NAAB

Architecture Program Report

Southern Illinois University

September 7, 2024

Contents

Application for Accreditation	**Continuing Accreditation**
Year of Previous Visit	2020
Current Term of Accreditation *(refer to* most *recent decision letter)*	Continuing Accreditation (Four-Year Term)
Program Administrator	Dr. Rolando Gonzalez, Director of the School of Architecture and Director of the Master of
Chief Administrator for the academic unit in which the program is located	Dr. Hong Cheng, Dean College of Arts and Media
Chief Academic Officer of the Institution	Dr. Sheryl A. Tucker, Provost and Vice Chancellor
Chancellor of the Institution	Dr. Austin A. Lane, Chancellor
President of the Institution	Dr. Daniel F Mahony, President
Individual submitting the APR	Dr. Rolando Gonzalez
Name and email address of individual to whom questions should be directed	Dr. Rolando Gonzalez – M. Arch Program Director rgonzalez@siu.edu

Introduction

1. Progress since the Previous Visit (limit 5 pages).

In this Introduction to the APR, the program must document all actions taken since the previous visit to address *Conditions Not Met* and *Causes of Concern* cited in the most recent VTR.

Program Response:

1.1 **Conditions and SP criteria Not Met** (from NAAB's decision letter of March 12, 2021)

CONDITIONS NOT MET

2020 VTR
I.1.5 Long-Range Planning
I.2.1 Human Resources and Human Resources Development
I.2.3 Financial Resources

STUDENT PERFORMANCE CRITERIA NOT MET

2020 VTR
A.6 Use of Precedents
C.3 Integrative Design

I.1.5 Long-Range Planning. The program must demonstrate that it has a planning process for continuous improvement that identifies multiyear objectives within the context of the institutional mission and culture.

2020 Visiting Team Assessment: The team reviewed the APR and additional materials provided by the program. The university is in the third year of a three-year process to reorganize academic units to group similar programs together. The School of Architecture will join theatre, dance, media and arts, music, photography, and journalism in the College of Arts and Media. The interim director and upper administration expect the transition to the new college organization to begin Spring 2021. The new college will include the School of Architecture, School of Art and Design, and Mass Communication and Media Arts. The intent is to increase interdisciplinary collaboration and share resources such as shops and maker spaces.

The program notes that long-range planning continues to be a college-level activity on campus and that representatives from the school have been participating with greater university efforts for restructuring by proposing strategies and extensions to the current plan to create the new College of Arts and Media. In the interim, the school began strategizing through a faculty retreat led by an outside facilitator. While a detailed report of this retreat was provided, no documents or descriptions identifying multiyear objectives were presented to the team.

Program response / progress in addressing Not-Met conditions

The new College of Arts and Media (CAM) started to function in July 2021, which includes six different schools: Architecture, Art & Design, Arts & Media, Journalism & Advertising, Music, and Theatre & Dance. Long-range planning is mainly completed at the college level, though we keep some level of independence according to the planning of our programs. The expected increase of interdisciplinary collaboration has started with a formal meeting and several informal interactions to discuss those schools' existing subjects that could be selected to form a pool of courses useful for students on every school of the college as electives. This will foster not only a wider offering for all students within the college, but also more interaction between faculty from different schools, and much richer debates between faculty and students from a diversity of majors. This course pool is expected to be offered in the fall semester of 2024. In addition, creation of new interdisciplinary subjects due to the interaction of faculty members from different schools is also expected. This, however, will take more time to prepare and approval from the college and provost's levels must come before courses can be offered.

Regarding physical resources such as shops and maker spaces, conversations have only begun with the Directors of the School of Art & Design and Architecture. Our intention is to incorporate access to shops like ceramics, glass, metalsmithing and sculpture. For our students to produce architectural models with these techniques, which could open many more options for their presentations and wider learning, will require appropriate instruction in the use of these techniques. Another planned interdisciplinary area is with the School of Theater, where some students have had participation in the past with stage set design. Based on the faculty academic retreat we had, there were specific conclusions that may be put into practice. Initially, the idea was to conduct new workshops, but this has not been possible because of the deficit in faculty numbers in the School of Architecture.

I.2.1 Human Resources and Human Resources Development. The program must demonstrate that it has appropriate human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff.

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.
- The program must demonstrate that an Architecture Licensing Advisor (ALA) has been appointed, is trained in the issues of the Architect Experience Program (AXP), has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- The program must describe the support services available to students in the program, including but not limited to academic and personal advising, career guidance, and internship or job placement.

2020 Visiting Team Assessment: The team reviewed information in the APR and held meetings with faculty, staff, the School of Architecture leadership, the dean of the College of Health and Human Services, and the associate provost for academic affairs and assistant provost of SIU. Strategies for faculty support, resource allocation, and research and service opportunities were included in these discussions.

Tenured and tenure-track faculty at the University of Southern Illinois are represented by a labor union. Non-tenure track faculty are a part of the SIUC Non-tenure Track Faculty Association, and two staff members are members of the Civil Service Union. Collective bargaining agreements outline the course load limits, resource allocation, and research and service requirements. The department of architecture stated that they comply with the agreement and meet established criteria to advance professional development and career growth for these faculty. However, the APR indicates that course loads for three full time tenured professors exceeded the 24 credit-hour annual teaching limits outlined in the 2018-2019 collective bargaining

agreement for that academic year. This high teaching load is significantly impacting the ability of faculty members to engage in research and service, which, in turn, impacts their progression in the promotion and tenure process.

In addition to teaching, many of the faculty serve on college committees and university-wide task forces. Faculty are encouraged to participate in professional and scholarly outreach through publications of papers and presenting at conferences. The dean indicated that the interim director of the School of Architecture actively participates in professional architectural organizations, which helps expand the network of professional experts who augment teaching and influence research. Due to budget cuts, faculty often cover the cost of travel and fees to attend conferences. The APR also notes that three faculty members, one per year, have been granted sabbatical leaves for scholarly and intellectual refreshment. These sabbaticals were awarded to senior faculty to help increase potential funding for junior faculty development. Faculty also remain current in their knowledge of the changing demands of licensure and practice. Many are licensed architects who maintain active registrations. Retired adjunct faculty member Norman Lach is a member of the Illinois Architecture Licensing Board and serves as the Architectural Licensing Advisor (ALA). The interim director of the School of Architecture indicated that they are working to transition the ALA assignment to a different faculty member.

Currently, there is a mix of tenure track, non-tenure track, and adjunct faculty. Over the past five years, the speed at which the university has filled open positions has slowed due to financial pressure across the university. In 2016, the State of Illinois modified higher education budgets, and the impact has forced the university, college, and department to adjust resources to balance course coverage. Several years ago, the department of architecture introduced an online Master of Architecture option which has expanded enrollment. In 2019, two full-time tenure track faculty were hired (one position commenced fall 2020 and the other will commenced in fall 2021) to replace recently retired faculty members, and the online program has allowed the department to increase the number of adjunct faculty members.

The team met with the academic advisor who described a focus on student retention. There is a career center on campus which supports student career guidance. Students also describe a culture in which the faculty use their networks to place students in internships in architecture firms in St. Louis and Chicago. There is also a spring program that is established which allows students to visit firms over spring break to be introduced to the practice setting.

Program response / progress in addressing Not-Met conditions

One of the first measures established by the new Dean of CAM, starting in July 2022, was to cut all overloads to tenured and NTT professors, which we have been following strictly. However, in addition to the general deficient circumstances described in the visiting team assessment, some other new conditions have brought the school into an uneasy current situation. On November 23, 2021, Associate Professor Shannon McDonald passed away; on December 19, 2022, Associate Professor Michael Brazley retired; in July 2023 Professor Craig Anz moved to another higher education institution; and recently, on September 9, 2023, Professor Jon Davey passed away. These four losses have put us in a special situation which, in order to solve it three actions have been taken to avoid recurring to overload actual professors: three retired professors were re-hired to teach low load and temporarily; two graduated students from our master program recently were employed as emergency hires; and the load of online teaching from NTT professors located out of Carbondale was increased taking care not to surpass their contractual loads. Two professors have been hired since then, an NTT who started teaching in fall 2022 and a TT who started teaching in the summer 2023. Three searches were authorized from the provost office for new TT faculty that are now open and that will bring these new faculty to start teaching in fall 2024. A new Office Manager started working in the school in April 2023, after eight months without it, which has brought a much better position to front all the administrative management. With the return of retired professor Norm Lach to teach, he has also brought

his experience on licensing process that will return to be spread to students. Due to the robust enrollment, we have kept in the last years, we keep our own academic advisor, compared to other schools in the college, which share their own one. This provides our students with a much better approach and guidance through their studies. Students have continued taking internships in St. Louis and mainly in Chicago attending the requests from some firms that normally send this demand for students, this only during summertime, due to the distance from Carbondale.

I.2.3 Financial Resources: The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

2020 Visiting Team Assessment: The visiting team reviewed financial information provided in the APR and had discussions with the program directors and university administration. SIU Carbondale, like so many universities in the nation, faces stiff financial challenges. In FY2016 and FY2017, the state of Illinois had no operating budgets. This lack of budget impacted all state universities. The School of Architecture's budget has decreased 23.7% since 2015; however, enrollment is down 28.1% in that time, so spending per student has remained relatively flat. The program and administration note that they are in better shape than at the time of the last visit. Enrollment is increasing. The university shares revenues from online programs with the college and unit that created the program. This sharing has provided a new source of revenue to the School of Architecture that did not exist at the time of the last accreditation visit. The program has hired two faculty members in the past year. These new faculty are replacing two tenure-track faculty who have retired. The program advised the team that there are two additional members who have indicated their intent to retire soon. A planned reorganization to a new College will provide opportunities for sharing of resources and increased efficiencies. The program is not running at a deficit and remains stable in the short term; however, without a long-range plan the revenue stream is not guaranteed - particularly given the potential impacts of the current pandemic. More financial resources will be required to stabilize human resource issues.

Program response / progress in addressing Not-Met conditions

The incorporation of our school into a new college organization has not brought better financial conditions yet, but we are optimistic about all this. Although we were expecting to benefit from the Distance Education income dividends, recently there was the university announcement that academic units will not receive these bonuses anymore. However, the good news is that for FY 2024-25 all schools have been asked by the provost office to put together a list of requested expenses, which has never been done before. Estimated amounts were always assigned by the office of the Vice-chancellor for Administration and Finance in the past. We have started to work on this already, and we are certain this exercise will serve to not only submit formally a backed and complete budget, but also will aid in organizing better and managing our own school's internal administration. Our enrollment continues to be robust and sustained, which keeps us optimistic about the income we generate, especially in the master's online program. As mentioned, three new searches for TT positions are now open and we are having these new faculty members by fall 2024, which will help to stabilize the teaching load situation and with this a steadier budget management.

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

2020 Visiting Team Assessment: Students demonstrate extensive use of case studies in multiple classes. The team did not see evidence that students are investigating individual components and fundamental design principles to contribute to their own building design.

Program response / progress in addressing Not-Met SP criteria

Increasingly, there has been special emphasis on including in every studio syllabus the case study practice

as part of the research phase before projects to be developed. The intention goes beyond only analyze outstanding architectural solutions from the past, but for students to examine specific parts, details and circumstances related to their own current case, so they can mention not only about these findings but also how they can be applied in their own proposal. This is an example of the inscription typically included in a studio syllabus: "…once you have a diagnosis clear enough to know what kind of facility you will be developing, next step is about comparable buildings from the past. Here your goal is to analyze three similar built solutions looking first at the overall character of the project and then getting into the systems, structure, program, relationships to context, circulation, materiality, tectonics (construction), spatial composition, etc. This exercise is about finding the lessons embedded in the studied projects and drawing them out for reference of your own. The representation of your findings will center on a series of diagrams of the critical information about the different study cases, but will also include some text, photographs, technical drawings, etc. that are necessary to fully explain the analyzed work. Your investigation should focus projects, but there could be useful also to include the architect and his/her/their other works to see what else surrounding every study case can bring some additional information that could be valuable."

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

2020 Visiting Team Assessment: Evidence of student achievement at the prescribed level was not thorough and consistent. There was decent work shown in some respects, such as site conditions, life safety, environmental systems, but projects did not show as well with structures, building envelopes and environmental stewardship.

Program response / progress in addressing Not-Met SP criteria

Some adjustments have been made regarding the coordination of related subjects to integrative studios. In the case of ARC452 Design VI: Integration, the two co-requisite courses are ARC462 Structures III: Analysis and Lateral Forces and ARC481 Environmental Design II: Lighting & Acoustics. In the case of ARC551 Comprehensive Architecture Design Studio, the co-requisite course is ARC541 Architectural Systems and the Environment. With those adjustments, the intention is to keep a near relation of those parallel subjects to studio work, with mutual flow of information and influence in both directions, so the learning process of theory and practical application develops on an analogous way. Specifically, in both studios the elaboration and inclusion of wall sections has been established as a requirement as part of the projects' presentation material.

1.2 Causes of Concern:

For now, our main concern is the necessary recovery in the number of tenured-track and part-time professors to our academic cluster. For various reasons, the decrease in faculty has been dramatic in recent years, but we have already begun this recovery with the hiring of two new TT professors this fall. We are also on the path to reopening another search that failed this last spring. In addition, we are now developing a plan to increase NTT faculty. We consider this last as essential to complement the instructional offering with continuous fieldwork practice experience.

2. Program Changes (limit 5 pages).

Further, if the Accreditation Conditions have changed since the previous visit, the APR must include a brief description of changes made to the program because of changes in the Conditions.

Program Response:

It has been a constant in the last four years the changes suffered not only in our accredited program, but in the entire School of Architecture, the college where we belong, and even the University as a whole.

Faculty changes: On November 23, 2021, Associate Professor Shannon McDonald passed away; on December 19, 2022, Associate Professor Michael Brazley retired; in July 2023 Professor Craig Anz moved to another higher education institution; and recently, on September 9, 2023, Professor Jon Davey passed away. In the fall 2022 NTT professor Husam Akoud started teaching and in the summer 2023 TT professor Amos Kalua started teaching with us. Administration changes: Dr. Hong Cheng was appointed new Dean of the College of Arts and Media in the summer 2022; Associate Professor Rolando Gonzalez-Torres was appointed Director (after being Interim Director for 15 months) of the School of Architecture; new SIUC Provost Dr. Sheryl A. Tucker started working in the summer 2023. Some novel approaches with some community colleges have been made to increase our display and hence recruitment. Physical resources, curriculum contents and educational approaches keep the same.

2.1 Actual changes that have occurred in anticipation of the 2020 Conditions and Procedures:

SIU School of Architecture's last accreditation visit was in the fall of 2020. It was one of the first nationwide to be executed fully online due to the Covid circumstances. For that occasion, many new courses of action were implemented to fulfill this online new condition, and this was the main reason to maintain the 2014 conditions and procedures. It was not until after that visit that we started reviewing the newly launched Conditions and Procedures edition.

2.2 Program assessment, in general, is seeking feedback regarding:

1. Effectiveness of the teaching methods in achieving the desired student learning outcomes.

We have continued to apply the methods that have been so effective for us since our successful accreditation visit in 2013. We have found the results satisfactory and continue to strive in this area.

2. perceived quality of learning opportunities for students.

Overall, the results have continued to be satisfactory. At the end of each school year, we receive a visit from our Advisory Board to evaluate the work done by Senior and Graduate students. We take this very seriously as the thermometer that measures our effectiveness in teaching the entire program, both undergraduate and graduate.

3. the clarity of articulated values, pedagogical focus, and identity of the program;

Since the programs were created, both the four-year undergraduate and the master's degrees, we have sought to be as clear as possible in identifying the desired values for our students' education. It has become very clear that our pedagogical approach has placed our programs at a level that has facilitated the employment of our graduates. This has given our programs a very definite identity among some architectural firms in Chicago and St. Louis, to the extent that each summer they ask us to send interns.

4. perceived relevance and effectiveness of students' preparation for their professional and educational aspirations.

This has been our main concern and dedication for years. The aspirations of each of our graduates are of greatest interest to us, and over the years we have been able to see how they have been hired by solid project firms in St Louis MO, Chicago IL, and most recently in Nashville TN. We know well that not everything is done and that the challenge of continuous improvement must remain, especially in a changing world where the demands of the professional environment do not stop evolving. But we remain cautious to implement what is necessary to prepare our students for their best professional performance.

2.3 Proposed changes that will occur in light of the 2020 Conditions and Procedures:

Faculty of SIU architecture bachelor and master programs have been moving consistently to convert SPC system to PC + SC system according to the new 2020 NAAB conditions. This is a priority while we are also preparing for our coming accreditation visit of spring 2025. In preparation for the accreditation visit, our school is asking each faculty member to rewrite their course description (pedagogy, specific activities, assessment methods, etc.) to address the Student Criteria more specifically. The department is also discussing organizational methods to more tightly assess the student performance results in each of the Student Criteria. Our Advisory Board is a good ally in visualizing the results obtained year after year.

Adherence to the 2020 Conditions and Procedures is of utmost importance, which is why we are requiring that each faculty member's course narratives are provided by all faculty will be a part of this assessment of the course's address of student learning criteria. We will not stop this process until we confirm that all new requirements are fully implemented in each of the courses.

1. Context and Mission

To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

- The institutional context and geographic setting (public or private, urban, or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.

Program response:

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

VALUES.

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

INSTITUTIONAL LEARNING OUTCOMES.

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

Institutional Mission of SIU

The current Southern Illinois University strategic plan**,** "Imagine 2030," defines the collective dream of what the university can be. The plan is available at IMAGiNE 2030 | Imagine 2030 | SIU It defines Strategic Pillars for the university and notes how the university will achieve each objective.

STUDENT SUCCESS AND ENGAGEMENT is the first pillar of Imagine 2030. It calls for "a diverse and culturally responsible student body that is fully engaged in the SIU Carbondale experience, thriving in the face of robust academic challenges, and that has gained practical skills to allow them to enter the workforce as effective ambassadors for our university."

DIVERSITY, EQUITY, AND INCLUSION is the second pillar. It calls for SIU to be the model for inclusive excellence.

BRANDING AND PARTNERSHIPS is the third pillar. It says, "SIU Carbondale will be a 'first-choice' institution, compared favorably to the flagship institution. The university will take a much stronger role in

actively improving connections within the community, state, nation, and world through key partnerships."

RESEARCH AND INNOVATION is our fourth pillar. "SIU will support and foster the discovery of knowledge and creative professional achievement to benefit the world and the people of our region."

SUSTAINABILITY is our fifth pillar. We will, "become known as a forward-thinking, environmentally responsible University that embraces sustainability, reduces its carbon footprint, pursues conscientious energy efficiencies, and creates new innovative practices to become a leader in sustainability within the state and higher education community at large."

College of Arts and Media (CAM) Mission. The College of Arts and Media is a place where critical thinking meets creative imagination. From the CAM web site, these points establish how we meet the college's mission:

- We make artists, media creators, critical thinkers, and socially engaged members of a vibrant global community.
- We are committed to educating a diverse community of students, across platforms in both the foundational theories and the hands-on professional mastery of their fields.
- We provide the knowledge, tools, and opportunities for successful professional careers and citizenship.
- We are home to nationally and internationally acclaimed scholars, artists and industry professionals supported by a dedicated staff for student success in and out of the classroom.

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 studies, 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 studies, and interior design. Toward this goal, the School offers three undergraduate programs leading to Bachelor of Science in Architectural Studies, Bachelor of Science in Fashion Studies, and Bachelor of Science in Interior Design.
- To conduct research and creative activities related to the discovery, innovation, and development of methods, technologies, and historical understanding that improves the practice of Architecture, Fashion Studies, and Interior Design and related areas of endeavor.
- To provide service to the University, the people of our region, and to the professions of architecture, fashion studies, and interior design.

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 four 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 and the full graduate curriculum.
- Students from other degree areas are placed in the 39-month program. These students complete a sizable portion of the undergraduate curriculum and the graduate curriculum. Each of the three tracks is explained further in section II.2.2, Professional Degrees and Curriculum.
- Students have a fourth track, the Integrated Path to Architectural Licensure path offered in cooperation with the National Council of Architectural Registration Boards. Students complete the Master of Architecture degree and IPAL courses in 24 months.

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. SIU uses academic software that helps ensure students fulfill all degree requirements. Our academic advisor and students can review their standing toward their degree at any time, including whether they are meeting the 45-hour School of Architecture requirement.

SIU has 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." Students must complete at least 42 hours in 300- and 400-level coursework from SIU 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.

Finally, the undergraduate program is offered on-campus only in Carbondale. The Master of Architecture program is offered both on-campus in Carbondale and online (virtual).

- The program's role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.

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

A. Architectural Education and the Academic Community.

Scholarly Contributions. The SIU School of Architecture contributes scholarly work to the University and to the greater profession. The School of Architecture, as formalized in its Operating Paper merit (tenure and promotion) procedures, supports research, and contributes to our University's Carnegie status as a research-intensive institution. Research is expected as a normal part of the contractual workload with FTE allocated in varying workload percentages regarding faculty capacities and school needs (primarily teaching). In addition, the School of Architecture scholarly endeavors support the University mission and

the APLU-IEP designation regarding *Public Impact Research* (PIR). Much of the scholarly activity also engages students under mentorship to invest in upcoming generations of scholars and informed design processes to solve future challenges. In addition, as part of our service to the profession, faculty serve on multiple research review and editorial boards, as well as professional organizations (see below professional service areas).

Faculty are engaged with grant-funded research, primarily negotiating complex urban design and community development endeavors. Recent examples of funded work include:

- Language and Literacy Appropriate Safety Training and Educational Materials Development on Ladder and Stairway Safety for Youth in the Construction Industry
- Development of a Rural-Serving University-Community Library Partnership to Offer Gender-Responsive Informal STEM Education for Middle School Girls in Underserved Rural Regions
- Development of Educational Training Materials on Electrical Safety in the Mining Industry
- Leveraging Artificial Intelligence for Climate-Smart Soybean Farming in Sustainable Agriculture: Research and Educational Initiatives
- Language and Literacy Appropriate Training and Educational Materials Development for Electrical Hazards in the Construction Industry
- Multi-level Economic and Resilience Planning in Three Connected Communities: Critical Environmental Interfacing, Ecosystem Service Resourcing, and Sustainable Community Development
- iAQI: A Novel Algorithm and Digital Platform for Generating an Integrated Urban Indoor and Outdoor Air Quality Index
- DecarbCityTwin: A Platform for Equitable Decarbonization of the Built Environment
- SCC-Track1: Q-UBEM: A Sociotechnical Approach for Developing a Platform for Health-driven and Equitable Decarbonization of the Built Environment
- EnerQ: A Digital Platform for Energy Efficiency Scenario Analysis Considering Exposure to Air Pollution

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

FACULTY SCHOLARLY ACTIVITIES 2021 – 2023 (as reported by faculty)

TEACHING BEYOND THE CLASSROOM			
Thesis Chairs & Committees	152		
Students Engaged in Research	48		
RESEARCH & CREATIVE ACTIVTIES			
Refereed Articles	17	External Grants	7
Non-Refereed Articles	4	Internal Grants	3
Books Edited	1	Proceedings	4
Juried Shows	6	Fellowships	1
Refereed Presentations	16		
SERVICE			
University Service	81	Reviews of Manuscripts	134
Outreach Activities	20	Editorial Positions	14
Professional Service	12	RSO Advisor	5

Over the years, we have also had students present locally, regionally, nationally, and internationally. Students regularly present their individual and faculty-mentored research (with university funding support) at our Center for Undergraduate Research and Creative Activities forum (CURCA). In 2019-2020, multiple undergraduate students in the School of Architecture participated in the University's Undergraduate Assistantship program with faculty members. In 2019, multiple graduate students in the School of Architecture made presentations at professional conferences. Under Shannon McDonald's mentoring, graduate students placed in a pod-car competition in Ithaca NY and presented their work abroad in Sweden at part of their studio work.

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

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

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

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

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

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

in the RSOs is open to students across campus.

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

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

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

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

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

The School of Architecture also funds teaching assistantships, allowing students to work with a faculty member in the delivery of undergraduate courses. The SIU School of Architecture prides itself on the access our students are given to full faculty members. Teaching assistants are given supporting roles in courses and are not assigned primary teaching responsibilities in the undergraduate program. In 2019-20, the School of Architecture funded four teaching assistantships, under the mentorship of an instructor of record. Students receive a tuition waiver for the fall, spring, and following summer semesters and are paid

at the rate specified in the Graduate Assistants United contract. All appointments are at quarter time at the School of Architecture. On occasion and pending approval, The SIU Graduate School provides graduate students with funding to attend academic conferences in their disciplines. We have had numerous students over the years being funded to attend conference presentations regionally and internationally.

The School of Architecture offers one core curriculum course to the campus, ARC 314i. The course description for ARC 314i is:

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

Since our last visit from the NAAB, hundreds of campus-wide students have completed this course under the instruction of Professor Jon Daniel Davey and Peter Smith. ARC 314i satisfies Area 3, Interdisciplinary, of the University Core Curriculum for students whose catalog is Summer 2012 or earlier. For students with catalogs beginning Summer 2012, this course satisfies a Fine Arts requirement (Catalog here refers to the time the student entered SIU. A student must meet course requirements listed in the catalog enforced at the time they begin study at the University). Architecture and interior design students are not allowed to take this course to meet University Core Curriculum requirements since they already take architectural history courses and are required to take interdisciplinary courses to meet their accreditation requirements. Significant within the School of Architecture itself, we created a specialization/minor track for undergraduates to study Construction Management and Operations, with a key aspect being OSHA training and certification. The enrollment and interest in this program have grown since its inception, with both architecture and engineering students pursuing this path.

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

Supportive of their independent research project goals, graduate students may select an elective in any college or department on campus. In recent years, students have completed PSAS 480: Designing Outdoor Spaces, FOR 415: Urban Ecology, ANTH 410K: Ecological Anthropology, as well as courses in art history and in other areas. The department allows its graduate students to complete independent study through the ARC 502 course. In recent years, students have studied architectural photography and color theory with Professor Peter Smith as an example. Other examples include impendent work supporting key aspects of their research and thesis, which in turn helps build chapter content to their final work. Other examples include work with students for presentations at professional conferences.

Resources open to the Public: Supported through shared funding with the campus Fine Arts committee (Comprised of Architecture (SOA), Arts and Design (SOAD), Mass Communication and Media Arts (MCMA) members), the School of Architecture in connective discussion co-establishes annual lectures and events

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

- The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus- wide and community-wide activities).

Program response: 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.

Architecture students have routinely ventured away from campus to engage in the cities of St. Louis, Chicago, Louisville, and New Orleans. ARC 451: Urban Design Studio directly uses this strategy. Naturally, the COVID pandemic has limited this type of engagement in recent years, but we are committed to reintroducing it in our design studio.

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 the 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. 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, which becomes their advisory committee for the remainder of their work. A course instructor is assigned to their ARC 522-554 Graduate Thesis studio to ensure daily work progress and management, and to coordinate formal review schedules.

Students serve as assistants in the Computer Graphics Lab, the Digital Fabrication Lab, the Wood Shop and assembly areas, and the School of Architecture Resource Library. Every year to cover accessible hours to SoA resources, multiple students work in the Computer Graphics Lab, with at least one student each covering the Digital Fabrication Lab, Wood Shop, and the Library Resources. Additional undergraduate student workers are assigned and employed under these three positions to further support our needs as they arise each year. In the case of the computer lab, students produce plots and prints, monitor the lab, and assist their peers with questions and solutions. In the fabrication lab, student workers use the equipment rather than students to ensure safety. These physical and information resources are covered in detail in respective sections of this report 5.6.

2. Shared Values of the Discipline and Profession

The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments**.** Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession.

Program Response: Design is the centerpiece of education in the School of Architecture. It is taught every semester of both undergraduate and graduate instruction. Technology, environmental, structural, and other courses supplement design instruction. We regularly work to bring real-world design experiences to our students by working with community partners to solve design problems for them and by using design competition projects in studios. Students experience presenting their work on a variety of platforms before many audiences. Life safety, universal design, and building codes are integrated into building technology courses and design studios. In this way, we believe we create a productive dialogue between design education and those forces that shape design and teach students how to talk about design with others who are not trained in the language of design.

Our studios. First-year studios are focused on teaching presentation methodologies and techniques. These studios are taken by both architecture and interior design students. They are called Design Communication I and II. These studios explore how we communicate graphically in both 2-D and 3-D. Second-year studios are focused on Concept and Order. Concept explores three-dimensional solutions and presentations for conceptual design problems and Order poses 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. Like first year studios, these studios are taken by both architecture and interior design students. Third-year studios are called Context and Complexity. The focus of Context is projects of increased scope and complexity that continue design process study (synthesis) and appropriate design presentation (communication), and work with impingement introduced by external agencies such as social, government, and community organizations as part of a larger context of planning. This studio also introduces site development's impact on-site and external, contextual issues. Complexity uses rapidly paced design projects in varied environmental settings to provide maximum exposure to complex architectural typologies. Fourth-year studios are based on Urban Design & Community and Integration. Urban Design & Community is the study of urban design and community as cultural and spatial development of human settlement patterns. All previous design course experiences are brought to bear on the architectural projects within the context of urban and community criteria. The last studio in the undergraduate program is Integration. It is a comprehensive design studio that focuses the knowledge and skills developed in all previous courses on a single project. This course emphasizes the design integration of the building's structural and environmental systems. Graduate studios are focused on Regional Architecture, Comprehensive Design, and Design Thesis I and II. Regional Architecture Studio focuses upon regional architecture and planning. The studio addresses regional architectural issues building upon the local culture and design traditions. This studio works well in both the on-campus and online programs. Comprehensive Design, the second graduate design studio, focuses 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 current human, social, and environmental issues. The final two studios in the graduate program focus on a student's individual thesis design project. The first of the two studios covers initial development of an individual design thesis project in a studio setting and the second studio covers the conclusion, presentation, and final approval of an individual thesis design project in a studio setting.

Teaching methodology. Studios in the SIU School of Architecture are evidence-based. This is the process of basing design decisions on credible research and precedent studies. Evidence-based design is used in these ways in our studios:

- Students are taught to perform and use case studies as part of their exploration of design work.
- Students learn to use research to understand design.
- In some studios, performance metrics are established for projects to meet. These might include energy efficiency, user satisfaction, functionality, and health and well-being requirements for the design project.
- Students learn to focus on the building's users to meet their needs and behavioral requirements to create environments that enhance productivity, comfort, and well-being.
- By working with people outside the studio, students learn to communicate with those not trained in design language and thinking to prepare them for working with future clients.

As at many schools, SIU School of Architecture continues to advance our exploration of virtual and augmented reality design and presentation techniques. We use both CAD and BIM software as well as presentation software. We utilize field trips, guest speakers, interdisciplinary collaboration (remember that the first two years of studio are common to architecture and interior design students), and critiques of work by professionals, peers, and mentors. Reflective practice?

Studio-based teaching. Most studios are taught in face-to-face format in Quigley Hall. All students have dedicated studio spaces in which to work. During the recent pandemic, we were forced to teach online but have moved back to face-to-face teaching. The studio environment is naturally collaborative, and that type of interaction is actively promoted. Studio often includes lectures, discussion, and lab activities, with most of the time spent on individual or group design projects.

SIU School of Architecture developed an online Master of Architecture program starting in 2013. It is the only exception to the face-to-face rule for studio teaching. The online program was designed to meet a need for students seeking the professional degree but who were not able to return to college for a traditional graduate experience typically due to life demands such as having a family, needing the income of their work, and having other demands they could not leave. This program admits students who mostly have a combination of an undergraduate degree with some years of work experience (there is not a requirement for a specific number of years of work experience, however). Studios are conducted online with students presenting work regularly during scheduled class times and being able to meet with professors and peers outside of class time. In the original program, we required students to gather in St. Louis, Missouri three times each semester to conduct weekend-long studio intensives. The pandemic changed this requirement for a time, too. The nature of online education compared to in-person education is discussed with students during the application process to help ensure they are making an informed decision and not one of convenience alone.

