

**Southern Illinois University Carbondale
School of Architecture**

Candidacy Visiting Team Report

Master of Architecture (Pre-professional degree + 42 graduate credits)

The National Architectural Accrediting Board
6 February 2008

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

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I. Summary of Team Findings

1. Team Comments

First, the team would like to thank the Southern Illinois University, Carbondale (SIUCC) School of Architecture community for extending such a warm welcome. Throughout the visit, members of the faculty, staff and student body were open and responsive to all requests for additional information and materials.

The students are bright, enthusiastic and engaged in the program. Faculty and staff are qualified and prepared to meet the expectations of the program and their students.

The team room was well supplied with student work, although low-pass work was often not displayed side-by-side with high pass-work. This made it difficult for the team to fully assess the variances in levels of student achievement as well as the students' ability to respond to assignments.

The team saw considerable work on the part of the program to prepare the program for candidacy. There is evidence of significant thought and consideration having been given to course development, curriculum and course sequences.

SIUC has a long history of success in preparing students to enter the workforce with exceptional skills in technical documentation and structural systems. There are a number of courses at the undergraduate level that introduce, develop and refine the skill sets needed for this element of the architectural profession. The program now seeks to develop an M. Arch that builds on its technical prowess and prepares students to achieve success in the full range of architectural practice.

In the course of its review, the team noted several areas where the program has considerable potential for growth and development. While these could also be stated as causes for concern, they are more appropriately identified as areas of opportunity. They are:

Sustainability:

While the curriculum does call upon students to demonstrate an understanding of essential concepts of environmental responsibility and sustainability, students are not being challenged to integrate these concepts throughout their work. While this, in and of itself, does not constitute a failure of the program, it is clear from professional and academic literature and conversations that the ability to integrate these concepts is becoming an expectation for recent graduates. Should the SPCs related to sustainability be changed in the next revision of the *Conditions for Accreditation*, the program is encouraged to integrate the change quickly rather than waiting for subsequent visits.

M.Arch Identity:

SIUC will celebrate its 150th anniversary in 2009. As part of the institutional preparation for this event, the university has established high expectations for its commitment and investment in the region. The visiting team saw this as a ripe opportunity for the M.Arch and the School of Architecture to develop a unique identity related to the region and other institutional priorities for service.

In the Causes for Concern, which follow below, the team has identified several areas to which the program is encouraged to give thoughtful consideration as it prepares to move forward in the accreditation process.

2. Progress Since the Previous Site Visit

This is a candidacy application and therefore, no previous site visits have occurred.

3. Conditions Met with Distinction

Because the program is seeking candidacy, this section is not applicable.

4. Conditions Not Yet Met:

- 13.9 Non-Western Traditions
- 13.10 National and Regional Traditions
- 13.13 Human Diversity
- 13.25 Construction Cost Control
- 13.26 Technical Documentation
- 13.28 Comprehensive Design
- 13.29 Architect's Administrative Role
- 13.30 Architectural Practice
- 13.31 Professional Development
- 13.32 Leadership
- 13.33 Legal Responsibilities
- 13.34 Ethics and Professional Judgment

5. Causes of Concern***Social Equity:***

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

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

Studio Culture:

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

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

As can be the case in many institutions, students reported tension between faculty members. This is sometimes manifested as aggressive criticism of student work completed under the supervision of a faculty member with whom another disagrees. Independent research by the team into student evaluations of faculty in the program further revealed a perception by students that

some members of the faculty do not respect each other's work or approaches to teaching. The team noted in its final exit interview that the new Studio Culture Policy offers an opportunity to consider how all members of the academic community treat each other and that this policy could serve as a springboard for developing a document that establishes the expectation that all members of the community are responsible for ensuring a positive, respectful learning environment.

Over Reliance on Pre-professional Education:

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

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

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

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

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

Currently, this evaluation is performed by the Interim Director of the School of Architecture and there is no evidence that there are standard criteria for evaluating applicants nor is an applicant's undergraduate coursework objectively evaluated against the NAAB Student Performance Criteria.

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

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

The Blue Barracks:

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

Human Resources Development:

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

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

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

FINAL DRAFT

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

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

1.1 Architecture Education and the Academic Context

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

Met	Not Yet Met
[X]	[]

SIUC offers a rich intellectual, cultural, social, and geographic environment that supports and extends the experience of students studying in the professional degree program. Located in the “land between the rivers,” SIUC’s history and geography support a strong connection to environment.

The flow of intellectual excitement from the success of the university’s programs in technical areas like aviation and health care and from traditional academic areas of study like psychology and philosophy, as well as the special characteristics of place have an impact on the students and faculty in the School of Architecture.

