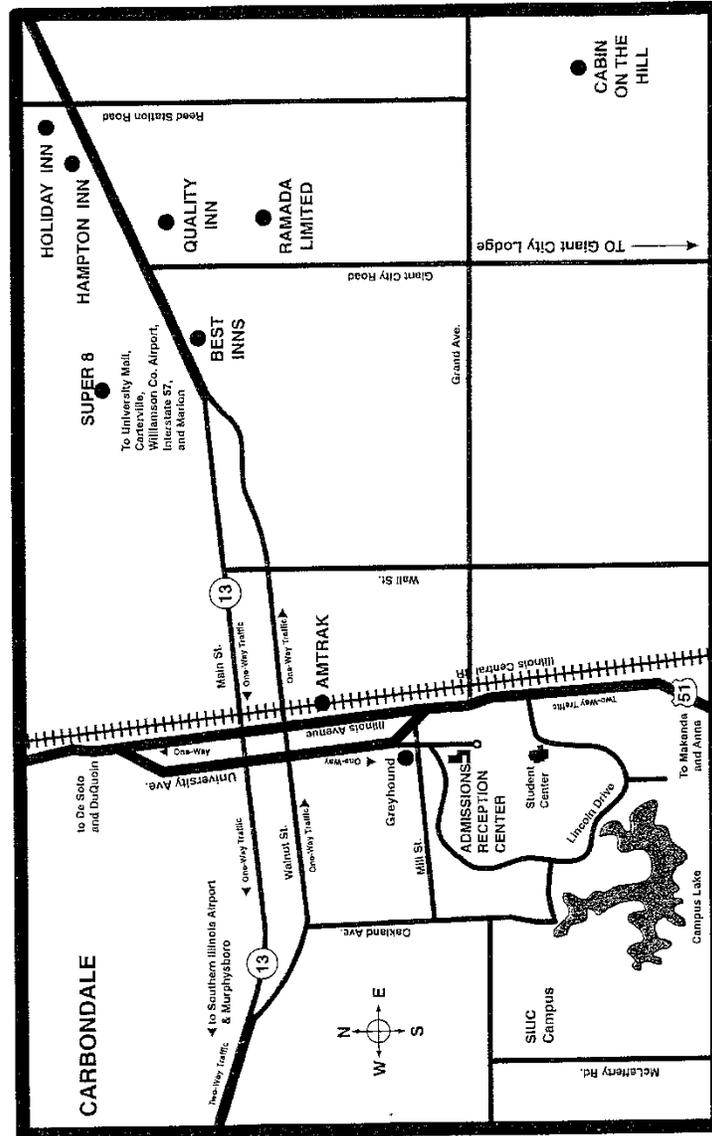


BUILDING 0042/ QUIGLEY HALL BUILDING
 THIRD FLOOR: LEVEL 0300

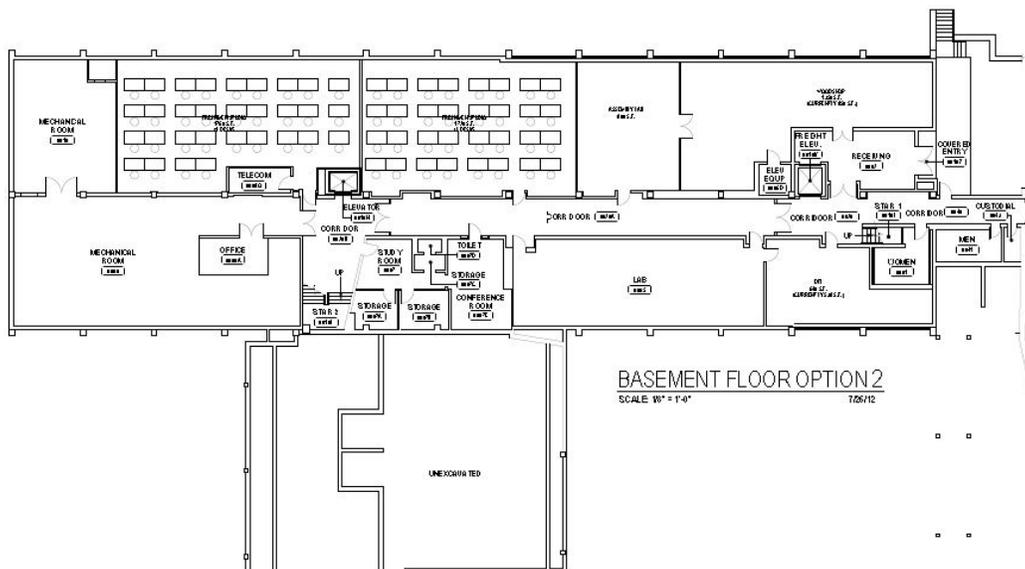
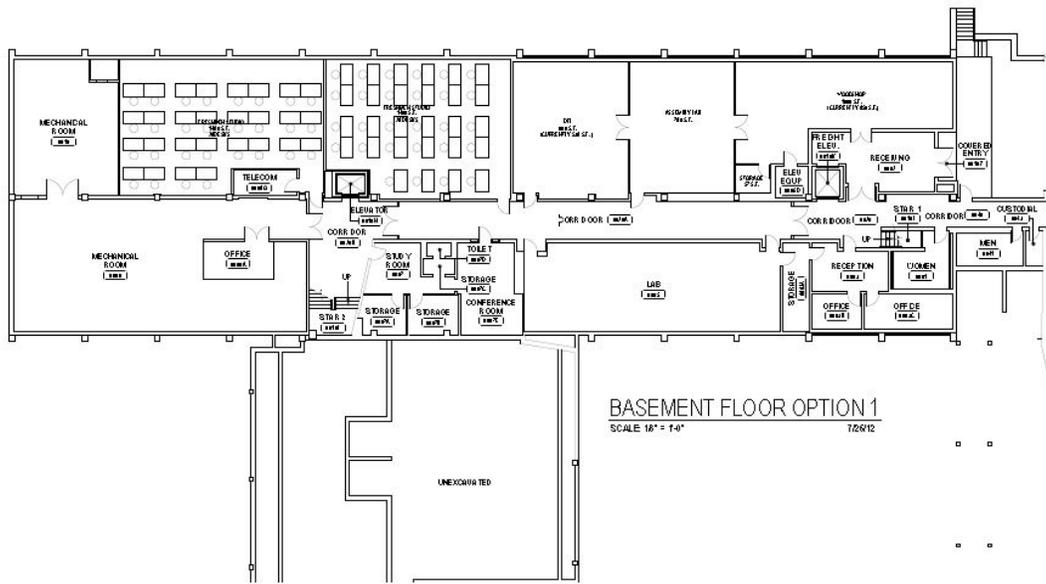




BUILDING 0042 / QUIGLEY HALL BUILDING
 FOURTH FLOOR: LEVEL 0400



Carbondale map showing SIU campus location.



These drawings show two options for the planned move of freshman studios, the Digital Fabrication Lab, and the wood shop into Quigley Hall. A work area with paint booths will be created, along with a new classroom and storage spaces. The plan calls for the move to occur in approximately two years.

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
- Two HP DesignJet T7100ps large format color plotters
- One HP DesignJet 4520ps large format color plotter
- One HP 5500 color laser printer
- One Xerox Phaser 7500 color laser printer

Quigley Lab 005

- 20 Windows workstations

School of Architecture Library Resource Room (Quigley 102)

- Five Windows workstations
- Two scanners, 11x17 flat bed

One wire-networked Windows workstation is located in senior studio (118-120), interior design studio (133), and the graduate studio (101-105).

Software in the Computer Graphics and Digital Fabrication Labs

- 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 and Grasshopper
- PartWorks
- Replicator G
- Microsoft Office

Digital Fabrication Lab Resources (Blue Barracks)

- One Shopbot CNC Router, 4'-0" x 8'-0" bed
- Two Universal laser cutters, one at 1'-0"x 2'-0" and one at 1'-6"x2'-0"
- Two Makerbot 3D printers, one with single extruder and one with double extruder

Wood Shop Resources (Blue Barracks)

The Wood Shop contains a variety of power tools available to students, including two table saws, a band saw, a scroll saw, a miter saw, two drill presses, a bench router, spindle sander, belt/disc sander, surface planer, and wide range of hand-held power and manual tools. Student workers supervise the use of the machinery in the Wood Shop.

I.2.4. Financial Resources

Program Budgets

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

School of Architecture Financial Resources FY 2012

	Revenues	Expenses
State Account	1,999,709	1,995,322
Other sources	106,194	121,518
Total	2,105,903	2,116,840

*Balance spent from prior years
cash on hand* -10,937

FY 2012

Instruction	1,854,070
Capital	118,816
Overhead	143,954
Expenses FY 2012	2,116,840

- *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 13		FY 14		FY 15	
	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	2,500	2,500	2,500	2,500
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	55,000	55,000	55,000	55,000
Lecture Series	16,000	16,000	17,000	16,000	17,000	16,000
TOTALS:	2,160,300	2,004,800	2,203,700	2,203,000	2,306,900	2,306,200

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 2010-2012

	2010	2011	2012
Revenues*	\$1,984,069	\$1,946,169	\$2,118,102
Expenses:			
Salaries	1,860,504	1,800,641	1,854,070
Other than salaries	185,844	190,299	262,770
TOTAL	2,046,348	1,990,940	2,116,840

**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 Faculty	Budget 2010	Budget 2011	Budget 2012
	Undergrad	Grad				
Civil Engineering	221	40	12			
Salaries				\$1,608,683	\$1,687,329	\$1,512,302
Other than salaries				\$ 78,999	\$ 70,537	\$ 76,253
TOTAL	261			\$1,687,682	\$1,757,866	\$1,588,555
<i>FY 2012 Cost per student:</i>						\$ 6,086
Electrical and Computer Eng.	221	256	15			
Salaries				\$2,819,607	\$2,707,314	\$2,249,587
Other than salaries				\$ 152,826	\$ 137,318	\$ 139,568
TOTAL	477			\$2,972,433	\$2,844,632	\$2,389,155
<i>FY 2012 Cost per student:</i>						\$ 5,009
Mechanical Engineering	248	33	12			
Salaries				\$1,862,740	\$1,835,106	\$1,853,457
Other than salaries				\$ 94,000	\$ 84,526	\$ 85,261
TOTAL	281			\$1,956,740	\$1,919,632	\$1,938,718
<i>FY 2012 Cost per student:</i>						\$ 7,850
School of Architecture	385	43	22			
Salaries				1,860,504	1,800,641	1,854,070
Other than salaries				185,844	190,299	262,770

TOTAL	428	2,046,348	1,990,940	2,116,840
<i>FY 2012 Cost per student:</i>				\$ 4,946

Institutional Financial Issues

SIU Carbondale, like so many universities in the nation, faces stiff financial challenges. The general operating budget for the University was last increased in the year 2001. There have been scattered increases, usually for specific initiatives, but general increases have been unavailable. This has particularly strapped budgets for travel and program support. Because of collective bargaining on the campus there have been modest pay increases in almost every year since 2001. These pay increases are generally granted across-the-board.

I.2.5. Information Resources

This section of the report was prepared in consultation with Amber Loos of Morris Library on the SIU campus. Morris Library is the main library for Southern Illinois University. The library is centrally located on campus and holds more than 2.8 million volumes, 3.6 million microform units, and more than 64,200 current periodicals and serials. The library provides access to a comprehensive collection of databases and electronic data files. Through its Center for Teaching Excellence, Morris Library provides a wide range of services such as multimedia courseware development, instructional design, technical support, and distance learning instructional components. OpenSIUC is a web-based scholarly dissemination service provided by the library. Morris Library's slide library is housed in room 7 of the Allyn Building and is administered by staff of the School of Art and Design.

Morris Library contains over 10,243 titles cataloged in Library of Congress classification NA (architecture) and TH (building construction) and Dewey Decimal classifications 720-729 (architecture) and 690-698. The library also holds 909 e-books in architecture, and 159 e-books in building construction. The majority of these digital titles are through subscription to mylibrary, though 217 of these titles come through Morris Library's subscription with SpringerLink which is especially strong in Foreign Language titles.

With the acquisition of Alexander Street Press' Academic Video Online SIU offers over 60 documentaries and instructional videos on architectural subjects available for streaming classroom or personal use. The library's subscription to Credo Reference not only provides 24/7 reference in Art and Architecture with biographies, dictionaries and general encyclopedias, but it also provides complete titles such as "The Thames & Hudson Dictionary of 20th Century Architecture," and "Time Saver Standards for Architectural Design: Technical Data for Professional Practice," "Dictionary of Architecture and Construction," but also information relevant to special issues and questions in architecture such as the "Dictionary of Environmental Science and Technology."

Through its membership in the Consortium of Academic and Research Libraries in Illinois (CARLI), SIUC has ready and speedy access to print materials held in university libraries from around the state. This provides SIUC faculty and students with a total of 1,362 titles in building construction and 29,536 titles in architecture. SIUC provides 477 digital journal subscriptions in "architecture" or "building construction" which are available in addition to the 262 titles held by the library for those subject areas in print form. SIUC has added several new "Art and Science" Collections to its JSTOR holdings that have increased resources in Architecture as well as Art and Art History. SIUC now subscribes to the database Art & Architecture Complete which provides full-text coverage of 380 periodicals and more than 220 books.

Electronic databases of particular interest to architecture students and faculty include:

- | | |
|--|-------------------|
| Academic Search Premier | Environment Index |
| Applied Science & Technology Abstracts | First Search |
| Annual Review of Materials Research | Google Scholar |

Art & Architecture Complete	Grove Art Online
Article First	Humanities International Complete
ARTstor (SIUI is a hosting institution)	JSTOR
Avery Index to Architectural Periodicals	LexisNexis Academic Search
Bibliography of History in Art	<i>Répertoire de la littérature de l'art</i> (RILA)
Books in Print	Saskis Digital Image Archive
Design and Applied Arts Index	Web of Knowledge
EBSCOhost Research Databases	Wilson Select Plus
	WorldCat

Morris Library subscribes to 45 of the 54 recommended periodicals from the Association of Architecture School Librarians (AASL) 2009 Core List Collection as well as 19 of the 26 titles on the list of supplementary periodicals.

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. Two databases of visual resources are available: [MDID](#) is a locally-hosted image database focusing on work since 1960 and [ArtSTOR](#), a collection of over one million images in the arts, architecture, humanities, and science. 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.

Morris Library includes the Special Collections Research Center, access to government documents, and a map 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. Its goal is to advance scholarship and further the educational, research, and service missions of the University." (Source: [SCRC](#)). Morris Library is a congressionally-designated depository for U.S. government documents with public access guaranteed by Title 44 USC. The library also participates with the Illinois State Depository Library Program. The map library contains approximately 258,000 maps and 93,000 aerial photographs. The Map Library also has an extensive collection of atlases, gazetteers, Illinois county plat books, books on the history of cartography, and other cartography-related books. The Map Library is part of the Federal Depository Library Program and includes U. S. Geological Survey topographic quadrangle coverage for the United States and a large number of geologic maps. (Source: [Map Library](#)).

OpenSIUC is an institutional repository offering permanent, reliable, and free access to research and scholarly material produced at Southern Illinois University Carbondale. It can accommodate virtually any publication, presentation, or production in electronic format. It is made available through Digital Commons software, licensed by Morris Library and powered by the Berkeley Electronic Press (Bepress). (Source: [OpenSIUC](#)). To date, [seven theses](#) of SIU Master of Architecture students have been distributed via *OpenSIUC*.

Morris Library is a member of the Consortium of Academic and Research Libraries in Illinois (CARLI), Association of Research Libraries (ARL), and the Greater Western Alliance (GWLA). SIUCat, Morris Library's online catalog, is interconnected to I-Share, a database connecting 77 academic libraries in Illinois. SIUCat allows students and faculty to borrow resources by requesting them online. WorldCAT provides the ability to search thousands of library catalogs around the world and to initiate interlibrary loan of materials. Morris Library is also part of the Illinois Heartland Library System, a regional library system including public, school, academic, and special libraries.

An extensive renovation and enlargement of Morris Library was completed in 2010. The library's 272,000 square feet of existing space was renovated and 45,000 square feet of new space was added. The facade of the library was changed and way-finding within the library was dramatically improved. Renovation costs exceeded \$41 million.

Library Affairs is a college within the University. Its administration is composed of a Dean, an Associate Dean for Information Services, and an Associate Dean for Support Services. There are 25 librarians with faculty status, 45 civil service support staff, and 3 administrative professionals. More than 85 students work in the library.

Morris Library's budget is determined each year by the University. The library also has 22 endowment funds.

School of Architecture Library Resource Room

The School of Architecture maintains a program library in room 102 Quigley. The Library Resource Room contains approximately 1250 books and 25 monthly periodicals. As noted earlier under Computer Resources in this report, the Library Resource Room provides access to five Windows workstations and two scanners with 11"x17" beds. The resource room is staffed by one graduate assistant and three student workers.

I.3. Institutional Characteristics

I.3.1. Statistical Reports

Demographics of Students Enrolled in the Accredited Architecture Program

Architectural Studies Race/Ethnicity Background

Data Set: Fall 2011

	Counts			Percentages		
	Female	Male	Totals	Female	Male	Totals
Am. Indian or Alaska Native	0	1	1	0	0.561798	0.413223
Asian	1	2	3	1.5625	1.123596	1.239669
African-American or Black	5	9	14	7.8125	5.05618	5.785124
Hispanic/Latino	6	14	20	9.375	7.865169	8.264463
Native Hawaiian/Pac Islander	0	0	0	0	0	0
Nonresident Alien	3	6	9	4.6875	3.370787	3.719008
Two or More Races	0	5	5	0	2.808989	2.066116
Unknown	0	0	0	0	0	0
White	49	141	190	76.5625	79.21348	78.5124
Totals	64	178	242	100	100	100

BSAS Students are 26.4% Female and 73.6% Male.

Master of Architecture Race/Ethnicity Background

Data Set: Fall 2011

	Counts			Percentages		
	Female	Male	Totals	Female	Male	Totals
Am. Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
African-American or Black	0	0	0	0	0	0
Hispanic/Latino	0	2	2	0	7.407407	4.878049
Native Hawaiian/Pac Islander	0	0	0	0	0	0
Nonresident Alien	1	1	2	7.14286	3.703704	4.878049
Two or More Races	0	0	0	0	0	0

Unknown	0	1	0	0	3.703704	0
White	13	23	36	92.8571	85.18519	87.80488
Totals	14	27	41	100	100	100

M. Arch Students are 34.1% Female and 65.9% Male.

Demographic Comparison to Previous Visit

Architectural Studies Race/Ethnicity Comparison

	2011 Counts			2009 Counts		
	Female	Male	Totals	Female	Male	Totals
Am. Indian or Alaska Native	0	1	1	0	1	1
Asian	1	2	3	1	5	6
African-American or Black	4	9	13	2	18	20
Hispanic/Latino	5	12	17	1	11	12
Native Hawaiian/Pac Islander	0	0	0	0	0	0
Nonresident Alien	3	5	8	4	4	8
Two or More Races	0	5	5	1	4	5
Unknown	0	0	0	0	0	0
White	44	132	176	64	165	229
Totals	57	166	223	73	208	281

Master of Architecture Race/Ethnicity Comparison

	2011 Counts			2009 Counts		
	Female	Male	Totals	Female	Male	Totals
Am. Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
African-American or Black	0	0	0	0	0	0
Hispanic/Latino	0	2	2	0	1	1
Native Hawaiian/Pac Islander	0	0	0	0	0	0
Nonresident Alien	2	0	2	1	3	4
Two or More Races	0	0	0	0	0	0
Unknown	0	0	0	0	1	1
White	12	22	34	6	16	22
Totals	14	24	38	7	21	28

Demographic Comparison to University

Architectural Studies Race/Ethnicity Comparison to SIU Enrollment

Data Set: Fall 2011

	Counts			University	Percentages	
	Female	Male	Totals	Totals	BSAS	SIU
Am. Indian or Alaska Native	0	1	1	69	0.45	0.46
Asian	1	2	3	265	1.35	1.77
African-American or Black	4	9	13	3244	5.83	21.63
Hispanic/Latino	5	12	17	778	7.62	5.19
Native Hawaiian/Pac Islander	0	0	0	34	0.00	0.23
Nonresident Alien	3	5	8	345	3.59	2.30
Two or More Races	0	5	5	365	2.24	2.43
Unknown	0	0	0	82	0.00	0.55
White	44	132	176	9818	78.92	65.45
Totals	57	166	223	15000	100.00	100.00

Master of Architecture Race/Ethnicity Comparison to SIU Graduate School

Data Set: Fall 2011

	Counts			Grad School	Percentages	
	Female	Male	Totals	Totals	M. Arch.	SIU
Am. Indian or Alaska Native	0	0	0	8	0.00	0.19
Asian	0	0	0	85	0.00	2.05
African-American or Black	0	0	0	399	0.00	9.63
Hispanic/Latino	0	2	2	115	5.26	2.78
Native Hawaiian/Pac Islander	0	0	0	2	0.00	0.05
Nonresident Alien	2	0	2	979	5.26	23.63
Two or More Races	0	0	0	62	0.00	1.50
Unknown	0	0	0	56	0.00	1.35
White	12	22	34	2437	89.47	58.82
Totals	14	24	38	4143	100.00	100.00

Program Student Characteristics.