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them.

Program Response: In the junior year of the undergraduate program, two courses in Building Technology, ARC 341: Masonry & Concrete and ARC 342: Steel & Metals, purposely teach items from the National Fire Protection Association's Life Safety Code, the International Building Code, the Illinois Plumbing Code, the International Plumbing Code, International Fire Code, and the International Energy Conservation Code. Students are learning how to work with the full palette of architectural materials they need to know for modern practice, and these materials and safety measures are incorporated into their studio work. In the senior year, ARC 452: Integration Studio, is focused on bringing the topics of design, building technology, structural design, and environmental design into one course. In ARC 462: Structures III, students design superstructural systems for their design studio project and integrate environmental control systems they have learned in ARC 481: Energy and ARC 482: Lighting & Acoustics. At the graduate level, ARC 552: Comprehensive Studio takes the development of the studio project even further by exploring design development of the project throughout the semester.

The curriculum in the SIU School of Architecture helps students learn to think holistically about the impact of their work on the natural world and on public health, safety, and welfare. From beginning concepts in each of these topics to a depth of understanding the prepares graduates for work in the professional world, we are confident our graduates are well prepared to understand these topics and advocate for changes in the future.

> **Equity, Diversity, and Inclusion:** Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in their profession and in society and support a range of pathways for students seeking access to an architecture education.

Program Response: SIU School of Architecture, as it notes on the university's Office of Vice Chancellor for Anti-Racism, Diversity, Equity, and Inclusion web site, is "dedicated to promoting **Inclusive Excellence**, a system where everyone can learn and contribute to our highest potential. Our office nurtures and supports diversity among faculty, staff, and students by providing consultation and training on:

- cultural and professional competency: The ability to understand the value of difference and use it to set and reach our highest goals by working productively with all people.
- inclusion: Reflected in practices of recruitment, retention and success of students, faculty, and staff.
- diversity in the classroom: Dealing effectively with perceptions of difference among students; educating students about the ways in which they will interact with diversity in the workplace in this growing global market."

In the SIU SoA, it is our intention to ensure all voices are heard in an equitable manner. In modeling this behavior, we work to welcome and include individuals of various backgrounds by recognizing the intersection of such dimensions as race, age, ethnicity, gender, sexual orientation, gender identity, (dis)ability, socioeconomic status, religious beliefs, educational backgrounds, political beliefs, military experiences, geographic locations, languages, and work experiences. This prepares our graduates for the world in which they will work.

> **Knowledge and Innovation:** Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.

Program Response: At SIUC, knowledge and innovation are integral to the university mission and are expressed in our teaching, research and creative activities, and service. In our studio program, the first two

studios introduce students to design thinking and a variety of means of communicating design ideas and solutions. These fundamentals are built upon in all years of the program through the graduate levels. The design program connects to the building technology, structures, environmental design, site design, and architectural history courses and uses materials learned by students in those courses to develop a broader range of understanding of design and its meaning to and impacts on society. The graduate program starts with ARC 550: Regional Architectural Studio, a course that focuses on the regional context of architecture within the United States in both historical and contemporary applications. It is noteworthy that this course has proven particularly beneficial in the online Master of Architecture program. In the on-campus program, students focus on our distinctive as the northernmost school of architecture in the federally defined Mississippi Delta region, a part of the nation shaped by its rivers and shared cultural contexts.

Faculty members in the SoA are productive scholars. Faculty engage in publications through scholarly journals and presentations at academic conferences. Activities in scholarship are supported by travel monies from the university, college, and school, especially for junior faculty. New faculty hires are provided a startup grant at the time of hire to provide them with the resources they identify as necessary for their research work. There are also grants within the university to provide seed money to help faculty seek outside funding for research work. Graduate students in the SoA are supported with graduate assistantships that fund their education in the form of tuition waivers and a stipend. Graduate assistantships prepare students for future roles in professional practice and design research in many ways.

Faculty and students alike participate in professional organizations like the Prairie Chapter of the American Institute of Architects. This is a large chapter divided into districts. The Southern District Director, Rob Andersen, AIA, is a graduate of both the undergraduate and graduate programs at SIUC and has served as a faculty member for the SoA periodically for several years. Nicholas Williams, AIA, current president of the Prairie Chapter, is also a graduate of the SIU SoA. Many studios have engaged in community-based design problems and engaged with members of government, non-government organizations, and many other groups as they learned to work with members of the public to communicate design ideas and solutions. A recent example in the spring 2024 semester occurred when junior studio completed a design project in Thompsonville, IL. Building technology classes regularly tour active construction sites to engage with that part of the construction process.

The SoA seeks opportunities to further support the creation and dissemination of new knowledge to equip our graduates with the tools needed to engage proactively in an ever-changing world.

> **Leadership, Collaboration, and Community Engagement:** Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

Program Response: Leadership opportunities abound within the School of Architecture and the university. We work to prepare our students for the roles they will fulfill in their professional lives and in the communities where they live by offering several opportunities to garner real-world leadership experience that provides experience leading their peers and others.

SIU SoA has an active chapter of the American Institute of Architecture Students (AIAS), Freedom by Design with AIAS, National Organization of Minority Architecture Students (NOMA), and Alpha Rho Chi National Co-Educational Fraternity for Architecture and Allied Arts. Each organization is a registered student organization on the SIU campus. Each is self-governing with a structure of officers who gain direct experience planning and delivering group activities, promoting each organization, setting strategic goals for each organization, and working with membership.

SoA provides graduate assistantships that allow students to supervise our computer lab/plotting facility, 3D printing and laser cutting laboratory, the school library, and all other school facilities. These students solve problems in real time as they work with students learning to use each facility. The skills gained in these roles have practical application to future roles they may take in firms. They also work as with the faculty in these positions, and sometimes with others from the university community. Working with peers, faculty, and others outside the school provides collaboration experiences for our students.

SoA provides teaching assistantships to graduate students in two courses:
ARC 121/122: In the first two design studios, a graduate assistant introduces the use of software in architectural presentation work.

ARC 271: Computers in Architecture. This sophomore course provides the foundation to understanding the application of BIM and CAD software used in studios and most support courses.
Teaching assistantships give students opportunities to work with other students as instructors and may lead some into roles as future educators.

SoA has also been able to fund some research assistantships for graduate students over the years. These positions allow a student to further explore interests in a specific area of the discipline in great depth than courses can cover or in areas not covered by courses. This type of assistantship is not available every year, but it is made available when there is a pairing between a faculty member and graduate student, and it is offered to new faculty hires as part of their start-up package to fund their research work.

As noted earlier, studios take advantage of the region to engage in design projects for a variety of community partners. These partnerships take our students into the world and allow them to work with people who usually do have design training or fully understand what architects do to plan spaces and solve architectural problems. Students engage with community members to fully understand their needs and preferences, so they develop solutions that express a community's values and aspirations. With their understanding of inclusive design, students can plan spaces for all members of a community. Students can incorporate sustainable design strategies. The process is collaborative in both directions: students learn how to work with communities and community members learn what architects do, the value of good design, and the importance of sustainable and inclusive design practices.

> **Lifelong Learning:** Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.

Program Response: SoA promotes lifelong learning in our graduates by fostering a learning culture in our students during their time in our programs. We do this by cultivating an environment where curiosity is valued and encouraged in the classroom and in our public meetings. We reinforce the idea that skills and learning can be nurtured and developed through dedication and hard work. Second, we promote lifelong learning through networking. We regularly match our students with internships in firms with their fellow Salukis, and the university offers an externship program (job shadowing experience) during spring break that many SoA students have used to be match to Salukis. They also match students with non-Saluki professionals when it is not possible to match them with an SIU graduate. Students are aware of networking using social media to develop and maintain contacts in the profession. In our online program, students often have made their own Facebook group to get to know each other and be part of each other's lives. It is amazing how much they know about each other's families when we bring them together for face-to-face learning!

The SoA has long held a close working relationship with the Southern Illinois chapter of the American Institute of Architects, now part of the Prairie Chapter of the American Institute of Architects. The Prairie Chapter covers 89 of Illinois' 102 counties from Wisconsin to Kentucky and from Indiana to Iowa and Missouri. Every year SIU Carbondale and our AIAS chapter host a day-long meeting of the chapter in November on campus at which practicing architects can earn continuing education credits to maintain licensure. Students can attend these sessions and learn among the professionals. This develops in each student the idea that they will be lifelong learners in this profession. It also allows professionals to meet students who may become interns in their practices.

In 2021, students in ARC 451: Urban Design & Community and ARC 550: Regional Studio worked with the towns of Venice, Brooklyn, and Madison, IL, all in Madison County, IL, to complete a service learning and community outreach project for studio in the fall semester. This type of studio project teaches students to work with clients and community members while working with regional concerns for their work. Dr. Ed Hightower received a grant to fund this work for the communities.

In Fall 2024, ARC 451: Urban Design & Community will work with the new municipality of Cahokia Heights, IL to generate ideas for a new high school, hospital, and commercial areas. Cahokia Heights was founded in May 2021 when the villages of Cahokia and Alorton and the city of Centreville merged.

3. Program and Student Criteria

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging
innovative approaches to architecture education and professional preparation.

3.1 Program Criteria (PC)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

Program Response: The School of Archiecture ensures that students understand the paths to becoming licensed architects in the United States and other career paths in which architectural education applies by introducing the topic first in ARC 341: Building Technology II. This course is used for the introduction for these reasons: 1) architecture and interior design students have separated into distinctive degree paths at that point, 2) transfer students have entered the four-year BSAS degree program, and 3) students who enter the third year tend to be the ones who complete the four-year degree and thus have interest in this topic. ARC 341 is taught by a licensed architect. This course is taken by students in the four-year BSAS program, students in the program for those with CIDA-accredited interior design degrees, and transfer and change-of-major students.

In addition, two courses in the graduate program, ARC 591 and 592: Architectural Professional Practice I and II, cover the process of becoming an architect, the legal framework of practice in the US, and the legal documents used in practice in detail. These courses are taught by a professor of practice who is a licensed architect and who also holds a juris doctorate. Students who come from pre-professional degree programs from other universities take these courses in addition to all graduate students.

All students are exposed to this topic multiple times in their education with the plan described here. A direct entry graduate student still receives two full courses on professional practice for six graduate credits of their education in which this topic is one of those covered.

Noted elsewhere in this document is the annual AIA Prairie Chapter meeting held in Carbondale on the SIU campus and sponsored by our AIAS chapter and the School of Architecture. This day-long meeting allows students to interact with licensed architects from all over the state and region. We ask professionals to meet with our students to address their questions about licensure, transition to work, and other issues.

Over the years, we have brought in graduates working as construction management professionals, facilities management professionals, landscape designers, interior designers, and in related fields to serve as examples of how an architecture degree prepared them for a career outside a traditional role in the profession. SIU has several architecture graduates working in the field of construction management.
Our AIAS chapter has arranged firm crawls many times over the years. A firm crawl is a visit to several firms on the same day, usually where we have graduates of the SIU program working who serve as hosts for the students during their visit. St. Louis and Chicago firms are the most common locations for these visits.

Local and regional professionals serve as jurors for our students regularly. This provides interaction between our students and working professionals. We are blessed to have a strong pool of professionals

who will come from the St. Louis area to Carbondale to perform this task for us.

SIU is the only university in Illinois to offer an IPAL program. This allows interaction between that program and our students, creating yet another link between a path to licensure and students in the program.

The School of Architecture has participated in the Externship program at the university for many years. The Externship program is a job shadowing experience during spring break that pairs students with professionals in positions their majors. This places students in a work environment where they directly experience what the professional does and interact with the staff in the office. This experience has led to many job offers over the years for our students.

> **PC.2 Design**—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

Program Response: Design is the central focus of architectural education in the School of Architecture. Students complete 38 hours of studio courses out of 126 hours in the Bachelor of Science degree for 30% of their education. In the Master of Architecture program, students complete 24 studio hours out of 42 total hours, or 57% of their education. Combined, students are in studios 62 credit hours out of 168 or 37% of their time in the programs. Of course, time spent is only one indicator of the importance of this subject to our programs.

We teach design as the item an architect brings to the table and the value we add to the world. Design adds many values to the built environment, among them: universal inclusivity, cultural expression, aesthetic appeal, user-focused spaces, environmental sustainability, energy efficiency, safety, security, economic value, durability, preparedness for emergencies and disasters, healthy environments for growth, and a sense of belonging. Good design has the possibility of becoming landmark status in a community! These are strong and important challenges for any design program to aspire to reach and are part of the reason we have so many hours (and so many professors) over the years students are in the programs. Design is a form of fuzzy logic, and it has been long before other disciplines discovered that term.

Courses and their roles in teaching architectural design: ARC 121 and 122, Design Communication I and II, teach fundamentals of design and introduce students in architecture and interior design to the tools of our professions in both traditional (hand) and digital forms. Students learn presentation techniques and explore architectural ideas and concepts. Second year studios explore the concept (ARC 251) in architectural and interior design and ordering systems (ARC 252). In the third year, ARC 351 focuses on context while ARC 352 focuses on complexity. This is the year when architecture and interior design students separate into different design studio courses. By the fourth year, urban design & community is the topic of ARC 451 in the fall term. This course often involves travel to an urban area in our region. The School of Architecture considers the Mississippi Delta Region as our home in the United States, and since we are the northernmost school in the Delta, we often focus on the confluence of the Mississippi and Ohio Rivers and the regions upriver from that point. The confluence is the point where Illinois begins and happens to be approximately 1000 miles by river from the easternmost, northernmost, and westernmost points in the US that can be reached by river. About 1000 miles south is New Orleans and the Gulf of Mexico. In the spring semester, ARC 452, Integration Studio, brings together the subjects that students have learned in design, structures and environmental design courses to develop a project that they take well into design development phases. Students plan structural systems and design some elements of the superstructure (in this case, that means calculate), and plan and integrate environmental systems. This approach to design creates a comprehensive architectural design thinker that we have always intended is

a ready-to-work individual from day one in the office.

In the graduate program, the first studio, ARC 550, Regional Architectural Studio, studies regional influences in architectural design. Although it was not planned to work this way from the start, a happy accident is that the online program has proven an ideal environment for this type of studio because students are distributed throughout several regions of North America, and occasionally, beyond North America. Some examples from the online program include learning about Ozark Giraffe architecture in Missouri and Arkansas, Cracker architecture in Florida, and Shotgun houses all along the Mississippi River. The second studio is ARC 551, Comprehensive Studio. This studio asks students to complete a broad range of design development activities to take their design into a much higher level of completion and show integration of structure, mechanical, environmental, and all other building systems. The last two graduate studios, ARC 552 and ARC 554, are Design Thesis I and II. These are the studios where students select their project and follow it through two semesters of development and design work. Note: Students can complete a research paper (ARC 593) or university thesis (ARC 599).

Feedback is received every semester by students using presentations of their work at the end of projects during the semester and pinup of work for public review. Local and regional professionals are brought in regularly to conduct final reviews. Once per year, we have our Advisory Board review work by students. They concentrate on ARC 452: Integration and ARC 551: Comprehensive Studio work. This review is an internal mechanism for the faculty to determine whether coursework is fulfilling professional expectations. An exit interview of graduating seniors and M. Arch. students is conducted annually to learn more about student perceptions of the program's strengths and weaknesses and to help identify needs. The university conducts a formal survey of its graduates.

> **PC.3 Ecological Knowledge and Responsibility**—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

Program Response: Ecological knowledge and responsibility are instilled in several courses in the curriculum. In the undergraduate program, this starts with the three Building Technology Studios, ARC 242, Wood; ARC 341, Masonry & Concrete; and ARC 342, Steel & Metals. In each of these courses, students learn sustainable uses of each building material, energy impacts of producing the materials, and other factors contributing to the overall ecological impact of each material. Courses also cover innovative uses of materials, typical uses, and developing building material technologies. Additionally, students learn to develop the thermal envelope to meet or exceed the International Energy Conservation Code. The Environmental Design sequence, ARC 381, Site Planning; ARC 481, Energy & Systems; and ARC 482, Lighting & Acoustics, cover electricity, lighting, mechanical systems, building transportation systems, and other systems that are part of a modern building. Students learn strategies for reducing energy usage and taking advantage of site angles for lighting, solar systems, shading systems, and incorporating other energy-related systems in buildings.

In addition, the school is a member of the US Green Building Council and uses resources from them to supplement ecological teaching of our students. Curricular resources and activities are available to faculty to use in classrooms due to this connection.

To assess this PC, we use similar methods as with other PCs. Reviews of student work at the end of each project, public display of work, our Advisory Board, and the exit interview are used to determine whether we are succeeding in meeting this PC. The university conducts a formal survey of its

graduates.

> **PC.4 History and Theory**—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

Program Response: History and theory place our work in its historical and cultural contexts and allow us to understand the roots of modern practice. Architecture students take HIST 101A and B, History of World Civilization I and II, as part of their core curriculum education at SIUC. In addition, ARC 231, Architectural History I and ARC 232, Architectural History II, are completed in the second year of the undergraduate program. Graduate students complete ARC 532, Global Traditions in Architecture.

Professor J. Kirk Irwin has taken students to Florence, Italy in each of the last three summers for a course that involves history, sketching, and in situ learning experiences. This course is called *Global Seminar: Florence, Italy – Drawing, Art and Medieval & Renaissance Architecture,* and is an elective offered through ARC 502 for graduate students and ARC 444 for undergraduate students. Professor Irwin has taught in our online faculty for years, but we are pleased that he is joining the Carbondale faculty this fall.

In addition, history courses regularly complete field visits to St. Louis and other sites in our region to explore architecture in person. In addition to the history courses, travel study courses are available to students. Over the years, travel study to Europe, Egypt, and the Dominican Republic (for a service-learning experience in addition to in situ learning) have occurred. The COVID pandemic brought an abrupt, though temporary, end to these courses. The School of Architecture is engaged in reestablishing these courses for the future. ARC 451, Urban Design & Community, often features engaging students in an urban design project in the region. Pre-pandemic cities included New Orleans, Louisville, and smaller communities in southern Illinois.

The School of Architecture offers an elective course, ARC 402: Urban Intelligence Systems and Models. Its course description is:

> The advent of information and communication technology (ICT) and the internet of things (IoT), availability of big data, and advances in artificial intelligence (AI) under the smart city umbrella have dramatically changed today's cities. Despite the challenges, these emergent technologies provide opportunities to integrate and model multifaceted and complex urban systems at unprecedented scales. This allows gaining insight and achieving actionable intelligence for developing sustainable, resilient, and healthy built environments. The course delivers lectures and workshops on: a) theories of smart cities and state-of-the-art methods and frameworks for leveraging urban intelligence; b) understanding various urban systems, including but not limited to environmental, built infrastructures, and human systems; c) big data acquisition and data analysis, mapping, and visualization; and e) development of data-driven models (based on conventional and AI-based computations) to extract knowledge and predict/forecast future scenarios. Restricted to senior or graduate student standing or approval by the Director of the Architectural Studies Program. Four credit hours.

There are guest lectures on campus that often cover areas of architectural and design history. We promote attending these lectures to our students. As noted elsewhere in this document, the School of Architecture has taken groups of students to the lecture series at Washington University's School of Architecture for many years. Their location in an urban area with a large airport nearby allows them to attract a broad pool of speakers.

To assess this PC, we use similar methods as with other PCs. Reviews of student work at the end of each project, public display of work, our Advisory Board, and the exit interview are used to determine whether

we are succeeding in meeting this PC. The university conducts a formal survey of its graduates.

> **PC.5 Research and Innovation**—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

Program Response: Faculty engage their students in their published research by integrating the research into courses. Additionally, our AIAS chapter hosts "Meet Your Faculty Members" events at which faculty talk about what they do outside the classroom.

Faculty members like Associate Professor of Practice Sheila Baysinger and Instructor Thad Heckman are practicing professionals who engage in applied architectural research in their practices as a routine element of practice. These experiences are brough into their teaching.

Students are taught to engage in architectural research in studios starting with first-year design and continuing through graduate level work. Resources available to them include the university's Morris Library, the state of Illinois's I-Share interlibrary loan system, our own resource room, and online research tools. Students learn to work in groups and on their own. They learn how to conduct good research using the internet.

In the graduate program, students complete ARC 500: Research Methods and Programming. The course description is:

> The 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 M. Arch. Program. Four credit hours.

The work begun in this course is completed in ARC 552: Design Thesis I and ARC 554: Design Thesis II. This is the final project completed by a master's candidate. It includes both graphic and written components. Graphic components, including images of models, are required to included in the written work. The written work is kept in our resource room and is available for our students to review. Both on-campus and online students complete the same graduate design thesis work.

Students who wish to complete research work in lieu of a design project may opt to replace the final design thesis course (ARC 554) with ARC 593: Research Paper. The course description is:

> This course is for students who wish to perform individual research in architecture on an approved topic. Prerequisite: ARC 552. Restricted to enrollment in M.Arch. program. Six credit hours.

Another option for students at the end of their program is to write a university thesis by completing ARC 599: Thesis. The course description is:

> Graded S/U or DEF only. Prerequisite: ARC 552. Restricted to enrollment in M.Arch. program. Six credit hours.

While these options are similar in some ways, they have different outcomes. Research papers are completed through School of Architecture faculty only. University theses are completed through the Graduate School and must go through additional checking processes at the Graduate School before they are approved for publication. Most of our students elect to complete Design Thesis through the School of Architecture. This option most closely resembles architectural practice.

To assess this PC, we use similar methods as with other PCs. Reviews of student work at the end of each project, public display of work, our Advisory Board, and the exit interview are used to determine whether we are succeeding in meeting this PC. We also keep the written works created by students in the school's resource room, allowing students to access them to see work by graduate students in the program. Note that University Thesis is published by the university. Additionally, the university conducts a formal survey of its graduates.

> **PC.6 Leadership and Collaboration**—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

Program Response: In our program, students frequently work in both teams and alone. A common example is for a studio to have teams designated to undertake specific topics of work with a community, but then individual design solutions are proposed by the end of the project in the course. This involves working with residents in a community, investors, politicians at the local level, and user groups for a proposed facility, so it involves diverse stakeholders.

We define ourselves by our location as the northernmost school with an accredited degree in architecture in the Mississippi Delta Region. That region includes large urban areas like Louisville, KY, Memphis, TN, New Orleans, LA, and St. Louis, MO. It includes mid-size cities like Evansville, IN, Cape Girardeau, MO, and Vicksburg-Jackson, MI. There are hundreds of small towns and many historic cities along the river, too. (Note: The Mississippi River Delta Region stops just south of St. Louis and does not extend up the Ohio River. We often include portions of the Ohio River as our region because they are also river communities and Illinois is at the confluence of the Mississippi and Ohio Rivers.) We have every type of physical and social context with which to work in our region.
Students of architecture learn to apply effective collaboration skills by doing in this program. In ARC 451:

In addition, the School of Architecture has an elective course that is offered to seniors and graduate students. It is ARC 401: Design Leadership-Design Thinking, Creative Culture, Complex Problem-Solving, Innovative Processes. The course description is:

> A theoretical-practical course that introduces a mixture of multiple theories, methods, and studio-based problem-solving applications incorporated in current design and architectural programs as they relate to our greater socio-environmental world. This course is designed to provide participants the concepts and tools to better understand the art and value of creativity and design leadership; and the understanding of applicative methods to become better leaders and change agents that are able to effectively interact, communicate, and implement innovative ideas across differing contexts and group dynamics. Instruction is primarily through lecture, critical discussion of readings, workshop participation, presentation, and reflective critique in a mixed seminar-studio setting. Restricted to senior or graduate student standing or approval by the Director of the Architectural Studies Program.

To assess this PC, we use similar methods as with other PCs. Reviews of student work at the end of each project, public display of work, our Advisory Board, and the exit interview are used to determine whether we are succeeding in meeting this PC. Additionally, the university conducts a formal survey of its graduates.

> **PC.7 Learning and Teaching Culture**—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and

innovation among its faculty, students, administration, and staff.

Program Response: Southern Illinois University includes a required one credit-hour course called UNIV 101: Saluki Success in its curriculum. The course description for UNIV 101 reads:

> The first-year seminar supports the transition of first-year students as they enter our research university. Special attention will be given to what it means to be a Saluki by exploring the richness of our history and traditions. In addition, upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success.

This course creates a foundation for success in their academic endeavors at the university. Departments are asked to contribute to the sections of UNIV 101 in which their students are enrolled by adding personalized content directed at their majors.

The School of Architecture and College of Arts and Media (CAM) maintain a Living – Learning Community in Kellogg Hall in West Campus Student Housing on the SIU campus. A Living – Learning Community or LLCs "offer students the chance to live with others who share similar majors or interests. LLCs also give students the opportunity to interact with faculty and staff. Research has linked LLC participation to higher GPAs, increased student engagement, and improved graduation rates. Each LLC is unique, allowing students, faculty and staff to tailor their experience. Faculty involvement may include programs, shared meals in the dining halls, presentations in the residence halls, tutoring and mentoring. Some LLCs may also offer special equipment or research materials." (Source: Housing web site at SIUC)

The School of Architecture-CAM LLC occupies all three floors in Kellogg Hall with 29, 27, and 30 students on the three floors (86 total) and one resident assistant (RA) on each floor. All three RAs – Anastasia Palmer, Braedon Myers, and Elizabeth Cutherell -- are architecture students. This provides a unique living environment where students share common interests and majors. They learn together as they grow in their majors.

Quigley Hall is the location on campus for all architecture courses. This provides a close working relationship between all members of the School of Architecture. We see each other regularly, at least by passing each other in the corridors, if not by seeing each other in the classroom. We gather in communal spaces like our gallery and resource library. Students and faculty work together in our BIM/CAD lab, the Digitial Fabrication lab, the Wood Shop, the Model Building Shop, and in our studios.

Our Studio Culture Policy, written by AIAS students many years ago, remains in effect and is available to all students on our website. The university's Student Conduct Code applies to all students and is available here: Student Conduct Code | Student Rights and Responsibilities | SIU These documents help ensure that students know what is expected of them in terms of respect for those around them, how to engage with others who have different beliefs and life experiences, and so on.

To assess this PC, we use similar methods as with other PCs. Reviews of student work at the end of each project, public display of work, and our Advisory Board, are not as effective at demonstrating this PC, but the exit interview is an effective way of determining how these efforts are performing. Housing also tracks GPAs of its residents and provides evidence that Living – Learning Communities regularly achieve higher overall GPAs compared to other housing floors that are not LLCs.

> **PC.8 Social Equity and Inclusion**—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that

understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

Program Response: Southern Illinois University committed itself from its beginning to creating a learning environment where everyone can reach their highest potential. The campus is designed to be universally accessible and learning barriers are addressed with help from the Office for Access and Accommodations.

Students are immersed with students from other cultures and countries. SIU traditionally draws students from all over the world. Learning together is one way we teach working with people of different backgrounds, resources, and abilities. Many of our international students introduce local students to new foods and customs by their presence in the classroom with them.

In our studios, students learn the principles of universal design, designing spaces that encourage social interaction, appropriate uses of cultural symbols, historic contexts, and references in their work, and designing for future generations by creating adaptable and flexible spaces. These principles are spread throughout the design sequence. Universal design is also covered in building technology courses.

Because ARC 451: Urban Design and Community engages with communities for its design work, students in that course also learn to work with cultural research and local knowledge in their solutions, incorporate local craftsmanship into design work when possible, use participatory design processes to bring the community into the work, and to use indigenous and local practices in design solutions when possible.

To assess this PC, we use similar methods as with other PCs. Reviews of student work at the end of each project, public display of work, our Advisory Board, and the exit interview are used to determine whether we are succeeding in meeting this PC. Additionally, the university conducts a formal survey of its graduates.

The following (from the *2020 Procedures*, section 3.5.1) describes the types of evidence required for the assessment of PC:

Primary Evidence for Program Criteria (PC). *The program will submit the primary exhibits as evidence for PC to the visiting team in an electronic format 45 days before the visit.*

Program Criteria should be evaluated holistically relative to curricular and extracurricular offerings and the students' experience of them. The program must provide a narrative description of how the program achieves each criterion. The program must also provide evidence that each criterion is assessed by the program on a recurring basis, and must summarize the modifications made to its curricula and/or associated program structures and materials based on findings from these assessment activities since the previous review.

Supporting Materials*: The program must provide supporting materials demonstrating that its objectives have been accomplished. These may include policy documents, individual course materials (e.g., syllabi) as well as documentation of activities occurring outside specific courses.*

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes
A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

> **SC.1 Health, Safety, and Welfare in the Built Environment**—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

Program Response: Health, safety, and welfare in the built environment are covered in several courses in the two programs. In the undergraduate program, particular emphasis on these topics is covered through multiple lectures and in-class design development exercises on the semester projects in ARC 242, Building Technology I, Wood, ARC 341, Building Technology II: Masonry & Concrete, and ARC 342, Building Technology III, Steel & Metals. Codes taught in these classes include:

- International Residential Code
- International Building Code
- International Fire Code
- International Energy Conservation Code
- International Plumbing Code (and Illinois Plumbing Code
- Life Safety Code
- NFPA 13, Standard for the Installation of Sprinkler Systems
- NFPA 14, Standard for the Installation of Standpipes and Hose Systems

Note these are not comprehensive courses on these codes. The courses cover issues related to the class projects. However, the process of using the codes, how they are organized, how to gain access to them, how they are adopted by communities, and related topics about the codes are covered. Students learn how to work with the codes from these courses.

In ARC 452, Integration Studio, students are well prepared to implement what they have learned about using the codes to enhance their design work into fully developed work like what would be completed in practice. This is one purpose for covering this material in the Building Technology sequence ahead of that year of study. Another reason is that this program takes pride in producing work-ready graduates who can be productive in practice from day one.

In the graduate program, students complete ARC 541, Architectural Systems & the Environment, a hybrid of both building technology and environmental systems at the same time they are taking ARC 551, Comprehensive Design. This permits them to use the ARC 541 course as a companion to the studio course to complete design development of their semester project. It is then expected that graduate students incorporate building and environmental systems into their design thesis work in ARC 552 and 554. The intention of the graduate program is also to produce a work-ready graduate – one even more prepared than our undergraduate students who have garnered a reputation over the years for being well-prepared for practice.

Review of student is an important element in assessing SC.1. Multiple choice exams are used in undergraduate courses, and the projects completed in building technology courses are reviewed one-on-one with each student to review their design for code and accessibility compliance. Issues are noted and solutions for addressing them are discussed.

> **SC.2 Professional Practice**—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

Program Response: Two courses in professional practice are offered in the graduate program. This is the only place where coursework devoted to this topic is given. ARC 591 and 591, Architectural Professional Practice I and II, are taught by an Associate Professor of Practice. A professor of practice is a working architect who teaches these courses. For many years, Sheila Baysinger Hensley, and founding principal of Baysinger Hensley Design Group is a woman-owned firm with two offices, one in Marion, IL and one in Nashville, TN.

Here are the course descriptions for ARC 591: Professional Practice I and ARC 592: Professional Practice II:

> ARC 591
> 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/controls, and other aspects of professional practice. Students who have completed ID 471 are ineligible to enroll. Restricted to enrollment in M.Arch. program. Three credit hours.
>
> ARC 592
> The development of the study and discussion of architectural professional practice issues including leadership, legal responsibilities, ethics and professional judgment. Restricted to enrollment in M.Arch. program. Three credit hours.