The School of Architecture also includes fashion design and interior design. Students in all three programs have an opportunity to become aware of different approaches to the design disciplines and are challenged to interpret ideas through a variety of approaches.

Finally, the program is expected to have a positive impact on the region of Southern Illinois and the populations of the Mississippi Delta region.

1.2 Architecture Education and Students

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

Met	Not Yet Met
[X]	[]

Students report that their faculty and advisors provide support and encouragement for their continued growth and development. While some find the high-school-to-college

transition from outer-directed learning and assessment to self-directed learning and assessment difficult, most are making the transition successfully. As in any institution there are those who are frustrated by teachers whose grading policies are not the same as those of other teachers, nevertheless, they are coming to understand that this is a central element in becoming responsible for their own learning. This is especially true at the graduate level.

Syllabi describe assignments and the factors for success. In addition, they provide students with appropriate timelines and suggestions for time management. Several faculty members encourage students to use the studio as the primary workspace, encouraging them to consider the interaction with their peers as part of the learning process.

Students have ample opportunity for growth and development as leaders in their studios and societies. The SIUC AIAS chapter has recently initiated the process for establishing a Freedom by Design program in the region.

1.3 Architecture Education and Registration

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

Met	Not Yet Met
[x]	[]

Students are introduced to the Intern Development Program and licensing requirements from the beginning of their undergraduate experience. Students who are eligible to establish council records are advised and coached through the process at the earliest point of eligibility. The same is not true for the graduate students. Any SIUC student who matriculates into the M.Arch is likely to begin with a council record. It will be necessary for the program to ensure that students from other institutions receive the same attention and support for starting IDP.

1.4 Architecture Education and the Profession

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

Met	Not Yet Met
[x]	[]

It has traditionally been the strength of the SIUC pre-professional degree program to support and reinforce the professional aspects of architecture. The pre-professional degree program is careful to ensure that all students are exposed to a variety of architects, types and forms of practice, and related professional issues. Many third and fourth-year studios are using real-world sites and problems for their design work.

The proposed M.Arch demonstrates intent to continue this level of integration between study and practice, however the first class has not yet completed the program. It will be necessary to evaluate this again once the first cohort has completed the program in 2008 and again with the second cohort in 2009.

1.5 Architecture Education and Society

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

Met	Not Yet Met
[X]	[]

All students are challenged to develop their understanding of social and environmental problems and to develop their capacity to address these issues with sound architectural solutions. This is evident in both the pre-professional studios and in the selection of thesis projects in the M.Arch program.

Pre-professional students have addressed the challenges of post-Katrina New Orleans, as well as the recent closure of a factory in a nearby community. M.Arch students are challenged to evaluate social, cultural, environmental, and political issues in the selection and development of their thesis projects.

2. Program Self-Assessment Procedures

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

Met	Not Yet Met
[X]	[]

The program engages in significant assessment on an annual basis.

First, the undergraduate fourth year student work is reviewed by members of the College's Advisory Committee. These reviews are based on issues developed by the faculty using the NAAB SPC's as a source document. The School of Architecture uses the results of these assessments to make changes to course sequences and to make adjustments to the undergraduate curriculum.

Second, all programs at SIUC submit a narrative report that addresses “five fundamental questions for conversation on student learning.” This report is sent to the dean and provost. The questions address whether student learning outcomes are appropriate to the program and degrees offered; whether programs can produce evidence that students are achieving stated learning outcomes; how programs analyze and use evidence of student learning; how programs ensure shared responsibility for assessment of student learning; and how assessment efforts are evaluated.

Finally, the School of Architecture has initiated an annual survey of students’ perceptions of their learning against the NAAB SPC. . How the results of the initial survey will be used has not yet been clarified.

Students also complete course evaluations at the end of each semester

3. Public Information

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

Met	Not Yet Met
[X]	[]

The program has appropriately published the required information in its catalog, including the requirements for admission to the M.Arch program. This information is also available online and in printed materials.

4. Social Equity

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

Met	Not Yet Met
[X]	[]

The program provides faculty, staff and students, irrespective of race, ethnicity, creed, national origin, gender, age, physical ability or sexual orientation with an educational environment in which each person is equitably able to learn, teach and work.

The university has established an aggressive program for recruiting faculty from traditionally underrepresented groups. In addition, all searches and new hires must produce a plan by which they will seek qualified applicants using the university’s *Faculty and Staff Hires Recruitment Strategies for Promoting Diversity*. Finally, the university established a special salary pool for new hires from traditionally underrepresented groups by which the Provost’s office would support 25 percent of the salary.