Qualifications of students admitted in the fiscal year prior to the visit and prior to the last visit. In Fall 2012, the average ACT score for students entering architecture was 24. This compares to an average of ACT of 25 for the year prior to our last visit from the NAAB.

Semester	Average ACT
Fall 2012	24
Fall 2011	24
Fall 2010	25
Fall 2009	25

Average GPAs of Graduates in Architecture

2010 - 2012

	Number	2010		2011			2012		
		IGPA	OGPA	Number	IGPA	OGPA	Number	IGPA	OGPA
BSAS	48	3.10	3.08	51	3.157	3.148	49	3.27	3.26
M Arch	10	3.72	3.72	19	3.78	3.78	12	3.61	3.61

Notes:

IGPA = Institutional GPA (work completed at SIU)

OGPA = Overall GPA (includes transfer work)

Graduate IGPA and graduate OGPA are always equal since all work is completed on campus.

In 2012, the Master of Architecture program graduated 24 students. Only 12 had posted at the time of this report.

For comparison, the average University GPAs for seniors in the same years were 3.0, 3.02, and 2.99.

Time to graduation. The normal time to complete the BSAS degree is eight regular semesters (12 with Summer semesters included). The range for completing the degree is 5 to 17 terms. The normal time to complete the Master of Architecture degree is 15 to 39 months, depending on the student's undergraduate degree. The range for completing the graduate degree is 4 to 9 terms. A range for completing a degree refers to the shortest and longest amounts of time in semesters on record for the degree.

Percentage of matriculating students who complete the accredited degree program within the "normal time to completion." 94.2% of undergraduate students complete the BSAS degree in the normal timeframe. 86.4% of graduate students complete the M. Arch. Degree in the normal timeframe. Data given here was generated by the Office of Institutional Research at SIU.

Percentage that complete the accredited degree program within 150% of the normal time to completion.

Records from the Office of Institutional Research at SIU indicate that 100% of students have completed the BSAS degrees and the Master of Architecture degrees within the 150% timeframe for each degree since our last visit from the NAAB.

Program Faculty Characteristics

Demographics (race/ethnicity & gender) for all full-time instructional faculty.

Architecture Full Time Faculty Report using Fall 2011 Census								
		Tenure Status						
		1.Tenured		2.Ten_Track		3.Non_Ten		
		gender		gender		gender		
Job Description	Race/Ethnicity	Female	Male	Female	Male	Female	Male	x
Assistant Instructor	1.White (Not H	.	.	.	.	.	1	1
Assistant Instructor		.	.	.	.	.	1	1
Assistant Professor	1.White (Not H	.	1	1	1	.	.	3
	3.Hispanic or	.	.	1	.	.	.	1
Assistant Professor		.	1	2	1	.	.	4
Associate Professor	0Alien	.	1	.	.	.	.	1
	1.White (Not H	1	4	.	.	.	.	5
	2.Black or Afr	.	1	.	.	.	.	1
	6.American Ind	.	1	.	.	.	.	1
Associate Professor		1	7	.	.	.	.	8
Instructor	1.White (Not H	.	.	.	.	.	1	1
Instructor		.	.	.	.	.	1	1
Lecturer	1.White (Not H	.	.	.	.	.	1	1
Lecturer		.	.	.	.	.	1	1
Professor	1.White (Not H	1	2	.	.	.	.	3
Professor		1	2	.	.	.	.	3
Senior Lecturer	1.White (Not H	.	.	.	.	.	1	1
Senior Lecturer		.	.	.	.	.	1	1
		2	10	2	1	.	4	19

Demographics at the time of the previous visit.

Architecture Full Time Faculty Report using Fall 2009 Census

		Tenure Status						
		1.Tenured		2.Ten_Track		3.Non_Ten		
		gender		gender		gender		
Job Description	Race/Ethnicity	Female	Male	Female	Male	Female	Male	x
Assistant Instructor	1.White (Not H	.	.	.	.	.	1	1
Assistant Instructor		.	.	.	.	.	1	1
Assistant Professor	0Alien	.	.	.	1	.	.	1
	1.White (Not H	1	1	.	2	.	.	4
	3.Hispanic or	.	.	1	.	.	.	1
Assistant Professor		1	1	1	3	.	.	6
Associate Professor	1.White (Not H	2	3	.	.	.	.	5
	2.Black or Afr	.	1	.	.	.	.	1
	6.American Ind	.	1	.	.	.	.	1
Associate Professor		2	5	.	.	.	.	7
Professor	1.White (Not H	1	2	.	.	.	.	3
Professor		1	2	.	.	.	.	3
Senior Lecturer	1.White (Not H	.	.	.	.	.	1	1
Senior Lecturer		.	.	.	.	.	1	1
		4	8	1	3	.	2	18

Demographics compared to those of the full-time instructional faculty at the institution overall.

IPEDS Fall Staff Survey Fall 2011 Full Time Instructional Staff By Academic Rank, Gender, and Ethnicity (Carb. and SMS)								
Tenstat	tsex	RACE_ETH	Rank					TOT
			1.Professor	2.Assoc Prof	3.Assist Prof	4.Instruct	5.Lecturer	
1.Tenured	1M	0Alien	.	1	.	.	.	1
		1.HISPANIC	1	5	.	.	.	6
		2.AMER.IND	.	1	.	.	.	1
		3.ASIAN_PAC	17	18	.	.	.	35
		4.BLACK	2	11	.	.	.	13
		6.WHITE	95	106	7	.	.	208
		7.TWO OR MORE	.	1	.	.	.	1
	2F	0Alien	.	1	.	.	.	1
		1.HISPANIC	.	1	.	.	.	1
		3.ASIAN_PAC	2	8	.	.	.	10
		4.BLACK	1	5	1	.	.	7
		6.WHITE	32	70	2	.	.	104
1.Tenured			150	228	10	.	.	388
2.Ten_Track	1M	0Alien	.	.	7	.	.	7
		1.HISPANIC	.	.	8	.	.	8
		3.ASIAN_PAC	.	.	12	.	.	12
		4.BLACK	.	.	8	.	.	8
		6.WHITE	1	2	60	.	.	63
		7.TWO OR MORE	.	.	1	.	.	1
	2F	0Alien	.	.	4	.	.	4
		1.HISPANIC	.	.	4	.	.	4
		2.AMER.IND	.	.	1	.	.	1
		3.ASIAN_PAC	.	.	11	.	.	11
		4.BLACK	.	.	8	.	.	8
		6.WHITE	.	.	47	.	.	47
		7.TWO OR MORE	.	.	1	.	.	1
2.Ten_Track			1	2	172	.	.	175
3.Non_Ten	1M	0Alien	.	.	1	.	3	4
		1.HISPANIC	.	.	2	2	.	4

		3.ASIAN_P AC	1	1	9	.	.	11
		4.BLACK	.	.	1	1	1	3
		6.WHITE	9	17	19	36	45	12 6
	2F	0Alien	.	.	.	.	3	3
		1.HISPANI C	.	.	1	1	2	4
		3.ASIAN_P AC	1	2	4	1	3	11
		4.BLACK	.	.	1	3	2	6
		5.NATIVE HAW	.	1	.	.	.	1
		6.WHITE	6	6	27	26	48	11 3
3.Non_Ten			17	27	65	70	107	28 6
			168	257	247	70	107	84 9

Number of faculty promoted each year since the last visit and comparison to the University. Two faculty members have been promoted since the last visit. In 2010, Craig Anz and Shai Yeshayahu were promoted from assistant to associate professor effective July 1, 2010. In that year, SIU promoted 37 assistant to associate professors and 16 associate to full professors in that year. [Source: [Campus News Service](#)]

In 2011, no architecture faculty members were promoted. None applied for promotion in that year. SIU promoted a total of 40 from assistant to associate professor and 19 from associate to full professor. [Source: [Campus News Service](#)]

Number of faculty receiving tenure each year since last visit and comparison to the University. Two faculty members have received tenure since the last visit. In 2010, Craig Anz and Shai Yeshayahu were granted tenure effective August 16, 2010. In that year, SIU granted tenure to 39 individuals. [Source: [Campus News Service](#)]

In 2011, no architecture faculty members were granted tenure. None applied for tenure in that year. SIU granted tenure to a total of 46 in 2011. [Source: [Campus News Service](#)]

Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.

15 faculty maintain architectural licensure in 11 different states with 6 holding the NCARB certificate.

Architectural Licensure Among Faculty

Anz, Craig, K	IL	NCARB			
Baysinger, Sheila	IL				
Brazley, Michael	IL	OH	KY	IN	NCARB
Davey Jon D.	IL	WI			
Dobbins, John K.	IL				
Heckman, Thad	IL	WI			
Kirkpatrick, Richard	IL	WI	CO		
Lach, Norm	IL				
McDonald, Shannon	IL	GA	PA	MD	NCARB
Poggas, Christy J.	IL				
Schwartz, Chad	IL	AZ			
Smith, Peter B.	IL	MO	NCARB		
Swenson, Robert H.	IL				
Turnipseed	MI	NCARB			
Wendler	IL	NCARB			
Illinois	14		Kentucky	1	
Wisconsin	3		Ohio	1	
Indiana	1		Pennsylvania	1	
Missouri	1		Maryland	1	
Arizona	1		Colorado	1	
NCARB	6		Michigan	1	

I.3.2. Annual Reports



August 20, 2012

National Architectural Accrediting Board

Dear Accrediting Board,

As requested this letter is to certify that I George M. Vineyard, as the Interim Director of Institutional Research and Studies at Southern Illinois University Carbondale, that all the 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 and not limited to the National Center for Education Statistics, as of this day 20 August, 2012.

Regards,

A handwritten signature in black ink, appearing to read "G. Vineyard", with a long horizontal flourish extending to the right.

George M. Vineyard, PhD
Interim Director of Institutional Research and Studies
Southern Illinois University Carbondale
Email: gmv1@siu.edu
Phone: 618-453-2970

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I.3.3. Faculty Credentials

Faculty resumes are available in section I.2.1 of this report. All faculty teaching in the School of Architecture hold appropriate terminal degrees and experience in their teaching areas. The primary teaching areas of the curriculum include:

- Architectural Design
- Building Technology
- Environmental Technology
- History, Theory, & Criticism
- Structures
- Practice

Most faculty teaching design studio (ARC 121, 122, 251, 252, 351, 352, 353, 451, 452, 550, 551, 552, and 554) hold the professional license in architecture. Those who do not hold a professional license are normally assigned to teach foundation studios (ARC 121, 122, 251, and 252). This table is presented to summarize faculty credentials in the studio courses:

Courses	Primary Professors	Experience	Licensed Architect
ARC 121-122	Smith, White	Smith: NCARB-certified architect. White: Graphic designer.	Smith
ARC 251-252	Vera, Yeshayahu	Both have extensive experience in architectural design.	
ARC 351-351	Brazley, Swenson	Both have extensive experience in architectural design.	Both are licensed
ARC 451-452	Anz, Lach, McDonald	All have extensive design experience in a wide variety of practice options. Anz has international work experience as an architect. Anz and McDonald are NCARB-certified.	All are licensed.
ARC 550	Schwartz, Wessel	Both have extensive design experience.	Schwartz. Wessel's license is inactive.
ARC 551	McDonald, Turnipseed	McDonald is an expert in transportation issues in architecture. Turnipseed worked in corporate architecture for many years.	Both are licensed.
ARC 552	Wendler	30+ years in architecture and academic life.	Wendler is licensed.
ARC 554	Wendler, Dobbins	Wendler: See note above. Dobbins: Worked in metropolitan Chicago before becoming a faculty member; many large- and medium-scale projects.	Both are licensed.

All faculty teaching building technology courses (ARC 242, 341, 342, and 541) are licensed architects. One adjunct faculty member, Mr. Thad Heckman, who teaches both ARC 342 and ARC 451 each year, is a locally active architect who maintains his practice in Carbondale, Illinois. Professor Chad Schwartz teaches ARC 242, wood. He is a recent continuing faculty hire who has taught the course once. Professor Norm Lach teaches ARC 341, concrete and masonry. He is active with the PCI and has been teaching this course for 38 years. Professor John K. Dobbins is the primary instructor in ARC 342, metals. He has worked on large steel-framed hotel projects and has taught this course for 21 years. Due

to sabbatical by Professor Norm Lach in Fall 2012, a term faculty member, Ms. Audrey Treece, was hired to teach ARC 341. She is not currently licensed but has several years' experience in architecture.

Environmental technology courses (ARC 381, 481, and 482) are taught by two licensed architects and one registered, NCIDQ-certified interior designer. ARC 381 is taught by adjunct Professor Thad Heckman. Mr. Heckman holds a patent for a laser contour teaching device he developed for the course. ARC 481 is taught by Shannon McDonald, a recent continuing faculty hire, who has taught this course one time. ARC 482 is taught by Professor Melinda LaGarce, a registered interior designer with extensive research on the effects of lighting in Alzheimer's patients (conducted with the School of Medicine).

History, Theory, and Criticism courses (ARC 231, 232, and 532) are taught by Professor Jon Daniel Davey. He has more than 30 years teaching experience. He has coordinated travel study programs in Europe, Cuba, and Egypt for many years, and has extensive travel experience in many parts of the world.

Structures courses (ARC 361, 362, and 462) are taught by Professors John K. Dobbins and Robert H. Swenson. Both are licensed architects. Swenson has some 40 years in the practice of architecture. Dobbins has approximately 26 years' experience in architecture and works with Lamboo, a company designing bamboo structural and architectural systems as a researcher.

Practice courses (ARC 591 and 592) are taught by Sheila Baysinger, a licensed architect who also holds the professional degree Juris Doctor. Although she does not practice as an attorney, Ms. Baysinger brings many legal and ethical issues to her teaching from both the points of view of an architect and an attorney.

Requirements for appointment, tenure, and promotion are provided in section I.2.1 under "Policies Regarding Faculty Appointment, Tenure, and Promotion."

I.4. Policy Review

These documents are available in the team room:

- Studio Culture Policy
- Self-Assessment Policies and Objectives
- Personnel Policies including:
 - Position descriptions for all faculty and staff
 - Rank, Tenure, & Promotion (Found in the School Operating Paper)
 - Reappointment
- EEO/AA
- Diversity (including special hiring initiatives)
- Faculty Development, including but not limited to: research, scholarship, creative activity, or sabbatical.
- Student-to-Faculty ratios for all components of the curriculum (i.e., studio, classroom/lecture, seminar)
- Square feet per student for space designated for studio-based learning
- Square feet per faculty member for space designated for support of all faculty activities and responsibilities
- Admissions Requirements
- Advising Policies, including policies for evaluation of students admitted from preparatory or pre-professional programs where SPC are expected to have been met in educational experiences in non-accredited programs
- Policies on use and integration of digital media in architecture curriculum
- Policies on academic integrity for students (e.g., cheating and plagiarism)

- Policies on library and information resources collection development
- A description of the information literacy program and how it is integrated with the curriculum

Part Two (II). Educational Outcomes and Curriculum

II.1.1. Student Performance Criteria

Student Performance Criteria are met by the accredited degree program and its three tracks in the same way. Three matrices are shown here, one for the 15-month plan for students with a pre-professional degree in architecture, one for the 27-month plan for students with a CIDA-accredited degree in interior design, and one for the 39-month plan for students with a four-year degree in another area.

As each matrix shows, we fulfill the SPCs without relying on content from other programs. Larger format versions of the matrices are appended to the end of this report and available in the team room.

I.2. Curricular Framework

II.2.1. Regional 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. The National Association of Schools of Art and Design last reviewed SIU in 2007 and awarded the maximum term of 10 years to the University. 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](#).

Higher Learning Commission letter (next page).



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:
Degrees Awarded:

Public
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 and 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 concentration 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



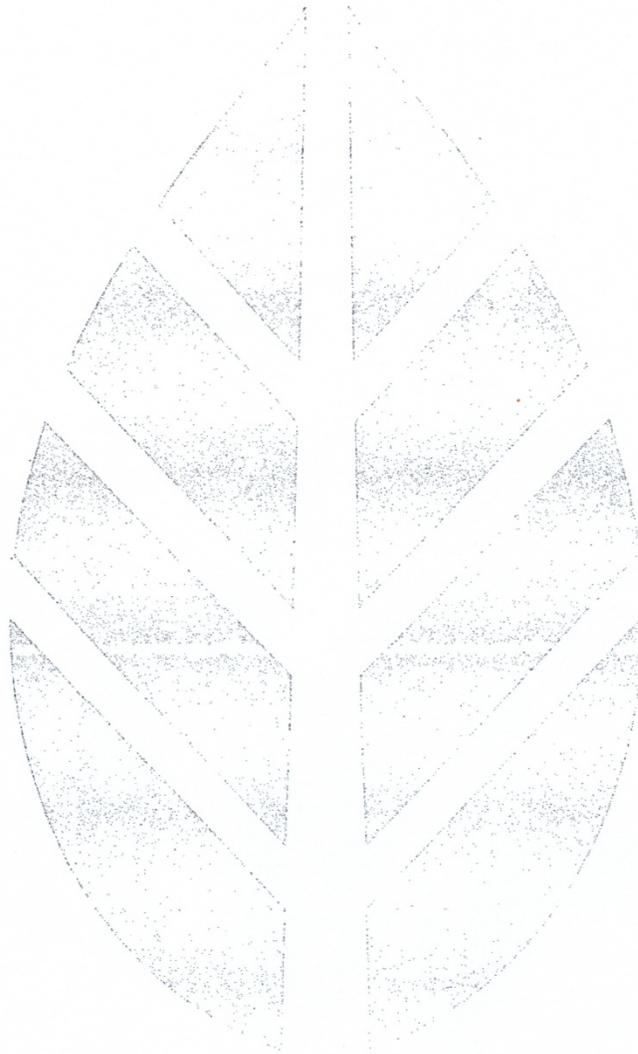
The Higher Learning Commission

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

Academy Participation:

Participating in the Academy for Assessment of Student Learning.



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 arranged in four consecutive semesters beginning with the summer term, allowing students to complete the graduate component of the degree in as little as 15 months.

Three plans for earning the accredited Master of Architecture degree are shown. 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.

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.

Four Semester Master of Architecture Curriculum for Students with a Pre-Professional Degree	
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	6
ARC 593-6: Research Paper	6
ARC 599-6: Thesis	6

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 ARC 491: 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 section II.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 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, three students with CIDA-accredited BSID degrees have completed the program. Two graduated in August 2012 and one in August 2011.