In addition to the professional practice classes, the SoA hosts AIA Grassroots Chapter each November in our Student Center. At this event, professionals from all over the state of Illinois come to campus and interact with our students. There is professional develop seminars (for lifelong learning by professionals and that foster that idea in our students), opportunities to network with professionals, additional learning for students outside the classroom, and a chance to learn how to become an architect from those in the room who have achieved that goal. Additionally, our AIAS chapter members participate in state and national events related to professional practice and implementation of building systems and materials. Events like Quad Conferences, Forum, etc. bring an approach to a timely scope to the current professional practice within the field.

> **SC.3 Regulatory Context**—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

Program Response: Regulatory context in the United States is explained as part of the coverage of codes noted above in section SC.1. In the building technology courses, students complete individual layouts of the building they use for completing construction documents that semester. The building's model is constructed in Revit Architecture and sheets of drawings and schedules are generated, dimensioned, and annotated from that model. During the phase when spaces are designed, one-on-one reviews with each student allow review of code and accessibility compliance of their layout. Principles are reviewed as solutions to problem areas are proposed and discussed, as noted earlier. This work is accomplished in undergraduate building technology courses, ARC 341 and ARC 342.

The graduate program completes a similar and more in-depth exercise as part of ARC 541: Systems and the Environment. Students use their design project from ARC 551: Comprehensive Studio as the project in this course. They complete a series of exercises and design development projects designed to apply building code and accessibility requirements. At this level, students also integrate mechanical, electrical, lighting, plumbing, budling transportation, and building automation systems into their work.

Presentations of the work by students forms the primary element of how we assess this SC. Work in the ARC 541/551 courses is viewed by our Advisory Committee each year as their means of assessing the program. This is critically important to the program each year.

> **SC.4 Technical Knowledge**—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

Program Response: The SoA teaches skills to our students regarding understanding established and emerging systems, technologies, and assemblies of building construction throughout both the undergraduate and graduate programs. An earlier entry in this document has noted the contributions of our Building Technology sequence so that information will not be repeated here, but these three courses are a fundamental part of how our students learn to work with the palette of building materials architects use to design materials. In the BSAS program, the three building technology courses, ARC 242 (Wood Frame), ARC 341 (Masonry/Concrete), and ARC 342 (Steel/Metals) introduce this material. ARC 452 Intergration Studio paired with ARC 462 Structures III and ARC 481 Energy & Systems in the BSAS program, and the ARC 541 course that pairs with ARC 551 Comprehensive Studio in the graduate program are the primary curricular offerings for combining this material with design studio. Note also that students have completed ARC 482 Lighting & Acoustics when they take ARC 452 Integration Studio in spring of the fourth year. Our intention is to graduate a work-ready student in both programs with the graduate program producing students also ready to complete the Architect Registration Exams and enter the profession as licensed professionals as soon as their jurisdiction of first licensure permits them to complete the process.

The structures sequence, ARC 361: Structures I: Statics & Steel, ARC 362: Wood & Concrete, and ARC 462: Analysis and Lateral Forces, informs our students about how structures work and how these systems are integrated into building design.

The course descriptions for each course are:

> ARC 361
> 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. Three credit hours.
>
> ARC 362
> 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. Three credit hours.
>
> ARC 462
> Continuing study of framing materials and systems for buildings using advanced concepts of structural analysis. Included are earthquake 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. Restricted to major. Three credit hours.

In addition, in some years, students who express more interest in structures have been permitted to take CEE 440: Statically Indeterminate Structures in the College of Engineering, Computing Technology, and Mathematics (Civil and Environmental Engineering program). The course description reads:

CEE 440
Analysis of trusses, beams, and frames. Approximate methods. Method of consistent deformations. Three-moment theorem. Slope deflection. Moment distribution. Column analogy. Plastic analysis. Matrix methods. Prerequisite: CE 340. Three credit hours.

Our students are not required to complete the prerequisite course, CEE 340: Structures, because they have taken equivalent coursework in the School of Architecture.

We assess structures using exams in structures courses. In ARC 452: Integration Studio, students complete structural planning of their design project and calculate a select portion of the superstructure. This is reviewed by producing a project booklet in ARC 462 and by the work shown in ARC 452. In ARC 541: Systems and the Environment, students complete planning exercises for the structural systems of their design work in ARC 551: Comprehensive Studio. At graduate level, students do not perform structural calculations. It is our contention that architectural projects as complex as the ones the students complete at the graduate level would have a professional engineering consultant, so we limit the exercises at this level to the planning and integration of the structural systems into the design work. At the undergraduate level, it is also true that a professional engineering consultant would likely be involved, however students have just completed the structures sequence in their education and this project serves as a way of bringing the elements of their structures education together within the context of architectural design by having students find loads and design beams, columns, trusses, and select joists, as applicable to their design.

Undergraduate students take two environmental design courses, ARC 481 and ARC 482. Here are those course descriptions:

ARC 481
(Same as ID 481) The study of the influence of energy, human comfort, climate, context, heating, cooling and water on the design of buildings and sites. The design of passive and active environmental systems and strategies for sustainability. Restricted to major in Interior Design or Architectural Studies; Junior standing with permission. Three credit hours.

ARC 482
(Same as ID 482) This course provides a comprehensive overview of the study of the influences of energy, human comfort, climate, and context, luminous and sonic environment with emphasis on energy-conscious design. Restricted to major; Junior standing with permission. Three credit hours.

In ARC 452: Integration Studio, students complete layouts of environmental systems in their building designs. This work is assessed during reviews of the projects. Within ARC 481 and 481, exams and other projects are also used for assessment of learning.
In ARC 541: Systems and the Environment, graduate students plan and implement environmental systems into their building designs. We understand that there would be appropriate professional consultants for this work in an office, so we look for integration into the architectural design and the selection of the types of systems

and long-term energy impacts of the choices when reviewing the projects.

Our Advisory Board uses the work of ARC 452 and 541 for its assessment of the undergraduate and graduate programs each year. This is the primary means of assessment of the programs and asking the Advisory Board for feedback and suggestions on improvements they feel we need to implement into our teaching.

The following (from the *2020 Procedures*, section 3.5.2) describes the types of evidence required for the assessment of SC.1 through SC.4:

Primary Evidence for Student Criteria (SC) SC.1 through SC.4. *These criteria will be evaluated at the understanding level. The program will submit the primary exhibits as evidence for SC.1-4 to the visiting team in an electronic format 45 days before the visit. Programs must provide the following:*

Narrative*: A narrative description of how the program achieves and evaluates each criterion.*

Self-Assessment*: Evidence that each student learning outcome associated with these criteria is developed and assessed by the program on a recurring basis, with a summary of the modifications the program has made to its curricula and/or individual courses based on findings from its assessments since the previous review.*

Supporting Materials*: Supporting materials demonstrating how the program accomplishes its objectives related to each criterion. Organize the supporting exhibits in the format specified by the NAAB and include the following for each course associated with the student learning outcome:*

a) ***Course Syllabus****. The syllabus must clearly articulate student learning outcome objectives for the course, the methods of assessment (e.g., tests, project assignments), and the relative weight of each assessment tool used by the instructor(s) to determine student performance.*

b) ***Course Schedule****. The schedule must clearly articulate the topics covered in the class and the amount of time devoted to each course subtopic.*

c) ***Instructional Materials****. The supporting materials must clearly illustrate the instructional materials used in the course. These may include a summary of required readings, lecture materials, field trips, workshop descriptions, and other materials used in the course to achieve the intended learning outcomes.*

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

Program Response: Throughout the linear process of the program studios, as an ascending learning sequence, students develop sufficient skills in the resolution of architectural problems, which facilitates their design decision making. Little by little, they integrate the knowledge acquired in the various subjects. Thus, through constant corrections and discussions in class, pinup reviews, and the use of function diagrams, bubble diagrams of area relationships, etc., both the user requirements and the correlations of the interior areas are refined, as well as to the surrounding context where the project is situated. Land conditions are analyzed in the course ARC381 *Environmental Design I: Site Planning*, where students learn to recognize, draw and manipulate the site's topography. In addition, the analysis of the site conditions is practiced in detail at the beginning of each project exercise in each study from the second year onwards, where sunlight, prevailing winds, desirable and undesirable views, sources of noise, visual, and other types of pollution, potential accesses, etc. are considered. Particular attention is paid, beginning in the third year, to the introduction to accessibility coding standards (following ADA guidelines) and fire emergency codes.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

Program Response: In the ARC452 *Design VI: Integration* studio, only one large project is carried out during the entire semester with the intention of covering all the stages that have been practiced throughout all the previous studios. In doing so, students are expected to demonstrate their ability to integrate their knowledge into a larger and comprehensive project. This studio moves ahead interactively with the courses ARC462 *Structures III* and ARC481 *Environmental Design II*, where their work material comes from the studio project and where the final products refer directly to the project developed in the design studio. The active participation and criticism of the instructors of these three intertwined courses ensures that the student not only understands the process, but that their decision-making progression is more accurate due to supervision coming from various standpoints and criteria. The consideration of accessibility coding referred to ADA standards and fire emergency criteria attending sufficient egress means, hallway widths, dead-end corridors, sprinklers, etc. are of special reflection and review.

The following (from the *2020 Procedures*, section 3.5.3) describes the types of evidence required for the assessment of SC.5 and SC.6:

Primary Evidence for SC.5 and SC.6. *These criteria will be evaluated at the ability level. Programs may design their curricula to satisfy these criteria via a single course or a combination of courses. Evidence supplied for these required courses is provided in the team room and include fully labeled exhibits of student work from each course section. Programs must provide the following:*

Narrative*: A narrative description of how the program achieves and evaluates each criterion.*

Self-Assessment*: Evidence that each student learning outcome associated with these criteria is developed and assessed by the program on a recurring basis, with a summary of the modifications*

the program has made to its curricula and/or individual courses based on findings from its assessments since the previous review. If the program accomplishes these criteria in more than one course, it must demonstrate that it coordinates the assessment of these criteria across those courses.

***Supporting Materials**: Supporting materials demonstrating how the program accomplishes its objectives related to each criterion. Organize the supporting exhibits in the format specified by the NAAB and include the following for each course associated with the student learning outcome:*

a) ***Course Syllabus**. The syllabus must clearly articulate student learning outcome objectives for the course, the methods of assessment (e.g., tests, project assignments), and the relative weight of each assessment tool used by the instructor(s) to determine student performance.*

b) ***Course Schedule**. The schedule must clearly articulate the topics covered in the class and the amount of time devoted to each course subtopic.*

c) ***Instructional Materials**. The exhibits must clearly illustrate the instructional materials used in the course. These may include a summary of required readings, lecture materials, field trips, workshop descriptions, and other materials used in the course to achieve the intended learning outcomes.*

***Student Work Examples**: The program must collect all passing student work produced for the course(s) in which the learning outcomes associated with this criterion are achieved within one year before the visit, or the full academic cycle in which the courses are offered. The visiting team will evaluate approximately 20 percent (no less than three, no more than thirty examples) of the student work collected in this time frame, selected by the NAAB at random before the visit. The program may self-select additional student work, up to 10 percent, for the visiting team to review.*

If several courses are used to satisfy the SC, the class lists from each course must be aligned so that a random selection process will collect the work of each student selected in all classes that are used to meet the SC. The student lists provided must comply with FERPA rules.

4. Curricular Framework

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation

For the NAAB to accredit a professional degree program in architecture, the program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education:

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Higher Learning Commission (HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- WASC Senior College and University Commission (WSCUC)

Program Response: Southern Illinois University Carbondale maintains accreditation through the Higher Learning Commission (HLC). SIUC was last accredited for a ten-year period on May 4, 2020, after campus visits conducted on February 17-18, 2020. Source: Higher Learning Commission Accreditation | SIU Demo | SIU

4.2 Professional Degrees and Curriculum

The NAAB accredits professional degree programs with the following titles: 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 optional studies.

4.2.1 **Professional Studies**. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

Program Response: This question is addressed by looking at the graphic provided in Section 4.2.2 below where 87 required credits within ARC courses are shown. ARC electives are listed in Section 4.2.3 below. See also https://catalog.siu.edu/programs/arc/requirements.php#1

4.2.2 **General Studies**. A key component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.

Program Response: Architecture students complete the University Core Curriculum. The graphic below, from the *University Catalog*, illustrates the program completed by our students.

Bachelor of Science (B.S.) in Architectural Studies Degree Requirements

Degree Requirements	Credit Hours
University Core Curriculum - As per University requirements for baccalaureate degrees, but must include HIST 101A, HIST 101B. [1]	39
Requirements for Major in Architectural Studies	(9) + 87
MATH 111 [2]	(3) + 1
PHYS 203A	(3)
PHYS 253A	1
HORT 328A, HORT 328B	2 + 2
Electives	9
ARC 121, ARC 122, ARC 231, ARC 232, ARC 242, ARC 251, ARC 252, ARC 271, ARC 341, ARC 342, ARC 351, ARC 352, ARC 361, ARC 362, ARC 381, ARC 451, ARC 452, ARC 462, ARC 481, ARC 482	(3) + 72
Total	**126**

[1] *ARC 231, ARC 232, MATH 111 and PHYS 203A will apply toward nine credit hours of University Core Curriculum requirements making a total of 39 credit hours in that area.*

[2] *MATH 108 and MATH 109 substitute for MATH 111. Credit hours will be (3) + 3. Total credit hours for the degree remains 126 when the extra credit hours are counted as an architecture elective.*

Source: SIU Catalog
https://catalog.siu.edu/programs/arc/requirements.php#1

The Core Curriculum consists of 39 credit hours of coursework distributed across three general areas:

- 13 credit hours of Foundation Skills in English Compo-sition, Foundations of Inquiry, Speech Communication, and Mathematics designed to strengthen students' writing, oral, and mathematical skills.
- 23 credit hours of Disciplin-ary Studies in Fine Arts, Human Health, Humanities, Science, and Social Science designed to introduce students to the universe of human knowledge.
- 3 credit hours of Integrative Studies designed to increase students' respect for and appreciation of human diversity.

In additon to the 39 hours in the University Core Curriculum, SIU students take at least three more credit

hours to meet the 42-credit hour NAAB requirement for architectural education.

Additional note: The curricular paths to the degree are shown later in this document address professional and general studies.

4.2.3 **Optional Studies.** All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

Program response: SIUC offers 115 minors and certificates to its students. A full list is found at Minors and Certificates | 2024-2025 Academic Catalog | SIU

There are three minors and certificates popular with undergraduate architecture students. Note that minors do not apply to graduate students.

One option available to students within the School of Architecture is Construction Management and Operations. These two courses are required for the minor:

ARC 210: Construction Management and Operations: Introduction to the Profession
Initial course in Construction Management and Operations (COMO) specialization series for the BSAS curriculum. Participants will develop an understanding of the wide range of opportunities for COMO, explore applicable standards of practice, industry-based code of ethics, interact with allied and associated organizations, identify certification requirements, and understand the technical challenges of COMO. Three credit hours.

ARC 310: Program Management
Explore project scope and delivery methods, compensation, forms, contract types during program phase, pre-design, and pre-construction management. Identify importance of contract delivery, administration, documentation, and control across all project phases from concept through facilities management and de-construction. Project performance, stakeholder decisions, documentation tools, and applications are examined. Three credit hours.

This is a 15-credit hour minor that includes ARC 210: Introduction to the Profession and ARC 310: Program Management, and courses chosen from among these:

ARC 213: Construction Estimating Fundamentals
Provide overview of the estimator role in the construction industry. Analyze the different project delivery methods utilized by an estimator. Identify the fundamental skills of an estimator and the factors that impact an informed estimate. Explore bidding strategies and tactics used by estimators to factor in unknown variables in construction estimates.

ARC 410: Construction Safety Management. Three credit hours.
Introduce principles of safety and health in the construction industry and their relationship to

Construction Management and Operations (COMO). Include identification of safety and health hazards, risk reduction measures, personal protection, and safety attitudes and training. Explore Occupational Safety and Health Regulations for Construction. Three credit hours.

ARC 411: Time, Value, and Risk Management
Overview of management issues and scheduling for a project. Explain importance of time and risk management in construction and construction business. Study how fundamentals of scheduling, liability, and value are interrelated and explore impacts on project, scope, and budget. Apply constructability, sustainability, return on investment strategies, quality management terms and definitions throughout project phases. Prerequisite: ARC 210 or ARC 310. Three credit hours.

ARC 412: Sustainable Construction Management and Green Building
This course focuses on the methods, processes and information necessary to achieve sustainability in design and construction management. Course contents include the study of green building practices and investigate how sustainability is being implemented nationally throughout construction industries. The U.S. Green Building Council Leadership in Energy and Environmental Design (LEED) rating system categories and criteria are discussed. Prerequisite: ARC 210 or ARC 310 with a grade of C- or better. Three credit hours.

ARC 413: Budget and Cost Management
Provide overview of various estimating tools and methods for managing budgets, project estimates, and costs during program, construction and facilities management phases. Identify roles and responsibilities for controlling and monitoring project cost. Identify and develop methods for creating valid project estimates and budgets. Explore Integrated Project Delivery (IPD) for budget and cost management. Prerequisite: ARC 213, and ARC 210 or ARC 310 with grades of C- or better. Three credit hours.

These courses are listed in the catalog under the ARC heading but are not required for the BSAS degree and concentrate on construction management.

The School of Architecture offers a summer course in historic preservation. That course is:

ARC 434 Preservation Summer
(Same as HIST 496B) Field experience in research and historic preservation issues related to regionally and nationally significant historic sites in southernmost Illinois between the Ohio and Mississippi rivers. Not for graduate credit. Special approval needed from the instructor. Three credit hours. Three credit hours.

This course allows students to perform hands-on preservation work in an architecturally significant area or building in the region. One site regularly used in the past was Cairo, Illinois. Note: This course is offered when there is a project of significance for students to engage in.

ARC 444: Architectural Field Studies is another course available to be offered to students.

ARC 444 Architectural Field Studies

In situ study of specified world area(s) concerning the influence of the region's particular culture on architecture, landscape, urban and interior design. The course reviews both historic and current; ethnicity, social, philosophical, religious, economic and political values of the region being visited to gain insights on the symbiotic relationship between culture and design. Not for graduate credit. Fees: cost of transportation, lodging, access fees and general cost related to delivery of the curriculum items that are in addition to on-site courses. Special approval needed from the instructor and school director. 1- 6 credit hours.

ARC 444 is offered on a limited basis when an opportunity exists for our students.

Another elective course within the School of Architecture is ARC 470: Architectural Visualization. Here is its description:

ARC 470 Architectural Visualization

This course is designed to give the student a fundamental understanding of the practices of 3D architectural modeling and visualization. Themes emphasized are: 3D modeling; still frame rendering; animation production; image editing and post production. Priority enrollment is given to graduate students in ARC 570 before ARC 470 is offered. Prerequisite: ARC 271. Restricted to architecture and interior design majors. Special approval needed from the advisor. Three credit hours.

This course is offered as ARC 570 for graduate credit, as noted in the description above, with graduate students being given priority because they have fewer opportunities to enroll in the course before graduation.

Students may propose an individual course of study using the ARC 499 course number:

ARC 499 Individual Study

Provides students with the opportunity to develop a special program of studies to fit a particular need not met by other offerings. Enrollment provides access to the resources of the entire institution. Each student will work under the supervision of a sponsoring staff member. Not for graduate credit. Special approval needed from the faculty sponsor and school director. 1 – 16 credits.

Individual Study is offered at the 199, 299 and 399 levels in addition to the 499 level. Only the 499 course description is shown because they are the same except that 199 is limited to a maximum of 10 credit hours.

A popular option for architecture students is the history minor available on campus. This minor consists of 18 credit hours. Architecture students have already completed HIST 101A and 101B (6 hours) and are credited with ARC 231 and 232 (6 hours). These are World Civilization and Architectural History courses. By completing two more history courses, an architecture student can fulfill this minor.

Another popular minor for architecture students is Environmental Studies. This is a 15-credit minor on campus, and architecture students already take ARC 231: Architectural History I and HORT 328A Landscape Design. This means they have completed five of the 15 credits as part of their regular program of study.

Noted earlier in this report is the elective course, *Global Seminar: Florence, Italy – Drawing, Art and Medieval & Renaissance Architecture.* It is offered as ARC 502 for graduate students and ARC 444 for undergraduate students. SIU permits graduate courses at the 500-level to be cross-listed with undergraduate courses at the 400-level.

Graduate students have an elective course built into their program. Among courses regularly chosen by graduate students are PSAS 480: Designing Outdoor Spaces, FOR 415: Urban Ecology, and ANTH 410K: Ecological Anthropology.

We encourage students to seek an elective that will inform them on matters related to their planned design thesis project. For example, students planning to complete a thesis design project related to aging populations are encouraged to consider GRON 575: Policy and Program Issues of Aging (GRON is Gerontology).

Finally, architecture faculty can tailor elective courses for graduate students through the ARC 502 course number. Many specialized topics have been offered over the years.

NAAB-accredited professional degree programs have the exclusive right to use the B. Arch., M. Arch., and/or D. Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor.

4.2.4 **Bachelor of Architecture.** The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program response: Southern Illinois University Carbondale does not offer the Bachelor of Architecture degree. SIUC offers the Bachelor of Science in Architectural Studies pre-professional degree (126 hours).

4.2.5 **Master of Architecture**. The M. Arch. degree consists of at least 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

Program response: The Master of Architecture degree is the first professional degree in architecture offered at Southern Illinois University Carbondale. The degree is a four + two offering consisting of the 126-credit BS in Architectural Studies plus a four-semester 42-credit graduate degree taught in a fifteen-month period in both on-campus and online formats. Only the graduate portion of the program offers an online path to completion.

Students from other undergraduate architecture programs are evaluated differently and are presented with a curriculum consisting of completing portions of the undergraduate program determined to be needed in addition to the full graduate program. More on this is explained in section 4.3 of this report.

Students from CIDA-Accredited interior design programs are offered a curricular path to the Master of Architecture degree. (CIDA is the Council for Interior Design Accreditation). More on this is explained in section 4.3 of this report.

Students from undergraduate programs outside the discipline of architecture are offered a curricular path to the Master of Architecture degree. More on this is explained in section 4.3 of this report.

4.2.6 **Doctor of Architecture**. The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program response: The Doctor of Architecture is not offered at Southern Illinois University Carbondale.

4.3 Evaluation of Preparatory Education

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.

4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

Program Response: SIU SoA admits students to the Master of Architecture program from a variety of backgrounds. While most of those admitted come directly from undergraduate architecture programs, and most of those from our own, there are some students from other programs. The school has developed a set of curricular paths over the years to accommodate these students.

The school offers a plan for students from other undergraduate architecture programs where we believe one or more components of the education received in our own program are not met. This plan is presented as the plan for Changes of Major and Transfer Students. We offer a plan for students who have earned a CIDA-accredited Bachelor of Interior Design degree (Council for Interior Design Accreditation). We offer a variable plan for students with earned degrees outside the disciplines of architecture and interior design. Although any of these curricular plans can be tailored to meet specific needs of a student, this plan is designed to be tailored to fulfill the student's needs. For example, a student coming from biology has different educational needs than one coming from civil engineering.

Note: For a complete explanation of undergraduate admissions and evaluation, please see the information provided by our academic advisor, Kijoung Na, in Section 6.5.

The SIU School of Architecture admits transfer students from programs at other schools as well as students who come from pre- professional degrees, CIDA-accredited interior design degrees, and non-pre-professional degrees into the undergraduate program.

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 the PCs and SCs required for the professional degree.

Evaluation of Transfer Credits: Undergraduate Students

Students from Programs with Articulation Agreements. Students who come from programs with established articulation agreements have a clear path into the School of Architecture. The articulation

agreement shows students how all classes transfer to the University and to the architecture program.

The School of Architecture has worked to develop articulation agreements with community colleges within Illinois, Indiana, and Missouri. Articulation agreements exist with City Colleges of Chicago (Harold Washington and Wright Colleges), College of DuPage, Fuzhou University, Harper College, Illinois Central College, John A. Logan College, Western Kentucky Community and Technical College, Lewis & Clark Community College, Lincoln Land Community College, Rend Lake College, St. Louis Community College, and Vincennes University.

Courses from schools with articulation agreements have been evaluated by the School Director and at least one of the architecture program directors prior to the student's application to the SIU School of Architecture. Course syllabi and a portfolio of student work are submitted by the community college for evaluation by School of Architecture personnel. When possible, campus visits are scheduled to see the other college's facilities and further explore the relationship between the programs at the two schools. Members of the community college's faculty and administration are invited to the SIU campus to review our facilities and the program.

Articulation agreements provide the student with a full picture of their standing in the four-year BSAS program at SIU before the student arrives on campus.

Students from Programs without Articulation Agreements. Some students come from programs without established articulation agreements. These students are required to provide a transcript. This serves as the first step in identifying the courses to be reviewed for transfer credit.

Students are asked to provide course syllabi. The syllabus is compared to courses at SIU. When it is unclear how a course relates to an SIU course, students are asked to provide examples of their work from the course. In most cases, the syllabus is adequate for determining course credit at SIU. It is possible through both the syllabus and from examples of work to compare the outcomes of the course to SIU courses, thereby determining that PCs and SCs 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 PCs and SCs are assigned to graduate courses in architecture. This ensures that all students fulfill these criteria 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, most of the PCs and SCs in our program are in graduate courses. This ensures that all students fulfill these criteria in the graduate program.

All applications are reviewed by the Graduate Admissions Committee. This committee is composed of 3

to 5 faculty members from architecture programs. Upon recommendation that a student be admitted to the graduate program, the Head of the M. Arch. Program seeks admission for the student at the Graduate School. Admission is a two-step process requiring that both the Graduate School and the School of Architecture admit the student. If a student's GPA is below 2.7 (4.0 scale) for the last 60 hours of work in their undergraduate program but the committee has recommended admission, the Head of the M. Arch. Program seeks an exception for admission from the Associate Dean of the Graduate School. Students in this plan complete 170 credits in their path to the first professional degree in architecture. This exceeds the 168-hour minimum required by the NAAB.

Applicants from non-pre-professional degree programs. Students who apply to the Master of Architecture program and who come from a non-pre-professional degree programs 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 most of the PCs and Scs are assigned to graduate courses and students in either option complete significant portions of the undergraduate program, all criteria are met by students in either plan.

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 with a non-pre-professional degree be admitted to the graduate program, the Head of the M. Arch. program 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 specific needs. All PCs and SCs are covered by the plan the student follows with most of the criteria being covered by graduate courses, as already noted herein. For example, a student with a degree in civil engineering is not forced to repeat our structures courses because their degree program will exceed what our programs covers in this area.

Students 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.

In the Appendix to this document, two rubrics are shown. These rubrics are used by the Graduate Committee to evaluate all applicants to the Master of Architecture program. Application materials are digital. They are distributed using Desire2Learn (MyCourses) to members of the Graduate Committee. This allows members to login and review applications at any time. The process works like this:

1. A committee member is provided the rubric in Excel form. They may use the Excel file or a print of the file to record their rankings of each applicant.
2. The committee member logs in to the Desire2Learn site.
3. Elements of a complete application are listed in the top row of the rubric. Applicants are listed in the first column on the left. The committee chair is responsible for contacting applicants who have required items missing to obtain them. Required items generally include:
    a. A portfolio is required with up to 25 pages (50 faces) of work. An exception is made for students with no background in architecture or an arts-related field.
    b. A one-page statement of intent including career status and objectives is required.

   c. Two letters of reference are required, three preferred.
   d. No test scores are required. Applicants who have completed the GRE or other exams are asked to report those scores to the Graduate School, however.
4. GPA is noted for each applicant. Although the School of Architecture does not use GPA as a primary criterion for admission, applicants must meet Graduate School requirements for admission. Admission is made to the Graduate School and the program at the same time, in most cases. A minimum GPA of 2.7 on the last 60 hours of undergraduate work is required. It is communicated clearly to all applicants that a minimum GPA of 3.0 is required to earn a master's degree from the university. The Graduate Schools assist when an international applicant's GPA is calculated in a manner other than the 4.0 method.
5. Graduate Committee Members rank each applicant using a three-point scale. A total score is generated. This is divided by the number of committee members to obtain a score based on a possible high score of three points.
6. The committee recommends acceptance of the students ranked above its desired mark for the year. This is determined each year by the committee. It is not a set score used every year.
7. The committee communicates its decisions to the Director of Graduate Studies. The committee also communicates which students it believes are qualified for admission to the 15-month, 27-month, 39-month, and IPAL programs.
8. The Director of Graduate Studies is responsible for evaluating a student's transcript and portfolio in detail to verify that the curriculum placement recommended by the Graduate Committee is correct.
9. The Graduate School is sent names of applicants being offered direct admission to the 15-month program. Actual admission is a Graduate School process completed by its admissions office. The School of Architecture contacts applicants when it knows the Graduate School has admitted the student.
10. Concurrently with the last step, applicants to the 27-month and 39-month programs are given the Graduate Committee's recommendation for their curricular path, making it clear that they are not fully admitted at this step in the process. Applicants who have completed courses or work experience in architecture may choose to provide additional materials to supplement their application to be evaluated for possible credit in undergraduate courses. No credit is awarded for graduate courses. All students must complete the entire set of graduate courses to earn the Master of Architecture degree.
11. A tailored plan is developed for each applicant along with a recommendation of whether they enter the university as a graduate student or as an undergraduate student to fulfill leveling coursework. Graduate admission can be deferred by a year while they complete leveling courses. If leveling courses take more than one year, the student will need to reapply to the M. Arch. program but is promised admission if their GPA meets Graduate School requirements.

Four-Year Bachelor of Science in Architectural Studies Curriculum (for students entering the university as first-year students)

Year 1 - Fall Semester	Year 1 - Spring Semester
ARC 121-4 Design Communication I ENG 101-3 English Composition I MATH 111-4 Precalculus UCOL 101-3 Foundations of Inquiry Select-2 University Core: Human Health	ARC 122-4 Design Communication II ENG 102-3 English Composition II HIST 101b-3 History of World Civilization CMST 101-3 Intro to Oral Communication Select-3 University Core: Social Science
Year 2 - Fall Semester	**Year 2 - Spring Semester**
ARC 231-3 Architectural History I ARC 251-4 Design I: Concept ARC 271-3 Computers in Architecture PHYS 203a-3 College Physics PHYS 253a-1 College Physics Laboratory HIST 101a-3 History of World Civilization	ARC 232-3 Architectural History II ARC 242-3 Building Technology I: Wood ARC 252-4 Design II: Order HORT 328a-2 Landscape Design HORT 328b-2 Landscape Design Studio Select-3 University Core: Science Group II
Year 3 - Fall Semester	**Year 3 - Spring Semester**
ARC 341-4 Build. Tech. II: Masonry & Concrete ARC 351-5 Design III: Context ARC 361-3 Structures I: Statics & Steel ARC 381-2 Env. Design I: Site Planning	ARC 342 -4 Build. Tech. III: Steel ARC 352-5 Design IV: Complexity ARC 362-3 Structures II: Wood & Concrete Select-3 University Core: Social Science
Year 4 - Fall Semester	**Year 4 - Spring Semester**
ARC 451-6 Design V: Urban Des. & Community ARC 481-3 Env. Design III: Lighting & Acoustics Select-3 University Core: Multicultural Select-3 Elective Select-3 Elective	ARC 452-6 Design VI: Integration ARC 462-3 Structures III: Analysis & Lateral Forces ARC 482-3 Env. Design II: Energy & Systems Select-3 Elective

Three-Year Bachelor of Science in Architectural Studies Degree

(for Changes-of-Major 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 126 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 changes of major and transfer students ensures that these students also complete the required coursework in architecture and in the core curriculum.