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, three students have followed this plan to the accredited Master of Architecture degree. One graduated in August 2011, one in August 2012, and one will graduate in December 2012. A fourth student is currently enrolled in this plan. The first student's background was biology. The second student came from the Bachelor of Science in Civil Engineering program at the University of Missouri. The third student had earned a bachelor's degree in art at SIU. The fourth student earned a bachelor's degree in business at Drake University and has completed a portion of the Master of Business Administration program at the University of Kansas. He plans to earn both the MBA and the Master of Architecture degree at SIU.

Two of the students followed the plan shown here exactly. In the case of the art student, ARC 121 and 122 were 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. This student served as the teaching assistant for our structures courses for two years. 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.

Off-campus programs. The SIU School of Architecture does not currently offer off-campus programs.

II.2.3. 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 2012, the members of this committee included John K. Dobbins (chair), Craig Anz (ARCM), Michael Brazley (ARC), Siwon Cho (FDM), and Melinda LaGarce (ID).

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. Final decisions are made by the faculty as a whole. 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.1.5 under "Self-Assessment Processes."

II.3. Evaluation of Preparatory/Pre-professional 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 32 SPCs in the three 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 and Missouri. Articulation agreements exist with Rend Lake College, Harper College, and the College of DuPage, all in Illinois, and Vincennes University in Indiana. Articulation agreements are being completed for Lewis & Clark College, Illinois Central College, and Southwestern Illinois College, all in Illinois, and St. Louis Community College in Missouri.

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 and interior design. 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.

II.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 preprofessional 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: 2013

II.4.2. Access to NAAB Conditions and Procedures

The School web site provides direct links to the NAAB documents noted below. Please see: <http://master.architecture.siu.edu/accreditation/>

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.aiaa.org
www.acsa-arch.org

University Career Services was highlighted in section I.1.5 under "Student Support Services." This office provides students with the opportunity to practice interviewing and have resumes reviewed. University Career Services provides campus job fairs each year, too.

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 by request since 2010 but are now available on the School web site (August, 2012).

II.4.5. ARE Pass Rates

The [NCARB](http://www.ncarb.org) web site was accessed in August, 2012 to review ARE pass rates for graduates of the SIU Master of Architecture program. Data shown on the site dates back to 2007. Currently, no data for the accredited professional degree at SIU is found on the site. The accredited professional degree is a new program, currently in its fifth year. Illinois changed the rule allowing graduates of professional degrees to take the ARE without having completed IDP just last year. It is simply too soon for ARE data to be available for the SIU program.

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Part Three. Progress Since Last Site Visit

1. Summary of Responses to the Team Findings [Year]

A. Responses to Conditions Not Met

Number & Title of Condition(s) Not Met

- 3 Public Information
- 8 Physical Resources
- 12 Professional Degrees and Curriculum
- 13.7 Collaborative Skills

Comment from previous VTR [2010] (quote in full)

3. Public Information

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.

Met	Not Met
[]	[x]

The university has included the language found in the *NAAB Conditions for Accreditation, Appendix A* in the architecture section of the university catalog; however, the language does not appear anywhere on the school's website where the program is described and where information for prospective students is posted.

8. Physical Resources

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

Met	Not Met
[]	[x]

The Master of Architecture program is housed primarily in Quigley Hall, built in the 1957, which it shares with the pre-professional architecture program, and other programs within the school as well as programs from other academic units at the university. In addition, the digital fabrication lab and the wood shop used by Master of Architecture students are located in the Blue Barracks, built as a temporary, pre-fabricated metal building located across the railroad tracks from Quigley Hall.

There is a plan for creating additional space for the school in Quigley Hall following the completion of a building project on campus and the move of other programs in Quigley to the new facility. First-year undergraduate classrooms and labs will be moved from the Blue Barracks to Quigley Hall at that time. The digital fabrication lab and the wood shop would remain in the Blue Barracks.

The digital fabrication lab and wood shop are important facilities in contemporary architectural education settings and are generally well equipped. Further, the passion of the faculty to guide the acquisition and maintenance of necessary equipment has benefited the architecture program.

Overall there seems to be sufficient space for the architecture program. There is wi-fi and adequate IT support. The distance between the Blue Barricks and Quigley Hall is not a great cause for concern. All master's students who entered the program in the summer of 2009 have dedicated work tables in the graduate studio. Currently there is not sufficient space to provide every enrolled graduate who began the program in 2007 and 2008 with a permanent table in the studio, but this does not seem to be a problem. Most of these students are working as interns or engaged in other off-campus activities and choose to continue working on their thesis projects off campus, and coming to campus as needed for meetings with their thesis committees.

Concerns regarding the existing physical facilities include:

1. The graduate student studio, located in Quigley Hall, lacks adequate furnishings for the work and storage of materials needed for a master's level program. Currently only drawing tables and chairs, no drawers, shelves or secure storage are provided.
2. The wood shop, located in the Blue Barracks, lacks adequate ventilation, a dust-collection system, and equipment clearances to provide a safe environment.
3. The digital fabrication lab, located in the Blue Barracks, is small and lacks adequate ventilation.
4. The Blue Barracks lack sanitary facilities, as noted in the 2008 VTR. Facilities are available in the adjacent building, occupied by the industrial arts program.
5. Equipment for both the wood shop and digital fabrication lab has been purchased with start up funds awarded to new faculty. It is unclear how equipment maintenance and replacement will be funded in the future.

12. Professional Degrees and Curriculum

The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

Met	Not Met
[]	[x]

In our review of the professional degree curriculum and procedures for transcript analysis for incoming students, we discovered that the school has admitted students to the master's program who do not have pre-professional architecture degrees.

The SIUC master's program website offers two additional tracks for prospective students who have undergraduate degrees from other fields. Track II is described as a 27-month, 67-credit curriculum designed for students with degrees in allied fields including SIUC's Bachelor of Science in Interior Design. Track III is described as a 39-month, 102-credit curriculum designed for students who have undergraduate degrees in any field of study. In both cases students are admitted to the university as graduate students but are required to complete a significant portion of SIUC's undergraduate architecture program before they can bring their standing to "full" status.

There are currently 3 students enrolled in Track III and 2 students enrolled in Track II. Faculty members are currently reviewing new applications for these programs. Neither the APR nor the 2008 *Candidacy VTR* mentions Track II or Track III. We are concerned that these expansions of the SIUC Master of Architecture program are inconsistent with the program that was granted candidacy status. This expansion of the master's program is premature and has not carefully considered the particular needs of students who begin their study of architecture at the graduate level.

The curriculum leading to the Master of Architecture degree does not include at least 45 credit hours of general nonarchitecture studies. There are 41 required or elective core credit hours with other than architectural content. Students have the option to apply any or all of the program's 15 elective credits toward nonarchitectural studies, but they may also choose to apply all of their electives toward architectural coursework. This means that some, but not all, students are meeting the general studies requirement.

The transcript analysis process for incoming students does not include an evaluation of the NAAB general studies requirement. The program currently has master's students enrolled whose undergraduate preparation has significantly fewer than 45 general education credits and who will graduate with a professional degree without meeting NAAB's general studies requirement.

13.7 Collaborative Skills

Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team

Met	Not Met
[]	[x]

Collaboration is occurring within the school at both the graduate and undergraduate levels, particularly with the interior design program. It appears that most students acquire the ability to collaborate with other students as a member of a design team. However not all instructors choose to incorporate collaborative design activity in their versions of the first two graduate studios, so it was not possible to confirm that all students gain this ability.

Response from Program [2010]:

On behalf of the faculty and students at Southern Illinois University School of Architecture, we thank the NAAB for the thorough review provided by the visiting team this past February. We believe the report provides a fair and candid assessment of our progress toward accreditation. We truly appreciate the opportunity to include a response to the report for Initial Accreditation generated by the visiting team. Within the text that follows, references to the sections of the visiting team's report are incorporated in parenthesis.

Conditions Not Met

3. Public Information: This has now been addressed. The required language found in the *NAAB Conditions for Accreditation*, Appendix A, was added to our web site within one week of the team visit. As noted in the report, university publications already include this language.

8. Physical Resources: This is actively being addressed. We have identified funds to order new workstations for the graduate studio in Quigley Hall. The procurement process is now underway. Please see the attachment for a full description of what has been ordered. New furniture will provide storage space at the workstation and storage lockers within the graduate studio. Current work tables will be repurposed to meet needs in undergraduate studios and to provide workspace for graduate students nearing the end of their study in the program (See item 1, p. 14).

We are working with campus Plant Service Operations to address the ventilation and space concerns in the Blue Barracks (See items 2-4, p. 14). It is our goal to always provide safe environments for study and work by our students. Some elements about our buildings and spaces are not within our control. We have made and will continue to make requests of our college and the university to address the concerns noted here.

We share the concern about how digital fabrication and wood shop facilities will be maintained and expanded upon in the future (See item 5, p. 14). We are experiencing a period like many other schools where budgets are being reduced, not expanded. We do not know whether we can truthfully state that we will be able to address this concern before our next visit from NAAB.

12. Professional Degrees and Curriculum: As a first time school, we did not realize that these were reviewed differently by the team or that NAAB recognized it as a different path. We now recognize that we should have added the track III as a part of the accreditation process. However, we feel that upon appropriate review these candidates would be found to meet the NAAB criteria. As the team report states, we have admitted a total of three students in Track III, the 39-month path to the Master of Architecture degree, and two students to Track II, the 27-month path to the Master of Architecture degree (See page 16).

Of the three students admitted to the 39-month path, two have earned a B.S. degree and one student has both a B.S. and a B.A. The first student's background is biology. The second student's background is industrial design. The third student's background includes two undergraduate degrees, one in art and one in science, and she has approximately 15 years' work experience in an architecture firm where she produces renderings, construction documents, and has direct client contact. To ensure these students fulfill the Student Performance Criteria, the courses included in the standard curriculum are selected to meet the SPCs that a student's background lacks. While a typical curriculum is shown on our web site, this curriculum is tailored to ensure each student meets the SPCs. An individual review is performed by examining each student's transcript and by meeting with the student before they are admitted. Students are provided a printed document indicating those courses the student must complete in addition to the graduate courses taken by all Master of Architecture students. This is also provided to the Graduate School at SIUC by specifying conditions for admission for these students.

The two students on the 27-month path have degrees in Interior Design. One earned her degree in the SIUC program and one earned her degree at another school. In the case of the SIUC student, the curriculum for BSAS and BSID students is the same for the first two years. Only at the junior year do students branch into different courses, and even then, a few more courses like environmental systems are taken by students in both majors. An ID student takes the same number of studio-based design courses as an architecture student. Naturally the focus of some studios differs. Our own ID students who enter the Master of Architecture program must complete all structures courses, two more building technology courses, site planning, and an architecture studio. We believe these courses enhance the CIDA-accredited BS in Interior Design so that it meets the equivalent of the BSAS program. In the case of the student from an Interior Design program at another school, her transcript was reviewed and compared to our ID curriculum. A plan was developed to ensure she, too, meets the SPCs by the time she graduates with the Master of Architecture degree. Frankly, it is more of a gamble to accept a student from another program than it is to accept one from our program, but we think we have developed a path that ensures compliance with SPCs.

In all cases, please remember that the majority of the SPCs are focused in our graduate courses. All students, regardless of which path they follow to earn the Master of Architecture, complete all graduate courses. Students from other backgrounds complete additional undergraduate coursework to ensure we fully meet all SPCs.

The team report states that we do not have 45 hours of core credit in the undergraduate curriculum (See page 17). This is now being addressed. SIUC requires 41 hours of core credit classes. There are places within the undergraduate curriculum where students complete electives of their choice. Many students

use these hours to earn a minor in another area of study. Others complete additional humanities courses. Some students choose to take electives within the architecture program. Only this last group of students is at risk of not having 45 core credit hours. We will specify that students must select non-architecture courses for their electives. Those who wish to take architecture electives will be required to also take non-architecture electives to fulfill a minimum of 45 hours of core credit. As noted in the report, transcript analysis of incoming students has not ensured evaluation of the NAAB general studies requirement in the past. This is being implemented for all incoming and future students. We will conduct internal review of current students to identify those who at risk of not meeting the 45-hour requirement and ensure they take appropriate classes to meet the requirement. We believe the majority of our students are in compliance with this requirement now but will take measures to be completely sure all students meet the requirement. One other force at work is the reduction in our budget for next year. We simply lack the funding to offer many architecture electives in the near future. We will teach required courses and be forced to eliminate, at least in the short term, some architectural electives, essentially mandating that students complete electives in other areas of study.

13.7 Collaborative Skills: This is now being addressed. The visiting team report accurately states that we provided one studio without collaborative design activity at the graduate level (See 13.7, pp. 18-19). We have taken measures to ensure that this studio, ARC 551 in our program, will include collaborative design activity in the future. This past year, half of our students meet the collaborative design skills criteria. In the future, all graduate students will experience collaborative design activities in ARC 551.

B. Responses to Causes of Concern

Title of Cause for Concern

- A. Number of students who fail to complete their thesis
- B. Conceptual and aesthetic maturity of design thesis work
- C. Presence of graduate student voice within the school
- D. Need to formalize and document program policies/procedures
- E. Faculty search

Comment from previous VTR [2010] (quote in full)

- A. Number of students who fail to complete their thesis

Fifteen of the 29 students currently enrolled in the Master of Architecture program are no longer in residence at the school because they did not complete their theses by the end of the 4th semester. This is over half of the students who began their studies in the summers of 2007 and 2008. The team is concerned that the compressed fifteen month format may be problematic for students whose preparation or learning style requires more time to develop and complete a comprehensive design thesis.

- B. Conceptual and aesthetic maturity of thesis design work

The thesis design work addresses practical and technical aspects of architectural design effectively but lacks rigorous conceptual development and aesthetic maturity.

- C. Presence of the graduate student voice within the school

Student leadership within the school and student representation at the university level is dominated by undergraduates. Only fourteen of the 314 architecture students in the school are graduate students in residence. It can be difficult for students in a small program to influence the direction taken by the majority. The short duration of the graduate program also constrains the time that graduate students have to contribute to improving the program or participating in governance.

- D. Need to formalize and document program policies/procedures

There is a lack of predictable structure to the school's admissions, equity and self-- assessment procedures. Much of this work is conducted effectively using a well-developed informal communications network and ad

hoc committees; however there is little documentation of policies or procedures that affect the development of the program within the school.

E. Faculty search

The generic position description developed for a new faculty position does not convey the purpose of the search, which is to attract a senior level faculty member who will bring leadership and design excellence to SIUC's new Master of Architecture program. The team understands that the description was developed with the intention to attract more candidates who may be qualified for other positions, but we are concerned that, as written, the position announcement does not provide enough information about this opportunity. This may limit the pool of qualified applicants to individuals who are known to the faculty or closely connected to the faculty's existing professional network.

Response from Program [2010]:

- A. Number of students who fail to complete their thesis. This is now being addressed. The undergraduate architecture program at SIUC has existed for more than 50 years, beginning as a two-year program and developing into a four-year pre-professional degree program. Graduate education is a new experience for the faculty at the SIUC School of Architecture. The first master's class was admitted in 2007. We have had learning and growing to complete as a faculty in order to deliver the master's degree. We, too, are disappointed that 50% of the students who begin the program do not complete design thesis in the prescribed timeframe. It should be stated that these students usually go on to complete design thesis in one or two more semesters. In some cases it is a planned decision by the student to delay graduation. In other cases it is due to faculty inexperience in dealing with thesis students or the student's inexperience at being completely responsible for all aspects of a project. A continuing enrollment course, ARC 601, is in place to allow students to maintain continuing enrollment until they complete their degrees or a total of six years from their start date elapses. There is no problem allowing students to extend time-to-degree up to the six-year limit established by our Graduate School. We are working to establish the rigor and culture needed to address the graduation rate. For example, an effort to more fully engage graduate student committees in the day-to-day work of the design students is underway. The instructor of the thesis studio is making reports back to the committee chairs, the Head, and the Director to assist in tracking student progress. In addition we are reinforcing with the committee chair and membership the need for regular sustained attention to the work of the students. In addition the Program Head and Director will set a time at two or three intervals in the spring and summer semesters (when thesis work is actively underway) to talk with students generally about their progress and reinforce the time management aspects of professional design action. We have implemented these reviews this semester.
- B. Conceptual and aesthetic maturity of thesis design work. This is being addressed. The faculty at all levels work diligently to integrate the technical aspects of design and design decision making into student work. Frankly, one of our greatest strengths rests in the incorporation of the form and order generating concepts of technical demands into the design work of students. The idea that deeper conceptual and aesthetic issues should be incorporated into our design instruction is well received by the leadership and faculty of the program. By promulgation of this report and our observations we will reinforce the interdependence and relative scarcity of this strain of integrated thinking in the work of the designer.
- C. Presence of the graduate student voice within the school. This is being addressed. We will work to include graduate students in our student organizations and to include them in governance matters pertaining to the graduate program.
- D. Need to formalize and document program policies/procedures. This is being addressed. We will work to record policies and make them available via our web site or internal distribution,

whichever is appropriate. These policy changes are now being reviewed and will be implemented by Fall 2010.

- E. Faculty search. Our faculty search is proceeding and we accept the commentary of the team regarding the general nature of our advertisement and our search. Our effort will be to find a senior design faculty member who, along with demonstrated design ability, has one additional area of expertise critical to the need of our student. While there is not a single aspect of architectural practice that would not be improved with additional intellectual direction and expertise, the areas of environment control systems may be one that need the most attention.

Conclusion

On behalf of the SIUC School of Architecture and its students, we thank NAAB for the thorough nature of the visiting team's work. Everyone was impressed by their commitment to the profession of architecture and the education of architecture students, the long hours they put into reviewing our exhibits and documents, and the collegial nature of their interactions with students, faculty, alums, and friends of the program. We also welcome the feedback from the team in helping us to identify areas of improvement, which as you can see we are eager to make headway on, and in many cases already have addressed either in full or in part. NAAB's commitment to fostering excellence in architectural education was well represented by this team!

2. Summary of Responses to Changes in the NAAB Conditions

This section of the report is organized according to the document's overall layout. Since it is the first time for the report's author to complete the APR, comparison to changes from previous years is not really possible. There is no previous experience with the NAAB Conditions upon which to draw.

1. Identify & Self-Assessment: Under Learning Culture & Social Equity, SIU has long treated the studio as the center of architectural education. We appreciate the NAAB's stand on integrating studio culture into all aspects of architectural education. Under Long Range Planning, creating a mechanism requiring programs to examine their long-range plans is valuable to the program in a variety of ways. It is difficult to predict our future due to the condition of the state of Illinois at present, but the exercise helps us establish goals.
2. Resources: Identifying resources that the NAAB believes the program should have has also been beneficial to us. We were able to secure very high-end workstations for our graduate studio after our visit. We established a student fee that provides continuing funds to maintain existing and purchase new equipment. We have examined our job announcements since our last visit to try to reach a broader catchment for applications for faculty positions. The decision to be less specific about physical resources than in the past is also better for our program. We are able to meet student needs in a broader range of ways without being tied to specific items. Financial resources in the program are adequate but by no means extravagant. Predicting our financial future is a shot-in-the-dark.
3. Institutional Characteristics: Statistical reports required by the NAAB are difficult to obtain on my campus. Not all data requested by the NAAB is readily available. Every year, our Office of Institutional Research is instrumental in helping to prepare this data, and every year, they ask why our accreditation agency asks for so much more

information than the others they deal with on campus. Is this data used in a meaningful way? The requirement to include a certification that the data is accurate seems completely unnecessary. The problem is that the data is generated by one office, reported by another, and then certified by the office that generated the data. There is no desire to provide false information to the NAAB or other reporting agencies by anyone on this campus. Providing the letter was troublesome this year and is a requirement of the NAAB that other accrediting agencies do not request.