Master of Architecture

Four-Semester Master of Architecture Curriculum for Students with a Pre-Professional Degree
On-Campus Program (Starts in Summer Semester)

Summer I Semester	
ARC 550-6: Regional Architecture Studio TOTAL: 6 Credits	
Fall I Semester	
ARC 500-3: Research Methods and Programming ARC 541-3: Arch. Systems & Environment ARC 551-6: Comprehensive Design ARC 591-3: Architectural Professional Practice I TOTAL: 15 Credits	
Spring I Semester	
ARC 532-3: Architectural History III: Global Traditions in Architecture ARC 552-6: Graduate Architectural Design/Thesis I ARC 592-3: Architectural Professional Practice II Elective-3 TOTAL: 15 Credits.	
Summer II Semester (Students Select One)	
ARC 554-6: Graduate Architectural Design/Thesis II or ARC 593-6: Research Paper or ARC 599-6: Thesis TOTAL: 6 Credits PROGRAM TOTAL: 42 Credits	

Master of Architecture

Four-Semester Master of Architecture Curriculum for Students with a Pre-Professional Degree
Online Program (Starts in the Fall Semester)

Fall I Semester	
ARC 550-6: Regional Architecture Studio ARC 532-3: Architectural History III: Global Traditions in Architecture ARC 500-3: Research Methods TOTAL: 12 Credits	
Spring I Semester	
ARC 551-6: Comprehensive Design ARC 541-3: Arch. Systems & Environment ARC 592-3: Architectural Professional Practice II TOTAL: 12 Credits	
Summer I Semester	
ARC 552-6: Graduate Architectural Design/Thesis I TOTAL: 6 Credits.	
Fall II Semester	
ARC 554-6: Graduate Architectural Design/Thesis II ARC 591-3: Architectural Professional Practice I Elective –3 TOTAL: 12 Credit PROGRAM TOTAL: 42 Credits	

The online program was developed in response to need expressed by applicants to the school for a program that allowed them to earn a professional degree to further their career opportunities at a time in life when returning to campus for a traditional graduate experience was not possible. A typical applicant to the program has several years work experience in the profession, a young family, a mortgage, and other life demands that make returning to campus difficult or impossible for them. Response to the online program has been tremendous. The Master of Architecture program consistently is one of the top five master's level graduate programs at SIUC (Southern Illinois University Carbondale) by enrollment.

All students earning the BSAS or BSID and Master of Architecture degrees at SIU complete at least 170 hours. Students with an undergraduate degree from another university also complete at least 170 hours in total education between the two schools.

Master of Architecture

(Students with a CIDA-Accredited Degree in Interior Design)

Fall I Semester	
ARC 341-4: Building Technology II	
ARC 361-3: Architectural Structures I	
ARC 381-2: Environmental Design I	
ARC 451-6: Environmental Design I	
TOTAL: 15 Credits	
Spring I Semester	
ARC 342-4: Building Technology III	
ARC 362-3: Architectural Structures II	
ARC 452-6: Design VI	
ARC 462-3: Architectural Structures III	
TOTAL: 16 Credits	
Summer I Semester	
ARC 550-6: Regional Architecture Studio	
TOTAL: 6 Credits	
Fall II Semester	
ARC 500-3: Research Methods and Programming	
ARC 541-3: Arch. Systems & Environment	
ARC 551-6: Comprehensive Design	
ARC 591-3: Architectural Professional Practice I	
TOTAL: 15 Credits	
Spring II Semester	
ARC 532-3: Architectural History III: Global Traditions in Architecture	
ARC 552-6: Graduate Architectural Design/Thesis I	
ARC 592-3: Architectural Professional Practice II	
Elective-3	
TOTAL: 15 Credits	
Summer II Semester (Students Select One)	
ARC 554-6: Graduate Architectural Design/Thesis I OR	
ARC 593-6: Research Paper OR	
ARC 599-6: Thesis	
TOTAL: 6 Credits	
PROGRAM TOTAL: 73 Credits	

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 73 hours for 190 to earn the first professional degree in architecture.

The key difference between this plan and the previous 15-month (four-semester) plan is the inclusion of 31 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.

Master of Architecture Curriculum for Students from Other Undergraduate Degrees

Summer I Semester*	
ARC 121-4: Architectural Communication I ARC 122-4: Architectural Communication II Total: 8 hours	
Fall I Semester	
ARC 231-3: Architectural History I ARC 251-4: Design I: Concept ARC 271-3: Computers in Architecture ARC 361-3: Architectural Structures I ARC 381-2: Environmental Design I: Site Planning Total: 15 Credits	
Spring I Semester	
ARC 232-3: Architectural History II ARC 242-3: Building Technology I ARC 252-4: Design II: Order ARC 362-3: Architectural Structures II Total: 13 Credits	
Fall II Semester	
ARC 341-4: Building Technology II ARC 451-6: Design V: Urban ARC 481-3: Environmental Design II ARC 591-3: Professional Practice I Total: 16 Credits	
Spring II Semester	
ARC 342-3: Building Technology III ARC 452-6: Design VI: Integration ARC 462-3: Architectural Structures III ARC 482-3: Environmental Design III Total: 15 Credits	
Summer II Semester	
ARC 550-6: Regional Architecture Studio Total: 6 Credits	
Fall III Semester	
ARC 500-3: Research Methods and Programming ARC 541-3: Arch. Systems & Environment ARC 551-6: Comprehensive Design Elective-3	

Total: 15 Credits	
Spring III Semester	
ARC 532-3: Architectural History III: Global Traditions in Architecture ARC 552-6: Graduate Architectural Design/Thesis I ARC 592-3: Architectural Professional Practice II Elective-3 Total: 15 Credits	
Summer III Semester (Students Select One)	

ARC 554-6: Graduate Architectural Design/Thesis II

ARC 593-6: Research Paper

ARC 599-6: Thesis

Total: 6 Credits

Program Total: 109 Credits.

*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 and122 are waived, the student completes 101 credit hours. Please note that this is in addition to having earned a four-year degree in which core curriculum classes and other courses were completed. Since college degrees require at least 120 hours of coursework, students in this plan complete 221 or 229 credits.

Master of Architecture Curriculum for Students

(Online Integrated Path to Architectural Licensure option)

Fall I Semester	
ARC 550-6: Regional Architecture Studio ARC 591-3: Architectural Professional Practice I Total: 9 Credits	
Winter Intersession I	
ARC 594-1: Programming & Analysis Total: 1 Credit	
Spring I Semester	
ARC 551-6: Comprehensive Design ARC 592-3: Architectural Professional Practice II ARC 500-3: Research Methods Total: 12 Credits	
Summer Intersession I	
ARC 595-1: Project Planning + Design Total: 1 Credit	
Summer I Semester	
Take ARE exams for ARC591, ARC592, ARC594 & ARC595	
Fall II Semester	
ARC 552-6: Graduate Architectural Design/Thesis I ARC 541-3: Arch. Systems & Environment Total: 9 Credits	
Winter Intersession II	
ARC 596-1: Project Development + Documentation Total: 1 Credit	
Spring II Semester	
ARC 554-6: Graduate Architectural Design/Thesis II ARC 532-3: Architectural History III: Global Traditions in Architecture Total: 9 Credits	
Summer Intersession II	
ARC 597-1: Construction + Evaluation Total: 1 Credit Program Total: 43 Credits	
Summer II Semester	
Take ARE exams for ARC596 & ARC597	

The online Integrated Path to Architectural Licensure (IPAL) Master of Architecture program is designed for architecture professionals seeking an accredited professional degree and licensure that qualifies for

National Council of Architectural Registration Boards (NCARB) certification. It is built on the curriculum of the Master of Architecture program but substitutes four 1-credit IPAL courses for the 3-credit elective normally taken by graduate students.

In 2017, the IPAL option was reviewed by the Illinois Department of Financial and Professional Regulation. They gave full approval and support for it being offered even though Illinois requirements at the time stated that candidates for the ARE must complete a professional degree before starting registration exams. Their letter of support stated that they understand that the university draws students from many jurisdictions, some of which already allow candidates to begin taking the ARE prior to completion of the professional degree, and that the licensure board would examine updating the requirements in Illinois to allow the same. Licensure laws are updated on a mandatory 10-year cycle in Illinois. The importance of carefully reviewing requirements in the jurisdiction in which they plan to seek initial licensure before committing to the program is explained to all prospective students inquiring about the IPAL program. Even students seeking licensure in Illinois or another state requiring completion of the degree before taking the ARE can seek initial licensure in one state and move it to Illinois or another state upon completion.

5. Resources

5.1 Structure and Governance

The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

5.1.1 **Administrative Structure**: Describe the administrative structure and identify key personnel in the program and school, college, and institution.

5.1.2 **Governance**: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

Program Response, Items 5.1 & 5.2: The School of Architecture has one director overseeing four programs: Architecture (the master's degree), Architectural Studies (the undergraduate degree), Interior Design, and Fashion Studies. Each program has a program director. Faculty of each program report to that program director for matters related to their program but to the school director for all other matters. The school has one Office Administrator, Ms. Andrea Ogden, and one Academic Advisor, Ms. Kijoung Na. The staff is supplemented during the academic year by student workers hired to perform tasks like photocopying, answering phones, greeting visitors, and so on. The office administrator works directly for the school director. The academic advisor works directly for the College of Arts and Media.

School of Architecture Administrative Structure

<table>
<tr><td colspan="4">Dr. Rolando Gonzalez
School Director
(Andrea K. Ogen, Office Administrator)</td></tr>
<tr><td>Dr. Rolando Gonzalez
Director, M. Arch.</td><td>Position Open
Architectural Studies
Program Director</td><td>Laura Morthland, IIDA
Interior Design
Program Director</td><td>Dr. Laura Kidd
Fashion Studies
Program Director</td></tr>
<tr><td colspan="2">Faculty
Husam Akoud, Instructor
Robert Anderson, Instructor
Dr. Mehdi Ashayeri, Assistant Professor
Sheila Baysinger Hensley, Assoc. Prof. of Practice
Michael Carney, Assistant Lecturer
John K. Dobbins, Associate Professor Emeritus
Maria Garcia, Instructor
Dr. Rolando Gonzalez, Associate Professor
Thad Heckman, Instructor Emeritus
Dr. Qian Jenny Huang, Associate Professor
Kirk Irwin, Instructor
Farshad Kheiri Assistant Professor
Norm Lach, Assistant Professor Emeritus
Jose Lugo, Instructor
Christopher Post, Assistant Instructor
Sanjit Roy, Instructor
Jessica Sergeev, Instructor
Peter Smith, Associate Professor
Steven Turnipseed, Senior Lecturer</td><td>Faculty
Jennifer Z. Matthews, Instructor
Laura Morthland, Associate Professor
Peter Smith, Associate Professor
Steven Turnipseed, Senior Lecturer</td><td>Faculty
Siwon Cho, Associate Professor
Judy Huyck, Lecturer
Laura Kidd, Associate Professor
Seung-Hee Lee, Professor
Bobette Stott, Instructor</td></tr>
</table>

Note: Emeritus architecture faculty included here are those currently teaching in the program. Some

retired faculty have been asked to teach courses on a part-time basis to cover the program's needs.

Governance. Southern Illinois University is a system of eight campuses distributed throughout the state of Illinois. Southern Illinois University Carbondale is the flagship and original campus of the system. In addition to SIUC, there is Southern Illinois University Edwardsville, University Center of Lake County, the East Saint Louis Center, the School of Medicine (Springfield and Carbondale), the School of Dental Medicine (Alton), the School of Law and School of Architecture (Carbondale), and the School of Pharmacy (Edwardsville). Other university facilities include a series of medical clinics and specialty treatment centers in Quincy, Decatur, and Springfield, all under the auspices of the School of Medicine.

The SIU system is led by one president, Dr. Daniel F. Mahoney. It is governed by a Board of Trustees created by the Illinois Legislature for operating, managing, controlling, and maintaining the university. The board has seven members appointed by the governor and approved by the Illinois Senate. In addition, two student members (one from each campus) are elected by the campuses at Carbondale and Edwardsville.

The Carbondale campus is governed by a chancellor, Dr. Austin A. Lane. Reporting directly to the chancellor is the Provost & Vice Chancellor, Dr. Sheryl A. Tucker. Dr. Tucker serves as the chief academic officer of the campus. Additionally, there are vice chancellors for Administration & Finance, Research & Graduate School, Student Affairs, and Anti-Racism, Diversity, Equity & Inclusion. Dr. Tucker is the contact most frequently used for academic programs.

A complete organizational chart of the SIUC campus is available at siu-organization-chart.pdf

The College of Arts and Media is the collegiate home of the School of Architecture. It was established in a campus-wide reorganization in 2021. It consists of the School of Architecture, School of Art and Design, School of Journalism and Advertising, School of Media Arts, School of Music, and the School of Theater and Dance. Dr. Hong Cheng is Dean and Professor of the college. Mr. Robert A. Lopez, MFA, is Associate Dean. Each school has a director.

Student Advising is directed by the college's Chief Academic Advisor, Naomi Arseneau. She is also the advisor for Journalism. There are three academic advisors: Kijoung Na (Architecture), Todd Robinson (Cinema, Radio/TV, and Digital Media) and Karen Wolf (Art & Design, Music, Musical Theater, Theater & Dance). Advising offices are in the college offices, although Ms. Na works in the School of Architecture two half-days each week.

SIU students may have in-person or online advising appointments. Students use Salukinet, the campus portal for accessing student services like registration, academic records, financial aid, campus employment, and other services. SIU uses Degree Works, a program that allows students to monitor progress toward completion of their degree in real time. The program allows students to assess the impact of dropping a course before they complete the action to see how it impacts time-to-degree. The university uses the Banner registration system. All of these programs are integrated into Salukinet to provide students a seamless experience in using them.

The College of Arts and Media also maintains Administrative and Technical Staff. Debra Henderson is the Assistant to the Dean. The college business office is staffed by two Senior Business Managers: Deborah Harman and Alaina Mevert. College development is handled by two development officers who work directly for the SIU Foundation. There are three members of the technical staff working for the college as a multimedia tech specialist, digital media systems specialist, and an auditorium technical director.

Faculty participate in shared governance of the School of Architecture through its committees and by their voting power on matters before the faculty. The four standing committees of the school established by its operating paper are Curriculum & Student Services, Public Relations, Facilites & Technology, and Academic Progress. Ad hoc committees may be proposed from the floor at any faculty meeting and exist for that academic year unless renewed for further service. Currently, there are two ad hoc committees: School of Architecture Operating Paper Task Force and Research & Development.

The Curriculum & Student Services Committee handles all matters related to the well-being of students and matters of the curricula of the school's programs. The committee conducts all the research and work necessary to formulate a recommendation to bring to the faculty. The committee does not make final decisions on these matters. Only the faculty makes final decisions based on the committee's

recommendations. In this way, governance is in the hands of the whole faculty.

The Public Relations Committee handles all matters related to producing media for use in print and online for the programs and school, as well as press releases. This information is required by the university to be coordinated with various campus offices. These offices handle release of the final information to the public as required by university protocol. The committee provides information from the School of Architecture for the media and press items.

The Facilities & Technology Committee makes recommendations for use of the school's facilities and implementation and replacement of its technology in its labs. Final decisions are made by the faculty as a whole in consultation with the appropriate campus offices that direct these matters. For example, the faculty may decide to develop resources for students such as new virtual reality stations. This decision guides how the school director funds purchase for the next year to implement this decision. Budgeting works in one-year intervals, meaning we must spend our full budget each year. -

The Academic Progress Committee is a committee that serves the faculty as they move through the tenure process and academic ranks. It consists of the senior faculty of the programs. They review the progress of each tenure-track faculty member annually and make recommendations to that faculty member on what they are doing well and what they also need to be doing. The work of this committee is advisory only and may be used by the school director when writing the faculty member's annual review. This committee ensures that the faculty is working to strengthen its own ranks with the school, college, and university.

All faculty have voting rights in the School of Architecture. Continuing faculty have voting rights over all matters before the faculty. Non-tenure-track faculty have voting rights over matters before the programs in which they teach, and if appointed or elected to serve on a school committee, all matters are before that committee. The director does not vote on matters before the faculty except when necessary to break a tie. The director is an ad hoc (non-voting) member of all school committees. Voting ensures the faculty can participate in shared governance of the school.

The School of Architecture's staff member, Andrea K. Ogden, Office Administrator, attends faculty meetings and takes notes, keeps records, presents minutes, and assists the director. Staff members do not have a vote on matters before the faculty.

Students participate in the School of Architecture in many ways. Students can meet with the director and program director to discuss program matters, issues, areas of success and for improvement, the curriculum, and matters of college life. They are also able to discuss these matters with their academic advisor.

Registered Student Organizations (RSOs) are another way for students to participate in the school and university community. Professional organizations in our fields include the American Institute of Architecture Students, Alpha Rho Chi, International Interior Design Assocation, Future Hispanic Architects, and the Fashion Club serve students in the School of Architecture. In total, the university has over 300 RSOs to serve student interests in many ways.

Students provide feedback to the school through course evaluations. These are collected anonymously at the end of each semester in MyCourses. The university manages items like student preferences for communications, contact information, and similar personal data to maintain a connection for feedback with students. Note that once a student graduates, the program no longer has access to this information.

5.2 Planning and Assessment

The program must demonstrate that it has a planning process for continuous improvement that identifies:

5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

Program Response: The School of Architecture stays informed about NAAB Conditions by reviewing the documents as they are published. Architecture faculty meet as a committee-of-the-whole to decide how each criterion will be met. Every semester coursework in studios is reviewed through multiple jury processes and public displays of the work, and our Advisory Committee (described later) meet annually to review work in the ARC 452: Integration and ARC 551: Comprehensive studios. These reviews help us

ensure we are meeting NAAB Conditions in coursework.

To meet institutional strategic planning and assessment efforts, the School of Architecture uses a continuous process of moving toward excellence. The university established measurable goals in its Pathways to Excellence strategic planning document in 2013, including:

- Provide every student with support services to successfully integrate them into the academic community and promote success and retention rates. The SoA (School of Architecture) works with students from diverse learning backgrounds and needs and makes them fully aware of all services provided to them by the university and the school to assist them in achieving academic excellence. Adaptive learning environments are provided, in-class assistance such as sign language interpretation is used, and lectures are recorded and closed-captioned for later reviewed through a class site. These are just a few examples.
- Provide every student with start-of-the-art instruction. The SoA strives to teach the newest software and hardware technologies in our design and technology studios. We have long had CAD (Computer Aided Design) and BIM software in our computer labs, as well as modeling programs. We have laser and CNC machines, 3D printing, and virtual reality stations and hardware for student use. The online program is another response to bringing start-of-the-art professional education to a broader audience of unserved students whose growth in the profession was limited by their inability to obtain the professional degree due to life circumstances. Online education has bridged that gap.
- Provide every student with opportunities to engage in research, creative activity, and service learning. The university provides opportunities for students to engage in research work under the direction of faculty members at both the undergraduate and graduate levels. Graduate programs are found at most universities. SIUC offers the Undergraduate Research and Creative Activity Assistantship to encourage interest in research work among undergraduate students with an eye to attracting them to becoming graduate students and working in research in their area of interest. Each year the university hosts the Undergraduate Research and Creative Activity Forum and publishes the students' abstracts on Open SIUC, a public research forum of Morris Library on campus.
- Celebrate our commitment to diversity. One objective of this goal is to establish new endowments and scholarships. The SoA has developed the John K. Dobbins Master of Architecture Scholarship, the Dr. Jon D. Davey Scholarship, and the Norm Lach Scholarship. Each of these is named for an emeritus faculty member, and, in the case of Dr. Davey, a deceased faculty member. Alumni and faculty have been encouraged to donate to these funds to work toward endowing them for the future and to providing awards for the interim period.
- "Pathways to Excellence" contains several other strategic goals. These are the ones focused upon by the School of Architecture to date.

The university requires assessment of all programs at least once every four years in accordance with Higher Learning Commission guidelines. Programs with an external accreditation process can use it as an assessment. The School of Architecture meets all requirements of the Provost and Vice Chancellor's Assessment Plan found at Assessment Plan | 618-453-7653 | Provost and Vice Chancellor for Academic Affairs | SIU

5.2.2 Key performance indicators used by the unit and the institution.

Program Response: The university and the School of Architecture use several indicators to determine our performance. At the university level, student enrollment, retention, and graduation rates are indicators of a program's overall health. The SoA works with the Admissions Office to recruit new students. We work with community college programs to recruit transfer students and have developed articulation agreements with several programs in the region. The SoA works with the Career Development Center on campus to help with placement of students and it has held its own career days in our gallery for firms in the St. Louis and Chicago regions to meet with graduating students.

Another performance indicator is the the quality of scholarly and creative activity. Presented earlier in this document is a table showing scholarly work reported by the faculty since our last NAAB visit. The university does not provide faculty with facilities for conducting research experiments to produce empirical, quantitative research. Therefore, faculty publication focuses more on explanatory, descriptive, survey, and observational research. (It is not limited to these types, however.) Faculty resumes provided in this document will give additional information on this topic.

The SoA also reviews data provided by the Office of Institutional Effectiveness. This office tracks data on students and faculty in all areas recorded by the admissions process for purposes of annual reporting to the US Department of Education and the state of Illinois. The data provides valuable insights into areas where our efforts to attract a diverse student population are being effective or need to be enhanced. The same is true for faculty recruitment and retention. The SoA works to make the faculty reflect the diversity of the student body as much as possible.

A final measure the School of Architecture reviews is to look at the ARE pass rates data kept by the National Council of Architectural Registration Boards to verify that our graduates are successfully achieving this milestone in their professional development. We want to stress that we believe that architectural education is not "teaching to the test," but we review our results every few years to see where our graduates stand.

ARE Pass Rates for Southern Illinois University Carbondale (%)					
Exam	2019	2020	2021	2022	2023
Construction & Evaluation	80	75	81	71	53
Practice Management	47	62	59	48	47
Programming & Analysis	56	74	85	55	67
Project Development & Documentation	58	79	53	55	63
Project Management	47	81	75	54	62
Project Planning & Design	40	52	45	45	44

Source: ARE 5.0 Pass Rates by School | NCARB - National Council of Architectural Registration Boards

While no comparisons are made for the purposes of communicating our results against those of other schools, we do look internally at how we compare to other Illinois and regional schools and find that the SIU SoA compares favorably in most areas.

5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.

Program Response: Through reviews conducted in the form of public presentations of work and juries in studios, we asses our design studios every semester. Syllabi for courses are developed by the faculty working so that each course may be given its niche (place) within the program without duplicating efforts already undertaken in other courses although we do allow for reinforcing the efforts of one course in another. In the design sequence for example, the course titles reflect the nature of the holistic approach to our studio education. Those courses are titled Design Communication I and II, Concept, Order, Context, Complexity, Urban Design & Community, Integration, Regional Studio, Comprehensive Design, and Design Thesis I and II (or Research Paper I and II or University Thesis I and II). The nature of our design studios has been a multi-year objective of the SoA since its inception.

Looking back over the years since SIU developed the Master of Architecture program, the SoA has successfully transitioned from what was once a two-year program to a 2+2 program in Advanced Technical Studies, then to a four-year Bachelor of Science in Architectural Studies degree preprofessional program, and finally to a 4+2 professional degree program. This happened in a state with significant financial challenges in that time period. The faculty and staff at SIU demonstrated unmet need for another architecture program at a state university in Illinois and successfully attracted students into the program. This was also our mission for almost twenty years!

5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

Program Response: Like all schools, the SIU School of Architecture has its strengths, faces challenges, and can take advantage of opportunities that may be used strategically to our advantage.

Strengths. One of the great strengths of this faculty is its "can do" attitude. When told that online education would not work in architecture, this faculty did not resign itself to that being the answer but

set about finding a way to make it work. After a few semesters, some faculty who had said they thought it would not work retracted their words and declared it a great success. We had to learn a LOT about how to make it work but were upfront with students entering the program those first couple of years that this was an experiment in architectural education that we were conducting together. They were repeatedly asked for honest and open feedback about what was working and what was not working. This required faculty to sometimes shift into doing things another way midcourse and not have a vested interest in keeping what they had already worked so hard to develop as the only way they could deliver class. This proved to be a saving grace to the School of Architecture in 2020 when the COVID pandemic shut schools down and suddenly every class had two weeks to go online. The SoA had a cadre of people positioned who knew how to do this. The faculty provides a great, ongoing strength of this program!

SIU's regional reputation remains a great strength to the program. The university has a strong international, national, and regional family of alumni and fans numbering close to 300,000 and from over 100 countries and all 50 states. The university is the largest economic catalyst in the region, and perhaps the largest in Illinois south of our state capital. Like the faculty, SIU graduates have a reputation for being people who "get things done."

The facilities at SIU are very good. Our campus is one of the most beautiful in Illinois (many would say it is the most beautiful campus the state has). Quigley Hall is very well maintained and updated by the university at reasonable intervals. Although the building is about 60 years old, it serves the School of Architecture very well. Major investment was made in the building when the Master of Architecture program was approved and ongoing investment, although not at an ideal level, has kept the facilities meeting our needs and updated with technology. The College of Arts and Media is next on the university's list of planned capital projects for the Carbondale campus and that may affect the School of Architecture in a positive way, too.

The ability for graduate students to earn the Master of Architecture either on-campus or online in 15 months remains a strength of the program. We achieve this by having four consecutive semesters of teaching (summer, fall, spring, and summer for on-campus students and fall, spring, summer, and fall for online students). This helps reduce the cost of graduate education. Students do not need living accommodations (and associated costs) for the traditional two years of a graduate program and can enter the job market several months earlier and become wage earners more quickly. In recent years, the job market has been very active, and this has proven to be a great advantage for our graduates.

Challenges. A primary challenge for the School of Architecture has been attracting tenure-track faculty to fill our ranks. While we have successfully filled several positions in recent years and are pleased with the broad range of experiences and backgrounds the new faculty members bring to our students and the program, it remains a challenge to attract faculty to a rural area. Architecture by its very nature tends to be an urban experience. Our closest large city is St. Louis, MO at two hours by car. We are six hours from Chicago and about three hours from either Memphis, TN or Nashville, TN. All these cities are easily reached but the local region features a rural lifestyle that is not always attractive to those who study architecture. To help meet teaching shortfalls, the university has hired retired faculty members on annual or semester-long contracts to cover classes when possible and has hired others with much less experience when necessary.

Because of the costs associated with bringing in lectures to Carbondale, we are limited in the number and types of lectures we can offer our student body. To provide access to lectures of a high caliber, we can take students to the lecture series at Washington University in St. Louis, a practice we have used for many years. In some instances, we have participated in lectures at the University of Illinois at Urbana-Champaign, but St. Louis is much easier and closer to visit and WUSTL attracts many speakers.

Developing endowed scholarships is a long-term endeavor and one the SoA continues to achieve as time passes. We have a stream of steady donors but need to work on instilling a strong culture of giving to the university from the time students are here with us on campus so they are ready and willing to donate when they can do so later in life.

Since its move to the College of Arts and Media, the method for distributing funds generated by online

programs has not been kept by the university. In the past, programs received 50% of the net proceeds from an online program as a supplemental budget appropriation to encourage development of online programs on campus. The university kept 35% of revenue, the bills were paid, and 50% of what was left went to the program and 50% to the college home of the program. This resulted in a surplus to the budget of the School of Architecture that quite literally saved us from fiscal disaster for several years. Now, we are not given a share of the revenue generated but must beg and plead with the new college for every penny. This is not a sustainable system for the program.

Opportunities. The School of Architecture has opportunities to grow and change into the future. First, the school implemented a construction management minor that could be developed into a new program for the SIU campus. Oddly enough, the campus had a construction program at one time and chose to send that program, then a two-year offering, to a local community college. Since that time, construction management has become a very sought-after four-year degree. Second, interdisciplinary education is becoming more standard in today's world than it has been in the past. The SoA should seek ways to develop interdisciplinary programs with other units on campus that lead to new collaborative degree offerings beyond the BSAS degree we currently offer. Third, continuing education and lifelong learning are requirements of the profession and have been for many years. This could become a new revenue stream for the university and the school with funds supporting both the faculty members who develop and deliver continuing education courses and the programs. An issue, of course, is the time required to create courses like these and the fact that many reasonably good CE courses are available free from industry and trade sources. Fourth, the online program continues to do well but marketing for it has fallen away since the School of Architecture moved to the College of Arts and Media. An inevitable outcome of discontinued online marketing efforts is likely to be felt in time: reduced applications to the program. Online marketing tools work but must be kept in place.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response: The School of Architecture maintains an Advisory Committee for its architecture programs. There is one committee for both the graduate and undergraduate programs. The Advisory Committee consists of professionals from a variety of practice types and experiences within the profession. The committee meets annually on the Carbondale campus to review work completed by students in the graduate and undergraduate programs.

Our Advisory Committee membership includes:

- Todd Cyrulik, AIA, LEED AP Principal, BLDD Architects, Decatur, IL
- Dan Gavin, AIA, Farnsworth Group, Fairview Heights, IL
- Carolyn K. Green, Principal, Building Resource Studio, St. Louis, MO
- Col. David Helfrich, AIA, NCARB, LEED AP, US Army Corps of Engineers, Scott AFB
- Michael Houtsch, Program Coordinator of Architectural Studies, Vincennes University
- Erik Illies, AIA, HOK, St. Louis, MO
- Brad Klein, AIA, LEED AP, Senior Planner for Capital Planning, University of Illinois at Urbana-Champaign, Urbana, IL
- Ryan Kopp, AIA, LEED AP BD+C, Christner Architects, St. Louis, MO
- James Miller, Miller Consulting, Chicago, IL
- Rich Obertino, AIA, Principal, TR,i Architects, St. Louis, MO
- Jane Ostergaard, Program Coordinator of Architectural Studies, College of DuPage, Glen Ellyn, IL
- Renee Prusacki, AIA, Gensler International, Chicago, IL
- E. William Reichert III, AIA, Architectural & Planning Advisor, St. Clair County, IL
- Elizabeth Kutterer Sanchez, AIA, Associate Principal, Mackey-Mitchell Architects, St. Louis, MO
- Gail White, AIA, LEED AP, White & Borgognoni Architects, Carbondale, IL

The purposes of the Advisory Committe include 1) maintaining our connection to the profession we check to ensure we are preparing work-ready graduates for their offices, 2) providing a connection between professionals and our students so that students can meet leaders in their chosen field, and 3) asking the Advisory Committee to review the work of our students so that we can refine it to eliminate weaknesses and produce higher quality outcomes.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

We believe the university's assessment planning, the school's accreditation activities, incorporation of NAAB's Conditions, regular discussion of student and program performance, and our use of an external Advisory Committee demonstrate regular, committed work to incorporate changes and adjustments into the program that promote both faculty and student success.

5.3 Curricular Development

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment. The program must identify:

5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.

5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

Program Response: As introduced in section 5.1 on shared governance, the School of Architecture maintains a standing committee of faculty to review the curriculum of all the school's programs. The committee researches issues related to curriculum matters and formulates a recommendation to the faculty. The faculty acts on the recommendations of the Curriculum and Student Services Committee. The faculty makes final decisions. The committee performs the required research tasks to assist the faculty in its decisions. Academic 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 school faculty decides on changes to the curriculum, the changes must be submitted to the curriculum committee of the college. 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 appropriate university catalogs. Current students are not subject to new requirements. All students are only subject to the requirements listed in the catalog when they enter SIU. This is called the students 'catalog year' on campus.

Curriculum review is part of the development of the school's programs and is considered one of its long-term planning processes. It impacts space and resource requirements for the school in some instances. The school's Advisory Committee reviews the curriculum of the architecture programs each year when it visits campus.

Program directors coordinate discussions among the faculty of the various programs and call meetings of program faculty as needed. A program director may present curriculum matters to the school faculty at a regular meeting or designate another program faculty member to make the presentation. Final voting on matters is made by the school faculty with common practice being to defer to program faculty for matters related solely to their program. Some matters impact more than one program, naturally.