4. Student Performance Criteria: The three realms provide a good organizational strategy for the SPCs. Expanded definitions of *understanding* and *ability* are helpful in allowing us more ways to achieve the SPCs. We use the SPCs in the evaluation of preparatory and pre-professional education, as noted below.
5. Curricular Framework: No observations to share.
6. Evaluation of Preparatory/Pre-professional Education: Requiring that evaluation of preparatory/pre-professional education be explained in this report is valuable for helping us formalize our process. Many students enter the university at the junior year as transfers from two-year programs in architecture. This requirement has helped us work on articulation agreements with other schools, evaluate applicants to our program against the SPCs rather than against course descriptions, syllabi, and products. Each of these other items is still reviewed, but we look for the SPCs now when reviewing transfer students.
7. Public Information: Public access to our reports is provided through our Resource Library and our web site. This requirement caused us to look at these resources again and ensure we meet the NAAB's requirements in this area.

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Part Four: Supplemental Information

1. Course Descriptions (see *2009 Conditions*, Appendix 1 for format)

Course Descriptions are appended to the end of this document.

2. Faculty Resumes (see *2009 Conditions*, Appendix 2 for format)

Faculty Resumes are found in Section I.1.5 of this report.

3. *Visiting Team Report (VTR)* from the previous visit and *Focused Evaluation Team Reports* from any subsequent Focused Evaluations.

The 2010 VTR is found after course descriptions at the end of this report. SIU did not have a Focused Evaluation.

4. Catalog (or URL for retrieving online catalogs and related materials)

SIU Undergraduate Catalogs are available at:

<http://registrar.siu.edu/catalog/undergraduatecatalog.html>

SIU Graduate Catalogs are available at: <http://gradschool.siu.edu/catalog.html>

5. Response to the Offsite Program Questionnaire (See *2010 Procedures*, Section 8)

The SIU School of Architecture does not currently offer off-site programs.

IV.1 Course Descriptions

4.3 Course Descriptions

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.2: Design Thinking Skills **A.3:** Visual Communication Skills

A.6: Fundamental Design Skills **A.8:** 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, White, Morthland

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.2: Design Thinking Skills **A.3:** Visual Communication Skills
A.6: Fundamental Design Skills **A.8:** Ordering Systems Skills

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:

Doyle, M.E. *Color Drawing*. 3rd ed. New York: John Wiley & Sons, Inc., 2006. Yee, R. *Architectural Drawing*. 2nd ed. Hoboken, NJ: John Wiley & Sons, 2003.

Offered: Spring Semester

Faculty: Smith, White, Morthland

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:

Upon completion of this course, the student will:

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

NAAB Student Performance Criteria:

- A.1:** Communication Skills **A.8:** Ordering Systems Skills
A.9: Historical Traditions 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:

Moffett, M., M. Fazio, & L. Wodehouse. *Buildings Across Time*. New York: McGraw-Hill, 2004. (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. (Recommended)

Ching, F. (2012). *A visual dictionary of architecture*. Hoboken, NJ: Wiley, 2012.

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:** Communication Skills **A.8:** Ordering Systems Skills
A.9: Historical Traditions 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.

Sykes, A. Krista, editor. *The Architecture Reader: Essential Writings from Vitruvius to the Present*. New York: George Braziller Publishers, 2007.

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. Competent and 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. 8: Understand the realities of architecture being an assembly of parts that are joined together.

NAAB Student Performance Criteria:

A.4: Technical Documentation **B.2:** Accessibility **B.3:** Sustainability
B.7: Financial Considerations **B.10:** Building Envelope Systems
B.12: Building Materials and Assemblies **C.1:** Collaborative Skills

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:

Mehta, Madan, Scarborough, Walter, and Armpriest, Diane. *Building construction: principles, materials, and systems*. Upper Saddle River, NJ: Pearson; Prentice Hall, 2010.
Zumthor, Peter. *Thinking architecture*. (2nd ed.). Berlin, Germany: Birkhauser, 2006.
Winkel, Steven, Collins, David, & Juroszek, Steven. *Residential building codes illustrated: A guide to understanding the 2009 international residential code*. Hoboken, NJ: Wiley, 2010.

Offered: Spring semester

Faculty: Schwartz

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. Become competent in the organization of research and the discussion of design principles and elements.
5. Be able to complete and present assigned studio projects to instructor's satisfaction.
6. Understand the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural and interior design composition, and urban design.
7. Become aware of issues relating to the basic relationships between design and the environment.

NAAB Student Performance Criteria:

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

A.6: Fundamental Design Skills **A.7:** Use of Precedents **A.8:** Ordering Systems Skills

Topical Outline

Percentages of Time

I. Introduction and Orientation	5%
II. Point, Line, Shape, Form	10%
III. Unity and Variety	15%
IV. Rhythm, Texture, Emphasis and Space	20%
V. Proportion and Function	20%
VI. Final Project	30%

Textbooks:

Bevlin, M. *Design through Discovery*. 6th ed. Orlando, FL: Harcourt Brace & Co., 1994.

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

Offered: Fall semester

Faculty: Yeshayahu, Wessel, Vera

ARC 252: DESIGN II: ORDER

4 credits

Course Description: A series of studio exercises to develop an understanding of the use of a model for structuring design information, fundamentals of programming, research, communication skills and the design process. This course is designed to satisfy the writing portion of the Communication-Across-the-Curriculum requirements. Prerequisites: ARC 251, 271. Restricted to major. Studio Fee: \$48.

Course Goals and Objectives:

Upon completion of this course, the student will:

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

NAAB Student Performance Criteria:

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

A.6: Fundamental Design Skills **A.7:** Use of Precedents **A.8:** Ordering Systems Skills

Topical Outline

Percentages of Time

I. Design Model	40%
II. Design Programming and Research	25%
III. Design Process	20%
IV. Communication Skills	15%

Textbooks:

Varies per Project and Class

Offered: Spring semester

Faculty: Wessel, Morthland, Turnipseed, Anz

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.

Student Performance Criteria:

A.3: Visual Communication Skills **A.4:** Technical Documentation

Topical Outline

Percentages of Time

I. Creative Computer Thinking Skills, Exploring Electronic Media	3%
II. CAD 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: White

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:

A.4: Technical Documentation **B.9:** Structural Systems **B.10:** Building Envelope Systems
B.11: Building Service Systems **B.12:** Building Materials and Assemblies

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 ed. Champaign, IL: Stipes Publishing, 1985.
- 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:

- A.4:** Technical Documentation **B.5:** Life Safety **B.7:** Financial Considerations
B.9: Structural Systems **B.10:** Building Envelope Systems
B.11: Building Service Systems **B.12:** Building Materials and Assemblies

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.5:** Investigation Skills

A.6: Fundamental Design Skills **A.7:** Use of Precedents **A.8:** Ordering Systems Skills

A.10: Cultural Diversity **B.2:** Accessibility **B.3:** Sustainability **B.4:** Site Design

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. New York : Van Nostrand Reinhold, 2005.

Offered: Fall semester

Faculty: Brazley, Kirkpatrick, Wessel, Davey

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.2: Design Thinking Skills **A.5:** Investigation Skills
A.6: Fundamental Design Skills **A.7:** Use of Precedents **A.10:** Cultural Diversity
B.1: Pre-design **B.2:** Accessibility **B.3:** Sustainability **B.4:** Site Design **B.5:** Life Safety **B.11:** Building Service Systems **C.3:** Client Role in Architecture

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 ed. New York : Van Nostrand Reinhold, 2005.

Offered: Spring semester

Faculty: Brazley, Kirkpatrick, Wessel, Davey

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:

A.4: Technical Documentation **B.9:** Structural Systems
B.12: Building Materials and Assemblies

Topical 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*. 13th 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:

A.4: Technical Documentation **B.9:** Structural Systems
B.12: Building Materials and Assemblies

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 construction | |
| 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*. 6th ed. Upper Saddle River, NJ: Prentice Hall, 2007.

Offered: Spring semester

Faculty: Swenson

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. Studio Fee: \$24.

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.3: Sustainability

B.4: Site Design

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*. 2nd ed. Hoboken, NJ: John Wiley & Sons, Inc., 2000.

Offered: Fall semester

Faculty: Heckman

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.

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 of 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.

Student Performance Criteria:

A.2: Design Thinking Skills **A.5:** Investigative Skills **A.7:** Use of Precedents
A.9: Historical Traditions and Global Culture **A.10:** Cultural Diversity
A.11: Applied Research **B.2:** Accessibility **B.3:** Sustainability **B.4:** Site Design
C.1: Collaboration: **C.2:** Human Behavior **C.3:** Client Role in Architecture
C.6: Leadership **C.7:** Legal Responsibilities **C.8:** Ethics and Professional Judgment
C.9: Community and Social Responsibility

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:

Varies per Project

Offered: Fall semester

Faculty: Anz, Brazley, Kirkpatrick

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.

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, 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:

A.2: Design Thinking Skills **A.4:** Technical Documentation **A.5:** Investigative Skills
A.7: Use of Precedents **A.9:** Historical Traditions and Global Culture
B.1: Pre-Design **B.2:** Accessibility **B.3:** Sustainability **B.4:** Site Design **B.5:** Life Safety
B.6: Comprehensive Design:
A.2, A.4, A.5, A.8, A.9, B.2, B.3, B.4, B.5, B.8, B.9
B.8: Environmental Systems **B.9:** Structural Systems **B.10:** Building Envelope Systems
B.11: Building Service Systems **B.12:** Building Materials and Assemblies
C.3: Client Role in Architecture **C.7:** Legal Responsibilities

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: None

Offered: Spring semester

Faculty: Lach, Anz, McDonald

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.9: Structural Systems **B.12:** 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: 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 with continued emphasis on daylighting, acoustics and design strategies for sustainability. Not for graduate credit. Prerequisites: PHYS 203B, 253B. Restricted to major.

Course Goals and Objectives:

Upon completion of this course, the student will:

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 architecture.
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 Easter, 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 information within architectural coursework and design processes.
6. Develop an understanding of climate, human comfort, and design strategies for cooling and heating.
7. Develop an understanding of sites and resources with emphases on solar access, wind, and air, rain and groundwater, and vegetation.
8. Develop an understanding of the principles of heat flow and basic principles that inform the design of building envelope systems.
9. Develop design strategies for heating and cooling with respect to zoning, daylighting, passive solar heating, passive cooling, heat loss, heat gain, and applied psychrometry.
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 and 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 building signal systems, automation and transportation within buildings.

Student Performance Criteria:

B.3: Sustainability **B.5:** Life Safety **B.8:** Environmental Systems
B.10: Building Envelope Systems **B.11:** Building Service Systems
C.2: Human Behavior

Topical Outline	Percentages of Time
I. Context for Building Systems Design	7%
II. Climate, Comfort, and Design Strategies	7%
III. Site and Resources	6%
IV. Heat Flow	10%

V. Designing for Heating and Cooling	20%
VI. HVAC Systems for Buildings	20%
VII. Water and Waste Systems	20%
VIII. Fire Protection	10%

Textbooks:

Grondzik, W., Kwok A., Stein B., & J. Reynolds. *Mechanical and Electrical Equipment for Buildings*. 11th ed. Hoboken, NJ: John Wiley & Sons, Inc., 2006.

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

Offered: Fall semester

Faculty: McDonald

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

Course Description: This course provides a comprehensive overview of the luminous and sonic environment with emphasis on energy conscious design. Not for graduate credit. Co-requisite: ARC452. Prerequisites: PHYS 203B, 253B. Restricted to major.

Course Goals and Objectives:

Upon completion of this course, the student will:

1. Develop an awareness of the historical basis for natural and electric lighting.
2. Develop an awareness of the psychological impact of light in the built environment.
3. Develop an awareness of vision and perception.
4. Develop in-depth knowledge of daylighting design techniques.
5. Develop in-depth knowledge of light sources.
6. Develop in-depth knowledge of light measurement.
7. Be able to perform lighting calculations.
8. Gain knowledge in the manipulation of light and form.
9. Gain basic knowledge of lamp and luminaire efficacy, the energy code, and sustainability issues relative to lighting design.
10. Gain an understanding of electrical principles, power distribution, and the National Electrical Code.
11. Design a luminous environment employing state-of-the-art lighting methods and equipment, energy producing/conserving systems, and renewable energy sources that contribute to ecological sustainability.
12. Develop a comprehensive lighting design plan.
13. Develop an understanding of basic acoustical phenomena, formulas, and calculations for controlling sound.

Student Performance Criteria:

B.3: Sustainable Design **B.8:** Environmental Systems
B.10: Building Envelope Systems **C.2:** Human Behavior

Topical Outline

Percentages of time

I. Historical Basis of Natural and Electric Lighting	1%
II. Psychological Impact of Light	3%
III. Vision and Perception	3%
IV. Daylighting and Design	15%
V. Light Sources	15%
VI. Light and Form	3%
VII. Light Measurement and Lighting Calculations	10%
VIII. The Energy Code and Sustainability Issues	5%

IX. Electrical Principles	10%
X. Lighting Design	15%
XI. The Sonic Environment	20%

Textbooks:

Stein B., & J. Reynolds. *Mechanical and Electrical Equipment for Buildings*. 10th ed.
Hoboken, NJ: John Wiley & Sons, Inc. 2006.

Offered: Spring semester

Faculty: LaGarce

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:

1. 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.
2. Logically develop a strategy for the development and preparation of an individual thesis research enterprise, architectural project program, and subsequent architectural project proposal.
3. 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.
4. 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.).
5. Develop skills of critical thinking, quality research, formal documentation, and logical communication through readings, class presentations, discussions, debates, and research reports.
6. 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.
7. Understand the relationship between general research methods and significant architectural theories (i.e. fundamental philosophical and ideological positions, modes of inquiry, epistemology, and ethics).
8. 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*).
9. 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: Communication Skills **A.5:** Investigation Skills **A.7:** Use of Precedents
A.11: Applied Research **B.1:** Pre-Design **C.2:** Human Behavior
C.8: Ethics and Professional Judgment

Topical Outline (From Textbook, Groat and Wang):

- I. Scope of Work / Ways of Knowing, Systems of Inquiry (Understanding Worldviews)
- II. Literature Review / Case Study Research / Bibliography
- III. Theory in Relation to Method (Extended Philosophical / Ideological Positions)
- IV. Design in Relation to Research (Research-by-Design?)
- V. Interpretive–Historical Research (Multiple Methods)
- VI. Qualitative Research in Architecture / Naturalistic Inquiry / Thick Descriptions
- VII. Correlational Research / Social-behavioral Inquiry / Causal–Comparative
- 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

Textbooks:

Groat, L. and D. Wang. *Architectural Research Methods*. Hoboken, NJ: John Wiley & Sons, Inc. 2002. (ISBN 0-471-33365-4)

Offered: Fall Semester, Graduate program

Faculty: Wendler, Anz

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: ARC 550.

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: Communication Skills **A.5:** Investigation Skills **C.8:** Ethics and Professional Judgment
A.9: Historical Traditions and Global Culture **A.10:** Cultural Diversity

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.

Offered: Fall Semester, Graduate program

Faculty: Anz, Davey, Wendler

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:** Communication Skills **A.5:** Investigation Skills
A.9: Historical Traditions and Global Culture

Topical Outline:

Developed by individual faculty member whenever course is offered.

Prerequisites: ARC 550

Textbooks: Varies as assigned

Offered: Varies

Faculty: Varies

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:** Communication Skills **A.2:** Design Thinking Skills
A.8: Ordering Systems Skills **A.9:** Historical Traditions and Global Culture
A.10: Cultural Diversity **C.2:** Human Behavior
C.9: Community & Social Responsibility

Topical Outline

To be developed

Prerequisites: ARC 554a or ARC 554b or approval

Textbooks: Varies as assigned

Offered: Fall Semester, Graduate program

Faculty: Davey

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:

A.4: Technical Documentation **B.2:** Accessibility **B.3:** Sustainability **B.5:** Life Safety
B.6: Comprehensive Design: A.2, A.4, A.5, A.8, A.9, B.2, B.3, B.4, B.5, B.8, B.9
B.8: Environmental Systems **B.9:** Structural Systems **B.10:** Building Envelope Systems
B.11: Building Service Systems **B.12:** Building Materials and Assemblies

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: Heckman

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. Develop an understanding of large-scale regional and urban-planning issues.
2. Gain ability to create an architectural design that acknowledges the sense of regionalism and place inherent in geographic regions.
3. Understand the relationships of diverse cultures and heritage, including social conditions; health and educational delivery systems; economic engines; transportation and energy systems and infrastructure; natural resources; national, state, and local politics; and regional climate, and how these and other regional forces affect architectural form.
4. 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.
5. To develop skills of critical thinking, quality research, and clear communication through readings, class presentations, discussions, and a significantly appropriate research project report with regard to a regional issue.

NAAB Student Performance Criteria

A.7: Use of Precedents **A.9:** Historical Traditions and Global Culture
A.10: Cultural Diversity **B.1:** Pre-Design **B.2:** Accessibility **B.3:** Sustainability
C.1: Collaborative Skills **C.6:** Leadership

Topical Outline

Weeks One & Two

- Introduction – presentations and readings
- Regional travel and study – group travel and meetings
 - o Discover Upper Mississippi Delta culture and natural environment
- Individual Upper Delta research engagement topics
 - o Collect research data/information
- Report to Class and Discuss
 - o Identification of research/design issues
 - o Find out who we are and how we express who we are

Week Three

- Monday - design charettes - re: studio
 - o Define an architectural problem related to the Upper Mississippi Delta region
- Tuesday & Wednesday – critiques
 - o Discover aspect techniques to translate the unique qualities into the built environment

- Thursday - presentation(s) and review of design project proposal

Week Four

- Embedded regional study experience – individual & team travel and meetings.
- Architecture camp

Weeks Five through Eight

- Individual student design solutions within the context of previously discovered information and models – seek to provide examples of what our architecture is
- Design studio/research/critiques
- Presentation(s) and review (evaluation and grading of individual student work)

Textbooks: Assigned in class as required

Offered: Summer, Year One of Graduate program

Faculty: Schwartz, Wessel

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 be 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.3:** Visual Communication Skills **A.4:** Technical Documentation
A.6: Fundamental Design Skills **A.7:** Use of Precedents **B.1:** Pre-Design
B.2: Accessibility **B.3:** Sustainability **B.4:** Site Design **B.5:** Life Safety
B.6: Comprehensive Design:
 A.2, A.4, A.5, A.8, A.9, B.2, B.3, B.4, B.5, B.8, B.9
B.8: Environmental Systems **B.9:** Structural Systems **B.10:** Building Envelope Systems
B.11: Building Service Systems **B.12:** Building Materials and Assemblies
C.1: Collaborative Skills **C.3:** Client Role in Architecture

Topical Outline / Percentage of Time

Program Development	10%	Schematic Design	25%
Precedent study		Concept realization	
Research		Design process	
Analysis		Communication of design	
Site Analysis	10%	Design Development	30%
Data collection		Development process	
Analysis		Communication process	

Concept Development 25%
Formulation of concept
Communication of concept

Prerequisites: ARC 550 **Co-requisite:** ARC 541

Textbooks:

- Deplazes, Andrea (Ed.). (2009). *Constructing architecture: A handbook – materials processes structures* (2nd ed.). Berlin, Germany: Birkhauser.
- Ching, Francis D. K. (2008). *Building construction illustrated* (4th ed.). Hoboken, NJ: John Wiley & Sons, Inc.
- Allen, Edward. (1999). *Fundamentals of building construction: Materials and methods* (3rd ed.). John Wiley & Sons, Inc. (or later edition)
- Bassler, Bruce (Ed.). (2008). *Architectural graphic standards: Student edition* (11th ed.). Hoboken, NJ: John Wiley & Sons, Inc. (or full edition)
- Cherry, Edith (Ed.). (1999). *Programming for design: From theory to practice*. John Wiley & Sons, Inc.
- Kwok, Alison G. and Grondzik, Walter T. (2007). *The green studio handbook: Environmental strategies for schematic design*. Elsevier Inc.
- Samara, Timothy. (2002). *Making and breaking the grid: A graphic design layout workshop*. Rockport Publishers, Inc.
- Duarte, Nancy. (2008). *Resonate: Present visual stories that transform audiences*. Hoboken, NJ: John Wiley & Sons, Inc.
- 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.
- Ching, Francis D. K. and Winkel, Steven R. (2007). *Building codes illustrated: A guide to understanding the 2006 international building code* (2nd ed.). Hoboken, NJ: John Wiley & Sons, Inc.

Offered: Fall semester, Graduate program

Faculty: McDonald, Turnipseed

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: Communication Skills **A.2:** Design Thinking Skills **A.5:** Investigative Skills
A.7: Use of Precedents **A.11:** Applied Research **B.1:** Pre-Design
B.2: Accessibility **B.3:** Sustainability **B.4:** Site Design **B.5:** Life Safety

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, Wendler, Kirkpatrick

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: Communication Skills **A.2:** Design Thinking Skills **A.5:** Investigative Skills
A.7: Use of Precedents **A.11:** Applied Research **B.2:** Accessibility
B.3: Sustainability **B.4:** Site Design **B.5:** Life Safety
B.6: Comprehensive Design:
A.2, A.4, A.5, A.8, A.9, B.2, B.3, B.4, B.5, B.8, B.9
B.8: Environmental Systems **B.9:** Structural Systems **B.10:** Building Envelope Systems
B.11: Building Service Systems **B.12:** Building Materials and Assemblies

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: Anz, Wendler, Kirkpatrick

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:

- A.1:** Communication Skills **C.3:** Client role in Architecture
C.4: Project Management **C.5:** Practice Management **C.6:** Leadership
C.7: Legal Responsibilities **C.8:** Ethics and Professional Judgment
C.9: Community and Social Responsibility

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.*

13th ed. Washington, D.C.: American Institute of Architects, 2002.

Linton, H. *Portfolio Design* 3rd ed. New York: W. W. Norton & Company, Inc., 2003.

Offered: Fall semester

Faculty: Swenson, Baysinger

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:

- A.1: Communication Skills
- A.2: Design Thinking skills
- B.7: Financial Considerations
- B.8: Environmental Systems
- B.9: Structural Systems
- B.10: Building Envelope Systems
- B.11: Building Service Systems
- B.12: Building Materials and Assemblies
- C.3: Client role in Architecture
- C.4: Project Management
- C.5: Practice Management
- C.6: Leadership
- C.7: Legal Responsibilities
- C.8: Ethics and Professional Judgment
- C.9: Community and Social Responsibility

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	<i>Leadership by Design</i> pp. xx-21; 237-253; 297-303
4	The Client Defined	AHPP pp. 3-29; 72-101

5	Firm Planning	Firm Marketing & Outreach Ethics paper due 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

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 552

Textbooks: None required

Offered: Summer semester

Faculty: 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 552

Textbooks: None required

Offered: Summer semester

Faculty: Varies

IV.3 Visiting Team Report – 2010 Visit (Double click letter below to open the VTR. The full VTR is embedded in this document and will open in Adobe Reader.)

National Architectural Accrediting Board, Inc.

July 27, 2010

Glenn Poshard, Ph.D., President
Southern Illinois University at Carbondale
1400 Douglas Drive
Mail Code: 5801
Carbondale, IL 62901-6899

Dear President Poshard:

At the July 2010 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the *Visiting Team Report (VTR)* for the Southern Illinois University at Carbondale School of Architecture.

As a result, the professional architecture program:

Master of Architecture

was formally granted a three-year term of initial accreditation. The accreditation term is effective January 1, 2010. The program is scheduled for its next accreditation visit in 2013. As stated in the *2010 Procedures for Accreditation*, following an initial three-year term, at the next scheduled review, the program must receive a six-year term of accreditation. This term may include a focused evaluation.

During its deliberations, the board noted the team's concerns regarding the manner in which students are evaluated for admission into the M. Arch. Under the terms of the *2009 NAAB Conditions for Accreditation*, the evaluation of preparatory/professional education will be a condition for accreditation. SUC is encouraged to review this condition and to be prepared to respond to it at its next accreditation visit.

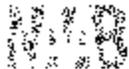
Continuing accreditation is subject to the submission of *Annual Reports*, which are submitted online through the NAAB's Annual Report Submission system and are due by November 30 of each year. These reports have two parts:

Part I (Annual Statistical Report) captures statistical information on the institution in which a program is located and the degree program.

Part II (Narrative Report) is the narrative report in which a program responds to the most recent VTR. The narrative must address Section 1.4 Conditions Not Met and Section 1.5 Causes of Concern of the VTR. Part II also includes a description of changes to the program that may be of interest to subsequent visiting teams or to the NAAB.

A complete description of the *Annual Report* process can be found in Section 13 of the *NAAB Procedures for Accreditation*, 2010 Edition.

Finally, under the terms of the *2010 Procedures for Accreditation*, programs are required to make the *Architecture Program Report*, the VTR, and related documents available to the public. Please see Section 3, Paragraph 6 (page 22), for additional information.



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**Southern Illinois University at Carbondale
School of Architecture**

Initial Accreditation Visiting Team Report

**Master of Architecture
(128 undergraduate credit hours plus 42 graduate credit hours)**

The National Architectural Accrediting Board
17 February 2010

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

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I. **Summary of Team Findings**

1. **Team Comments**

We would like to express appreciation for the hospitality we received during our visit and the helpful assistance provided by the school's faculty, students and staff. The team room exhibit was well organized and complete. Faculty members were especially helpful in answering our questions and providing additional information about the program.

The initial accreditation process requires new programs to address numerous aspects of architectural education from the content of courses to the resources and infrastructure needed to promote the success of all members of the program's community. Southern Illinois University-Carbondale (SIUC) has made significant progress toward meeting NAAB conditions since the candidacy visit in February 2008.

We were impressed with the close knit relationship between students and faculty. The Master of Architecture program benefits from the contributions of dedicated and selfless faculty who contribute many hours of their time to the success of the school and individual students.

There is a consistently high level of student achievement in the building technology and professional practice subject areas

During our visit the school and program directors prepared a revision to section 2.2 of the APR summarizing the program's plans to respond to changes in the NAAB Conditions.

2. **Progress since the Previous Site Visit**

Criterion 13.9, Non-Western Traditions (2008): *Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world*

Previous Team Report (2008): The graduate course in which this SPC is expected to be addressed, ARC 532 is being offered for the first time during spring 2008. Therefore, at this time there is insufficient evidence in the student work to determine whether students have achieved an *understanding of parallel and divergent canons and traditions of architecture.*

Assessment of the Visiting Team (2010): This criterion is now met; see SPC 13.9, Non-Western Traditions.

Criterion 13.10, National and Regional Traditions (2008): *Understanding of national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition*

Previous Team Report (2008): Of the three graduate courses expected to ensure students' understanding of national traditions, one, ARC 454a has not yet been offered.

A second, 454b did show evidence of meeting this criterion, and the third, ARC 551 did not.

Assessment of the Visiting Team (2010): This criterion is now met; see SPC 13.10, National and Regional Traditions.

Criterion 13.13, Human Diversity (2008): *Understanding of the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects*

Previous Team Report (2008): This SPC is expected to be addressed in ARC 454a and 454b. At this time, 454a is being redesigned. The program is exploring options for a 3-week study abroad program in Taiwan, ROC. This would be component either ARC 454b or ARC 552.

Based on a review of student work for ARC 454b, students have not yet demonstrated the *understanding* of the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals.

Assessment of the Visiting Team (2010): This criterion is now met; see SPC 13.13, Human Diversity.

Criterion 13.25, Construction Cost Control (2008): *Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating*

Previous Team Report (2008): The course in which this criterion is expected to be met, ARC 592 is being offered for the first time in the Spring semester 2008. No student work was available for evaluation at this time.

Assessment of the Visiting Team (2010): This criterion is now met; see SPC 13.25, Construction Cost Control.

Criterion 13.26, Technical Documentation (2008): *Ability to make technically precise drawings and write outline specifications for a proposed design*

Previous Team Report (2008): The course in which this criterion is expected to be met, ARC 554 is being offered for the first time in the summer semester 2008. No student work was available for evaluation at this time.

Assessment of the Visiting Team (2010): This criterion is now met; see SPC 13.26, Technical Documentation.

Criterion 13.28, Comprehensive Design (2008): *Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies and the principles of sustainability*

Previous Team Report (2008): The courses in which this criterion is expected to be met, ARC 552 and 554 are being offered for the first time in the spring and summer semesters of 2008, respectively. No student work was available for evaluation at this time

Assessment of the Visiting Team (2010): This criterion is now met; see SPC 13.28, Comprehensive Design.

Criterion 13.29, Architect's Administrative Role (2008): *Understanding of* obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts

Previous Team Report (2008): The course in which this criterion is expected to be met, ARC 592 is being offered for the first time in the summer semester 2008. No student work was available for evaluation at this time.

Assessment of the Visiting Team (2010): This criterion is now met; see SPC 13.29, Architect's Administrative Role.

Criterion 13.30, Architectural Practice (2008): *Understanding of* the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others

Previous Team Report (2008): Of the two courses in which this criterion is expected to be met, ARC 500 is the only course to have been completed. There was limited evidence from student work that students have an understanding of the basic principles and legal aspects of practice.

The second course, ARC 554 is being offered for the first time in the spring semester 2008; no student work was available for evaluation at this time

Assessment of the Visiting Team (2010): This criterion is now met; see SPC 13.30, Architectural Practice.

Criterion 13.31, Professional Development (2008): *Understanding of* the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers

Previous Team Report (2008): The course in which this criterion is expected to be met, ARC 592 is being offered for the first time in the spring semester 2008. No student work was available for evaluation at this time.

Assessment of the Visiting Team (2010): This criterion is now met; see SPC 13.31, Professional Development.

Criterion 13.32, Leadership (2008): *Understanding of* the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities

Previous Team Report (2008): The course in which this criterion is expected to be met, ARC 592 is being offered for the first time in the spring semester 2008. No student work was available for evaluation at this time.

Assessment of the Visiting Team (2010): This criterion is now met; see SPC 13.32, Leadership.

Criterion 13.33, Legal Responsibilities (2008): *Understanding of* the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts,

zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws

Previous Team Report (2008): The course in which this criterion is expected to be met, ARC 592 is being offered for the first time in the spring semester 2008. No student work was available for evaluation at this time.

Assessment of the Visiting Team (2010): This criterion is now met; see SPC 13.33, Legal Responsibilities.

Criterion 13.34, Ethics and Professional Judgment (2008): *Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice*

Previous Team Report (2008): The course in which this criterion is expected to be met, ARC 592 is being offered for the first time in the spring semester 2008. No student work was available for evaluation at this time.

Assessment of the Visiting Team (2010): This criterion is now met; see SPC 13.34, Ethics and Professional Judgement.

[Causes of Concern taken from VTR dated February 6, 2008]:

Social Equity:

Even a cursory visual review of the students in studio compared with the students walking across campus reveals that students from traditionally underrepresented groups are not as well represented among the architecture students as they are in the SIUC student population. The team is concerned that while the university has a strong commitment and long history of educating student from underrepresented groups, however this is not reflected in the student population of the School of Architecture. The school is encouraged to attend to this issue in preparation for the next visit.

In addition, the team is concerned that the faculty is not more diverse in terms of educational background, regional representation, and design perspective. This is likely to be addressed in the near future as new faculty are recruited to fill vacancies expected to be created by retirements. However, the team encourages the school to attend to this issue in preparation for the next visit.

Assessment of the Visiting Team (2010): This condition is now met; see Condition 4, Social Equity.

Studio Culture:

The program has only recently adopted its' studio culture policy and instructors have been advised to include it in the syllabus for each course. However, in meetings with the students it was clear that they do not understand the purpose or content of the policy nor are they fully aware of it's location in the official documents for the program. In addition, the policy offers a process for resolving differences between students, but it does not offer a process for addressing conflicts between students and faculty.

The team encourages the program to be more assertive in using multiple means to ensure that the students not only know what the policy says, but also that they understand its role in ensuring a positive, respectful learning environment.

As can be the case in many institutions, students reported tension between faculty members. This is sometimes manifested as aggressive criticism of student work completed under the supervision of a faculty member with whom another disagrees. Independent research by the team into student evaluations of faculty in the program further revealed a perception by students that some members of the faculty do not respect each other's work or approaches to teaching. The team noted in its final exit interview that the new studio culture policy offers an opportunity to consider how all members of the academic community treat each other and that this policy could serve as a springboard for developing a document that establishes the expectation that all members of the community are responsible for ensuring a positive, respectful learning environment.

Assessment of the Visiting Team (2010): This condition is now met; see Condition 5, Studio Culture.

Over Reliance on Pre-professional Education:

The proposed M.Arch program relies heavily on students having met nearly half of the SPCs during their pre-professional education. Unlike many other institutions offering both a pre-professional undergraduate degree and a professional graduate degree, SIUC program appears to meet many of the performance criteria in the undergraduate level. In the SIUC model, students study architecture in depth at the undergraduate level, while exploring design more broadly and design solutions broadly at the graduate level.

The unintended consequence of the SIUC model is that evaluation of a student's pre-professional undergraduate education becomes critical. Admissions officials will have to determine which SPCs a student with a pre-professional degree in architecture is expected to have met in his/her undergraduate education and whether there are gaps that will have to be made up at the graduate level.

In addition, the expectation that students will enter with significant exposure to certain areas of technical skill and systems integration, raises the corresponding concern that the M.Arch program itself is not more robust in these same areas, including comprehensive design.

Assessment of the Visiting Team (2010): This is no longer a cause for concern. The over-reliance on undergraduate studies for satisfying SPC's has been addressed with the redistribution of ARC 551: Comprehensive design, ARC 541: Architectural Systems and Environment, ARC 591: Professional Practice I, and ARC 592: Professional Practice II to the graduate level.

Review of the M. Arch Applicants' Pre-professional Education:

The proposed M.Arch degree program proposes to recruit students from its own undergraduate degree program as well as from other pre-professional programs. However, at this time there is no formalized, documented system for evaluating the pre-professional education of any student who applies to the M.Arch program from outside SIUC.

Currently, this evaluation is performed by the interim director of the school of architecture and there is no evidence that there are standard criteria for evaluating applicants nor is an applicant's undergraduate coursework objectively evaluated against the NAAB student performance criteria.

As noted above, success in the SIUC M.Arch degree program is contingent upon all students meeting a significant number of SPCs in their pre-professional education. At the next visit, the team will want to see how the program evaluates each incoming student's pre-professional education against the student performance criteria.

The programs must demonstrate that all students are meeting the SPCs, therefore it is necessary for admissions officials be rigorous and thorough in evaluating which students met which criteria in their undergraduate preparation and how any gaps will be met in their graduate education.

Assessment of the Visiting Team (2010): The transcript analysis and portfolio review process used to determine if incoming students have fulfilled professional curriculum requirements is adequate; however there is no check to ensure that incoming students have completed the NAAB general nonarchitectural studies requirement. See comments for Condition 12, Professional Degree Programs.

The Blue Barracks:

The Blue Barracks – a one-story, metal structure – is the location for the first-year undergraduate studio, the digital fabrication lab, and the wood shop. This facility lacks sanitary facilities and is isolated from the rest of the school's classrooms and studios. There are no immediate plans to replace the structure or to relocate the first-year students into Quigley Hall. The program is encouraged to pursue alternative uses for the Blue Barracks that might make it possible to bring the first-year studio into alternative space.

Assessment of the Visiting Team (2010): Some concern remains; see Condition 8, Physical Resources.

Human Resources Development:

The team is concerned that while the studio experience is central to the curriculum, there are few faculty actively engaged in architectural design work that is subject to peer review or widespread dissemination. The consequence of this is that the program and its faculty do not develop a profile in professional societies and publications. This lack of profile could impair the ability of the program to establish a pipeline of students because other faculty and other institutions will not be in a position to recommend the program on the basis of their own knowledge of its specialties or the unique approach of its faculty. There are some notable exceptions within the faculty, but they do not constitute a majority.

In addition, resources for presenting papers and attending conferences are limited. This may have a residual impact on faculty achievement for rank, tenure, and promotion in the future.

Finally, a few faculty members are engaged in admirable, interesting, published creative work. However, the work is often in related fields and does not contribute directly to achieving the mission of the architecture program.

Assessment of the Visiting Team (2010): This condition is now met; see Condition 7, Human Resource Development.

3. Conditions Well Met

- 1.3 Architecture and Registration
- 1.4 Architecture and the Profession

4. Conditions Not Met

- 3 Public Information
- 8 Physical Resources
- 12 Professional Degrees and Curriculum
- 13.7 Collaborative Skills

5. Causes of Concern

A. Number of students who fail to complete their thesis

Fifteen of the 29 students currently enrolled in the Master of Architecture program are no longer in residence at the school because they did not complete their theses by the end of the 4th semester. This is over half of the students who began their studies in the summers of 2007 and 2008. The team is concerned that the compressed fifteen month format may be problematic for students whose preparation or learning style requires more time to develop and complete a comprehensive design thesis.

B. Conceptual and aesthetic maturity of thesis design work

The thesis design work addresses practical and technical aspects of architectural design effectively but lacks rigorous conceptual development and aesthetic maturity.

C. Presence of the graduate student voice within the school

Student leadership within the school and student representation at the university level is dominated by undergraduates. Only fourteen of the 314 architecture students in the school are graduate students in residence. It can be difficult for students in a small program to influence the direction taken by the majority. The short duration of the graduate program also constrains the time that graduate students have to contribute to improving the program or participating in governance.

D. Need to formalize and document program policies/procedures

There is a lack of predictable structure to the school's admissions, equity and self-assessment procedures. Much of this work is conducted effectively using a well developed informal communications network and ad hoc committees; however there is little documentation of policies or procedures that affect the development of the program within the school.

E. Faculty search

The generic position description developed for a new faculty position does not convey the purpose of the search, which is to attract a senior level faculty member who will bring leadership and design excellence to SIUC's new Master of Architecture program. The team understands that the description was developed with the intention to attract more candidates who may be qualified for other positions, but we are concerned that, as written, the position announcement does not provide enough information about this opportunity. This may limit the pool of qualified applicants to individuals who are known to the faculty or closely connected to the faculty's existing professional network.

II. Compliance with the Conditions for Accreditation**1. Program Response to the NAAB Perspectives**

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each school is expected to address these interests consistent with its scholastic identity and mission.

1.1 Architecture Education and the Academic Context

The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

Met	Not Met
[x]	[]

The architecture program was founded in 1954 as an associate of applied science in architectural technology degree program and evolved in response to changes in the educational requirements to achieve architectural licensure in the in the State of Illinois. Through this process the SIUC architecture program grew to include a bachelor of science degree in advanced technical studies and transformed into the pre-professional bachelor of science in architectural studies program that exists today. These programs have had a long-standing reputation for the technical proficiency attained by their graduates. The new Master of Architecture program shares this focus within the context of design opportunities presented by the Delta states region.

The School of Architecture is located within the College of Applied Sciences and Arts and includes the disciplines of architecture and interior design as well as fashion design and merchandizing. Architecture students take courses taught by the interior design faculty and the architecture and interior design programs have shared an interdisciplinary, collaborative design studio. The architecture program involves faculty from other programs at the university and has had particular success with faculty who contribute expertise in landscape design. Graduate students invite faculty from disciplines outside of the school to join their thesis committees and take elective courses outside of the program. Architecture faculty are active in the newly formed university wide interdisciplinary Center for Delta Studies.