Curriculum matters also come to the school through our academic advisor for the University Core Curriculum Committee. These matters are explained to the faculty and their impacts on our program

and NAAB requirements are discussed. Faculty from across the university are represented on the University Core Curriculum Committee where decisions about the core are made, but when the decisions come to school faculty, they are normally advisory of planned changes at first and then notice of actual changes made.

The School of Architecture Curriculum Committee consists of Mehdi Ashayeri as chair (architecture), Amos Kalua (architecture), and Seung-Hee Lee (fashion studies).

5.4 Human Resources and Human Resource Development

The program must demonstrate that it has appropriate and adequately funded human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. The program must:

5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

Program Response: Faculty workloads are determined by contracts with the Faculty Association and the Non-Tenure-Track Faculty Association, the two unions representing university faculty on the SIU campus. Regular university faculty are assigned percentages of time in three areas: teaching, research/creative activity, and service.

Normally a regular (continuing) faculty member teaches 6 credit hours per semester for 50% of their time and the remaining 50% is split in some way between the other categories. It is possible for a faculty member to have less teaching but more time in other areas in a term, but faculty must generally have one term each academic year teaching at about 50% time.

A non-tenure-track faculty member teaches 12 credit hours per semester for 100% of their time with no assignment in the other areas. NTT faculty only teach. Teaching over 12 credits in a semester is an overload and extra compensation is offered. Teaching less than 12 credits is an underload and less pay is offered, however, if the average teaching in a regular academic year is 12 credits per semester, no adjustment to the faculty salary is made. (Example: 10 fall credits and 14 spring credits averages to 12 credits per term).

In either the case of regular or NTT faculty, an overload contract may be offered for teaching an additional course load. The extra effort must exceed the normal teaching load expected of the faculty member and the regular research/creative activity and service load is expected of a regular faculty member. During periods when the university had a hiring freeze, it was essential that we were able to offer extra contracts to faculty to teach in our new online program. Over time, we have been able to hire faculty to teach regularly in that program reducing the burden on the regular and NTT faculty.

An advantage of the overload system is that it allowed faculty seeking to be entrepreneurial to use their skills and knowledge in the program to help our students and to develop a successful online program. Online students were taught by highly experienced faculty who, in many cases, had been teaching the classes they were taking for a long time. A disadvantage is that, over time, the additional workload wears a faculty member down and even to the breaking point. We watched for signs of issues like that and allowed faculty to judge when it was time to step aside and take a needed break.

Workload assignments promote the balance of time needed in teaching, scholarship, and service and leave time for faculty to interact with students in those conversations and other matters students need with faculty. It is, of course, up to the faculty member to find the necessary life-work balance they need for their family and personal matters.

Reviews of each faculty member are conducted by the director annually. These reviews are intended to determine how well the previous year's planned workload assignment had been and to refine the workload percentages for the next year. Workload assignments are negotiated annually. In case of extreme circumstances, they can be changed mid-year to reflect changes in status or emergency situations. As an example, last year, one faculty member died about a month into the semester. His workload had to be shifted to other faculty members, requiring a change in their workloads.

5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up to date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

Program Response: The School of Architecture has appointed Dr. Rolando Gonzalez, Director, to act as our Architect Licensing Advisor.

In 2020, Mark Martin Smith, Assistant Vice President of Policy + International Relations at NCARB, was scheduled to visit the SIU campus to speak to our students when the COVID pandemic shut everything down. This visit did not occur due to the COVID pandemic.

The School of Architecture participated in the Licensing Advisors Summit in 2021. Professor Emeritus Norm Lach attended the event in Miami, FL.

The School of Architecture hosts AIA Prairie Chapter's meeting every November on the SIU campus. At this meeting, students network with professionals from AIA Prairie Chapter in Illinois. This chapter covers 89 of Illinois's 102 counties. This meeting has been noted in other parts of this report but also serves as a way for our students to learn about the licensing and internship processes.

Finally, a lecture in ARC 341: Building Technology II: Masonry/Concrete is devoted to the five phases of architectural practice as defined by the American Institute of Architects and to the licensure process as presented by NCARB on its web site. We concentrate on Illinois, but the lecture shows students how to learn requirements in all US states and territories through NCARB's licensing tools. The lecture introduces students to the Architecture Experience Program (AXP) and shows them how to locate the AXP booklet on the NCARB website.

5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.

Program Response: There are abundant opportunities for professional development as a faculty member on the SIU campus. The Center for Teaching Excellence, located in Morris Library on campus, offers regular workshops and guidance on how to use teaching technology, Desire2Learn (MyCourses), artificial intelligence, how to design instructional materials, strategies for online teaching, experiential learning, and evaluation of learning. They offer orientation for new faculty to introduce all the technology SIU offers.

SIUC is a member of the Online Learning Consortium. This membership allows faculty to have free access to the OLC site and often free or discounted access to webinars, seminars, and training on many items related to online learning.

Illinois is hosting the inaugural Illinois Online Higher Education Symposium this fall to showcase exemplary online education practices and create dialog with the state's community of online educators at its ten primary universities. This event is planned to become an annual offering.

There are 11 staff members at the Center for Teaching Excellence. They have expertise in such areas as instructional media systems, instructional media and web design, digital imaging, instructional evaluation, instructional design, video conferencing, and video/photography production.

The university offers sabbatical leave. Sabbatical leaves are intended to promote professional development by allowing an opportunity for extraordinary work: that is, something beyond work done during a regular academic year. (Source: Sabbatical leave policy). Sabbatical provides full pay for one semester or half-pay for one academic year.

Professional development leave is also available from the university. Professional development leave differs from sabbatical in its purpose, and it extends to members of the university staff and faculty. Professional development leave might retrain an employee to engage in better work processes for the university, for example.

The Office of Sponsored Projects Administration assists faculty in finding and administering external grant funding for their research work. They regularly hold workshops on how to apply for grants. Every faculty member on campus has an assistant at OSPA assigned to them when they are seeking a grant. That assistant stays with the faculty member through the entire process. OSPA provides accounting services to manage grant funds to ensure compliance with all grant requirements.

The university offers tuition waivers to faculty pursuing coursework (excludes the School of Medicine and the School of Law). This allows faculty to continue professional development within the university setting. This benefit extends to retirees and part-time employees. The benefit extends to the children of employees after seven years of employment.

5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

Program Response: SIU has professional advising staff for undergraduate students. Our academic advisor, Kijoung Na, reports to the Chief Academic Advisor in the College of Arts and Media. She works in the college offices most days but is in Quigley Hall two half-days per week. Students can meet her in-person or online. Students access Degree Works through Salukinet to monitor degree progress at any time. This program shows them courses completed and those yet to be completed and it allows them to model impacts of choices on time-to-degree. This helps students make informed decisions.

Graduate students are advised by the Director of the Graduate Program, a faculty member. This permits close interaction between the director and graduate students, allowing students to ask professional development and career questions about their program. Our graduate program is a very ordered program with only one elective. This makes academic advising straightforward for most students. We are not a large enough program to offer multiple sections of most courses or to have a wide variety of electives. Since academic advising is streamlined, this allows more time for professional and personal issues with graduate students. Generally, graduate students know how a university works well enough to work with the system, too.

Mental health services are available to students from Student Health Services. Counseling and Psychological Services are available around campus in addition to the Student Health Center. For example, CAPS services are found in campus housing. The offices keep scheduled hours but also maintain a 24-hour phone line for students.

Health services are available to students in the Student Health Services Building attached to the Physical Recreation Building. SIU students must have health insurance through their parents, the student health insurance plan, or another source. Only a fully online student is not covered by the health requirements of campus. Immunization services are provided. LGTBQ health services are provided. There is a pharmacy and wellness center. Faculty/staff urgent care is available, too.

Career guidance is available to students through the Career Development Center. They host campus job fairs, teach students to write professional resumes, provide practice interviews, provide free professional clothing for students, and help create links between prospective employers and SIU students. In addition, the School of Architecture has hosted its own job fairs in our gallery to bring in architecture firms from the St. Louis and Chicago areas to meet with our students. We do this because architecture is a professionally focused career and Career Development Center's focus is usually more general in nature, although they provide other services that are very beneficial to our students.

Students are also able to discuss career plans with faculty. Informal discussions happen regularly. Our student chapter of the AIAS brings in a speaker with career-oriented topics about once each year and invites faculty to attend a "get to know your faculty member" session with the group.

SIU offers the Externship Program, a spring break, job shadowing experience. An SIU student is paired with a professional for the week of spring break. They observe and participate in their sponsor's work. This program has led to many students being offered summer internships and regular positions once they graduate.

5.5 Social Equity, Diversity, and Inclusion

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

Program Response: Southern Illinois University committed itself to providing education to people of all backgrounds many decades ago. Physical barriers to learning were removed from this campus decades before codes and laws began requiring those modifications. Learning barriers

have been addressed as we gain additional insight into ways to properly assist people to achieve their best outcomes in life. SIU was the first university in Illinois to graduate an African American student Alexander Lane, a former slave, graduated in 1871. He later became a physician and was elected to the Illinois state legislature. Today, SIU's student population is 15% African American compared the US population of 14.4% African American. Diversity has been part of the SIU way of life from the very beginning.

When SIU was established, there was no community college system for more than one hundred years. Yet there was need for the types of education community colleges later became known for providing. SIU created the Vocational Technical Institute to fill this need in southern Illinois. Two-year programs in many career-focused areas were taught at a nearby campus in Carterville, IL. SIU met the economic needs of its region in this way. These programs are no longer offered by the university. Some were moved to community colleges, and some were simply no longer needed.

The university works hard to balance distribution of human, physical, and financial resources to match our student needs and populations. It is an imperfect process and a moving target, but it is one the campus tries to achieve by tracking its progress annually, assessing areas where needs and goals are not being met, actively working to recruit and retain a diverse faculty, creating and maintaining an inclusive culture on campus, and providing services to all students. As part of the university, the School of Architecture is proud to follow campus guidance on diversity and inclusivity.

5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

Program Response: Since the last accreditation cycle, the program has hired new faculty in several positions. We continue to hire additional faculty. As already noted in this report, we sometimes struggle attracting qualified applicants to the region in this field of study. Architecture is more of an urban experience than a rural one. Nevertheless, we persevere.

To ensure that our positions are advertised to a wide audience, the SoA posts ads in the Chronicle of Higher Education (required by the university), Association of Collegiate Schools of Architecture, National Organization of Minority Architects, and Chicago Women in Architecture.

Applications are received by Human Resources on campus. They track applicant data for reporting purposes and contact every applicant upon receipt of their application. When the deadline for applications arrives, Human Resources provides the School of Architecture will access to the applications. The Chair of a Search Committee reaches out to applicants if materials that the School of Architecture requires are missing or incomplete (the portfolio, for example). All items are received by Human Resources in digital form.

The Search Committee reviews applications and ranks them using a rubric. The rubric is shown in the supplemental materials. Top-ranked applicants are invited to an interview. Initial interviews are conducted online. Second interviews are conducted on campus and include interviews with the School Director, Dean, and a member of the provost's office.

Comparisons by race/ethnicity and gender of the enrollment of the faculty of the School of Architecture versus its students are shown in the table that follows.

Enrollment Comparison Faculty vs. School of Architecture						
Race/Ethnicity	**Undergraduate**		**Graduate**		**Faculty**	
	Count	**%**	**Count**	**%**	**Count**	**%**
American Indian/Alaskan Native	0	0.0	1	1.0	0	0.0
Asian	4	3.2	5	5.0	3	12.5
Black or African American	20	15.9	9	8.9	1	4.2
Hispanic	16	12.7	10	9.9	1	4.2
Native Hawaiian or Pac. Islander	0	0.0	0	0.0	0	0.0
White	85	67.5	66	65.3	17	70.8
2 or More	0	0.0	0	0.0	0	0.0
International/ US Nonresident	0	0.0	0	0.0	2	8.3
Unknown	1	0.8	10	9.9	0	0.0
Total	126		101		24	

Enrollment Comparison Faculty vs. School of Architecture						
Gender	**Undergraduate**		**Graduate**		**Faculty**	
	Count	**%**	**Count**	**%**	**Count**	**%**
Female	47	37.3	48	47.5	28	0.2
Male	79	62.7	53	52.5	281	2.5
Total	126		101		309	

In the next accreditation cycle, the School of Architecture will continue to use these strategies to attract a diverse pool of applicants:

- Writing inclusive position descriptions.
- Using diverse sourcing strategies for job notices and advertisements.
- Using an unbiased screening process.
- Training members of hiring committees to be aware of bias, including watching for unconscious bias.
- Showing interviewees evidence of an inclusive workplace culture in hiring practices.

5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

Program Response: A portion of the plan for the School of Architecture is determined by the university. SIU does not require ACT or SAT scores for students whose high school GPA is 2.75 or above. This reduces reliance on standardized test scores that can be a barrier for some students. The university offers tutoring services for core curriculum classes and the Office for Access and Accommodations provides notetakers, sign language interpretation, and other in-class learning assistance for qualified students. Many professors record lectures and post them to the class site in MyCourses. Lectures are easily closed-captioned now. Live class lectures can be closed captioned by AI technology now, too. Using these services provides opportunities for greater success and retention of students.

Since the last accreditation cycle, the School of Architecture and university passed through the COVID pandemic, like all schools in the country. Everything was disrupted including recruiting plans and events. Normal recruiting events were cancelled. In some ways, we are still getting back to normal recruiting activities. For a while, recruiting went to web-based services but Open Houses on campus are happening again and the School of Architecture participates in them. It is better to focus more on the future and what we can do to attract a more diverse pool of applicants than to concentrate on the past

four years.

To attract a more diverse pool of applicants to the student body, the School of Architecture will implement these strategies:

- We will seek opportunities to reach students at the events they attend.
- We will use inclusive marketing techniques and better use the types of media prospective students are using.
- We will better communicate with students about the services available to them on campus and in the School of Architecture.
- We will showcase our inclusive learning environment for students. One way to do this is to work with current students to post their campus and school activities to social media using School of Architecture hashtags so prospective students they know may choose to follow the School of Architecture's media messages.

Enrollment Comparison SIU vs. School of Architecture

Race/Ethnicity	Undergraduate		Graduate		University	
	Count	%	Count	%	Count	%
American Indian/Alaskan Native	0	0.0	1	1.0	28	0.2
Asian	4	3.2	5	5.0	281	2.5
Black or African American	20	15.9	9	8.9	1701	15.0
Hispanic	16	12.7	10	9.9	947	8.3
Native Hawaiian or Pac. Islander	0	0.0	0	0.0	10	0.1
White	85	67.5	66	65.3	7152	63.0
2 or More	0	0.0	0	0.0	372	3.3
International/ US Nonresident	0	0.0	0	0.0	853	7.5
Unknown	1	0.8	10	9.9	15	0.1
Total	126		101		11359	

5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

Program Response: SIU is an EOE/AA employer. The Equal Opportunity Employment policy is stated here: SIU Equal Opportunity Employer The Affirmative Action policy is state here: Affirmative Action | Southern Illinois University (siu.edu)

5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

Program Response: SIU's Office for Access and Accommodations promotes disability access and arranges accommodations for students, staff, and the campus community. Services for students include:

- Note taking in classes.
- Sign language interpretation.
- Live captioning.
- Alternative test taking strategies (for example, test readers and extended time frames).
- Attendance modifications.
- Accessible course materials.

As their web site states, "We go out of our way to make sure nothing gets in your way."

The School of Architecture can also provide accessible drawing tables and chairs and make other

physical accommodations to classrooms for students. Many faculty record lectures and other learning activities and post them to the class site in MyCourses, allowing students to review these materials as often as they wish to do so.

5.6 Physical Resources

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

5.6.1 Space to support and encourage studio-based learning.

Program Response: The undergraduate and graduate on-campus programs are in Quigley Hall on the SIU campus. Quigley Hall is a Mid-Century Modern building completed in approximately 1960 as the home of the College of Human Services (a college that no longer exists). Today, Quigley Hall is home to the School of Architecture, Food and Nutrition program, and Early Childhood Education program. The auditorium attached to Quigley Hall is a small capacity lecture hall (180 seats) that serves many departments on campus. There are five classrooms used by Scheduling to house general classes for many departments. One general classroom and the auditorium in Quigley Hall are equipped with Smart® sympodia for digital teaching. Other classes are equipped with smart teaching technology, too.

First-year students share a studio space in the basement. It is the most recently renovated studio. First-years do not have dedicated space assigned to them; however, this does not present an issue. There seem to be plenty of available tables for first years to use throughout the day and evening hours.

Starting with the second year and continuing through graduate school, all students have dedicated studio space with 24-hour access. In most cases, students can have two tables of their own for work, or at least one table of their own and one table shared with another student as a common workspace (1-½ tables per student). All studios have multiple large scale high-definition flat panel monitors for presentations by students. Digitial projection is available through the School of Architecture, too.

Computer Resources

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

List of Resources Available to Students in the School of Architecture:

Computer Graphics Lab (Quigley 106)

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

School of Architecture Library Resource Room (Quigley 102)

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

SOA Digital Fabrication Lab (Quigley 003)

- 3 Windows workstations

- One Shopbot CNC Router, 4'-0" x 8'-0" bed
- Two Universal laser cutters, at 1'-6"x2'-8"
- Two Makerbot 3D printers
- Makerbot Mini
- Makerbot Replicator +
- One Ultimaker 3 3D Printer, Dual Extruder
- Wasp 3D Printer, Single Extruder
- Software includes AutoDesk products: Revit Architecture, AutoCAD, and 3D Max; Adobe products: PhotoShop, Illustrator, InDesign, Acrobat, and Reader; Google products: SketchUP and Google Earth; McNeel products: Rhinoceros 6 and Grasshopper; PartWorks; Replicator G; and Microsoft Office

SOA Virtual Reality Lab (Quigley 007A, B)

- 2 Windows workstations

Wood Shop & Spray Booth/Assembly (Quigley 002)

Access: Open to all SoA students; non-department use is allowed but must be approved by the Wood Shop faculty advisor.

The shop is approximately 1050 square feet and is equipped with a ducted Stern Vent Dust collector.

Equipment

- 2 Table Saws (a 10” Delta Uni-saw and a 10” Delta Contractor’s Saw)
- 2 Band Saws (14” Ricon and a 14” Delta)
- 2 Drill Presses (17” Shop Fox and a 12” Delta Bench-top)
- 1 Miter Saw (Dewalt 12” Double Bevel Sliding Compound)
- 1 16” Variable Speed Scroll Saw
- 2 Sanders (Shop Fox Spindle sander and Jet Belt/Disc Combination)
- 2 Thickness Planers
- Four 3’x5’ work benches, a utility sink, various hand tools, small power tools, clamps, a Shop Vac and an air compressor
- The Wood Shop also houses a mobile equipment locker to support field construction activities.

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

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

Student Workers operate the wood shop. There are two (2) part-time student workers who split 16 hours a week. All student workers are selected for their experience with wood shop tools and equipment and are responsible for the enforcement of safety standards and the maintenance of the shop equipment. Wood Shop areas hours of operation vary each semester. It is normally open 4 to 6 days per week, but open hours can be arranged for special class projects or for student organizations. The Spray Booth/Assembly area has 24-hour access.

Safety

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

The Spray Booth space is equipped with:

- Wall-mounted First Aid Kit

- Fire Extinguisher
- Disposable Dust Mask Dispenser
- Disposable Ear Plugs Dispenser
- Disposable Vinyl Gloves Dispenser

The Wood Shop space is equipped with:

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

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

5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

Program Response: Quigley Hall features several classrooms arranged as traditional lecture spaces. Programs housed in Quigley Hall are given priority over use of these spaces by the Scheduling Office. Some of the spaces are dedicated exclusively to the School of Architecture's use.

- Conference room 007 (dedicated)
- Technology lab 005 (dedicated); 22 tables
- Classroom 108
- Lecture hall 118B, 180 seats (shared with the university)
- Seminar/Conference room 122
- Classrooms 203 and 208(shared with the university)
- School of Architecture Library/Resource Room, 102-104 (dedicated to the School of Architecture)

Lab facilities in Quigley Hall. All are dedicated to the School of Architecture:

- Wood Shop 002
- Paint and Spray Booth 0002 (24-hour access)
- Digital Fabrication Lab 003 (laser cutting, 3D printing, and CNC)
- Virtual Reality Lab 007
- Computer graphics lab 106: 27 stations

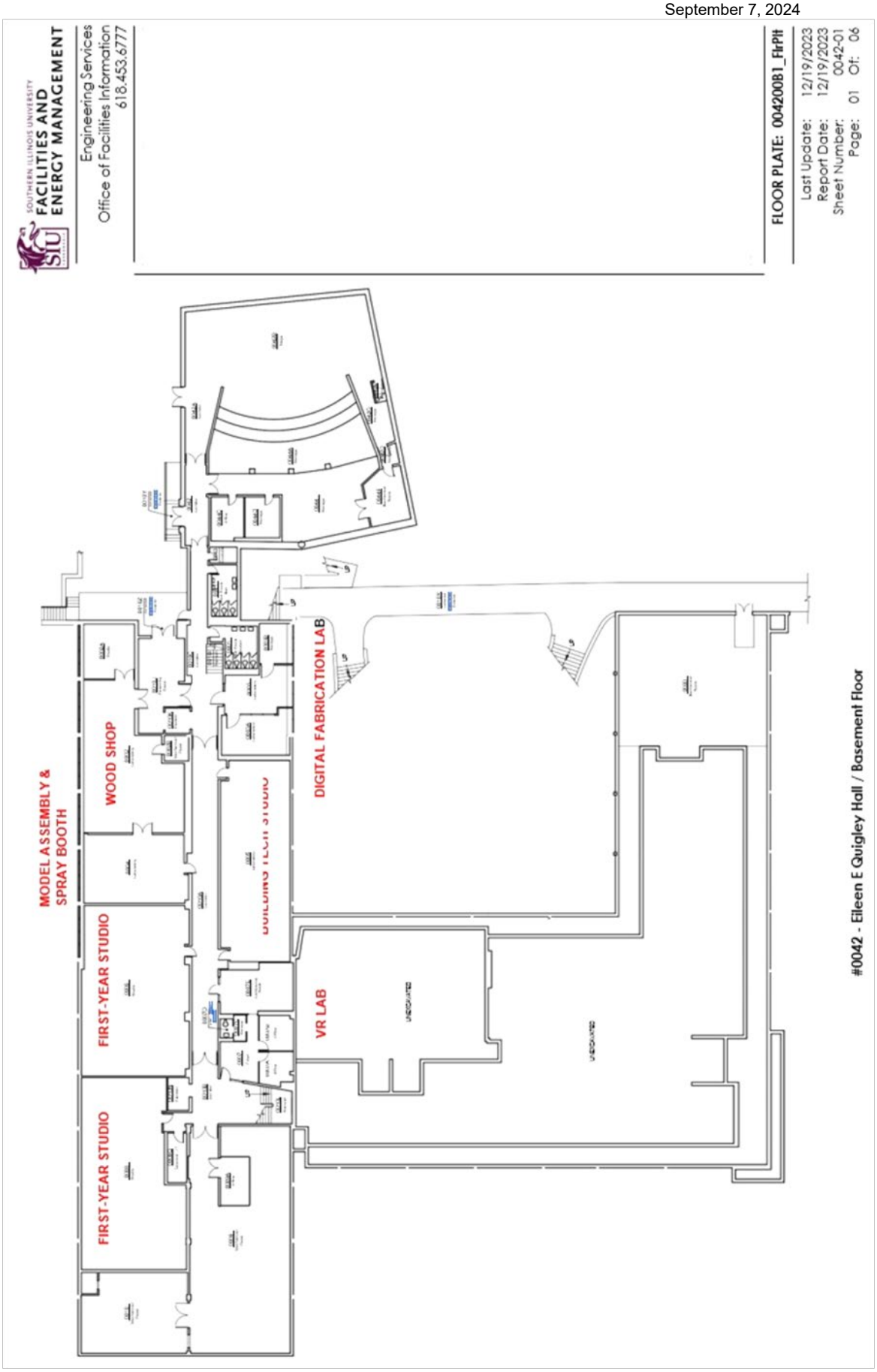
Exhibition Gallery 119 (dedicated to the School of Architecture)

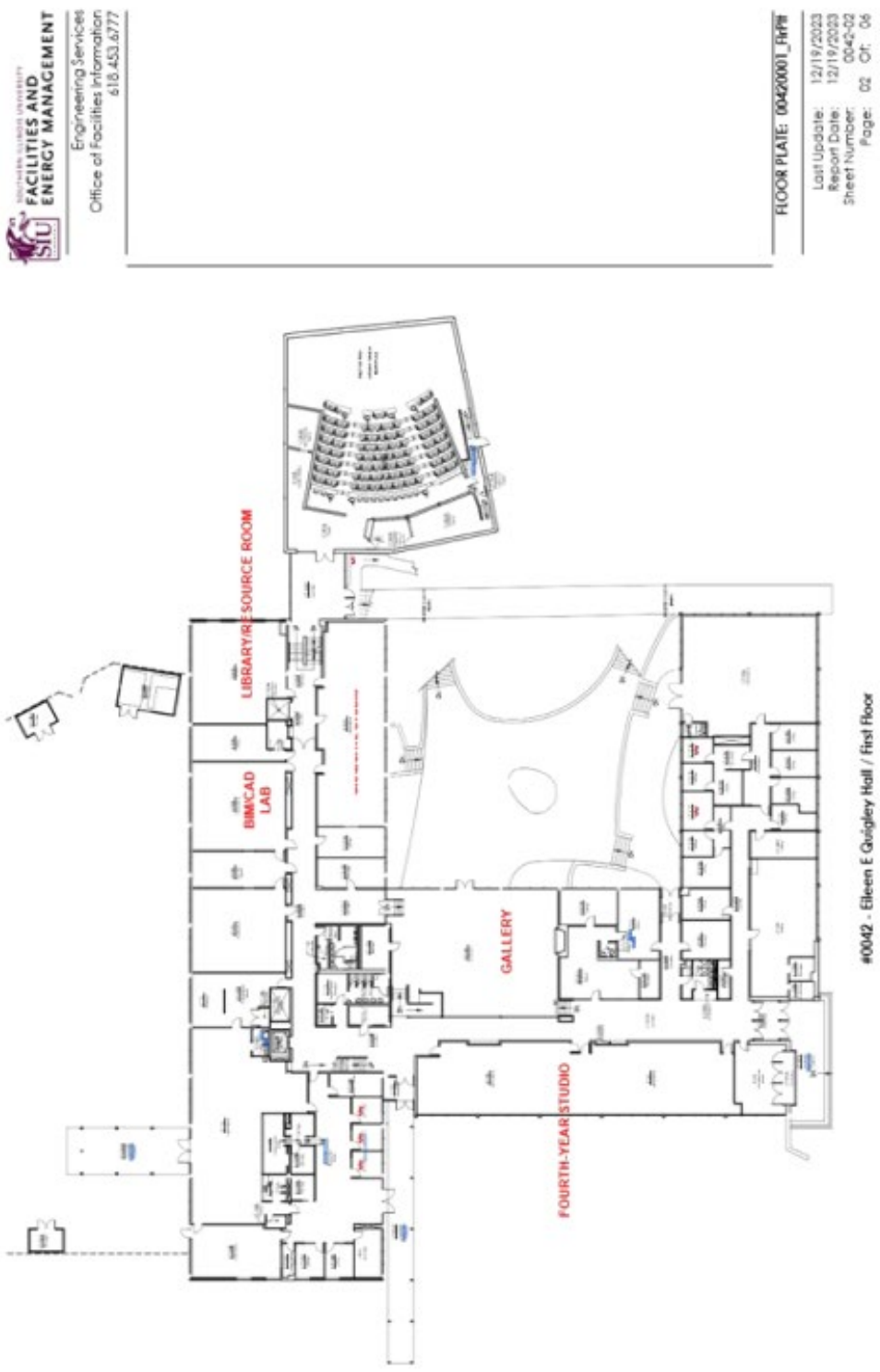
Studios (all are dedicated to the School of Architecture)

- First year studios 006 and 008: 24 tables in each room
- Fourth year studios 118 and 120: 61 tables with 2 accessible tables
- Graduate studio 103: 20 work cubicles
- Second year studio 202, 204, and 206: 62 tables
- Third year studio 302 and 304; 60 tables

A large, dedicated storage space for the School of Architecture is found in room 308b. The fourth floor is devoted to administrative and faculty offices, a storage closet and corridor gallery used for recruiting visits. In addition, there are spaces devoted to the Interior Design and Fashion Studies programs that have not been enumerated here.

Architectural drawings of Quigley Hall begin on the next page.