1.2 Architecture Education and Students

The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program's mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students' diversity, distinctiveness, self-worth, and dignity are nurtured.

Met	Not Met
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[x] []

SIUC provides an accelerated path to a professional Master of Architecture degree at a modest cost that is helpful to students with limited resources. All graduate students who began the program in the summer of 2009 received graduate assistantships that engage them in administrative and teaching support activities. International students contribute diverse perspectives.

Approximately one-third of SIUC's architecture students are members of an active AIAS chapter that sponsors various enrichment activities and provides a voice for students. Currently few graduate students participate, but the AIAS leaders reach out in their efforts to serve all students equally. Architecture students are members of the university student senate and search committees for faculty and administrative positions.

Close personal relationships make the SIUC architecture experience especially meaningful with strong mutual respect between students and faculty. Faculty members are often available outside of class hours to nurture a supportive community in Quigley Hall. They support student directed extracurricular projects including community outreach efforts and organize optional field trips to communities in Illinois and cities throughout North America. Faculty help graduating students find professional internships and the program has an impressive track record of full employment for all interested graduates for the past several years. Due to the economic recession, it was not possible to place all of the students who graduated in 2009.

1.3 Architecture Education and Registration

The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program's relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.

Met	Not Met
[x]	[]

This perspective is met with distinction. It is evident that the historic strength of the program has been to serve students and the profession by preparing students for internship and architectural practice that leads to eligibility for licensure in the State of Illinois. The faculty is strongly supportive of a newly adopted mission for the program which states that the SIUC architecture program prepares students for the architecture profession through involvement in service, design practice and research within the environmental context of Southern Illinois and the Mississippi Delta region.

The program closely monitors the changing expectations with regard to licensing and ensures that students are aware of the steps they must complete to become architects. Nearly all students plan to attain professional licensure. Students are introduced to the Intern Development Program (IDP) and licensing requirements from the beginning to end of the curriculum. Not only are they made familiar with the procedures and process of IDP, but in their professional practice courses (ARC 591: Professional Practice I, and ARC 592: Professional Practice II) students are provided with IDP applications and given

time and directions to complete the forms and then actually enroll in IDP. Most students who are eligible are already enrolled in IDP.

1.4 Architecture Education and the Profession

The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program's particular mission, the APR may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects' obligations to their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

Met	Not Met
[x]	[]

This perspective is met with distinction. The Master of Architecture program exposes students to a range of professional settings and challenges that is both broad and deep. The new master's program builds on the traditions of the pre-professional degree program and strengthens the relationship between study and practice. Architects who employ SIUC graduates consistently praise their ability to quickly contribute in practical ways. Specifically, the material presented in ARC 591: Professional Practice I and ARC 592: Professional Practice II prepares students particularly well to meet the challenges of architectural practice beyond graduation. The curriculum provides depth of exposure to forms of practice, business development, and related professional issues.

1.5 Architecture Education and Society

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.

Met	Not Met
[x]	[]

The addition of ARC 550, the Regional Architecture Studio, focuses on the value of architecture to the region's communities and society through hands-on, service-based learning. Pre-professional and graduate students engage with struggling communities to help solve real world problems. Students have addressed challenges in New Orleans, as well as more locally in St. Louis and Cairo. This social awareness is also seen in master's thesis projects.

2. Program Self-Assessment Procedures

The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty's, students', and graduates' views on the program's curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program's focus and pedagogy.

Met	Not Met
[x]	[]

The program's self assessment process includes the evaluation of student design work by the College Architecture Advisory Committee. The committee is comprised of professional constituents of the school and includes *alumni*. All programs at SIUC participate in a university level assessment process which is overseen by the provost. In addition to completing course evaluations, students respond to an annual survey that includes open-ended questions concerning strengths and weaknesses of the program. Faculty involvement in self-assessment is facilitated through the school's committees and service assignments. It is evident that self-assessment findings are used to inform the development of the accredited program.

3. Public Information

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.

Met	Not Met
[]	[x]

The university has included the language found in the *NAAB Conditions for Accreditation*, Appendix A in the architecture section of the university catalog; however, the language does not appear anywhere on the school's website where the program is described and where information for prospective students is posted.

4. Social Equity

The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

Met	Not Met
[x]	[]

As stated in the previous VTR, the school follows the university's commitment to "a policy of equal opportunity for all persons and...to taking affirmative steps aimed at overcoming historical patterns of discrimination in our society." In addition, the school and the university continue to pursue a key *Southern at 150* priority called "Strengthening Our Commitment to Diversity", started in 2003 to attract and retain a more ethnically diverse faculty, student body, and staff. Currently

the SOA student body is somewhat more diverse, with minorities comprising 16% of the students, compared with 15% documented in the 2008 VTR.

The school's "Operating Paper" includes criteria and procedures for achieving equity and diversity in faculty appointments. It clearly defines the means by which faculty members are given access to the formulation of policies and procedures, including curriculum review and program development. However, there is no formal documentation stating how students are included in the formulation of policies and procedures beyond ad hoc and/or casual conversations with faculty and administration. The criteria and procedures for achieving equity and diversity in student admissions are found on the college's web site.

All SIUC students are represented in the university student government. Currently, all three senators representing the College of Applied Science and Arts are students in the school. Students are also represented by the university-wide Graduate Professional Student Council. It is evident that students feel empowered to proactively bring concerns before the faculty for consideration and resolution.

5. Studio Culture

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

Met	Not Met
[x]	[]

The school has a positive and respectful learning environment. The faculty and administration are invested in and dedicated to the success of students. They are optimistic, communicative, and flexible to accommodate student participation in extracurricular activities. There is a strong personal connection between students and faculty that is supported by the administration.

The school's administrators and staff are very accessible. There is respect between peers--both graduate and undergraduate students--and an ease in working together. The studios are comfortable and safe. While there is some evidence that there are occasional tensions between some faculty members, this seems to be within norms for academic programs and is not affecting student performance. The diversity in opinions and methods that sometimes give rise to disputes also contribute positive aspects to the program. The written studio policy accurately represents the state of the studio experience.

6. Human Resources

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

Met	Not Met
[x]	[]

The program is effectively administered by the director of graduate studies with the participation of the director of the school and supported by professional staff including a full time advisor for the undergraduate program. The student to faculty ratio in the graduate program provides adequate time for tutorial exchange and is smaller than many graduate architecture programs. Thesis students have the benefit of a faculty coach who is present during studio hours in addition to the involvement of three or more committee members selected by the students. More than half of faculty time is dedicated to teaching. Although this is a heavier teaching load than might be ideal for faculty pursuing an ambitious practice or research agenda, it is typical of architecture programs at many institutions. The faculty is encouraged to pursue professional development activity and many faculty members find ways to link their teaching, service and professional interests. Faculty members are active contributors to governance at the program and school levels, and appear to be less involved in university level service.

7. Human Resource Development

Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.

Met	Not Met
[x]	[]

The director of the school conducts annual performance evaluations of faculty using a point system that recognizes diverse modes of teaching, research, practice and service. This method of merit assessment aims to stimulate faculty development and record achievement in an equitable, objective manner. Faculty who need funds to support expenses related to the presentation or publication of peer-reviewed work can apply for grants from multiple sources at the school, college and university levels. Priority is given to tenure-track faculty. In some cases faculty will receive partial, rather than full support, but there is evidence that the university supports faculty who engage in regional, national and international professional activity.

Students have access to a lecture series, optional fieldtrips led by faculty, and opportunities to develop leadership skills through participation in student chapters of national organizations and service on committees. The career counseling and professional placement assistance provided by the faculty is exceptional and provides students with opportunities to make successful transitions from school to practice.

8. Physical Resources

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

Met	Not Met
[]	[x]

The Master of Architecture program is housed primarily in Quigley Hall, built in the 1957, which it shares with the pre-professional architecture program, and other programs within the school as well as programs from other academic units at the university. In addition, the digital fabrication lab and the wood shop used by Master of Architecture students are located in the Blue Barracks, built as a temporary, pre-fabricated metal building located across the railroad tracks from Quigley Hall.

There is a plan for creating additional space for the school in Quigley Hall following the completion of a building project on campus and the move of other programs in Quigley to the new facility. First-year undergraduate classrooms and labs will be moved from the Blue Barracks to Quigley Hall at that time. The digital fabrication lab and the wood shop would remain in the Blue Barracks.

The digital fabrication lab and wood shop are important facilities in contemporary architectural education settings and are generally well equipped. Further, the passion of the faculty to guide the acquisition and maintenance of necessary equipment has benefited the architecture program.

Overall there seems to be sufficient space for the architecture program. There is wi-fi and adequate IT support. The distance between the Blue Barracks and Quigley Hall is not a great cause for concern. All master's students who entered the program in the summer of 2009 have dedicated work tables in the graduate studio. Currently there is not sufficient space to provide every enrolled graduate who began the program in 2007 and 2008 with a permanent table in the studio, but this does not seem to be a problem. Most of these students are working as interns or engaged in other off-campus activities and choose to continue working on their thesis projects off campus, and coming to campus as needed for meetings with their thesis committees.

Concerns regarding the existing physical facilities include:

1. The graduate student studio, located in Quigley Hall, lacks adequate furnishings for the work and storage of materials needed for a master's level program. Currently only drawing tables and chairs, no drawers, shelves or secure storage are provided.
2. The wood shop, located in the Blue Barracks, lacks adequate ventilation, a dust-collection system, and equipment clearances to provide a safe environment.
3. The digital fabrication lab, located in the Blue Barracks, is small and lacks adequate ventilation.
4. The Blue Barracks lack sanitary facilities, as noted in the 2008 VTR. Facilities are available in the adjacent building, occupied by the industrial arts program.
5. Equipment for both the wood shop and digital fabrication lab has been purchased with start up funds awarded to new faculty. It is unclear how equipment maintenance and replacement will be funded in the future.

9. Information Resources

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

Met	Not Met
[x]	[]

Morris Library, the main library for SIUC, has undergone a \$50 million renovation. It is centrally located on campus and holds more than 2.4 million volumes, 3.1 million microfilm units and over 12,400 current periodicals. It provides inter-library access to 72 other campus libraries and volumes are available in 72 hours if requested. The library provides a full range of services including on/off campus reference and instruction – reference services are available by e-mail, IM, and telephone. The library also provides multimedia courseware development, instructional design, and technical support.

As of February 15, 2010, the architecture collection in Morris Library included 7,566 titles in the Library of Congress classifications NA and TH and in the Dewey classifications 690-698 and 720-729. The library subscribes to 42 of 49 recommended periodicals. In addition there is a small library of 1500 volumes and periodicals that is staffed by a graduate assistant in Quigley Hall, which houses the graduate architecture program. Slides are acquired, housed, and loaned by school staff.

The collection management librarian has the ability to reallocate budgets to support growth in the collections each year. Collections are assessed by reviewing LC classifications and determining where gaps may exist or where collections may be at risk for being out of date. In addition, the collection management librarians survey faculty for recommendations. A subject librarian hired in 2008 supports the school's students and faculty.

10. Financial Resources

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

Met	Not Met
[x]	[]

SIUC is experiencing the same budget reductions seen by public universities nationally but the college and university are committed to supporting the Master of Architecture program and ensure that it will have the resources to continue to grow. There is a search underway for a senior faculty position who will contribute to strengthening the graduate program. The university provides support for fourteen graduate assistants (GAs) who receive full tuition remission for three of the four semesters of their graduate program plus a 0.25 salaried position for the nine-month academic year. All full time graduate students in residence receive GA support. With over 90% of the school's budget dedicated to salaries and a small foundation, funds available for other types of expenses such as visiting speakers, outside studio critics, equipment, supplies and services are limited. The program appears to make good use of volunteer contributions from the region's professional community.

11. Administrative Structure

The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

Met	Not Met
[x]	[]

Southern Illinois University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA). A group of administrative peers from the Higher Learning Commission visited the campus in spring 2009 for its accreditation review. They examined SIUC based on five criteria: mission and integrity; preparing for the future; student learning and effective teaching; acquisition, discovery, and application of knowledge; and engagement and service. Colleges and universities in the United States may seek either educational or institutional accreditation. SIUC sought institutional accreditation, which looks at the overall university instead of individual programs. During its last review in 1999, SIUC received a 10-year accreditation, which is the longest term the commission awards.

12. Professional Degrees and Curriculum

The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

Met	Not Met
[]	[x]

In our review of the professional degree curriculum and procedures for transcript analysis for incoming students, we discovered that the school has admitted students to the master's program who do not have pre-professional architecture degrees.

The SIUC master's program website offers two additional tracks for prospective students who have undergraduate degrees from other fields. Track II is described as a 27-month, 67-credit curriculum designed for students with degrees in allied fields including SIUC's Bachelor of Science in Interior Design. Track III is described as a 39-month, 102-credit curriculum designed for students who have undergraduate degrees in any field of study. In both cases students are admitted to the university as graduate students but are required to complete a significant portion of SIUC's undergraduate architecture program before they can bring their standing to "full" status.

There are currently 3 students enrolled in Track III and 2 students enrolled in Track II. Faculty members are currently reviewing new applications for these programs. Neither the APR nor the 2008 *Candidacy VTR* mentions Track II or Track III. We are concerned that these expansions of the SIUC Master of Architecture program are inconsistent with the program that was granted candidacy status. This expansion of the master's program is premature and has not carefully considered the particular needs of students who begin their study of architecture at the graduate level.

The curriculum leading to the Master of Architecture degree does not include at least 45 credit hours of general nonarchitecture studies. There are 41 required or elective core credit hours with other than architectural content. Students have the option to apply any or all of the program's 15 elective credits toward nonarchitectural studies, but they may also choose to apply all of their electives toward architectural coursework. This means that some, but not all, students are meeting the general studies requirement.

The transcript analysis process for incoming students does not include an evaluation of the NAAB general studies requirement. The program currently has master's students enrolled whose

undergraduate preparation has significantly fewer than 45 general education credits and who will graduate with a professional degree without meeting NAAB's general studies requirement.

13. Student Performance Criteria

The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

13.1 Speaking and Writing Skills

Ability to read, write, listen, and speak effectively

Met	Not Met
[x]	[]

Students are achieving the level of ability to read and write effectively in ARC 591: Professional Practice I, ARC 592: Professional Practice II, ARC 554: Architectural Design Thesis II. Speaking and listening skills were demonstrated in interviews with thesis-level students.

13.2 Critical 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 them against relevant criteria and standards

Met	Not Met
[x]	[]

Students are achieving the level of ability in critical thinking skills through ARC 500: Research Methods and Programming.

13.3 Graphic Skills

Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process

Met	Not Met
[x]	[]

Students are achieving the level of ability for graphic skills in ARC 551: Comprehensive Design, ARC 541: Architectural Systems and Environment.

13.4 Research Skills

Ability to gather, assess, record, and apply relevant information in architectural coursework

Met	Not Met
[x]	[]

Students are achieving the level of ability for research skills in ARC 500: Research Methods and Programming.

13.5 Formal Ordering Skills

Understanding of *the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design*

Met	Not Met
[x]	[]

Students are achieving the level of understanding for formal ordering skills throughout all design studios.

13.6 Fundamental Skills

Ability to use *basic architectural principles in the design of buildings, interior spaces, and sites*

Met	Not Met
[x]	[]

Students are achieving the level of ability for fundamental skills throughout all studios including the collaboration with interior design program.

13.7 Collaborative Skills

Ability to *recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team*

Met	Not Met
[]	[x]

Collaboration is occurring within the school at both the graduate and undergraduate levels, particularly with the interior design program. It appears that most students acquire the ability to collaborate with other students as a member of a design team. However not all instructors choose to incorporate collaborative design activity in their versions of the first two graduate studios, so it was not possible to confirm that all students gain this ability.

13.8 Western Traditions

Understanding of *the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them*

Met	Not Met
[x]	[]

Students are achieving the level of understanding of western traditions in ARC 232: Architectural History I.

13.9 Non-Western Traditions

Understanding of *parallel and divergent canons and traditions of architecture and urban design in the non-Western world*

Met	Not Met
[x]	[]

Students are achieving the level of understanding of non-western traditions in ARC 532: Architectural History III Non-Western Traditions.

13.10 National and Regional Traditions

Understanding of *national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition*

Met	Not Met
[x]	[]

Students are achieving the level of understanding for national and regional traditions in ARC 550: Regional Architecture Studio.

13.11 Use of Precedents

Ability to *incorporate relevant precedents into architecture and urban design projects*

Met	Not Met
[x]	[]

Students are achieving the level of ability for use of precedents in ARC 500: Research Methods and Programming, ARC 551: Comprehensive Design, ARC 541: Architectural Systems and Environment.

13.12 Human Behavior

Understanding of *the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment*

Met	Not Met
[x]	[]

Students are achieving the level of understanding for human behavior in ARC 500: Regional Architecture Studio.

13.13 Human Diversity

Understanding of *the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects*

Met	Not Met
[x]	[]

Students are achieving the level of understanding for human diversity in ARC 550: Regional Studio

13.14 Accessibility

Ability to *design both site and building to accommodate individuals with varying physical abilities*

Met

Not Met

[x]

[]

Students demonstrate ability to design for accessibility in all graduate level design studios.

13.15 Sustainable Design

Understanding of *the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities*

Met

Not Met

[x]

[]

Students are achieving the level of understanding for sustainable design in all graduate level design studios.

13.16 Program Preparation

Ability to *prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria*

Met

Not Met

[x]

[]

Students demonstrate ability to prepare a comprehensive program in ARC 500: Research Methods and Programming and in all graduate level design studios.

13.17 Site Conditions

Ability to *respond to natural and built site characteristics in the development of a program and the design of a project*

Met

Not Met

[x]

[]

Students demonstrate ability to respond to site conditions in ARC 541: Architectural Systems and Environment, and ARC 551: Comprehensive Design.

13.18 Structural Systems

Understanding of *principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems*

Met	Not Met
[x]	[]

Students are achieving the level of understanding for structural systems in ARC 361: Structures I, ARC 362: Structures II, ARC 462: Structures III. Some additional evidence exists in all graduate level design studios.

13.19 Environmental Systems

Understanding of *the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope*

Met	Not Met
[x]	[]

Students are achieving the level of understanding for environmental systems in ARC 541: Architectural Systems and Environment and ARC 551: Comprehensive Design.

13.20 Life-Safety

Understanding of *the basic principles of life-safety systems with an emphasis on egress*

Met	Not Met
[x]	[]

Students are achieving the level of understanding for life-safety in ARC 541: Architectural Systems and Environment.

13.21 Building Envelope Systems

Understanding of *the basic principles and appropriate application and performance of building envelope materials and assemblies*

Met	Not Met
[x]	[]

Students are achieving the level of understanding for building envelope systems in ARC 541 Architectural Systems and Environment and ARC 551: Comprehensive Design.

13.22 Building Service Systems

Understanding of *the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems*

Met	Not Met
[x]	[]

Students are achieving the level of understanding for building service systems in ARC 541: Architectural Systems and Environment and ARC 551: Comprehensive Design.

13.23 Building Systems Integration

Ability to *assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design*

Met	Not Met
[x]	[]

Students demonstrate ability to integrate building systems in ARC 541: Architectural Systems and Environment.

13.24 Building Materials and Assemblies

Understanding of *the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse*

Met	Not Met
[x]	[]

Students are achieving the level of understanding for building materials and assemblies in ARC 541: Architectural Systems and Environment and ARC 551: Comprehensive Design.

13.25 Construction Cost Control

Understanding of *the fundamentals of building cost, life-cycle cost, and construction estimating*

Met	Not Met
[x]	[]

Students are achieving the level of understanding for construction cost control in ARC 592: Architectural Professional Practice I.

13.26 Technical Documentation

Ability to *make technically precise drawings and write outline specifications for a proposed design*

Met	Not Met
[x]	[]

Students demonstrate ability to produce technical documentation in ARC 541: Architectural Systems and Environment and ARC 551: Comprehensive Design.

13.27 Client Role in Architecture

Understanding of *the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user*

Met	Not Met
[x]	[]

Students are achieving the level of understanding for client role in architecture in ARC 551: Comprehensive Design, ARC 592: Professional Practice II, and ARC 550: Regional Architecture Studio.

13.28 Comprehensive Design

Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability

Met	Not Met
[x]	[]

Students demonstrate ability to produce a comprehensive architectural project in ARC 551: Comprehensive Design, and ARC 541: Architectural Systems and Environment.

13.29 Architect's Administrative Roles

Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts

Met	Not Met
[x]	[]

Students are achieving the level of understanding for architect's administrative roles in ARC 591: Professional Practice.

13.30 Architectural Practice

Understanding of the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others

Met	Not Met
[x]	[]

Students are achieving the level of understanding for architectural practice in ARC 591: Professional Practice I, and ARC 592: Professional Practice II.

13.31 Professional Development

Understanding of the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers

Met	Not Met
[x]	[]

Students are achieving the level of understanding for professional development in ARC 591: Professional Practice I.

13.32 Leadership

Understanding of *the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

Students are achieving the level of understanding for leadership in ARC 550: Regional Architecture Studio.

13.33 Legal Responsibilities

Understanding of *the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

Students are achieving the level of understanding for legal responsibilities in ARC 591: Professional Practice I, and ARC 592: Professional Practice II.

13.34 Ethics and Professional Judgment

Understanding of *the ethical issues involved in the formation of professional judgment in architectural design and practice*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

Students are achieving the level of understanding for ethics and professional judgment in ARC 592: Professional Practice II.

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III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2010 Southern Illinois University at Carbondale Architecture Program Report.

Southern Illinois University is a multi-campus university comprising two institutions, Southern Illinois University Carbondale (SIUC) and Southern Illinois University Edwardsville (SIUE). More than 33,000 students combined are enrolled in programs ranging from two-year technology curricula to Ph.D programs in 27 fields along with law and medicine.

SIU was chartered in 1869 as Southern Illinois Normal University, the state's second teacher's college, and was located in Carbondale. From an inaugural class of 143 and a dozen academic departments, the university has grown in size and breadth so that it ranks today among Illinois' most comprehensive public universities.

In 1947, the name was changed to Southern Illinois University. As early as 1949, SIU began offering off-campus academic courses in the metropolitan East St. Louis area. This led to the eventual development of the SIUE program and campus. In 1970, SIU's original Carbondale campus was separated administratively from its satellite campus in Edwardsville.

In 1954, SIUC began to offer an Associate of Applied Science degree in Architectural Technology. The history and development of this program is discussed in Section 1.3.

Today, approximately 21,000 SIUC students enroll in academic programs seeking associate, bachelor, master, and doctoral degrees and professional degrees in law and medicine. Academic programs include agriculture, art, aviation, automotive technology, anthropology, business, cinema-photography, computer science, education, engineering, foreign language study, forestry, history, journalism, music, political science, radio and television, social work, recreation, rehabilitation, as well as several other subjects and disciplines.

Location

One of the university's features is the quality of the natural environment and setting in the rural southern Illinois region. Surrounded by forests, fields, lakes and bluffs, SIUC is a nucleus for academic, creative, and cultural endeavors. The region is an outdoor paradise for boaters, rock climbers, hikers, nature lovers, hunters, and horseback riders.

A Short History of Carbondale

In August 1852, Daniel Harmon Brush, John Asgill Conner, and Dr. William Richart bought 360 acres of land along the right-of-way for the Illinois Central Railroad, with the intention of founding a new town. The site chosen was conveniently located between Marion and Murphysboro and between proposed railroad stations at Makanda and Desoto. Not only was the railroad the determining factor in the location of Carbondale, but it was to be of great importance in the development of the town and also of southern Illinois. The first train through the town on the main line north from Cairo, on Independence Day 1854, was the occasion for a community celebration.

By the Civil War, Carbondale had been incorporated as a village, with a population of about 1,150, most of whom were Union sympathizers. Brush, Conner, and John A. Logan were among prominent Carbondale citizens who fought for the North. In all, 250 Carbondale men went to war, and 55 died.

After the war, Carbondale continued to develop as a mercantile and transport center. The railroad made possible the shipping of southern Illinois coal and fruit. By this time, Carbondale had also become an education center with the founding of Carbondale College, which later became Southern Illinois College (1866). Carbondale won the bid for the new teacher training school for the region, and Southern Illinois Normal University (SINU) opened here in 1874. This gave the town a new industry, new citizens, and a model school to supplement the public grade schools.

In the 1890s, SINU expanded, adding additional buildings. The Illinois Central Railroad was thriving and the town's population and commercial ventures grew. By 1906, Carbondale, having been incorporated for 50 years, was an established commercial, industrial, and educational center for the region.

SIUC has become the prime motivating force in the city's economy and is the center of higher education and culture for all of southern Illinois. Student enrollment increased from 2,711 in 1947 to 23,000 in 1980. The city population grew from 10,921 in 1950 to 26,414 in 1980, an increase of 140 percent.

Recent years have seen a decline in population as the regional economy has waned. The 2000 census shows a population of 20,681 people, 66% white, 23% African American, 7% Asian, and 3% Hispanic. Of the roughly 10,000 households, 65% are classified as non-family. The median age is 25, fairly typical for a university town.

Median income for a household is \$15,882, and the median income for a family is \$34,601. Although 41.4% of the population and 23.5% of families are below the poverty line, traditional measures of poverty can be misleading when applied to a university community such as Carbondale.

The university and other educational services have become the main supporting factor of the city, employing about 40 % of the total labor force, roughly equivalent to 6,000 people. Carbondale, being the home of SIUC, also benefits from cultural activities usually available only in larger cities.

University Facts

The student body can be characterized as diverse and strongly in-state. Fall 2007 data reveals 20,983 total students with 80% from Illinois, 14% from other states, and 6% from other nations. More than 37% of entering freshmen come from Cook County (Chicago). Race and ethnic breakdowns reveal a student body that is 67% white, 16% African American, 3% Hispanic, 2% Asian, and 12% other. Of the total student body, 77% are in the undergraduate program, 20% in the graduate program, and 3% in the professional programs.

Here is a breakdown of the 5,642 degrees awarded in academic year 2007:

- Bachelor's 4,328
- Master's 897
- Doctorate 145
- Professional 195
- Post Baccalaureate 9
- Associate 68

Among entering freshman, Architectural Studies was the fourth most popular program, composing 2.44% of the entering student body.

Academic program enrollment for 2007 was as follows:

Colleges:

Agricultural Sciences 892
Applied Sciences & Arts (including Architecture) 2,668
Business and Administration 1,552
Education and Human Services 3,851
Engineering 1,611
Liberal Arts 3,978
Mass Communication and Media Arts 1,471
Undeclared 3,195
Graduate and Professional Schools:
Law 369
Medicine 291

In 2007 the university had 1,593 full-time faculty members, of whom 1,356 were tenured/tenure track and 529 were non-tenured. There were 237 part-time faculty members.

2. Institutional Mission

The following text is taken from the 2010 Southern Illinois University at Carbondale Architecture Program Report.

Southern Illinois University Carbondale, now in its second century, is a major public higher-education institution dedicated to quality academic endeavors in teaching and research, to supportive programming for student needs and development, to effective social and economic initiatives in community, regional, and statewide contexts, and to affirmative action and equal opportunity.

Enrolling students throughout Illinois and the United States and from a large number of foreign countries, SIUC actively promotes the intellectual and social benefits of cultural pluralism, encourages the participation of non-traditional groups, and intentionally provides a cosmopolitan and general education context which expands student horizons and leads to superior undergraduate education.

Seeking to meet educational, vocational, social, and personal needs of its diverse population of students and helping them fully realize their potential is a central purpose of the university. Emphasis on accessibility and regional service which creates distinctive instructional, research, and public-service programs also gives SIUC its special character among the nation's research universities, and underlies other academic developments, such as its extensive doctoral programs and the schools of medicine and law.

Committed to the concept that research and creative activity are inherently valuable, the university supports intellectual exploration at advanced levels in traditional disciplines and in numerous specialized research undertakings, some of which are related directly to the southern Illinois region. Research directions are evolved from staff and faculty strengths and mature in keeping with long-term preparation and planning.

Even as the university constantly strives to perpetuate high quality in both instruction and research, it continues a long tradition of service to its community and region. Its unusual

strengths in the creative and performing arts provide wide-ranging educational, entertainment, and cultural opportunities for its students, faculty, staff, and the public at large. Its programs of public service and its involvement in the civic and social development of the region are manifestations of a general commitment to enhance the quality of life through the exercise of academic skills and application of problem-solving techniques. SIUC seeks to help solve social, economic, educational, scientific, and technological problems, and thereby to improve the well-being of those whose lives come into contact with it.

—from *Policies of the SIU Board of Trustees*, Section 1.A.3 (March 13, 2003).

3. Program History

The following text is taken from the 2010 Southern Illinois University at Carbondale Architecture Program Report.

Architecture began at SIUC in 1954 as an Associate of Applied Science (AAS) degree in Architectural Technology. Paul Lougeay, who was a graduate of the architecture program at the University of Illinois at Urbana-Champaign (UIUC), developed and implemented the initial curriculum. Graduates of the associate degree program with the required number of years of experience were eligible to sit for the architecture-licensing exam in the state of Illinois. By the late 1970s Illinois began requiring a bachelor's degree as the minimum education for licensing. In response, graduates of the AAS in Architectural Technology began completing a bachelor's degree program at SIUC called the Bachelor of Science in Advanced Technical Studies. At that time, the architecture program developed a series of 11 upper-division courses that could be completed as part of the BS in Advanced Technical Studies degree.

In the early 1980s the state of Illinois began requiring a pre-professional degree in architecture, or equivalent, as the minimum education for licensing. The Illinois Architecture Licensing Board reviewed the curriculum included in the AAS in Architectural Technology and the BS in Advanced Technical Studies and determined that it was the equivalent of a pre-professional degree; therefore SIUC graduates, with the required number of years of experience, were eligible to sit for the architecture licensing exam.

In the mid 1990s the state of Illinois again changed the education requirements to a pre-professional degree in architecture that provided direct entry into Master of Architecture programs. In response, the AAS in Architectural Technology was eliminated, and a new Bachelor of Science in Architectural Studies (which was primarily based on the AAS in Architectural Technology and the BS in Advanced Technical Studies) was implemented. The number of graduates gaining direct entry into Master of Architecture programs substantially increased. Historically, the majority of direct-entry graduates were accepted into the University of Illinois at Urbana-Champaign (UIUC), but graduates were also being accepted for direct entry into Master of Architecture programs at a number of other institutions across the county.

By the late 1990s it was apparent that it was just a matter of time before Illinois began requiring an NAAB-accredited professional degree as the minimum education for licensing. In response, planning began for a Master of Architecture program at SIUC. The first action was to revise and enhance the BS in Architectural Studies curriculum. The new curriculum was in place by 2001. The next course of action was to prepare a proposal for a new Master of Architecture degree program. The proposal was completed by late 2003 and the long process for approval began. Coincidentally, the state of Illinois revised the minimum education requirements (sooner than anticipated) in September 2004. Illinois now requires a NAAB-accredited professional degree for licensing. The

proposed Master of Architecture program gained approval at various levels of the university through 2004 and 2005, with final approval by the Board of Trustees. The Master of Architecture program for SIUC was officially approved by the Illinois Board of Higher Education in fall of 2006. Implementation of the Master of Architecture program began with the hiring of the Head of the Master of Architecture program in July 2006. Two new faculty members to serve the Graduate program were added to the faculty in fall 2007.

The first Master of Architecture class was accepted and entered the Program in summer 2007. The class consisted of 12 students. Eight of these students graduated with a Master of Architecture degree in August 2008. The remaining four students are completing their final thesis projects and anticipate receiving their degrees in the near future.

In summer 2008 15 students became the second Master of Architecture class. They anticipate graduation in summer 2009. Summer 2009 has seen 21 new students enter the Graduate program.

Terry Owens ended his tenure as Director of the Program in December 2007 by becoming the Associate Dean for the College of Applied Sciences and Arts. Jack Kremers served as Interim Director from December 2007 until July 2008, when Dr. Walter Wendler became Director of the School of Architecture.

4. Program Mission

The following text is taken from the 2010 Southern Illinois University at Carbondale Architecture Program Report.

Vision Statement

To be an architectural program of excellence built upon the cultural and environmental heritage of the southern Illinois' Mississippi Delta Region that provides a superior education and produces the highest quality architectural scholarship and research to serve communities throughout the world.

Mission Statement

Through our cultural heritage, environmental context, and our tradition of integrating emerging technology with innovative practice, the Architecture faculty and students explore, create, and develop architecture as a synthesis of design excellence, artistic expression, technology, and community involvement.

Goals

- Graduates are lifelong learners, leading citizens, and professionals in communities throughout the world.
 - Possess the qualifications to serve as licensed architects protecting the health, safety, and welfare of our communities.
 - Promote the highest professional standards through strong ethical character and social conscience.

- Architecture that enhances the quality of life of our communities, serves the needs of clients, uplifts the human spirit, preserves the environment, provides social justice, and expands aesthetic frontiers. 1
- Faculty pursues the scholarship of discovery, integration, application, and teaching. 2
- The curriculum is:
 - Liberal, including history, literature, philosophy, art, science, and communication skills.
 - Flexible, so as to relate to the lifelong learning needs of students including career changes, allow opportunities to explore specialties, and discover the connectedness of knowledge.
 - Integrated, providing connections both within architecture and between architecture and other disciplines through the design studio with the ability to collaborate with others on design and problem-solving projects. 3

1 Adopted from *Building Community: A New Future for Architecture Education and Practice*, by Ernest L. Boyer and Lee D. Mitgang. See section 3.3 under “Goals.”

2 See section 3.7.5 in *Building Community*.

3 *Building Community*, pp. 77-85.

- Provide for the development of individual creativity through the expression of human, social, and environmental values.
- Serve communities through problem-solving and the addressing of regional issues.

Generated and approved by the Architecture faculty, January 12, 2007.

Edited version as above, January 17, 2007.

Endorsed by Paul D. Sarvela, Dean of the College of Applied Sciences and Arts, March 1, 2007.

5. Program Self Assessment

The following text is taken from the 2010 Southern Illinois University at Carbondale Architecture Program Report.

Our self-assessment addresses the various components of the Program.

University

Southern Illinois University is a research-oriented institution with a strong emphasis on graduate and professional programs. The Master of Architecture program benefits from an environment that is supportive, encouraging, and stimulating. Opportunities for development and cross-disciplinary efforts are readily available. Our challenge is to maximize these opportunities so as to create a strong Program that reflects this location.

In a time of falling undergraduate enrollments for the university, the Architecture program enrollment is growing, with the potential to benefit the university in significant ways. In addition to increased resources, architecture as a professional discipline provides new and enhanced scholarly, research and creative opportunities. attracts new students to not only the Program but to other disciplines as well. Opportunities to either transfer into Architecture and/or the development of interdisciplinary efforts and learning experiences such as addressing environmental concerns, developing regional projects and conducting creative artistic events have emerged in a variety of forms and stages. Numerous

Architecture faculty and student contacts throughout the university provide current and potential cross-disciplinary efforts.

School of Architecture

The School of Architecture is located within the College of Applied Sciences and Arts. The School combines three design disciplines: Architecture, Interior Design, and Fashion Design and Merchandising. While the outcomes are different, the three disciplines have a common thread: design. Our challenge: to maximize the overlap of this common thread by providing an atmosphere and curriculum that promotes a common design learning experience to benefit all programs within the School. A basic design discipline taught across the broad curriculum would also provide the opportunity to observe how each program develops and articulates its ideas, implements its designs, and contributes to the development of the other two.

In fall 2008, Walter V. Wendler, Director of the School, formed an inter-disciplinary faculty committee to investigate the feasibility of a common first-year design studio for all three programs. So far, many issues have been defined. The committee is working to address those issues with the goal of developing a proposal to ultimately implement this common studio in the coming years. At present, the three programs mutually benefit from faculty members teaching courses within the other disciplines and through working together in faculty meetings and committees within the School.

History

The long history of the Architecture program has provided a sense of identity, mission, and a strong foundation upon which to build a graduate program and achieve NAAB accreditation. Historic undergraduate concentrations have been shifted to the graduate program, providing increased flexibility in the undergraduate program and new opportunities—and challenges—for faculty and students in both. These opportunities and challenges occur not only in the Graduate Program but also within the revised undergraduate program; they include new electives with the potential of creating minors in additional subjects and increased focus upon design and specialized approaches to design. Such a shift has posed some initial resistance to the changes and flexibility required to actualize new directions and content. Our challenge is to manage this shift in a way that takes maximum advantage of individual faculty strengths and goals while providing a superior education for our students. Teaching assignments are being discussed, and the curriculum is being reviewed each semester. Practicing architects in the form of adjunct positions are being added to the faculty. Design studio coordinator positions have been created so as to facilitate and strengthen transitions between design studios and supporting courses as well as between the sequential individual design studio goals and the transitions to the new curriculum.

Geographic Location

The southern Illinois region provides a distinctive setting in which to conduct this Program. It is a region with unique needs and a culture requiring design services and leadership not found in other regions. Serving this local region is a model for how our graduates might serve in any setting: through identification of the local characteristics, needs, and goals; interaction with local communities; and the subsequent discovery of the unique character of a region as expressed through vernacular images and forms.

The location also serves to minimize contact with other regions. The face-to-face introduction of associated ideas and tools means rather lengthy travel distances to large urban settings. It is our challenge to encourage and support travel and discussion with

other viewpoints and settings while building upon the advantages and opportunities within this local setting. Field trips, conference attendance, and participation in professional affiliations by both faculty members and students are required and supported. There is a current effort among the faculty to better coordinate the various field trips so as to clarify the learning objectives, optimize these experiences for all students, and minimize conflicts between classes and on-campus learning experiences. Efforts are continually made to identify meaningful opportunities for travel and increase travel support.

Faculty

The faculty of the Architecture program is experienced in a wide range of specialties and interests. It may be characterized as professionally oriented, focused on teaching excellence, and committed to serving the students. Incorporation of Interior Design faculty members as well as contact with Fashion Design and Merchandising faculty has greatly strengthened the Program curriculum and course content. The viewpoints of all School of Architecture faculty members have enriched the discussion and provided clarity to goals and objectives. The faculty is committed to a mission that graduates future architects who are strong in both design and building construction skills, and thus able to serve the profession and our various communities well.

The creation of the Master of Architecture program has opened new opportunities and direction for research and teaching. It is the challenge of the Program to discover the appropriate fit between faculty interests and strengths and the new curriculum. There is a current shifting of assignments and identification of teaching objectives to fit within the NAAB criteria and the Program vision and mission. Coordination and leadership are particularly critical at this point in the Program history. Design studio coordinators play a particularly critical role. A current search is being conducted for a new faculty member to provide leadership at the graduate design studio level. Adjunct faculty members fill critical roles and provide broadened input to the Program.

Students

Students are dedicated and disciplined. They possess good work skills and respectful attitudes. They are primarily from the southern Illinois region with small town and rural backgrounds. Many have the potential to excel and be outstanding professionals in any setting. A large number of recent four-year graduates have been accepted for graduate study at accredited programs across the country. Our challenge is to continue to attract and recruit good students and increase the overall quality of each entering class. We are currently creating articulation agreements with two-year community colleges across the state and in the geographic region to gain quality students able to enter the third-year program. The faculty has recently implemented a required review of all students through an annual portfolio review of second-year students seeking to enter third year. We are committed to the recruitment of students from other programs into our Master of Architecture program. The shifting of student performance requirements into the Graduate program not only enhances this program but also provides greater flexibility in accepting students from other programs. The integration of students from a broad background of educational experiences strengthens and diversifies our Program and provides these students the benefit of building on our Program mission.