SOUTHERN ILLINOIS UNIVERSITY
FACILITIES AND ENERGY MANAGEMENT
Engineering Services
Office of Facilities Information
618.453.6777
FLOOR PLATE: 004200B1_FlrPlt
Last Update: 12/19/2023
Report Date: 12/19/2023
Sheet Number: 0042-01
Page: 01 Of: 06
MODEL ASSEMBLY & SPRAY BOOTH
WOOD SHOP
FIRST-YEAR STUDIO
FIRST-YEAR STUDIO
DIGITAL FABRICATION LAB
VR LAB
#0042 - Eileen E Quigley Hall / Basement Floor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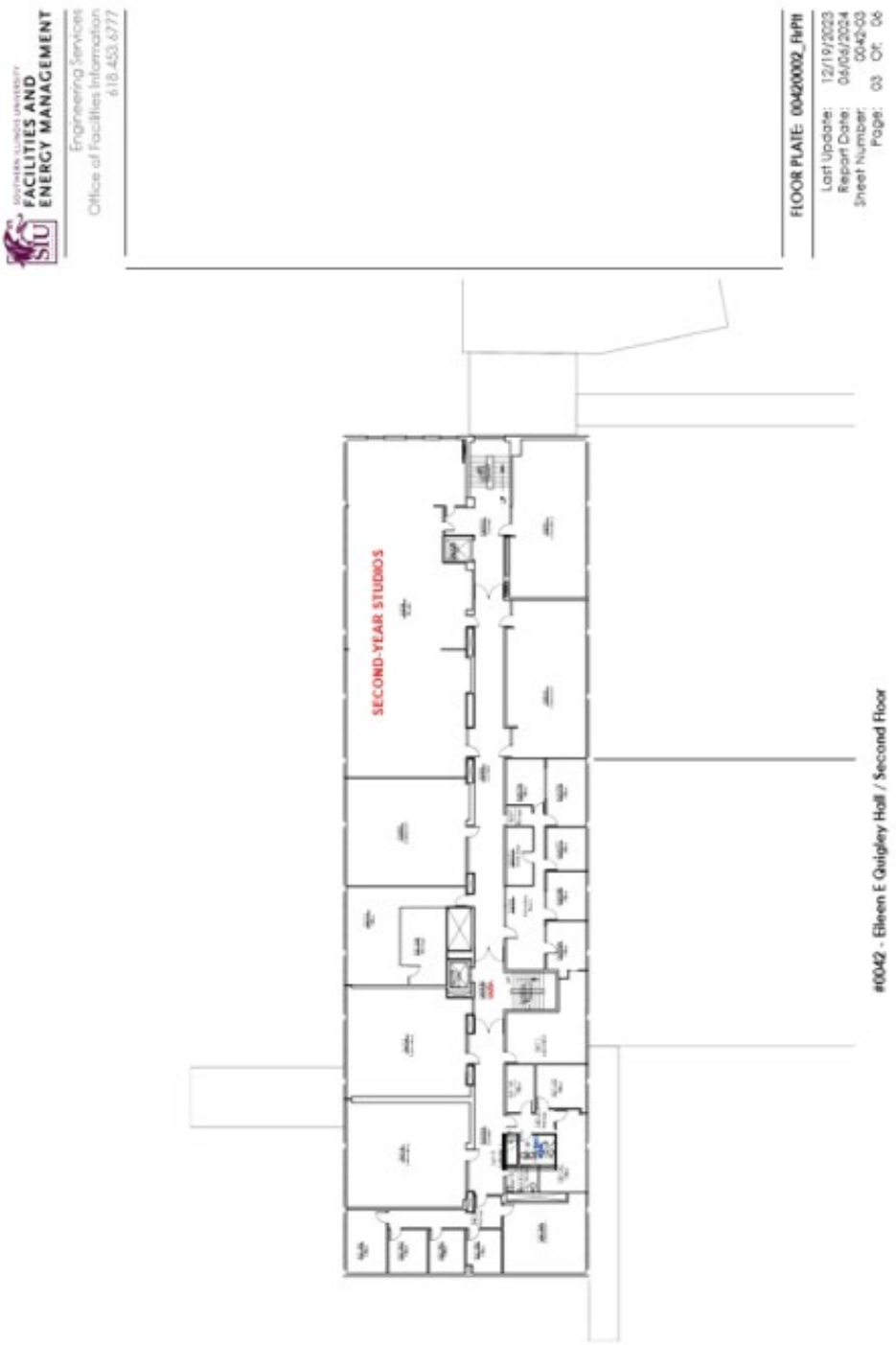
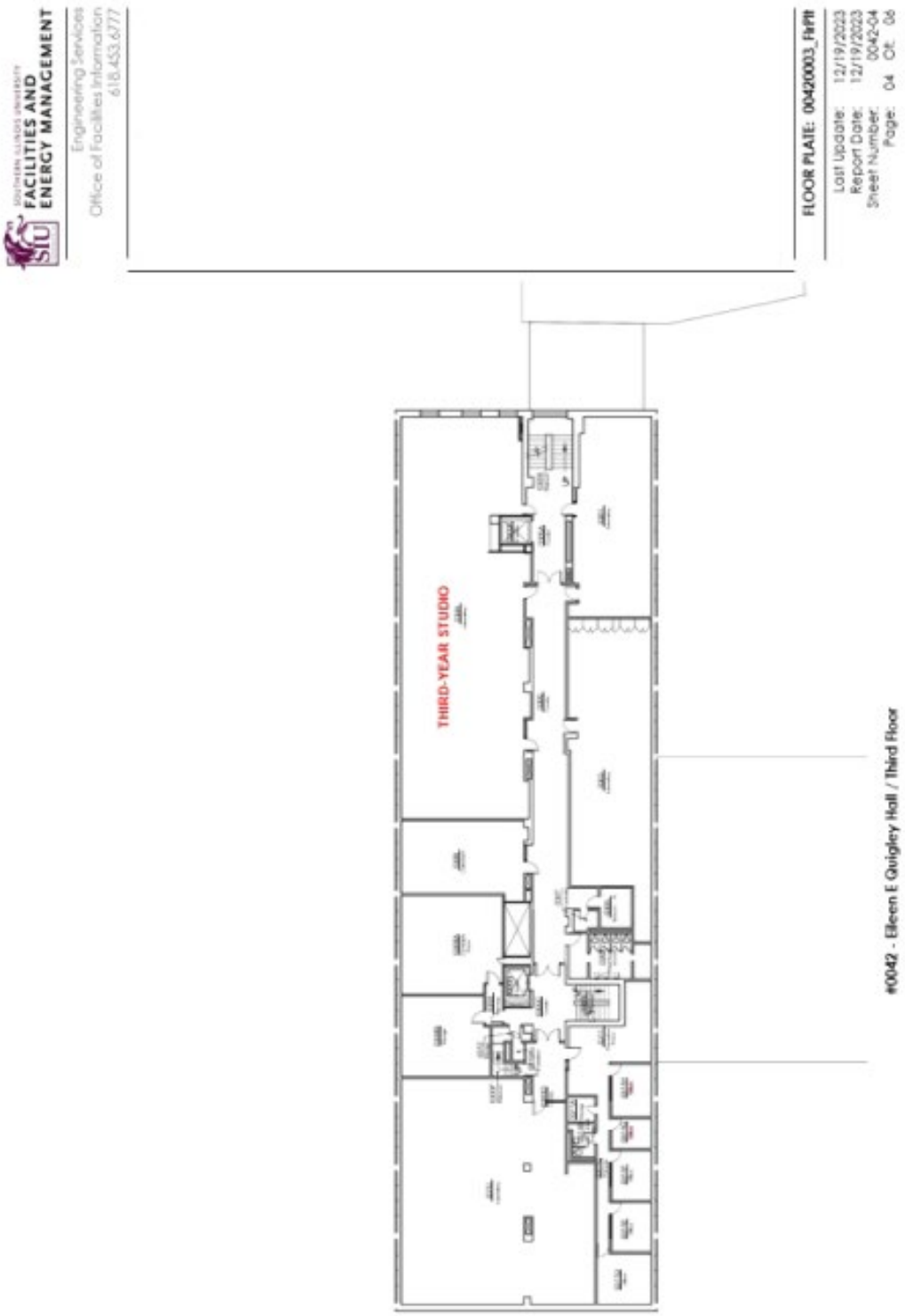
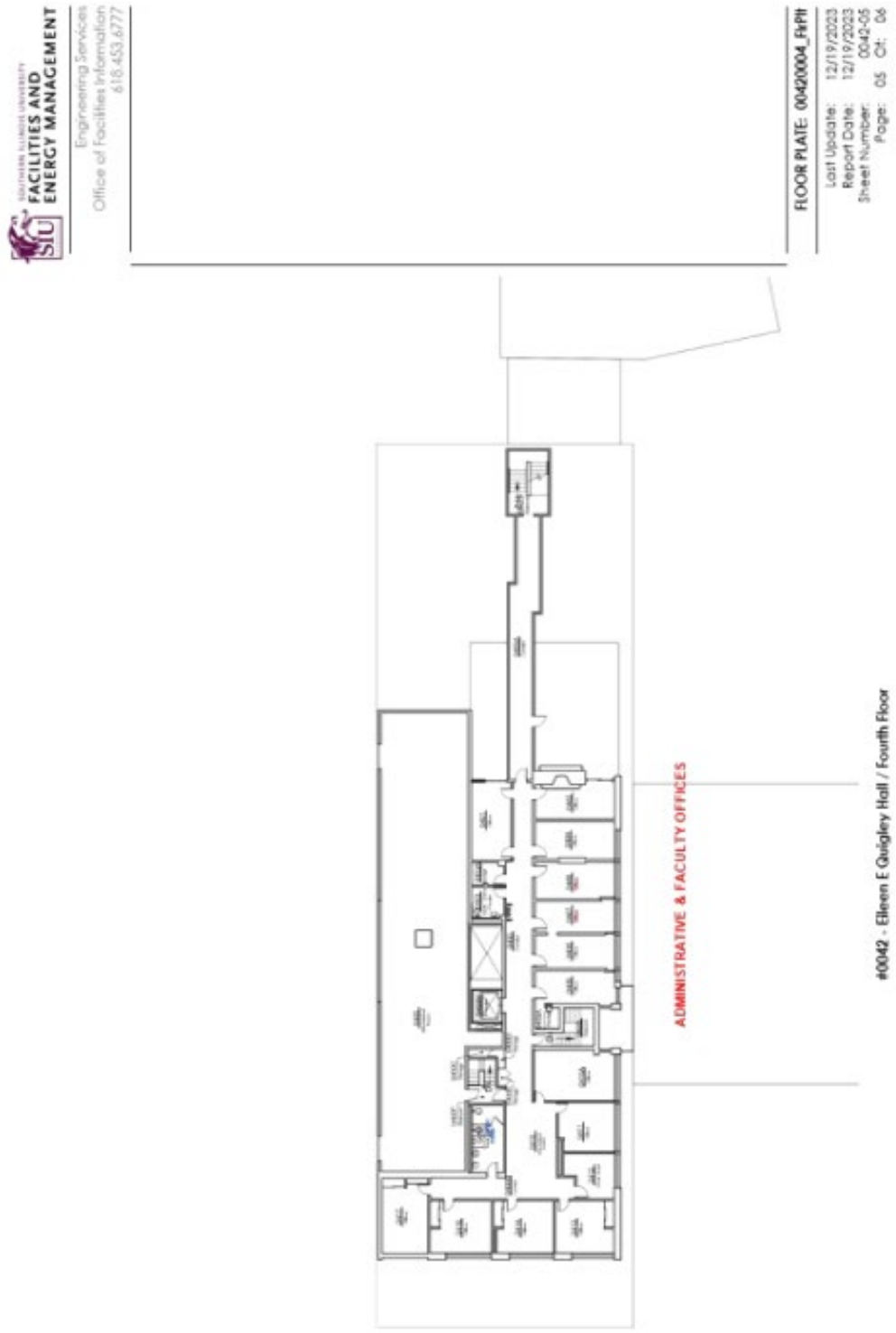
Engineering Services
Office of Facilities Information
618.453.6777
FLOOR PLATE: 00420001_FMPR
Last Update: 12/19/2023
Report Date: 12/19/2023
Sheet Number: 0042-02
Page: 02 Of: 06
LIBRARY/RESOURCE ROOM
BIM/CAD LAB
GALLERY
FOURTH-YEAR STUDIO
#0042 - Eileen E Quigley Hall / First Floor


SOUTHERN ILLINOIS UNIVERSITY
FACILITIES AND ENERGY MANAGEMENT
Engineering Services
Office of Facilities Information
618.453.6777
FLOOR PLATE: 00420002_flrPlt
Last Update: 12/19/2023
Report Date: 06/06/2024
Sheet Number: 0042-03
Page: 03 Of: 06
SECOND-YEAR STUDIOS
#0042 - Eileen E Quigley Hall / Second Floor


SOUTHERN ILLINOIS UNIVERSITY
FACILITIES AND ENERGY MANAGEMENT
Engineering Services
Office of Facilities Information
618.453.6777
FLOOR PLATE: 00420003_Flr01
Last Update: 12/19/2023
Report Date: 12/19/2023
Sheet Number: 0042-04
Page: 04 Of: 06
THIRD-YEAR STUDIO
#0042 - Eileen E Quigley Hall / Third Floor



5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including

preparation for teaching, research, mentoring, and student advising.

Program Response: Quigley Hall is a versatile building meeting the full range of our needs. We have adequate space for all students and facilities for our current teaching needs. Faculty members have dedicated office spaces in which to work with 24-hour access. As part of their startup package at the university, new faculty receive a bundle of hardware and software products that they request for their teaching and research needs. The university has usually been able to provide most, and in many cases all, of a faculty member's requests. The software we use is normally covered by special licensing agreements between the university and the software publisher. This greatly reduces the costs of bringing in a new faculty member.

5.6.4 Resources to support all learning formats and pedagogies in use by the program.

Program Response: Faculty and students have access to all current software used in the industry through the Autodesk Education Plan, Adobe Creative Cloud for Students, and similar free or low-cost plans. SIU uses Desire2Learn online learning management software through the MyCourses portal for students. Microsoft Office products and OneDrive are provided to students.

Teaching facilities support traditional lecture-based and collaborative learning. The school has display spaces in corridors, seminar/conference rooms, and studio spaces throughout Quigley Hall. In summary, the School of Architecture is well-positioned for its future.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

Program response: The School of Architecture does not offer off-site courses. We do offer online courses through the Carbondale campus. These courses do not affect the Carbondale campus.

5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

Program Response:

Julie McReynolds, University Budget Officer, provided the data shown in this table. It covers the period since our last visit from the NAAB.

Southern Illinois University Carbondale School of Architecture (Excludes Grant and Foundation Accounts)				
Fund Summary: SELF-SUPPORTING				
Object Description	**FY20 Original Budget**	**FY21 Original Budget**	**FY22 Original Budget**	**FY23 Original Budget**
STUDENT FEES - BOARD APPROVED:	(11,500.00)	(11,500.00)	(11,500.00)	(11,500.00)
FEES - OTHER:	(15,600.00)	(15,600.00)	(16,000.00)	(15,500.00)
CONTRIBUTIONS	(10.00)	(10.00)	-	-
REFUNDABLE DEPOSITS	(15,000.00)	(1,500.00)	(1,000.00)	(1,500.00)
OTHER REVENUE	(1,000.00)	(1,500.00)	(1,000.00)	(1,000.00)
Total Revenue	**(43,110.00)**	**(30,110.00)**	**(29,500.00)**	**(29,500.00)**
SALARIES	31,500.00	16,000.00	48,000.00	35,000.00
WAGES	1,920.00	1,600.00	1,500.00	6,100.00
TRAVEL	500.00	600.00	500.00	750.00
EQUIPMENT	100.00	550.00	1,500.00	1,500.00
COMMODITIES	12,900.00	16,350.00	4,500.00	7,500.00
CONTRACTUAL SERVICES	7,150.00	8,900.00	4,000.00	4,000.00
MISCELLANEOUS REFUNDS AND RETURNED CHECKS	50.00	50.00	-	-
AWARDS & GRANTS	12,000.00	2,000.00	2,300.00	2,000.00
OPERATION OF AUTOMOTIVE EQUIPMENT	50.00	1,050.00	500.00	500.00
EQUIPMENT MAINTENANCE	800.00	1,000.00	1,000.00	1,000.00

Total Expense	**66,970.00**	**48,100.00**	**63,800.00**	**58,350.00**
NONMANDATORY TRANSFERS IN	(16,550.00)	(15,050.00)	(12,000.00)	(12,000.00)
NONMANDATORY TRANSFERS OUT:	-	-	1,500.00	19,000.00
Total Transfers	**(16,550.00)**	**(15,050.00)**	**(10,500.00)**	**7,000.00**
Fund Summary: STATE APPROPRIATIONS, INCOME FUND AND LOCAL RESOURCES				
SALARIES	1,279,125.89	1,306,212.46	1,291,084.28	1,184,446.28
SALARIES - ACCRUED COMPENSATED ABSENCES	-	-	-	-
WAGES	21,213.00	21,213.00	21,213.00	21,213.00
EMPLOYER CONTRIBUTIONS FOR BENEFITS	-	-	-	-
TRAVEL	-	-	-	-
EQUIPMENT	18,780.00	18,780.00	18,780.00	18,780.00
COMMODITIES	21,497.00	21,497.00	21,497.00	21,497.00
CONTRACTUAL SERVICES	40,191.00	40,191.00	40,191.00	40,191.00
AWARDS & GRANTS	3,500.00	3,500.00	3,500.00	3,500.00
OPERATION OF AUTOMOTIVE EQUIPMENT	1,000.00	1,000.00	1,000.00	1,000.00
TELECOMMUNICATION SERVICES	3,520.00	3,520.00	3,520.00	3,520.00
SOCIAL SECURITY	-	-	-	-
TOTAL EXPENSE	**1,388,826.89**	**1,415,913.46**	**1,400,785.28**	**1,294,147.28**

Enrollments vs. Total Expenses are shown next with money spent per student for comparison.

School of Architecture				
Enrollments				
	2020	**2021**	**2022**	**2023**
BSAS	117	115	110	135
M. Arch.	126	145	135	123
TOTAL	243	260	245	258

Budget	1,388,826.89	1,415,913.46	1,400,785.28	1,294,147.28
$ per Student	**$5,715.34**	**$5,445.82**	**$5,717.49**	**$5,016.07**

As shown by the table above, our budgets are generally stable and the expenditure per student is about the same in most years. It fell in 2023 to just over $5000 per student, however. The main change in our budget that year was in state-appropriated salaries (faculty). This was due to the unexpected death of a faculty member early in the academic year.

The process for requesting items for the School of Architecture is to make a request through the College of Arts and Media. Currently, the university is paying back loans made during the two years the state of Illinois gave its universities no appropriations. Funds generated by our programs are being used to help make these payments and we (along with the rest of the campus) are not being funded with requests except for the most essential items. The university has, however, consistently funded our requests for new, permanent faculty members in recent years.

5.8 Information Resources

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

Program Response:
The School of Architecture takes advantage of the SIU campus and its information resources to provide students, faculty, and staff with convenient and equitable access to architecture literature and information. This section of the report was prepared in consultation with Andrea Imre, Associate Professor of Information Resources Management and Electronic Resources Librarian, at Morris Library on the SIUC campus.

Morris Library is the main library for Southern Illinois University Carbondale. The library is centrally located on campus and holds more than 3 million volumes and more than 100,000 unique periodical and serial titles. Morris Library owns over 11,400 print books and over 3,300 eBooks in architecture and architecture-related areas. The library offers over 600 documentaries and instructional videos on architectural subjects via Alexander Street Press' Art & Architecture in Video collection. Morris Library subscribes to ASTM's Compass Digital Library which includes ASTM standards online. Electronic databases of particular interest to architecture students and faculty include EBSCO's Art & Architecture Complete, a full text database of over 550 journals.

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

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

In addition to our holdings, through Interlibrary Loan, faculty and students at SIUC have access to the entire universe of scholarly literature. With I-Share, a joint catalog of 94 academic institutions in Illinois,

direct request of the holdings of these institutions (including the University of Illinois) is possible, with delivery of print materials usually accomplished within one week. Via the database WorldCat, SIU Carbondale users have access to the catalogs of almost all of the academic institutions in the United States, as well as some international schools. Users can search WorldCat and request materials with the click of a button. With this resource, it is essentially possible to borrow anything that has ever been written by anyone anywhere.

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

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

6. Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program, or any candidacy program must include the *exact language* found in the NAAB *Conditions for Accreditation, 2020 Edition*, Appendix 2, in catalogs and promotional media, including the program's website.

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

a) *Conditions for Accreditation, 2020 Edition*

b) *Conditions for Accreditation* in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)

c) *Procedures for Accreditation, 2020 Edition*

d) *Procedures for Accreditation* in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

Program Response: Links to the materials required in items 6.1 and 6.2 are found at Accreditation | Architectural Studies | SIU

6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

Program Response: The Career Development Center at SIU maintains a website with all upcoming programs and event announcements. They also post flyers around campus including in Quigley Hall. In addition to job fairs on campus, they have a Professional Clothing Closet that provides SIU students with free professional clothing. They help write and review resumes and cover letters. They provide practice interviews and presentations. The S.U.C.C.E.S.S. program, Salukis Understand Careers: Continuing Education & Skills Series, provides virtual training sessions for students and alums on specific topics. The Career Development Center helps students identify and apply for internships. They provide links to job searches on the national, state, and regional levels. Additionally, the Career Development Center conducts surveys of SIU graduates.

The Career Development Center website is found at Career Development | Career Development | SIU

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit

b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit

c) The most recent decision letter from the NAAB

d) The Architecture Program Report submitted for the last visit

e) The final edition of the most recent Visiting Team Report, including attachments and addenda

f) The program's optional response to the Visiting Team Report

g) Plan to Correct (if applicable)

h) NCARB ARE pass rates

i) Statements and/or policies on learning and teaching culture

j) Statements and/or policies on diversity, equity, and inclusion

Program Response: The School of Architecture maintains an accreditation web page within its school site. Links to the NAAB and copies of our annual reports are provided there, Accreditation | Architectural Studies | SIU . However, our plan to correct this is that missing contents on points a) to h) are to be allocated on the website in the coming months before the spring 2025 visit. Teaching/Learning culture is included in the Studio culture and DEI policies are included in the college statement.

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

a) Application forms and instructions

b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing

c) Forms and a description of the process for evaluating the content of a non-accredited degrees

d) Requirements and forms for applying for financial aid and scholarships

e) Explanation of how student diversity goals affect admission procedures

Program response: For undergraduate student admissions, the School of Architecture follows university procedures that apply to all undergraduate programs. A prospective student applies through the Office of Admissions and Records. The student indicates they are applying to the architecture program when they apply, which places the student into the architecture applicant pool. Students who apply but have marginal scores (high school GPA/class ranking/testing) just below standard are reviewed on an individual basis and can be admitted conditionally. Some of these students can also be accepted to the university under 'exploratory' status, meaning if they are successful in their general courses and GPA, they can later transfer to other programs. Exploratory students interested in architecture can take our foundation studio courses with the permission of the School Director. GPA is also used for transfer and change-of-major students. These procedures are enumerated for applicants on this web page: https://admissions.siu.edu/
A complete explanation of the advising process is given in the supplemental materials.

COMPLETE EXPLANATION OF UNDERGRADUATE ADVISING

Provided by Kijoung Na, Academic Advisor

- **Application forms and instructions for first-time, first-year, and transfer students**
  a. Incoming Student Checklist
  https://siu.edu/admissions/undergraduate/apply/checklist.php
    i. **Come for a visit.** We'd love to meet you! Schedule a campus visit or attend one of several open houses offered throughout the year.
    ii. **Apply to SIU**. Need an application fee waiver? Contact your admissions coordinator to see if you qualify.
    iii. **Submit official transcripts** from each high school and college you've attended**.**
      1. **High School Transcripts -** *Required for students with fewer than 12 transferrable college credit hours.*
      Ask your high school to send your official transcripts to us using one of the following methods:
        a. Email PDF transcript directly from a high school official's email to admprocess@siu.edu
        b. Send through an electronic transcript service
        c. Mail official transcripts to Undergraduate Admissions
      2. **College Transcripts**
      If you have completed college coursework, ask your college(s) to send your official transcripts to us using one of the following methods:
        d. Email PDF transcript directly from a school official's email to

transferservices@siu.edu

e. Send through an electronic transcript service
f. Mail official transcripts to Articulation and Evaluation

iv. **Apply for financial aid at** fafsa.gov**.** The FAFSA (Free Application for Federal Student Aid) is available beginning December. SIU Federal Student Code: 00175

v. **Claim your network ID**. Your network ID (SIU + your Dawg Tag) is used to access campus resources such as SalukiNet, SIU Online (D2L), computers at Morris Library and across campus, wireless networking, VPN and more.

vi. **Apply for** scholarships. After you are admitted, sign in to the Saluki Scholarship Portal to complete the general and supplemental scholarship applications.

vii. **Submit your** housing contract. Most freshmen live on campus. If you are: single, under the age of 21, have fewer than 26 credit hours earned after high school, and do not live with your parents/legal guardians while attending class, SIU requires you to live on campus in a residence hall. The housing contract is available beginning in December.

viii. **Accept your** financial aid offer**.** Log into SalukiNet to see your financial aid package. View the terms and conditions of each item and accept the various types of aid through this portal.

ix. **Contact your** academic advisor. We list our advisors by college / areas of study. Look for your advisor from this list. If you don't have a major, contact the "undecided" advisor in the area you want to study or Exploratory Student Advisement.

x. **Register for New Student Orientation (NSO)**. Reserve your orientation date online. Required for freshmen, recommended for transfer students.

xi. **Register for classes.** Meet with your academic advisor to discuss requirements for your major, and register for classes in the Salukinet portal.

xii. **Submit the** Immunization Compliance Form**.** You can obtain immunization records from your physician, local health department, high school, military branch, or previous university.

xiii. **Buy a** parking sticker**.** If you commute or are bringing a car to campus, you'll need to register your vehicle and get a parking sticker from the SIU Parking Division.

xiv. **Get social.** Facebook: Southern Illinois University Carbondale
Instagram: @thisissiu

- **Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing**

b. Freshman Admission Requirements
https://siu.edu/admissions/undergraduate/apply/high-school.php

i. **To be considered, you must submit:**

3. A completed application for admission.
4. A $40 non-refundable application fee. Fees may be waived for students who meet certain income levels. See your high school

guidance counsellor for details.

5. Current, official transcripts from each high school and college you've attended.

ii. **High School Transcripts**

Ask your high school to send your official transcripts to us using one of the following methods:

6. Email PDF transcript directly from a high school official's email to admprocess@siu.edu
7. Send through an electronic transcript service
8. Mail official transcripts to Undergraduate Admissions

iii. **College Transcripts**

If you have completed college coursework, ask your college(s) to send your official transcripts to us using one of the following methods:

9. Email PDF transcript directly from a school official's email to transferservices@siu.edu
10. Send through an electronic transcript service
11. Mail official transcripts to Articulation and Evaluation

iv. **Applicants will be eligible for automatic admission if they are on track to complete the high school course pattern requirements and meet one of the following criteria:**

12. A cumulative high school GPA of 2.75/4.0.
13. A ranking in the top 10% of their graduating class.
14. A test score equivalent to a 23 ACT or 1130 SAT.
15. Undergraduate students who do not meet one of the three criteria above will be reviewed for admission under a holistic review process. Certain academic programs may continue to have additional admission requirements.

v. **New freshmen and transfer students (with fewer than 12 semester hours) must satisfy these course pattern requirements in high school:**

16. English: 4 units
17. Social Studies: 3 units
18. Mathematics: 3 units
19. Science: 3 units
20. Electives: 2 units*
    a. Note: One year is defined as 1.0 unit; 1/2 year = 0.5, 1/3 year = 0.33, and 1/4 year = 0.25.
    b. **English:** Coursework must emphasize written and oral communication and literature. General reading, mass communications, radio/television/film, and theater are typically not acceptable.
    c. **Social Studies:** Coursework must emphasize history and government. Anthropology, economics, geography, political science, psychology, and sociology are also acceptable.
    d. **Mathematics:** Algebra I and II, and a proof-based geometry

course. A fourth unit is highly recommended: trigonometry and pre-calculus, or statistics, depending on the student's area of interest.

e. **Science:** Laboratory sciences; acceptable coursework includes biology, chemistry, physics, earth science, agriculture, or other college preparatory science. General science courses are typically not acceptable.

f. **Electives:** Coursework in foreign language, music, art, or vocational education is acceptable. If a foreign language is taken, it must include two semesters of the same language.

vi. **Homeschool students** must submit official transcripts. Partial transcripts for admission purposes can be submitted via email by the homeschool organization or teaching parent. Final homeschool transcripts must be submitted by the homeschool organization or teaching parent in a sealed envelope through the mail.

a. Transfer Admissions Requirements

https://siu.edu/admissions/undergraduate/apply/transfer/

i. Students must have at least 12 transferable semester hours or 18 quarter hours and a GPA of 2.0/4.0 (as calculated by transfer institution grading policies).

ii. Students with less than 12 transferable hours, must have a 2.0/4.0 GPA (as calculated by transfer institution grading policies) and also meet freshman admission requirements.

iii. Students are encouraged to apply one year prior to the term they wish to attend SIU Carbondale. View the transfer checklist for detailed steps on becoming a Saluki.

iv. To be considered for admission, transfer applicants with at least 12 transferable semester hours must submit:

21. An Application for Undergraduate Admission.
22. $40 non-refundable Application Fee. Application fee waivers are available to students who meet certain income requirements. See your counsellor for information.
23. Current, official transcripts from each college you've attended.

v. **College Transcripts**

Ask your college(s) to send your official transcripts to us using one of the following methods:

24. Email PDF transcript directly from a school official's email to transferservices@siu.edu
25. Send through an electronic transcript service
26. Mail official transcripts to Articulation and Evaluation

vi. **High School Transcripts**

27. If you have fewer than 12 transferable semester hours, you must submit also submit your high school transcripts. Ask your high school to send your official transcripts to us using one of the following methods:

g. Email PDF transcript directly from a high school official's email to admprocess@siu.edu
h. Send through an electronic transcript service
i. Mail official transcripts to Undergraduate Admissions

- **Forms and a description of the process for evaluating the content of a non-accredited degrees (This is not applicable at the undergraduate level.)**

a. Not applicable.

- **Requirements and forms for applying for financial aid and scholarships**

a. To apply for financial aid at SIU:

- File a Free Application for Federal Student Aid (FAFSA).
- Complete FAFSA as early as possible after October 1st with Southern Illinois University Carbondale (Federal School Code 001758) listed as a school choice.
- SIU does not have an institutional financial aid application, so students only need to complete the FAFSA.
- Students who have applied for aid during the previous year should complete a Renewal FAFSA.
- Filing electronically provides the benefit of built-in edits to improve accurate completion of the application, and the processing time is generally one to two weeks faster than filing the paper FAFSA.
- Students and parents of dependent students should request a FSA-ID at the U.S. Department of Education's web site: https://studentaid.gov/fsa-id/create-account/launch
- The FSA-ID serves as an electronic signature, which significantly improves the processing time.
- A federal customer service telephone helpline is available at 800/433-3243 or 319/337-5665.

b. Scholarship

- Each Fall, students submit a new General Application https://siu.academicworks.com/users/sign_in, along with other supplemental applications for your college, school, major and others for which they are eligible to complete.

Explanation of how student diversity goals affect admission procedures

c. Not applicable. SIU Carbondale does not admit students based on race. We base admissions on GPA, ACT/SAT scores (optional), high school class rank, and course pattern requirements.

Transfer Students

Established articulation agreements exist with several community colleges and with the two-year program at Vincennes University. This is how transfer students from those schools are evaluated. Transfer students from other schools are evaluated by the university for credit against core classes and by departments on campus for credit against courses they offer (for example, the Math Department decides with courses transfer for its course offerings). The School of Architecture evaluates courses in architecture. Work examples are submitted by the student and the School Director determines if credit can be offered by consulting faculty teaching the course. We have worked with schools offering architecture programs for many years, so there are not many instances when a student has an architecture course from a school without an established articulation agreement.

Graduate Admissions

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

For most of the accreditation requirements of this program, we rely on the graduate course offerings and may rely on a few undergraduate courses. Students coming from non-accredited degrees are evaluated as part of the graduate admissions process and it is determined which curriculum best suits their needs to obtain the accredited degree.

Curricular plans shown in section 4.2 of this document show the 70-hour plan and the 109-hour plan for students to obtain our professional degree. The 70-hour plan is for students with an accredited degree in Interior Design. At SIU, ID and ARC students take the first two years of courses in their majors together. This ensures common development of core design thinking in the programs. The additional hours completed by ID students meet missing PCs and SCs. The 109-hour plan is for a student with no background in architecture. This plan includes taking architecture courses from all levels of the program. It gives credit for core curriculum and elective classes. We are also open to tailoring specific courses from the undergraduate program to supplement the graduate program to fulfill needs for students who fall somewhere else on the spectrum of architectural education. Common examples include advanced studios, architectural structures, and environmental systems courses.

Only when the Graduate Committee believes a candidate is fully prepared for the standard 42-credit graduate degree is that applicant admitted directly with full standing. Over the years, we have established records of success with some college undergraduate programs that show that their graduates are prepared for direct entry. An example is Ranken College in St. Louis, MO. Students from Ranken ordinarily do very well in our program and do well in the profession, becoming licensed architects in rates like students from other schools. We believe we have a credible track record with enough students from

this school to continue admitting them directly into the 42-credit graduate program.

Students applying to the graduate program can use both work from their undergraduate program and professional experiences. We ask students to declare their roles in the professional work experience they show us so that we better understand what they did on each project. Most students applying with this type of professional work experience are applying to the online Master of Architecture program. The committee determines the placement they believe is appropriate for each applicant. An applicant is free to decide whether to accept that offer, of course. The Graduate School does not monitor undergraduate courses we require a graduate student to complete. That is left to the Director of the Graduate Program in Architecture to do. The Graduate School only monitors progress in graduate coursework and only graduate coursework counts in calculations of graduate GPA. If an applicant needs several undergraduate courses, we recommend admission as a non-declared undergraduate to take those courses because it saves the student money. The Graduate School will defer admission by up to a year for these students.

Student diversity goals are met in the admissions process for undergraduate students by the Admissions Office through inclusive admissions recruitment and admissions processes, unbiased review of applications, not relying solely on test scores as the determinant of admissions and creating an inclusive environment during campus visits.

Graduate admissions processes are partly handled by the Graduate School, where similar inclusive measures are taken in the application and admissions processes. Review of graduate applications takes place in the School of Architecture by the Graduate Committee. The committee seeks to work without bias in the admissions process. They review portfolios as the most important determinant of preparation for graduate study. Reference letters are also used by the committee.

6.6 Student Financial Information

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

6.6.2 The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

Program Response to 6.6: Illinois is a 'Truth in Tuition' state. This means that a student's tuition must not change during their four years of study for a degree at the university. University and school fees are not regulated by law and can change but are fully disclosed each year to students. The cost of books and supplies is not controlled by the university or School of Architecture, but we are required to submit reasonable estimates of what we believe supplies will cost for a course and we must submit the text requirement for a course in advance so that it may be listed with the course on the class schedule. Students can see the full cost of the text at the University Bookstore through a link provided on the Class Schedule. Many students use online sources for acquiring texts at discount prices, and many have moved to digital texts. Digital texts are often less expensive. The university library also keeps texts on reserve for students to use while in the library. (On reserve for a class means the book cannot be taken from the library.) When a course has planned travel as part of the course, for example ARC 451 Urban Design & Community, a budget is prepared in advance of travel and discussed with students. This normally happens in the spring semester prior to the course. Students unable to travel are provided with alternate learning activities to complete on campus. Alternate learning activities are determined by the faculty member to provide the same learning outcomes for the students.

The Financial Aid Office maintains a web site explaining all financial aid procedures, providing access to forms, and disclosing expected costs to students at Financial Aid Office | Southern Illinois University (siu.edu) FAO also provides a Net Price Calculator to help students fully understand the cost of their college education at SIUC: ClearCost (clearcostcalculator.com)

Appendix 1. Statement on Changes to the NAAB *Conditions* and *Procedures for Accreditation*

Changes to the *Conditions for Accreditation* and the *Procedures for Accreditation* are outlined in Section 6.2 of the NAAB Policy Manual. That section is referenced below for information:

Section 6.2 Changes to the NAAB *Conditions* and *Procedures*
The NAAB's *Conditions* and *Procedure* have been revised several times over the years. These revisions reflect the NAAB's commitment to continuous improvement by allowing programs the flexibility to adapt to a dynamic context. The three review types are:

1. Annually: The NAAB *Conditions* and *Procedures* are reviewed annually by the NAAB's Assessment and Evaluation Committee for *nonsubstantive* changes that do not modify the prior meaning of a criterion and are normally intended to improve clarity, structural consistency, format, or grammar and syntax. The A+E Committee shall propose changes to the NAAB board for approval. *Nonsubstantive* revisions approved for implementation will be included in the *Conditions* or *Procedures* for the next visit cycle.
2. Periodically: The NAAB *Conditions* and *Procedures* are reviewed periodically by the A+E Committee for *substantive* changes. S*ubstantive* changes are defined as the addition of a new criterion or a revision to an existing criterion that modifies its prior meaning. For *substantive* changes, the A+E Committee shall recommend a suitable review and comment period and an appropriate implementation plan to be approved by the NAAB board. Final approval of any substantive change rests with the NAAB board.
3. Accreditation Review Forum: Every eight years, the NAAB Board of Directors will invite its collateral partners (ACSA, AIA, AIAS, and NCARB) to participate in a process of assessment, research, analysis, and review of the current *Conditions* and *Procedures*. The process will be designed to engage participants in substantive conversations on the future of architecture education in order to identify changes in the *Conditions* and *Procedures* that will promote excellence and innovation in architecture education.

Appendix 2. Statement on NAAB-Accredited Degrees

The following statement must be included, in its entirety, in the catalogs and promotional materials, including the program's website, of all accredited programs and candidate programs.

> "In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year term, an eight-year term with conditions, or a two-year term of continuing accreditation, or a three-year term of initial accreditation, depending on the extent of its conformance with established education standards.
>
> Doctor of Architecture and Master of Architecture degree programs may require a non-accredited undergraduate degree in architecture for admission. However, the non-accredited degree is not, by itself, recognized as an accredited degree."

That text must be followed by this information about each NAAB-accredited program:

> [name of university, name of academic unit] offers the following NAAB-accredited degree program(s) (If an institution offers more than one track for an M. Arch. or D. Arch. based on the type of undergraduate/preparatory education required, please list all tracks separately):
>
> [name of degree] (prerequisite + total number of credits required)

In addition, the program must publish the year of the next accreditation visit for each accredited program.

Programs that have been granted candidacy status must also include the following in its entirety:

> "The NAAB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program expects to achieve initial accreditation within six years of achieving candidacy, if its plan is properly implemented.
>
> In order to meet the education requirement, set forth by the National Council of Architectural Registration Boards, an applicant for an NCARB Certificate must hold a professional degree in architecture from a program accredited by the NAAB; the degree must have been awarded not more than two years prior to initial accreditation. However, meeting the education requirement for the NCARB Certificate may not be equivalent to meeting the education requirement for registration in a specific jurisdiction. Please contact NCARB for more information."

That text must be followed by this information about each candidate program:

> [name of university, name of academic unit] was granted candidacy status for the following professional degree program(s) in architecture:
>
> [name of degree] [prerequisite + total number of credits required]
>
> Year candidacy awarded: [year]
>
> Next visit: Continuation of Candidacy, [year] *or* Initial Accreditation, [year]
>
> Projected year to achieve initial accreditation: [year]
>
> Earliest graduation date projected to meet NCARB education requirement: [year]

Appendix 3. Southern Illinois University Items.

1. Higher Learning Commission Letter
2. Hiring Rubric Used by Faculty Search Committees
3. Faculty One-Page Resumes
4. Graduate Application Rubrics
5. Program & Student Criteria Matrix 4 + 2 Program
6. Program & Student Criteria Matrix 27- and 39-month Programs

HIGHER LEARNING COMMISSION

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Chicago, IL 60604-1411
312.263.0456 | 800.621.7440
Fax: 312.263.7462 | hlcommission.org

May 08, 2020

Dr. John Dunn
Interim Chancellor
Southern Illinois University Carbondale
1265 Lincoln Drive
Carbondale, IL 62901

Dear Chancellor Dunn:

This letter serves as formal notification and official record of action taken concerning Southern Illinois University Carbondale by the Institutional Actions Council of the Higher Learning Commission at its meeting on May 04, 2020. The date of this action constitutes the effective date of the institution's new status with HLC.

Action. IAC continued the accreditation of Southern Illinois University Carbondale with the next Reaffirmation of Accreditation in 2029-30.

In taking this action, the IAC considered materials from the most recent evaluation and the institutional response (if applicable) to the evaluation findings.

In two weeks, this action will be added to the *Institutional Status and Requirements (ISR) Report*, a resource for Accreditation Liaison Officers to review and manage information regarding the institution's accreditation relationship. Accreditation Liaison Officers may request the ISR Report on HLC's website at https://www.hlcommission.org/isr-request.

Within the next 30 days, HLC will also publish information about this action on its website at https://www.hlcommission.org/Student-Resources/recent-actions.html.

Please note: Revisions to HLC's Criteria for Accreditation will go into effect on September 1, 2020. Institutions will be evaluated against the revised Criteria for all reviews conducted after that date, including reviews related to previously assigned monitoring. Institutional reports submitted after September 1, 2020, that reference the Criteria should be written to the revised version. More information about the revised Criteria, including a crosswalk between the current and revised versions, is available on HLC's website at https://www.hlcommission.org/criteria.

If you have any questions about these documents after viewing them, please contact the institution's staff liaison Karen Solomon. Your cooperation in this matter is appreciated.

Sincerely,

Barbara Gellman-Danley

Barbara Gellman-Danley
President

CC: ALO

School of Architecture Evaluation Rubric for Faculty Applicants

		Relevance to School Vision	Scholarly Progression	Strategic Plan for Future Contributions	Teaching Philosophy & Curricular Development	Synergy Between Research & Teaching
	Importance	**0 or 1**	**0-1 by 0.05**	**0-1 by 0.05**	**0-1 by 0.05**	**0-1 by 0.05**
Portfolio of Work	REQD	Correspondence with School and future architectural needs	Evaulation of design concepts and technicical proficiency over time	Vision for further architectural exploration and project development	Contibution of creative work to pedagogical practices.	Relationship of creativea achievements to research interests and teaching.
Point						
Teaching Statement	REQD	Match with School teaching and student outcomes	Record of teaching effectivness and curriculum innovation.	Ojbectives for advancing architectural educations and student mentorship.	Approach to syllabus design and development of reflective content	How teaching informs and is infomed by ongoing and proposed research.
Point						
Research Statement	REQD	Fit with School's research and thematic priorities	Historical significance and impact of previous research endeavors.	Projected research trajectory and potential for interdiscipinary studies.	Connection of rsearch agenda to courses and teaching strategies	Demonstrable impact of research on pedagogy and vice versa.
Point						
DEI Statement	REQD	Alignment with university and School values regarding diversity & inclusvity	Demonstrated commitment to DEI through past actions and initiatives.	Action plan for incoporating future academic roles.	Relevance of DEI to teaching methodolgies and content creation	Integration of DEI principles in both research and teaching.
Point						
Support Letters	Not REQD (For Add'l Consideration)					
Point						

Name: Husam Akoud, AIA, NCARB

Courses Taught:
Architecture 352: Design IV: Complexity
Architecture 353: Vertical Studio
Architecture 452: Design VI: Integration

Educational Credentials:
Master of Architecture, New Jersey Institute of Technology, Newark, NY, 1998
Bachelor of Architecture, University of Khartoum, Khartoum, Sudan

Teaching Experience:
Assistant Professor, Southern Illinois University Carbondale
Adjunct Professor, University of the District of Columbia, 2006 – 2008
Adjunct Professor, University of Khartoum, Khartoum, Sudan, 2008 -2012

Professional Experience:
TS&W Architects – IWAN Consultancy, Washington, DC, 2001 – present
DR Brasher Architects, Columbia, MD, 2000 – 2001
Tishman Construction, New York, NY, 1997 – 2000
DAR Consult, Khartoum, Sudan, 1990-1994
Engineering, Planning & Architectural Consultants, EPAC, Khartoum, Sudan, 1987 - 1990

Licenses/Registrations Held:
Registered Architect, Florida, Maryland, and District of Columbia
NCARB Certificate

Professional Memberships:
American Institute of Architects
Fellow, Sudanese Institute of Architects

Name: Robert S. Anderson, Jr., AIA, NCARB, LEED AP

Courses Taught:
Architecture 541: Architectural Systems and the Environment

Educational Credentials:
Master of Architecture, Southern Illinois University Carbondale, 2014
BS in Architectural Studies, Southern Illinois University Carbondale, 2000

Teaching Experience:
Southern Illinois University Carbondale, 2018 - present

Professional Experience:

Brite Space Studio, PC, 2020 – present
EWR Architects (later part of Farnsworth Group), 2001 - 2020

Licenses/Registrations Held:
Licensed Architect, State of Illinois
NCARB Certificate

Select Publications:
Broken Mirrors, Advocacy Within the AIA, Connections: The Architecture and Design Journal of the Young Architect's Forum, August 2015

Professional Memberships:
American Institute of Architects
AIA Prairie Chapter Metro East Section President, 2022
Young Architect's Forum Illinois Regional Director, 2013 – 2016
Illinois Board, Southern Illinois Director (AIA Southern Illinois Delegate), 2015
AIA Southern Illinois Chapter President, 2012

Name: Craig Kyle Anz, PhD , Architect (Emeritus)

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.
Sehwail, 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: MEHDI ASHAYERI, Ph.D.

Founding Director, Urban Intelligence and Integrity Lab. (URBiiLAB) Website address: www.urbiilab.com

Courses Taught:

ARC452 Design VI: Integration
ARC500 Research Methods and Programming
ARC502 Data-informed Decision-making for Human-centered Design
ARC541 Architectural Systems and the Environment
ARC551 Comprehensive Architectural Design Studio
UHON351-H&F Designing Smart and Sustainable Cities: Premises and Challenges (University Honors Seminar in Humanity and Fine Arts), Spring 2023

Educational Credentials:

Ph.D. in Architecture, Technologies of the Built Environment Track (STEM) (May 2020)
Illinois Institute of Technology (IIT), College of Architecture, Chicago, IL
Honors: ARCC King Medal Award (2020); Graduate Student Scholarship (2015-2020)
Master of Architecture (Feb 2012) , Central Azad University, Faculty of Art & Architecture, Tehran, Iran
Bachelor of Civil Engineering (Sep 2007), Central Azad University, Faculty of Technical and Engineering, Tehran, Iran

Teaching Experience:

Assistant Professor at Southern Illinois University Carbondale, School of Architecture, Since 2021
Instructor, UC Berkeley Extension, Spring 2024 (On leave from SIU)
Graduate Teaching Assistant at Texas A&M University, Department of Architecture, 2015-2016
Adjunct Lecturer at Tehran Institute of Technology, Architectural Engineering Department, 2010-2011

Professional Experience:

Architect / Adrian Smith & Gordon Gill Architecture, Chicago, IL, (Jan-2018 / May-2018)
Senior Design Engineer, Lead R&D, Co-project Manager / Ferra Designs Inc., NYC, (Sep-2017 / Dec-2017)
Project Manager, Design Engineer / AMG Glasstechnik, Plainview, NY (Sep-2016 / Aug-2017)
Founding Partner / ICAAUD Architects (Jul-2013 / Jul-2016)
Designer, Project Manager / AOA Consulting Engineers, Tehran, Iran (Jul-2007 / Jul-2013)
Designer, Project Manager / MOS Consulting Engineers, Tehran, Iran (Feb-2007 / Jul-2009)
Designer, Project Manager / PSP Consulting Engineers, Tehran, Iran (Oct-2004 / Jan-2007)
Design Engineer / NAS Consulting Engineers, Tehran, Iran (June-2001 / Oct-2004)

Most Recent Publication:

Book: Abbasabadi, N. Ashayeri, M. Artificial Intelligence in Performance-Driven Design Towards Sustainability: Theories, Methods, and Tools. 2024. Publisher: WILEY

Name: Michael D. Brazley (Deceased)

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

<u>International</u>

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.

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

Membership in Professional Associations:

* American Institute of Architects (AIA)
  1987 to Present
* National Council of Architectural Registration Board (NCARB) 1999 to 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 Carney, AIA, NCARB, LEED

Courses Taught:
ARC 554: Graduate Design Thesis II

Education:
Master of Architecture, Southern Illinois University Carbondale

Registrations:
Delaware, Florida, Illinois, Indiana, Kentucky, Maine, Maryland, Michigan, Minnesota, Missouri, New Hampshire, North Carolina, Ohio, Pennsylvania, South Carolina, Texas, Virginia, Vermont, and Wisconsin
NCARB Certificate
LEED Green Associate

Memberships:
American Institute of Architects
Association of Licensed Architects

Professional Experience:
Tilton, Kelly + Bell, LLC, Chicago, IL, Seven years.
BSB Design, Palatine, IL, Seven years.
Studio Carney Architecture, Ten years.

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

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

Educational Credentials:
PhD Education, Southern Illinois University at Carbondale, Carbondale, Illinois, 2011. Dissertation, *A Theoretical Model of Learning Employing Constructivism, Phenomenology and Neuroscience: Constructivist Neurophenomenology*

Certificado Panorama del Desarrollo Educacional Y 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:
Atelier Davey
R.A. Nack and Associates
Swenson Kaha Architects
Walton and Associate Architects

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

Selected Publications and Recent Research:

Davey, J.D. (2019). The Bauhaus, Black Mountain College, Illinois Institute of Technology, Southern Illinois University, Destroyed Polyhedron and the Building of Geodesic Dome: Bucky's Tenure at Southern Illinois University and the Restoration Dome Home in Carbondale. University of Warclow, Poland, Outside In-Inside Out: Fuller in Warclow.

Davey, J.D. (2019, May). The Ramifications of Teaching Design Studio On-Line. 7th Annual International Conference on Architecture and Civil Engineering (ACE 2019). Singapore.
Professional Memberships: AIA President Egypt Section.

Name: John K. Dobbins, Architect and Associate Professor Emeritus

Courses Taught (Two Academic Years Prior to Visit):
Architecture 341: Building Technology II (Masonry/Concrete**)**
Architecture 342: Building Technology III (Metals)

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 Carbondale, 1990-2020
Southern Illinois University Carbondale, Fall 2020
Southern Illinois University Carbondale, 2023-2025

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

Name: Maria Garcia

Courses Taught:
Architecture 271: Computers in Architecture

Educational Credentials:
Master of Architecture, Southern Illinois University Carbondale, August 2021
BS in Architectural Studies, Southern Illinois University Carbondale, May 2020
Instituto Tecnológico y de Estudios Superiores de Monterrey Monterrey, Mexico, January – May 2019, Study Abroad

Teaching Experience:
Southern Illinois University Carbondale, 2023 - present

Professional Experience:
Premiere Architecture Design & Build, May 2021 to present. Working closely with the Architect to prepare projects during all stages of design and construction. Coordinate and oversee project development with engineers, construction managers, and owners. Draft existing conditions of projects and develop project drawings for bids and construction. Review project submittal and requests for information during construction.

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

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

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

Teaching Experience:
Southern Illinois University, School of Architecture. 2014 to present.
Universidad Camilo José Cela, Madrid. 2007 to 2013.
Instituto Tecnológico de Monterrey, México. School of Architecture. 1992 to 2002.
Arte A.C. design school. Monterrey, México. 1982 to 1985
Universidad Mexicana del Noreste. Monterrey, México.1980 to 1982

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

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

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

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

Name: Alex Grenhoff

Courses Taught:
Architecture 481: Environmental Systems: Energy
Architecture 482: Environmental Systems: Lighting & Acoustics

Educational Credentials:
Master of Architecture, Southern Illinois University Carbondale, August 2022
B.S. in Architectural Studies, Southern Illinois University Carbondale, May 2021

Teaching Experience:
Southern Illinois University Carbondale, Assistant Lecturer, 2023 - present

Professional Experience:
Architectural Designer, Hurst-Rosche Engineers, 2023 – present
Architecture Intern, FGM Architects, 2022 – 2023
Architecture Intern, Baysinger Architects, 2021 – 2022
Graduate Teaching Assistant, Southern Illinois University Carbondale, 2021 - 2022

Name: Thad Heckman, Senior Lecturer

COURSES TAUGHT
ARC 381 – Environmental Design I: Site Planning

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

TEACHING EXPERIENCE:
Full time non-tenure track 1994 - 2017, Reactivated 2023 – present

PROFESSIONAL EXPERIENCE: Full time employment for the years shown

Design Works: Architectural Practice – Sole Proprietorship, Carbondale, Illinois; Thad Heckman, Owner and Principal Architect, 2002 – present
Project Manager/Project Architect, Image Architects, Carbondale, Illinois (previously G-J Architects), 1999 – 2002
Project Manager/Project Architect, Garrison-Jones Architects, Carbondale, Illinois (previously SRGF), 1995 – 1999
Project Architect, White & Borgognoni Architects, P.C., Carbondale, Illinois, 1989 – 1995
Production Chief/Job Captain, Garrison -Jones Architects, Carbondale, Illinois (previously SRGF), 1984 – 1989
Architectural Technician, Simon/Rettberg/Garrison/Flom Architects (SRGF Architects), Carbondale, IL, 1981 - 1983

LICENSES: Licensed Architect, State of Illinois; Licensed Architect, State of Wisconsin

SELECT PUBLICATIONS:
Design Architect: A New SIU-Foundation and Welcome Center (2019-2024): Now under construction.
Design Architect: Southern Illinois MultiModal Station (SIMMS, 2013 – 2024): Now under construction.
Design Works: New R.B.F. Dome Visitor Center: 3D Printed; Construction finalizing Fall 2024.
Bucky's Dome, The Resurrection of R. Buckminster Fuller and Anne Hewlett Fuller's Dome Home (March 30th, 2020): Co-author with Cary O'Dell.
Leicester B. Holland Prize (2011) R. Buckminster Fuller's Geodesic Dome Home: Architectural Record, Dwell, "How to Read Houses" (UK), MIT 'TED' talk, PBS. 500-year archival pen and ink now in the Library of Congress.
Heckman, T. P., Design Works; Steve Pravdo, Jet Propulsion Lab, Pasadena, California (2018). The Fuller-Clarke Sphere, Lecture Presentation, Thad Heckman: International Space Elevator Consortium, Seattle, WA.
Heckman, T.P.; Steve Pravdo, Jet Propulsion Lab; Peter Bahn, Bahn Biotech and Stuart Shaklan, Jet Propulsion Lab (August 16-19, 2015). Hale Telescope, Mt. Palomar, California.: Thad Heckman's essay "Mission to Mount Palomar" published in the "The Griffith Observer", Vol. 84, No. 9; September, 2020.

PATENTS: Patent Number: **US 6,449,865**; issued September 17, 2002. Automotive Device.
Patent Number: **US 6,930,784**; issued August 16, 2005. Description: "Contour Table"

Heckman, T. P. (January 2000). The Contour Table - An Instructional Laser Device: A Device for Communicating Three Dimensional Forms. Ninth Design Communications Association National Biannual Conference, College of Architecture, University of Arizona, Tucson, Arizona.

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

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

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

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

Professional Experience:
patterhn ives llc Founding Partner - Saint Louis, Missouri: 2014 August – Present.
- Key Project Reference: Missouri State University Department of Music - Ellis Hall.

HOK Associate & Senior Architect Designer – Saint Louis, Missouri: 2005 August – 2011 June.
- Key Project Reference: Saint Louis Art Museum Expansion with David Chipperfield Architects.

HGA Soranno-Cook Studio – Minneapolis, Minnesota: 2000 March - 2004 August.
- Key Project Reference: Walker Art Center Expansion with Herzog & de Meuron.

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

Selected Publications and Recent Research:
Chicago Masonry Institute Design Awards: December 2019.
PERFORMANCE-ART. Drury University Lecture Series: October 2017.
Modern Maker, AIA Montana Excellence in Design Awards: November 2017.
TRANSFORMATIVE WORK, AIA Central States Regional Conference: October 2015.
Architecture for Art: Panel Moderator, Contemporary Art Museum St. Louis: September 2014.
Value Proposition, ARCHITECT. September 2013. McGee, Suzanne.
Museum of Finnish Architecture Lecture, AU Arkkitehtiuutiset. May 2013. Rautiola, Essi.
Young Architect Award, ARCHITECT: June 2013.
2+2 Forum on Design, Panel Member - AIA National Convention: June 2013.
unrivaled. AIA Kansas City Design Excellence Allied Arts & Craftsmanship Awards. November 2013.
SOM Leads the 2013 Young Architects Awards, ARCHITECT. February 2013. K.C.
Building Pulitzer: A Colloquium on realizing The Pulitzer Foundation for the Arts: February 2013.
Success Stories, IMPACT. 2013. Bloomberg, Wravenna.
Students Develop Creative Solutions for Maplewood, Patch.com. November 2010. Suda, Beth.

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

Name: Q ian Jenny Huang

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

Educational Credentials:
Purdue University, Ph.D. Building Construction Management, August 2013
Nankai University, MA. International Law, May 2007
Nankai University, B. A. Law, May 2004

Teaching Experience:
Associate Professor, Southern Illinois University Carbondale
Assistant Professor, Southern Illinois University Carbondale
Teaching Assistant, Purdue University, 2009 - 2013

Professional Experience:
Project Control Specialist, Purdue University, West Lafayette, IN, 2013 - 2015
Project Control Intern, Purdue University, West Lafayette, IN, 20212 - 2013
Public Administrator, Tianjin Municipal Administrative Commission of Construction, Tianjin, China, 2007 - 2008
Assistant Attorney, Senyu Building Construction Legal & Consulting Firm, Tianjin, China, 2006

Licenses/Registration:
Bars and Courts, *PRC Bar,* February 2007 – present
OSHA Authorized Outreach Trainer in Construction, April 2016 – present

Selected Publications and Recent Research:

Huang, Q., Lu, C., Chen, K. (2017). Smart Building Applications and Information System Hardware Co-design. In H. Hsu, C. Chang, & C. Hsu (Eds.), *Big Data Analysis for Sensor-Network Collected Intelligence* (pp. 225-240). Orlando, Florida: Elsevier.

Huang, Q. (2013). Feasibility Study of Energy Harvesting Based Wireless Sensor Network for Building Environment Monitoring and Management. Ph.D. Dissertation, Purdue University.

Huang, Q., Kieffer, K. (SIU undergraduate student) (2019). An intelligent Internet of Things (IoT) sensor system for building environmental monitoring. *Journal of Mobile Multimedia*, 15(1&2), 29-50.

Huang, Q., Rodriguez, K. (SIU undergraduate student) (2019). A software framework for heterogeneous wireless sensor network towards environmental monitoring. *Applied Sciences*, 9(5).

Huang, Q., Rodriguez, K. (SIU undergraduate student), Whetstone, N. (SIU undergraduate student), Habel, S. (SIU undergraduate student) (2019). Rapid Internet of Things (IoT) prototype for accurate people counting towards energy efficient buildings. *Journal of Information Technology in Construction*, 24, 1-13.

Huang, Q. (2018). Occupancy-driven energy efficient buildings using audio processing with background sound cancellation. *Buildings*, 8(6), 1-16.

Name: J. Kirk Irwin, AIA, RIBA

Courses Taught:
Architecture 231: Architectural History I
Architecture 232: Architectural History II
Architecture 500: Research Methods & Programming
Architecture 532: Global Traditions in Architecture

Educational Credentials:
Ph. D. Candidate, University of Edinburgh, ESALA
Master of Architectural History, University of Virginia, 1990
Bachelor of Architecture, University of Cincinnati, 1986

Teaching Experience:
Lecturer and Adjunct Graduate Faculty Member, Southern Illinois University Carbondale, 2018 – 2024
Assistant Professor, Columbia College, Chicago, IL, 1991 – 1993, 2002 - 2015

Licenses/Registrations Held:
Licensed Architect, State of Illinois

Professional Memberships:
American Institute of Architects
Royal Institute of British Architects, International Charter Member

Name: Dr. Amos Kalua is an Assistant Professor of architecture at Southern Illinois University, Carbondale.

Educational Qualifications

1. Doctor of Philosophy (PhD) in Architecture – August 2021 (Virginia Polytechnic Institute and State University, United States of America)
2. Master of Science in Architecture – December 2018 (Virginia Polytechnic Institute and State University, United States of America)
3. Master of Engineering in Architecture – December 2015 (Harbin Institute of Technology, China)
4. Bachelor of Science in Architecture with credit - 2008 (University of Malawi)

Professional Memberships

1. Royal Institute of British Architects (RIBA), United Kingdom – Chartered Architect
2. Engineering Council, United Kingdom – Chartered Engineer (Professional Engineer)
3. Chartered Institution of Building Services Engineers (CIBSE), United Kingdom – Member
4. American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) – Member

Research Publications

1. Kalua, A. Economic Sustainability of Green Building Practices in Least Developed Countries. A Paper published in the Journal of Civil Engineering and Construction Technology Vol. 6(5), pp. 71-79, June 2015.
2. Kalua, A. Envelope Thermal Design Optimization for Urban Residential Buildings in Malawi. A Paper published in Buildings Journal Vol. 6 (13), April 2016. doi:10.3390/buildings6020013.
3. Kalua, A. Jeong Jo, S. Fateminasab, S. Al-Rqaibat, S. Opitz, C. Impact of Ventilation Method on Residential Indoor PM Dispersion during Dust Storm Events in Saudi Arabia. A Paper Published in The Journal of Architectural Engineering and Design Management, August 2019. Doi: 10.1080/17452007.2019.1652797.
4. Kalua, A. Urban Residential Building Energy Consumption by End-Use in Malawi. A Paper Published in Buildings Journal Vol 10(2), February 2020. doi.org/10.3390/buildings10020031.
5. Kalua, A. Jones, J. Epistemological Framework for Computer Simulations in Building Science Research: Insights from Theory and Practice. A Paper published in Philosophies Journal Vol 5(4), October 2020. doi.org/10.3390/philosophies5040030.
6. Kalua, A. The Case Study Methodology in Architectural Research: Evaluation of Epistemological Adequacy. A Paper published in Open House International, October 2023. doi.org/10.1108/OHI-04-2023-0087
7. Kalua A, Jones J, Battaglia F, Grant E. Framework for Integrated Multi-Scale Computational Fluid Dynamics Simulations in Natural Ventilation Design. Building Services Engineering Research and Technology. 2024;0(0). doi:10.1177/01436244241268071

Name: Farshad Kheiri, Ph.D., LEED AP BD+C

Courses Taught:
ARC 541 Architectural Systems and the Environment (Fall 2024, Fall 2022, Fall 2021, Spring 2021)
ARC/ID 482 Environmental Design III: Lighting and Acoustics (Fall 2024, Fall 2022)
ARC/ID 481 Environmental Design II: Energy and Systems (Spring 2023, Spring 2022)

Educational Credentials:
Ph.D. in Architecture – Texas A&M University, 2020
Master of Architectural Engineering – Iran University of Science and Technology, 2011
Bachelor of Architectural Engineering – University of Tehran, 2008

Teaching Experience:
Assistant Professor at Southern Illinois University Carbondale, School of Architecture, Since 2021
Instructor, UC Berkeley Extension, Spring 2024 (On leave from SIU)
Graduate Teaching Assistant at Texas A&M University, Department of Architecture, 2015-2016
Adjunct Lecturer at Tehran Institute of Technology, Architectural Engineering Department, 2010-2011

Professional Experience:
Architect, Barock Consulting Engineers, Iran, 2011-2013
Construction Project Supervisor, Arkane Asre Shomal Company, Construction and Renovation, Iran, 2007-2010

Licenses/Registrations Held:

N/A

Select Publications:

- Kheiri, F. (2024). Artificial Intelligence in Building Enclosure Performance Optimization: Frameworks, Methods, and Tools. (Eds.) Abbasabadi, N., Ashayeri, M. John Wiley & Sons, Inc.
- Kheiri, F. Haberl, J.S., Baltazar, J.C. (2023). Split degree day method: a novel degree day method for improving building energy performance estimation. *Energy and Buildings*. *289*: 113034.
- Kheiri, F. Haberl, J.S., Baltazar, J.C. (2023). Impact of outdoor humidity conditions on building energy performance and environmental footprint in the degree days-based climate classification. *Energy*. *283*: 128447
- Kheiri, F. (2021). Optimization of building fenestration and shading for climate-based daylight performance using the coupled genetic algorithm and simulated annealing optimization methods. *Indoor and Built Environment*. *30*(2): 195-214.
- Kheiri, F. (2020). A multistage recursive approach in time- and frequency-domain for thermal analysis of thermochromic glazing and thermostatic control systems in buildings. *Solar Energy*. *208*: 814-829.
- Kheiri, F. (2018). A review on optimization methods applied in energy-efficient building geometry and envelope design. *Renewable and Sustainable Energy Reviews*. *92*: 897-920.
- Kheiri, F. (2016). Pedestrian circulation simulation based on Ant Colony System in site analysis. *Journal of Building Engineering*. *7*: 312-319.