Facilities

The fragmentation and condition of the physical facilities are the primary concerns for our Program. Spatial *quantity* is adequate. But a critical concern is the separation of the individual design studios from one another and the faculty offices from the students. This has served to minimize program identity and cohesion among the faculty and students.

The Blue Barracks that serve our freshman students are inadequate in terms of spatial quality and services. They are also separated by a significant distance from the rest of the Program.

As evidence of progress in addressing this concern, there is a new graduate studio space beginning summer 2009 in Quigley Hall. The previous graduate studio is being greatly enlarged and will serve as the new third-year studio beginning in fall 2009. The previous third-year studio located on the first floor of Quigley Hall is the new home of the fourth-year studio. The previous fourth-year studio is being restored to its original function as a large exhibition space, highly visible upon entrance into the building and providing very valuable student project jury space and opportunity for large exhibitions of both professional and student work. This central open space is generating an identity and focus for the entire Program.

Our challenge is to increase our relative place within the university setting. Facilities that can be identified as the School of Architecture and provide shared or easily viewed studio environments are needed. The administration is aware of our concerns and needs. The previous NAAB VTR identified these issues.

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Appendix B: The Visiting Team

Team Chair, Representing the ACSA
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(541) 346-3626 fax
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Appendix C: The Visit Agenda

Saturday: 13 February

Time	Location	Activity	Participants
2:00 pm +	Arrival of Observer at MWA	<u>Transport SIU Observer to Campus</u> Shannon Kraus, 1:59 pm, Cape Air 1105	<u>Driver:</u> John K. Dobbins
2:30 pm +	Arrival of Team Member at PAH 2901 Fisher Road West Paducah, KY 42086 Tel: (270) 744-0521	<u>Transport team member to the Holiday Inn</u> Thomas Mathison, 2:28 pm, United 5852	<u>Drivers:</u> R. Swenson to meet Mr. Mathison at PAH.
6:30 pm +	Arrival of Team Members at MWA 10400 Terminal Drive Marion, IL 62959 (618) 993-3353	<u>Transport team members to the Holiday Inn</u> Dakotah Apostolou, 6:29 pm, Cape Air 1113 Barbara Field, 6:29 pm, Cape Air 1113 Christine Theodoropoulos, 6:29 pm, Cape Air 1113	<u>Drivers:</u> John K. Dobbins and Norm Lach to bring team members to Carbondale.
3:30 pm - 7:00 pm +	Holiday Inn 2300 Reed Station Parkway Carbondale, IL 62901 Tel: (618) 549-2600	<u>Team arrival:</u> Team checks in at hotel	Team – Transfer van keys to Shannon Kraus. Norm to give John a ride back to campus.
7:30 pm	Hunan Chinese Restaurant 710 E. Main Street Tel: (618) 529-1108	Team dinner. Reservation is under Christine Theodoropoulos. Hunan will directly bill the School of Architecture.	Team only. Driver: Shannon Kraus

Sunday: 14 February

Time	Location	Activity	Participants
8:00 am	Houlihan's 2310 Reed Station Parkway Carbondale, IL 62901 (618) 457-4020	Breakfast	Team Craig Anz Michael Brazley John K. Dobbins Norm Lach Laura Morthland Peter Smith Walter V. Wendler, Director
9:00 am	Carbondale Campus	Campus Tour by Car	Team w/ Driver: Walter V. Wendler
9:45 am	Team Room Quigley 119	Team room and faculty exhibit orientation with explanations of exhibits by faculty representatives.	Team Craig Anz Michael Brazley John K. Dobbins Laura Morthland Peter Smith Stewart Wessel
10:45 am	Team Room Quigley 119	Presentation of Master of Architecture Program	Team Norm Lach, BSAS John K. Dobbins, ARCM Walter V. Wendler
11:30 am	Quigley Hall	Tour of School Facilities Resource Library + Computer Facilities	Team representatives (2 to each) Craig Anz, faculty coordinator Scott Frisch, LAN administrator Shai Yeshayahu Stewart Wessel
12:30 pm	Melange 607 S. Illinois Avenue Carbondale, IL 618-549-9161	Lunch with faculty hosts and representatives from other units within the school.	Team Melinda LaGarce, Interior Design Robin Robinson, Fashion Design & Merchandising
3:00 pm	Quigley 122	General Faculty Meeting	Team All faculty, except administrators Includes adjunct faculty
4:00 pm	Team Room	Review of exhibits and records	Team
6:00 pm	Quigley Corridors	Reception with AIA Southern Illinois, faculty, and program alums.	Team, Faculty, AIA Southern Illinois, and graduates. Place additional food in the team room for the team only.
7:30 pm	Team Room	Review of exhibits and records	Team
9:00 pm		Return to hotel.	Driver: Shannon Kraus

Monday: 15 February

Time	Location	Activity	Participants
8:00 am	Harbaugh's Café 901 S. Illinois Avenue Carbondale, IL 618-351-9897	Breakfast	Team Driver: Shannon Kraus
9:00 am	Quigley 119	Review of exhibits and records	Team
11:00 am	Anthony 106	Meeting with University Provost	Team Associate Provost Don Rice Escort: Craig Anz
11:30 am	Quigley 119	Meeting with College of Applied Sciences & Arts Dean	Team Interim Dean Terry A. Owens
12:00 pm	Quigley 119 or 122	Lunch	Team
1:30 pm	Quigley 122	Meeting with School Staff	Christine Theodoropoulos Barbara Field Nadine Wojnarowski, office manager Kim Taylor, student advisor & records Tami Crofts, receptionist
1:30 pm	Blue Barracks	Tour of wood shop and fabrication lab	Thomas Mathison Dakotah Apostolou Shannon Kraus
2:00 pm	Quigley 122	Meeting with Student Advising Staff	Christine Theodoropoulos Dakotah Apostolou Barbara Field Kim Taylor, undergraduate advisor John K. Dobbins, graduate advisor
2:30 pm	Quigley 105, 118, 206, 306	Observation of studios	Team
3:00 pm	Quigley 119	Review of exhibits and records	Team
4:30 pm	Parkinson 124	Meeting with students	Team Students only
5:00 pm	Quigley 119	Review of exhibits and records	Team
6:00 pm	Quigley 119	Continuing review of exhibits and records	Team
8:00 pm		Dinner at Hunan's and return to hotel	Driver: Shannon Kraus

Tuesday: 16 February

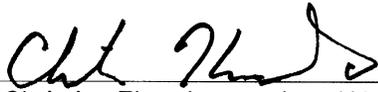
Time	Location	Activity	Participants
8:30 am	Holiday Inn	Breakfast with faculty representatives	Team + Faculty Representatives: Craig Anz, Jon D. Davey, K. Thomas McPeek, and Bob Swenson
9:30 am +	Various locations, schedule to be provided	Observation of lecture and seminar meetings throughout the day	Team representatives
9:30 am	Quigley 119	Faculty members responsible for curricular areas will be available to meet with team members.	Team representatives Faculty
11:00 am	Coffee Commons Morris Library	Morris Library Tour.	Barbara Field Dakotah Apostolou Megan Lotts, Fine Arts Librarian Escort: Craig Anz
12:00 pm	Quatro's Restaurant 218 West Freeman (a five minute walk from Quigley) 618-549-5326	Lunch with student representatives from AIAS, USGBC, PCI, and CSI chapters	Team + Students: Audrey Blevins, Miranda Brunner, Robin England, Kaitlin Dorn, Allison Schaefer, Josh Rucinski
1:00 pm	Quigley 119	Complete review of student records and meetings with faculty representatives if needed. Drafting of report	Team
6:00 pm	Quigley 119	Dinner (catered in team room)	Team
7:00 pm	Quigley 119	Discussion of team recommendations and completion of report	Team
10:00 pm		Return to hotel	Driver: Shannon Kraus

Wednesday: 17 February

Time	Location	Activity	Participants
7:30 am	Holiday Inn	Hotel check-out	Team Drivers will transport bags
8:00 am	Quigley 122	Team meeting	Team Only
8:30 am	Quigley 122	Breakfast and exit meeting with the school director	Team Walter V. Wendler
10:00 am	Quigley 122	Exit meeting with the dean	Team Interim Dean Terry A. Owens
10:30 am	Quigley 122	Exit meeting with provost	Team Provost's representative: Dr. David Wilson, Graduate Dean
11:00 am	Faner 1526 (University Museum Auditorium)	Exit meeting with the department	Team Faculty Staff Students
12:00 pm	Cars depart Quigley Hall	<u>Transport team members</u> Christine Theodoropoulos, 2:23 pm, Cape Air 1108 Dakotah Apostolou, 2:23 pm, Cape Air 1108 Barbara Field, Time, 2:23 pm, Cape Air 1108 Thomas Mathison, 3:03 pm, United 5852, PAH Shannon Kraus, 4:55 pm, Cape Air 1110	Drivers: R. Swenson will take Mr. Mathison to PAH. Driver to MWA: John K. Dobbins Return van. Everyone departs from MWA except Thomas Mathison, as noted.

IV. Report Signatures

Respectfully submitted,



Christine Theodoropoulos, AIA
Team Chair

Representing the ACSA



Thomas R. Mathison, FAIA, REFP
Team member

Representing the AIA



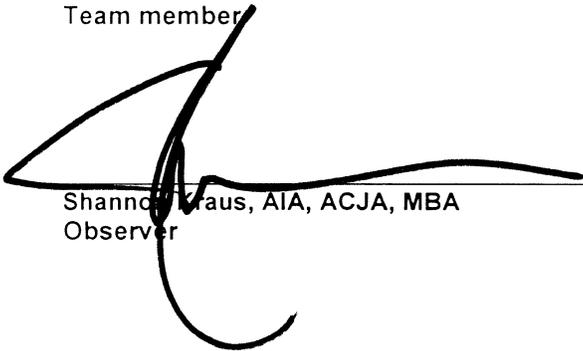
Dakotah J. Apostolou
Team member

Representing the AIAS



Barbara A. Field, FAIA
Team member

Representing the NCARB



Shannon Kraus, AIA, ACJA, MBA
Observer

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Program Response to the Final Draft Visiting Team Report



Southern
Illinois University
Carbondale

School of Architecture
College of Applied Sciences and Arts
www.siu.edu/~arc_10
www.siu.edu

Thursday, April 15, 2010

Ms. Cassandra Pair, Accreditation Manager
National Architecture Accrediting Board
1735 New York Avenue, NW
Washington, DC 20006

Dear Cassandra,

Please find attached with this letter a brief response to the Visiting Team Report for Initial Accreditation for Southern Illinois University Carbondale. I addressed only those items listed as "Not Met" and "Causes of Concern" in the report. Some literature on new furnishings for our graduate studio as well as the purchase requisition and layout of our graduate studio are also provided.

Thank you so much for the opportunity to present this response to the Visiting Team Report. We appreciate greatly the amount of effort that goes into setting up these visits and the time the team gave to reviewing our accreditation exhibits!

Sincerely,

John K. Dobbins, AIA, Associate Professor
Head of the Graduate Program in Architecture

SIUC Response to NAAB April 2010
Initial Accreditation Visiting Team Report

On behalf of the faculty and students at Southern Illinois University School of Architecture, we thank the NAAB for the thorough review provided by the visiting team this past February. We believe the report provides a fair and candid assessment of our progress toward accreditation. We truly appreciate the opportunity to include a response to the report for Initial Accreditation generated by the visiting team. Within the text that follows, references to the sections of the visiting team's report are incorporated in parenthesis.

Conditions Not Met

3. Public Information: The required language found in the *NAAB Conditions for Accreditation, Appendix A*, was added to our web site within one week of the team visit. As noted in the report, university publications already include this language.

8. Physical Resources: We have identified funds to order new workstations for the graduate studio in Quigley Hall. The procurement process is now underway. Please see the attachment at the end of this document for a full description of what has been ordered. New furniture will provide storage space at the workstation and storage lockers within the graduate studio. Current work tables will be repurposed to meet needs in undergraduate studios and to provide workspace for graduate students nearing the end of their study in the program (See item 1, p. 14).

We are working with campus Plant Service Operations to address the ventilation and space concerns in the Blue Barracks (See items 2-4, p. 14). It is our goal to always provide safe environments for study and work by our students. Some elements about our buildings and spaces are not within our control. We have made and will continue to make requests of our college and the university to address the concerns noted here.

We share the concern about how digital fabrication and wood shop facilities will be maintained and expanded upon in the future (See item 5, p. 14). We are experiencing a period like many other schools where budgets are being reduced, not expanded. We do not know whether we can truthfully state that we will be able to address this concern before our next visit from NAAB.

12. Professional Degrees and Curriculum: As the team report states, we have admitted a total of three students in Track III, the 39-month path to the Master of Architecture degree, and two students to Track II, the 27-month path to the Master of Architecture degree (See page 16).

Of the three students admitted to the 39-month path, two have earned a B.S. degree and one student has both a B.S. and a B.A. The first student's background is biology. The second student's background is industrial design. The third student's background includes two undergraduate degrees, one in art and one in science, and she has approximately 15 years' work experience in an architecture firm where she produces renderings, construction documents, and has direct client contact. To ensure these students fulfill the Student Performance Criteria, the courses included in the standard curriculum are selected to meet the SPCs that a student's background lacks. While a typical curriculum is shown on our web site, this curriculum is tailored to ensure each student meets the SPCs. An individual review is performed by examining each student's transcript and by meeting with the student before they are admitted.

SIUC Response to NAAB April 2010
Initial Accreditation Visiting Team Report

Students are provided a printed document indicating those courses the student must complete in addition to the graduate courses taken by all Master of Architecture students. This is also provided to the Graduate School at SIUC by specifying conditions for admission for these students.

The two students on the 27-month path have degrees in Interior Design. One earned her degree in the SIUC program and one earned her degree at another school. In the case of the SIUC student, the curriculum for BSAS and BSID students is the same for the first two years. Only at the junior year do students branch into different courses, and even then, a few more courses like environmental systems are taken by students in both majors. An ID student takes the same number of studio-based design courses as an architecture student. Naturally the focus of some studios differs. Our own ID students who enter the Master of Architecture program must complete all structures courses, two more building technology courses, site planning, and an architecture studio. We believe these courses enhance the CIDA-accredited BS in Interior Design so that it meets the equivalent of the BSAS program.

In the case of the student from an Interior Design program at another school, her transcript was reviewed and compared to our ID curriculum. A plan was developed to ensure she, too, meets the SPCs by the time she graduates with the Master of Architecture degree. Frankly, it is more of a gamble to accept a student from another program than it is to accept one from our program, but we think we have developed a path that ensures compliance with SPCs.

In all cases, please remember that the majority of the SPCs are focused in our graduate courses. All students, regardless of which path they follow to earn the Master of Architecture, complete all graduate courses. Students from other backgrounds complete additional undergraduate coursework to ensure we fully meet all SPCs.

The team report states that we do not have 45 hours of core credit in the undergraduate curriculum (See page 17). SIUC requires 41 hours of core credit classes. There are places within the undergraduate curriculum where students complete electives of their choice. Many students use these hours to earn a minor in another area of study. Others complete additional humanities courses. Some students choose to take electives within the architecture program. Only this last group of students is at risk of not having 45 core credit hours. We will specify that students must select non-architecture courses for their electives. Those who wish to take architecture electives will be required to also take non-architecture electives to fulfill a minimum of 45 hours of core credit. As noted in the report, transcript analysis of incoming students has not ensured evaluation of the NAAB general studies requirement in the past. This is being implemented for all incoming and future students. We will conduct internal review of current students to identify those who at risk of not meeting the 45-hour requirement and ensure they take appropriate classes to meet the requirement. We believe the majority of our students are in compliance with this requirement now but will take measures to be completely sure all students meet the requirement. One other force at work is the reduction in our budget for next year. We simply lack the funding to offer many architecture electives in the near future. We will teach required courses and be forced to eliminate, at least in the short term, some architectural electives, essentially mandating that students complete electives in other areas of study.

SIUC Response to NAAB April 2010
Initial Accreditation Visiting Team Report

13.7 Collaborative Skills: The visiting team report accurately states that we provided one studio without collaborative design activity at the graduate level (See 13.7, pp. 18-19). We have taken measures to ensure that this studio, ARC 551 in our program, will include collaborative design activity in the future. This past year, half of our students meet the collaborative design skills criteria. In the future, all graduate students will experience collaborative design activities in ARC 551.

Causes of Concern

- A. Number of students who fail to complete their thesis. The undergraduate architecture program at SIUC has existed for more than 50 years, beginning as a two-year program and developing into a four-year pre-professional degree program. Graduate education is a new experience for the faculty at the SIUC School of Architecture. The first master's class was admitted in 2007. We have had learning and growing to complete as a faculty in order to deliver the master's degree. We, too, are disappointed that 50% of the students who begin the program do not complete design thesis in the prescribed timeframe. It should be stated that these students usually go on to complete design thesis in one or two more semesters. In some cases it is a planned decision by the student to delay graduation. In other cases it is due to faculty inexperience in dealing with thesis students or the student's inexperience at being completely responsible for all aspects of a project. A continuing enrollment course, ARC 601, is in place to allow students to maintain continuing enrollment until they complete their degrees or a total of six years from their start date elapses. There is no problem allowing students to extend time-to-degree up to the six-year limit established by our Graduate School. We are working to establish the rigor and culture needed to address the graduation rate. For example, an effort to more fully engage graduate student committees in the day-to-day work of the design students is underway. The instructor of the thesis studio is making reports back to the committee chairs, the Head, and the Director to assist in tracking student progress. In addition we are reinforcing with the committee chair and membership the need for regular sustained attention to the work of the students. In addition the Program Head and Director will set a time at two or three intervals in the spring and summer semesters (when thesis work is actively underway) to talk with students generally about their progress and reinforce the time management aspects of professional design action. We have implemented these reviews this semester.
- B. Conceptual and aesthetic maturity of thesis design work. The faculty at all levels work diligently to integrate the technical aspects of design and design decision making into student work. Frankly, one of our greatest strengths rests in the incorporation of the form and order generating concepts of technical demands into the design work of students. The idea that deeper conceptual and aesthetic issues should be incorporated into our design instruction is well received by the leadership and faculty of the program. By promulgation of this report and our observations we will reinforce the interdependence and relative scarcity of this strain of integrated thinking in the work of the designer.
- C. Presence of the graduate student voice within the school. We will work to include graduate students in our student organizations and to include them in governance matters pertaining to the graduate program.

SIUC Response to NAAB April 2010
Initial Accreditation Visiting Team Report

- D. Need to formalize and document program policies/procedures. We will work to record policies and make them available via our web site or internal distribution, whichever is appropriate.
- E. Faculty search. Our faculty search is proceeding and we accept the commentary of the team regarding the general nature of our advertisement and our search. Our effort will be to find a senior design faculty member who, along with demonstrated design ability, has one additional area of expertise critical to the need of our student. While there is not a single aspect of architectural practice that would not be improved with additional intellectual direction and expertise, the areas of environment control systems may be one that need the most attention.

Conclusion

On behalf of the SIUC School of Architecture and its students, we thank NAAB for the thorough nature of the visiting team's work. Everyone was impressed by their commitment to the profession of architecture and the education of architecture students, the long hours they put into reviewing our exhibits and documents, and the collegial nature of their interactions with students, faculty, alums, and friends of the program. NAAB's commitment to fostering excellence in architectural education was well represented by this team!

Sincerely,



John K. Dobbins, AIA, Associate Professor

Head of the Graduate Program in Architecture



Walter V. Wendler, Ph.D., AIA, Professor and Director

School of Architecture