Professional Memberships:
Society of Building Science Educators (SBSE)
Honorary Member of the International Building Performance Simulation Association (IBPSA)-Iran

Name: Norm Lach, Emeritus

Courses Taught (Two Academic Years Prior to Visit):
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: Jose L. Lugo, AIA, CGC, CCC, NCARB

Courses Taught:
ARC 551, Comprehensive Studio
ARC 314i, Expressions in Architecture

Educational Credentials:
Harvard University | Harvard Business School
HBX, CORe, Credential of Readiness
Economics for Managers / Business Analytics / Financial Accounting

Master of Architecture, Southern Illinois University, Carbondale, Illinois

Bachelor of Design in Architecture, University of Central Florida, Orlando, Florida and University of Florida, Gainesville, Florida

Teaching Experience:
Southern Illinois University Carbondale, 2015-present

Professional Experience:
2019 – current Bermello Ajamil VP, Managing Director
2014 – 2019 BRPH VP, Principal
2005 – 2014 Vision IV Architecture Partner / Architect
1999 – 2005 Shenkel & Shultz Project Manager / Designer
1995 – 1999 HOK, Studio E / M-N Project Manager / Designer

Professional Licensure and Certifications:
Licensed Architect Florida AR97476
Licensed Architect Wisconsin AA-10845-005
Licensed Architect Virigina 0401019973
Licensed Roofing Contractor Florida CCC1325800
Licensed General Contractor Florida CGC1508502
National Council of Architectural Registration Boards NCARB #79410

Professional Memberships
American Institute of Architecture AIA #38347625

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

Courses Taught (Two Academic Years Prior to Visit = Fall 2018 up to now):
ID 331 History of Interior Design
ID 341 Interior Textiles & Finish Materials
ID 491 Interior Design Studio V
ID 372 Interior Construction
ID 374 Materials & Specification
ID 432 Interior Design Seminar
ARC 252 Architecture Design II: Order

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

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

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

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

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

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

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

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

Name:
Christopher Post, LEED AP, CHC

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

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

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

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

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

Selected Publications and Recent Research:
n/a

Professional Memberships:
American Society of Healthcare Engineering
Southern Illinois Chapter for Healthcare Engineering
American Institute of Architects

Name: **Sanjit Roy**

Courses Taught:

ARC-361- Structures I: Statics & Steel
ARC-362- Structures II: Wood & Concrete
ARC-462- Structures III: Analysis & Lateral Forces
ARC-353- Vertical Studio
ARC-452- Design VI: Integration

Educational Credentials:

Master of Science in Architecture- Architecture & Urbanism
University of Cincinnati, Ohio, USA

Bachelor of Architecture
School of Planning and Architecture, New Delhi, India

Teaching Experience:

2021- present	Assistant Professor of Practice School of Architecture, Southern Illinois University, Carbondale, IL
2016-2019	Assistant Professor University of Maine at Augusta, Augusta, ME
2008-2016	Assistant Professor School of Architecture & Planning, Morgan State University, Baltimore, MD
2012-2013	Visiting Professor School of Planning and Architecture, New Delhi, (during sabbatical from Morgan State University).

Professional Experience:

2010-present	Principal, Design Research Bureau, New York, NY
2004-2009	Project Architect, Development Design Group (DDG), Baltimore, MD
2001-2002	Architect, COSTFORD/ Laurie Baker Building Center, New Delhi, India

Licenses/Registrations Held:

State of Maryland (Registration No.: 19841)
State of Wisconsin (Registration No.: 11585-5)
Council of Architecture, India (Registration No.: CA/2002/29790)

Select Publications/ Presentations:

The Third Space: Collective Imaginaries of Urban Space in Varanasi, 72nd Annual International Conference of the Society of Architectural Historians, Providence, RI, April 2019

Professional Memberships:

Name: Jessica Sergeev

Courses Taught:
Spring 2024 ARC 252 : Order
Fall 2024 ARC 251: Concept

Educational Credentials:
B. S. in Architectural Studies, Southern Illinois University, Carbondale, May 2007
Master of Architecture Southern Illinois University Carbondale, May 2013

Teaching Experience:
Southern Illinois University Carbondale, January 2024 - present

Professional Experience:
Intern Architect Upchurch Group, Mattoon, IL, 2009-2010
Planner, City of Carbondale, Carbondale, IL, 2013-2016
Board Member, Carbondale Main Street, Carbondale, IL, 2014 – present
Park Commissioner, Carbondale Park District, Carbondale, IL, 2019 – present
Teacher's Aide, Carbondale High School, Carbondale, IL, 2019 - present

Licenses/Registrations Held:
None

Select Publications:
None

Professional Memberships:
None

Peter b Smith, NCARB architect
Associate Professor: SOA - SIUC

I earned a baccalaureate degree in architectural studies and a master's degree in architecture from the University of Illinois, Champaign / Urbana and carry architectural licenses live in two states, Illinois and Missouri, and have NCARB certification/. I am also a registered interior designer teaching the interior design senior capstone coursework. I worked for architectural firms for a short time and soon after began my own practice, balancing professional work with teaching at the university level at both Washington University in St Louis and SIUC. This pattern of engagement in both the arts and business has allowed me to develop a wide range of skills.

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

Positions held in academic institutions (title of position/rank, year and tenure):
SIU, Carbondale, Illinois. School of Architecture Associate Professor: tenured 2008-Current
SIU, Carbondale, Illinois. School of Architecture Assistant Professor: 1990-2008
Washington University, St. Louis, MO., School of Architecture Adjunct Lecturer 1984-Current

Courses taught in SIU ARCHITECTURE PROGRAM:
Southern Illinois University, Carbondale, Illinois.
ARC 121 / ARC 121 Design Communications I
ARC 122 / ARC 122 Design Communications II
ARC 502 / Visualizing Architecture (Collection of graduate 3hr Independent studies)

Registration:
Licensed Architect State of Illinois: License Number 001-014551
Architect State of Missouri: License Number A-7166
NCARB Certification: Certificate Number 45098
Registered Interior Designer: State of Illinois: Registration Number 161-003008

Significant publications, creative projects, and/or paper presentations:
Smith, P.B. (2019). Carz Nyte Out. 19th Annual Summer All Media Juried International Art Exhibition, Upstream People Gallery, Lincoln, NE. Special Recognition.

Smith, P. B. (2019). Luck over Tyme. 2019 Muscatine County Fair Photography competition and exhibition. Muscatine, IA. USA Second place and Special Recognition Award Places Category.

Smith, P. B. (2019). The Floorz all yours DAD. 2019 International Photography Awards. Los Angeles, CA.

Collaborative project now in the planning stages with Professor Wyly Brown (Washington University in St Louis) and Peter b Smith, NCARB architect (SIUC and Washington University in St Louis)
Project Concept: A collaborative project employing the tensegrity concepts of R Buckminster Fuller (utilizing the SIUC archives) and blending the tensile structural thinking of Frei Otto. The student blend will be Year one Undergrad students from SIUC and Year one Grad students from Washington University.

Peter b Smith Associates (PBSA) (2017-2019) Pittsburg Pipe Corporate Headquarters St Louis, MO USA. Complete renovation and re purposing of a bank facility and entourage property including 45 car surface parking area and complete site upgrade. (business has twenty-five (25) employees on site and another twenty (20) remote with manufacturing facilities in both MO and ILL. Approximate value of project $1.4 Million.

Professional memberships and service:
Member: The Society of American Registered Architects
Member: The Illinois Council of Registered Architects (2000-current)
NCARB (National Council of Architectural Registration Boards)
Docent: Bellefontaine Cemetery Association, St. Louis, MO.
Member: The Neutra Institute, LA, CAL.
Chair and Coordinator: Fine Arts Committee: SOA/SIUC both within the SOA and on campus FAAC committee

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

Courses Taught (Two Academic Years Prior to Visit):
ARC/ID 242 Building Tech I: Woods
ARC 351: Design III: Context
ARC 550: Regional Architectural Studio
ARC 552: Graduate Architecture Design Thesis I
ARC 554: Graduate Architecture Design Thesis II

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

Teaching Experience:
Southern Illinois University – 14 years (NTT-Continuing)
Texas A&M University – 7 years (Assistant Professor)
University of Texas Arlington - 2 years (Assistant Professor)
Ball State University – 2 years (Temporary Assistant Professor)

Professional Experience:
URS Corporation, Grand Rapids, MI – 22 years
Ford, Powell & Carson, San Antonio, TX – 1 year

Licenses/Registration:
Licensed Architect in Indiana, Michigan and Illinois
Registered Interior Designer in Indiana

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

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

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

Professional Memberships:
American Institute of Architects
National Trust for Historic Preservation
Edutopia, The George Lucas Educational Foundation, Founding Member, San Rafael, CA

Graduate Application Rubric

The next few pages are the rubric used by the Graduate Committee to evaluate all applications to the Master of Architecture program. The pages are divided by on-campus and online but all applications are evaluate the same way.

MArch candidates Selection Revised 2/12/24 **Revised 2/20/24**

ON-CAMPUS 2024

		CONTENTS Checklist				Points from 0.0 to 3.0				Total		Action				PROGRAM			
		Rec Letters	Personal Lt	GPA	Portfolio	Turnipseed	Mehdi	Amos		Points	Final	Accept?	Wait List?	Accept with Leveling?	Reject?	inhouse	online	IPAL	Comments
	ON CAMPUS											26							
	Lot 1											Students							
1	Aishwarya Patel			6.34/100		1.5	1.5	1.8		4.8	1.60				X				
2	Cole Winkler			3.9/3.7		3.0	2.3	2.8		8.1	2.70	X							
3	Jae-Keun Jun			81/100		3.0	3	2.9		8.9	2.97	X							
4	Joel Ajani			2.8		2.5	2.3	2.9		7.7	2.57	X							
5	Joseph Patridge			3.3/4.0		3.0	2.1	1.8		6.9	2.30	XSP							
6	Kiersten Lutz			3.9/3.9		3.0	2.2	2.6		7.8	2.60	X							
7	Lucas Tankersly			3.8/3.5		3.0	1.7	2.6		7.3	2.43	X							
8	Parker Bourne			3.4/3.5		3.0	2	2.6		7.6	2.53	X							
												7							

		CONTENTS Checklist				3				Total		Action				PROGRAM			
		Rec Letters	Personal Lt	GPA	Portfolio		Mehdi	Amos		Points	Final	Accept?	Wait List?	Accept with Leveling?	Reject?	inhouse	online	IPAL	Comments
	Lot 2																		
9	Trevor Welsh					2.8	2.4	2.6		7.8	2.60	X							
10	Matthew Thompson			3.6/3.9		2.8	2.7	2.6		8.1	2.70	X							
11	Oluwatofarati			4.2/5		2.2	1.5	1.8		5.5	1.83				X				
12	Michael Robinson			2.8		1.5	1.8	1.1		4.4	1.47			********		3 yr?			
13	Linda Jerono					1.5	2.2	1.1		4.8	1.60			********		XXX			
14	Jesse Escutia			2.7		1.2	2.3	1.8		5.3	1.77				X				
15	Jack Parker			3		2.2	2	1.8		6.0	2.00		XZ						
16	Erem Rishad			3.12		3.0	2.8	2.9		8.7	2.90	X							
17	Aishat Balogun			3.12/4		3.0	2.5	2.9		8.4	2.80	X							
18	Behnoush Baratzadeh			3.82/4	(3.57/4)	2.5	2.6	2.9		8.0	2.67	X							
19	Preston Ireland			2.75		2.2	2.9	2.6		7.7	2.57	X							
												6							

		CONTENTS Checklist				Points from 0.0 to 3.0				Total		Action				PROGRAM			
		Rec Letters	Personal Lt	GPA	Portfolio	Turnipseed	Mehdi	Amos		Points	Final	Accept?	Wait List?	Accept with Leveling?	Reject?	inhouse	online	IPAL	Comments
	Lot 3																		
20	Bin Zheng			3.4		1.4	1.5	1.1		4.0	1.33			********		3 yr?			
21	Haleh Khanzadeh					2.8	2.8	2.8		8.4	2.80	X							
22	Jonathan Aholt			3.8	3.727	2.8	2.8	2.6		8.2	2.73	X							
23	Lucas McLaughlin					2.8	2.8	2.6		8.2	2.73	X							
24	Mahsa Deylamsalehi			14.53		3.0	2.4	2.9		8.3	2.77	X							
25	Max White			3	???	0.0		1.5		1.5	0.50			Needs Portfolio					
26	Mina Sedaghatnic			16.3/20	3.49	3.0	2.7	2.9		8.6	2.87	X							
27	Neshat Shabani			15.59		3.0	3	2.6		8.6	2.87	X							
28	Oumar Korehala			3.35/3.3		2.5	2.2	2.6		7.3	2.43	X							
29	Ryan Hernadez			3.17/2.98		2.5	2.3	2.6		7.4	2.47	X							
												8							

		CONTENTS Checklist				Points from 0.0 to 3.0				Total		Action				PROGRAM			
		Rec Letters	Personal Lt	GPA	Portfolio	Turnipseed	Mehdi	Amos		Points	Final	Accept?	Wait List?	Accept with Leveling?	Reject?	inhouse	online	IPAL	Comments
	Lot 4																		
30	Alex Whitten			3.6		2.2	2.1	2.3		6.6	2.20	XSP	Z						
31	Alireza Salarkia			3.7		2.9	2.5	2.6		8.0	2.67	X							
32	Farnoush Fakhri			3.5		3.0	2.5	2.8		8.3	2.77	X							
33	Mariagracia Torres			3.4		3.0	2.3	2.8		8.1	2.70	X							
34	Tazzia Murray			3.1		2.2	2.1	2.5		6.8	2.27	XSP	Z						
												5							

		CONTENTS Checklist				Points from 0.0 to 3.0				Total		Action				PROGRAM			
		Rec Letters	Personal Lt	GPA	Portfolio	Turnipseed	Mehdi	Amos		Points	Final	Accept?	Wait List?	Accept with Leveling?	Reject?	inhouse	online	IPAL	Comments
	Undetermined Lot 1																		
1	Abrar Alhashidi									0.0									
2	Aya Alanssari									0.0									
3	Jasmine Dziekan									0.0									

	Accepted	2.5+
	Wait List	2.4+SP

20 Accept
6 Wait

~~MArch~~ candidates Selection

ONLINE 2024

Revised 4/20/24

			CONTENTS Checklist				Points from 0.0 to 3.0				AV Total Points	Final	Action				PROGRAM			Comments
		Location	Rec Letters	Personal Lt	GPA	Portfolio	Turnipseed	Mehdi	Amos				Accept?	Wait List?	Accept with Leveling?	Reject?	inhouse	online	IPAL	
	Undetermined Lot 1																			
1	Abrar Alhashidi							N/A			#VALUE!									3 year program?(M)
2	Aya Alanssari							2.3			0.77									
3	Jasmine Dziekan							1.9			0.63									
			CONTENTS Checklist				Points from 0.0 to 3.0				AV Total Points	Final	Action				PROGRAM			Comments
		Location	Rec Letters	Personal Lt	GPA	Portfolio	Turnipseed	Mehdi	Amos				Accept?	Wait List?	Accept with Leveling?	Reject?	inhouse	online	IPAL	
	On Line List 1																			
1	Taylor Beck	IL	2		2.95		2.5	2.5	2.3		2.43	SP2								
2	Sofia Haab	IL	3		3.35		2.5	2.5	2.4		2.47	SP3								
3	Socrates Poche	NY	0		3		0.0	1.5	0.5		0.67					X				3 year program?(M) English Major
4	Richie Wu	NY					0.0	2.4	0.4		0.93					X				
5	Mariia Issa	IL			2.96		0.0	1.0	1.6		0.87					X				
6	Mehrnaz Hosseini	VA	2		14.55/20		2.9	2.6	2.6		2.70	1								
7	Elsie Kuntu-Blankson	Ghana?	2				0.0	2.7	2.7		1.80						???(S)			
8	Caroline Elking	STL			3.93		2.8	2.0	1.9		2.23									
9	Marina Mehmeti	MO					2.8	2.4	1.6		2.27									
10	Geovannys Serantes	FL			3.4		2.9	2.9	2.2		2.67	2								
11	Holly Clements	IN			3.3		2.4	2.2	1.9		2.17									
11a	Aaron Isyk	MI			3.1		2.0	2.1	1.4		1.83									
		Location	CONTENTS Checklist				Points from 0.0 to 3.0				AV Total Points	Final	Action				PROGRAM			Comments
			Rec Letters	Personal Lt	GPA	Portfolio	Turnipseed	Mehdi	Amos				Accept?	Wait List?	Accept with Leveling?	Reject?	inhouse	online	IPAL	
	On Line Lot 2																			
12	Dane Saunders	FL			3.53		1.0	2.1	1.9		1.67									
13	Elsie Angela Kuntu-Blankson																			REPEATED FILE
14	Joshua Turner	AL					0.0	1.9	2.2		1.37									
15	Rajni Anselm	PA			4		2.7	2.3	2.7		2.57	3								
16	Sarah McCormick ***	TX			2.46/2.65		2.5	2.4	2.2		2.37									
17	Earnestina Fields	MO			3.68		2.4	2.4	2		2.27									
18	Valeria Lemus	Orl FL			3.99		3.0	2.9	2.8		2.90	4								
			CONTENTS Checklist				Points from 0.0 to 3.0				AV Total Points	Final	Action				PROGRAM			Comments
		Location	Rec Letters	Personal Lt	GPA	Portfolio	Turnipseed	Mehdi	Amos				Accept?	Wait List?	Accept with Leveling?	Reject?	inhouse	online	IPAL	
	On Line List 3																			
19	Alireza Borhani	IRAN?			3.68		2.9	2.7	2.8		2.80	??? 5					???(S)			
20	Caroline Toscano	CO			3.26/3.24		0.0	2.1	2.1	Level?	1.40									Interior Design
21	Connor Walter	TX			2.9		2.4	2.7	2.2		2.43	SP6								
22	Grigorli Arakelian	Russia?					0.0	3.0	2.8	Level?	1.93						???(S)			
23	Jagoda Labuz	IL			3.42/3.26		2.2	2.0	2.4		2.20									
24	Lauren Castaneda	NE	3		3.57		2.7	2.8	2.6	**Campus?**	2.70	6					???(S)			
25	Mohammed Khan	NY	NY				0.0	2.6	0	Has MArc?	0.87									Has March Degree?
26	Nava Wolgel	IL			3.20/3.73		2.4	2.8	2.4		2.53	7								
27	Zainab Albarmawi	IL			2.83	Design?	0.0	2.7	2.4	Campus?	1.70						???(S)			
		Location	CONTENTS Checklist				Points from 0.0 to 3.0				AV Total Points	Final	Action				PROGRAM			Comments
			Rec Letters	Personal Lt	GPA	Portfolio	Turnipseed	Mehdi	Amos				Accept?	Wait List?	Accept with Leveling?	Reject?	inhouse	online	IPAL	
	On Line List 4																			
28	Amelia Coleman	NC			3.77		2.8	2.3	2.8											
29	Andrew Fastle	TX			2.43		2.1	2.5	1.4		2.00									
30	Aqila Asadi	TN			77/20?		2.1	2.2	2.5		2.27									
31	Ashley Reinhard	IN			3.29		1.8	2.0	2.5		2.10									
32	Courtney McGarity	MO STL			3.6		2.9	2.8	2.8		2.83	8								
33	Demario Walton	MI (LTU)			3.74		2.2	2.6	2.4		2.40	SP4								
34	Dylan Robben	STL			3.72		1.5	2.2	2.4	Design?	2.03									Interiors
35	Eliza Parrinello	NJ			3.64		2.4	2.9	2.7		2.67	9								5 Years Prof Exp
36	Fiona Curran	STL			3.34		2.4	2.6	2.6		2.53									

37	James Callans	CA			3.25/3.27		2.8	3.0	2.1		2.63	10								Art?
38	Jhordan Tate	IL (SIU)			3.79		2.5	2.8	2.5		2.60									Going to U o I?
39	Najmehosadat Fatemi	TX			16.71/20		2.5	2.5	2.5		2.50	11								
40	Panisa Thanpaisarnsamut	TX			2.72		2.6	2.8	2.8		2.73	12								
41	Samuel Sandoval	IL			3.04		2.4	2.4	2.4		2.40	SP0								

			CONTENTS Checklist				Points from 0.0 to 3.0				AV Total Points	Final	Action				PROGRAM			
		Location	Rec Letters	Personal Lt	GPA	Portfolio	Turnipseed	Mehdi	Amos				Accept?	Wait List?	Accept with Leveling?	Reject?	inhouse	online	IPAL	Comments
	On Line List 5																			
42	Arianna Gatchell	IL (SIU)			SIUE 2.72		2.2	2.2	1.1		1.83									Average portfolio not well presented
43	Evelyn Howie	ME			3.76		2.5	2.6	2.4		2.50	13								
44	Fatima Flores	IL			3.08		2.3	2.4	2.4		2.37									
45	Israel Bagley	TX			3.1		2.4	2.5	2.1		2.33									
46	Kerragan Mulzer	IN			4		2.3	2.4	2.1		2.27									
47	Lelan Olsen	KS			3.78		0.0	2.1	2	Design?	1.37									
48	Meghan Marchino	IL			3.49/3.59		2.8	2.3	2.4		2.50	14								
49	Santos Ramos	TX			2.51		1.5	2.2	2.2		1.97									
50	Seth Youngson	KY			2.92		2.4	1.9	2.4		2.23									
51	Victoria Cimmino	VT			2.95	None	0.0	N/A	1	Design?	#VALUE!									3 year program?(M)

			CONTENTS Checklist				Points from 0.0 to 3.0				AV Total Points	Final	Action				PROGRAM			
		Location	Rec Letters	Personal Lt	GPA	Portfolio	Turnipseed	Mehdi	Amos				Accept?	Wait List?	Accept with Leveling?	Reject?	inhouse	online	IPAL	Comments
	On Line List 6																			
52	Anna Rosa Ramos	WI			3.21		0	N/A	0.5	Level	#VALUE!									3 year program?(M)
53	Chelsea Taborn (SIU?)	H-Burg IL			3.24		2.1	2.5	2.7		2.43	SP6								
54	David Filipowski	IL			2.7/2.7		2.4	2.5	2.5		2.47	SP1								
55	Francesca Lang	IL (SIU)			2.977		2	1.8	2		1.93									
56	Jadon Sargent	MS			2.722		1.9	1.9	1.9		1.90									3 year program?(M)
57	Jenae Tarakanov	IL			3.68		2.8	2.9	2.8		2.83	15								
58	John Delisle	OH			2.95		2.7	2.5	2.5		2.57	16								
59	Klaudia Klepczarek	IL			3.79		2.5	2.4	2.4		2.43	SP1								
60	Maryam Mohamed	FL			3.66		2.6	2.7	2		2.43	SP4								
61	Widny Jean	Bahamas					2.2	2.5	1.1		1.93									

			CONTENTS Checklist				Points from 0.0 to 3.0				AV Total Points	Final	Action				PROGRAM			
		Location	Rec Letters	Personal Lt	GPA	Portfolio	Turnipseed	Mehdi	Amos				Accept?	Wait List?	Accept with Leveling?	Reject?	inhouse	online	IPAL	Comments
	On Line List 7																			
62	Aidan Porter.	VA			3.4		2.4	2.8	2.6		2.60	17								
63	Andrew Cullison	IN			3.386		2.2	2.7	2.6		2.50	18								
64	**Cody Rowe.**	IN (SIU)			NT		2.1	2.4	1		1.83									several years of experience - portfolio mostly typ practical projects
65	Kayla Keeler	NH			2.38		2.2	2.5	2.6		2.43	SP4								
66	Muyiwa Adeyanju	Nigeria?			3.12/3.95		0	1.5	2.1	Level	1.20						????			Artist - needs Leveling
67	Peter Arton	MI (LTU)			NT		2.7	2.8	2.8		2.77	19								
68	Williams Oresanya	Nigeria?			3.27/3.45		0	No Portfolio	2		#VALUE!						????			

			CONTENTS Checklist				Points from 0.0 to 3.0				AV Total Points	Final	Action				PROGRAM			
		Location	Rec Letters	Personal Lt	GPA	Portfolio	Turnipseed	Mehdi	Amos				Accept?	Wait List?	Accept with Leveling?	Reject?	inhouse	online	IPAL	Comments
	On Line List 8																			
69	Alberto Valdivia	Chicago	(3) 2		3.26		2.6	2.9	2.2		2.57	*								UIC BS Arc '22
70	BiaZek Hill	MD	(2) 2		2.76		0	2.4	2.1		1.50				???					Norfolk St BS Build Const '14
71	Brian Nicol	Ont. CAN	(2) 0		3.2		2.4	2.6	1.9		2.30									Athabasca U B Arc 24; Loyalist College Diploma Arc Tech 22; Carpenter
72	Emma Peck	KC KS	(3) 0		3.7		2.5	2.7	2.5		2.57	*								UoMO-C UG - Arc Studies 24
73	Eric Alvarado	Chicago	(1) 1		2.97		2	2.8	2.1		2.30									UIC BA Arc Studies '19
74	Erin Hilby	NW IL	(2) 1		2.7		0	2.1	1.7		1.27									UoWI-P BS Cost Mgmt '24
75	Erin Oliver	Co.l MO	(1) 0		3.27		2.5	2.9	2		2.47	*SP9								U oMO BS Arc Studies '24
76	Jacob Wals	Chicago	(5) 0		3.03		2.1	2.9	1.9		2.30									Judson BA Arc Studies 23 + CC
77	Jose Bravo	Chicago	(2) 1		2.91/3.43		2.6	2.8	2.7		2.70	*								SIU B Arc Studies '23 + CC
78	Samantha Mygatt	Ind. MO	(3) 1		3.87		2.5	2.8	2.5		2.60	*								UoMO-C UG - Arc Studies 23

	Accepted	2.5+
	Wait List	2.4+

24 Accept
11 Wait

PROGRAM AND STUDENT CRITERIA MATRIX

SIU Bachelor of Science on Architectural Studies

SIU Masters of Architecture

	preparatory education	YEAR 1 fa: ARC121 Design Communication I	YEAR 1 sp: ARC122 Design Communication II	YEAR 2 fall: ARC231 Architectural History I	YEAR 2 fall: ARC251 Design I: concept	YEAR 2 fall: ARC271 Computers in Architecture	YEAR 2 spring: ARC232 Architectural History II	YEAR 2 spring: ARC242 Building Technology I, Wood	YEAR 2 spring: ARC252 Design II: order	YEAR 3 fall: ARC341 Bldg Technology II, masonry + concrete	YEAR 3 fall: ARC351 Design III: context	YEAR 3 fall: ARC361 Structures I: statics & steel	YEAR 3 fall: ARC381 Environmental Design I: Site Planning	YEAR 3 spring: ARC342 Building Technology III, Steel	YEAR 3 spring: ARC352 Design IV: complexity	YEAR 3 spring: ARC362 Structures II: wood & concrete	YEAR 4 fall: ARC451 Design V: urban design & community	YEAR 4 fall: Selected Elective or ARC491 Pro Practice	YEAR 4 fall: ARC482 Envtl. Design III: Lighting/acoustics	YEAR 4 spring: ARC452 Design VI: integration	YEAR 4 spring: ARC462 Structures III: analysis & lateral forces	YEAR 4 spring: ARC481 Envtl. Design II: energy & systems	15 MONTHS su: ARC550 Regional Architecture studio	15 MONTHS fall: ARC500 Research Methods & Programming	15 MONTHS fall: ARC541 Architectural Systems & Environment	15 MONTHS fall: ARC551 Comprehensive Design studio	15 MONTHS fall: ARC591 Professional Practice I	15 MONTHS spring: ARC502 Architecture Elective / University Gral.	15 MONTHS spring: ARC532 Global Traditions	15 MONTHS spring: ARC552 Graduate Arch Design / Thesis I	15 MONTHS spring: ARC592 Professional Practice II	15 MONTHS summer: ARC554 Graduate Arch Design/Thesis II (option 1)	15 MONTHS summer: or ARC593 Arch research paper (option 2)	15 MONTHS summer: or ARC599 University Thesis (option 3)
Shared Values																																			
Design		■	■		■				■		■				■		■			■			■			■						■			
Env. Stewardship & Professional Respon.																			■			■					■	■		■					
Equity, Diversity & Inclusion				■			■																												
Knowledge & Innovation				■			■																		■										
Leadership, Collab. & Community Engmt.																															■				
Lifelong Learning																		■													■				
Program Criteria																																			
PC1. Career Paths										■																									
PC2. Design		■	■		■				■		■				■		■			■			■				■								
PC3. Ecological Knowledge & Respon.										■									■			■					■	■							
PC4. History & Theory				■			■																												
PC5. Research & Innovation				■			■																							■	■			■		
PC6. Leadership & Collaboration																																		■		
PC7. Learning & Teaching Culture				■			■																												
PC8. Social Equity & Inclusion				■			■																											■		
Student Criteria																																			
SC1. HSW in the Built Environment										■			■	■													■		■	■			■		
SC2. Professional Practice																		■										■							
SC3. Regulatory Context							■						■							■							■								
SC4. Technical Knowledge						■	■			■		■	■	■		■				■			■	■			■								
SC5. Design Synthesis																						■							■				■		
SC6. Building Integration																						■	■	■				■					■		

SIU Masters of Architecture 27-month itinerary

Leveling: fall — ARC341 Bldg Technology II, masonry + concrete; ARC361 Structures I: statics & steel; ARC381 Environmental Design I: Site Planning; ARC451 Design V: urban design & community

Leveling: spring — ARC342 Building Technology III, Steel; ARC362 Structures II: wood & concrete; ARC452 Design VI: integration; ARC462 Structures III: analysis & lateral forces

15 MONTHS: su — ARC550 Regional Architecture studio

15 MONTHS: fall — ARC500 Research Methods & Programming; ARC541 Architectural Systems & Environment; ARC551 Comprehensive Design studio; ARC591 Professional Practice I

15 MONTHS: spring — ARC502 Architecture Elective / University Gral.; ARC532 Global Traditions; ARC552 Graduate Arch Design / Thesis I; ARC592 Professional Practice II

15 MONTHS: summer — ARC554 Graduate Arch Design/Thesis II (option 1); or ARC593 Arch research paper (option 2); or ARC599 University Thesis (option 3)

SIU Masters of Architecture 39-month itinerary

Leveling: su — ARC121 Design Communication I; ARC122 Design Communication II

Leveling: fall — ARC231 Architectural History I; ARC251 Design I: concept; ARC271 Computers in Architecture; ARC361 Structures I: statics & steel; ARC381 Environmental Design I: Site Planning

Leveling: spring — ARC232 Architectural History II; ARC242 Building Technology I, Wood; ARC252 Design II: order; ARC362 Structures II: wood & concrete

Leveling: fall — ARC341 Bldg Technology II, masonry + concrete; ARC451 Design V: urban design & community; ARC481 Envtl. Design II: energy & systems

Leveling: spring — ARC342 Building Technology III, Steel; ARC452 Design VI: integration; ARC462 Structures III: analysis & lateral forces; ARC482 Envtl. Design III: Lighting/acoustics

15 MONTHS: su — ARC550 Regional Architecture studio

15 MONTHS: fall — ARC500 Research Methods & Programming; ARC541 Architectural Systems & Environment; ARC551 Comprehensive Design studio; ARC591 Professional Practice I

15 MONTHS: spring — ARC502 Architecture Elective / University Gral.; ARC532 Global Traditions; ARC552 Graduate Arch Design / Thesis I; ARC592 Professional Practice II

15 MONTHS: summer — ARC554 Graduate Arch Design/Thesis II (option 1); or ARC593 Arch research paper (option 2); or ARC599 University Thesis (option 3)

Shared Values

- Design
- Env. Stewardship & Professional Respon.
- Equity, Diversity & Inclusion
- Knowledge & Innovation
- Leadership, Collab. & Community Engmt.
- Lifelong Learning

Program Criteria

- PC1. Career Paths
- PC2. Design
- PC3. Ecological Knowledge & Respon.
- PC4. History & Theory
- PC5. Research & Innovation
- PC6. Leadership & Collaboration
- PC7. Learning & Teaching Culture
- PC8. Social Equity & Inclusion

Student Criteria

- SC1. HSW in the Built Environment
- SC2. Professional Practice
- SC3. Regulatory Context
- SC4. Technical Knowledge
- SC5. Design Synthesis
- SC6. Building Integration