Next, the student body for the university is broadly representational: women are 45 percent of the student body and 21 percent of the students are minorities. However, this level of representation is not fully reflected in the School of Architecture. Within the school, 22 percent of the students are female and 15 percent are minority.

The team is concerned that the Architecture program's student body is not more fully representative of the diversity within the total university student body

5. Studio Culture

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

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

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

6. Human Resources

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

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

The program currently has 18 positions, of which 15 are tenured or tenure-track. The standard load is 12 course credit hours per semester split between teaching (63%), scholarship and research(32%), and service (5%).

The program admits as many as 90 students into the first year of the pre-professional program with another 20 admitted as transfers from other institutions or change-of-major transfers within SIUC. Of these approximately 65 percent graduate within 6 years.

The faculty:student ratio declines considerably as students advance through the program. In the first year it is 1:25, by the fourth year it has declined to 1:14.

The team has determined that that teaching loads are adequate and that human resources for teaching, staff support, advising, and administration are adequate.

7. Human Resource Development

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

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

Policies and expectations for faculty engagement and research could be more clearly defined within the school and the program. There are some faculty members who have introduced high-potential programs, some of which are central to the upper-level pre-professional studio work and deeply resonant with SIUC's commitment to the region. The team believes this is an area of significant potential and opportunity for the program (see p. 3).

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

8. Physical Resources

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

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

The program is housed, primarily, in offices, classrooms, and studios located in Quigley Hall. While the program is currently negotiating with the dean's office for a series of space reallocations that would bring additional classrooms, offices, and studio space under the aegis of the School of Architecture, the reallocation and renovation of space is not likely to be complete until 2010. Nevertheless, the physical resources of Quigley Hall are adequate for the program at this time.

However, the team has reservations about the continued use of the Blue Barracks, a pre-fabricated, metal building located across the railroad tracks from Quigley Hall. This facility houses the first-year pre-professional studio, digital fabrication lab, and wood shop. The Blue Barracks lacks sanitary facilities and creates a sense of isolation for the students who have classes in that building.

9. Information Resources

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

architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

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

Morris Library is the main library for SIUC. It is centrally located on campus and holds more than 2.4 million volumes, 3.1 million microfilm units, and over 12,400 current periodicals and serials. Library users have access to a comprehensive collection of databases and electronic data files. Morris Library provides a full range of services including on/off campus reference and instruction – reference services are available by e-mail, IM, and telephone. The library also provides multimedia courseware development, instructional design, and technical support.

As of September 1, 2007, the architecture collection in Morris Library included 7,566 titles in the Library of Congress classifications NA and TH and in the Dewey classifications 690-698 and 720-729. The library also subscribes to 42 of 49 recommended periodicals.

Recently, Morris Library's administrative structure was reorganized and three collection management librarians were identified. These librarians have oversight for all acquisitions and collection management within the subject areas assigned to them. Architecture is included in the Humanities group. The collection management librarian has the ability to reallocate budgets within his/her area to support growth in collections each year. The collections are assessed by reviewing LC classifications and determining where gaps may exist or where collections may be at risk for being out of date. In addition, the collection management librarians are encouraged to survey faculty for recommendations.

The School of Architecture is also assisted by a library liaison. This individual is professional librarian whose primary role is to support all instructional activity in the School of Architecture by ensuring that instructional resources are available and by providing advice to faculty on instructional design and information.

A final note on the library – Morris Library is undergoing a \$50 million renovation that will be partially complete later this semester and fully finished during the 2008-2009 academic year.

10. Financial Resources

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

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

The program has access to sufficient institutional support and financial resources to meet its needs. Although not comparable to engineering, the program is comparable to the other professional degree programs within the College of Applied Science and Arts.

The program receives over 90 percent of its funding from funds allocated to the university by the state. In addition, the program is permitted to carryover funds from fiscal year to fiscal year in order to support its activities, especially those related to the implementation of the new M.Arch degree program.

Finally, the school has a small, foundation that funds special programs in architecture, interior design, and fashion design as well as scholarships.

11. Administrative Structure

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

Met	Not Yet Met
[X]	[]

Southern Illinois is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The SIUC administrative structure is governed by the Office of the Chancellor. The chancellor serves under the president of the university who governs all the campuses within the SIUC system. The chancellor is responsible for the Carbondale campus; the provost reports to the chancellor. The Dean of the College of Applied Science and Arts reports to the provost and the School of Architecture is one of seven schools and departments in the CASA. The School of Architecture is overseen by the Director of the School. The school is currently directed by an interim director (a national search has been launched); the former director, Terry Owens, recently accepted a promotion to the position of Associate Dean of CASA.

12. Professional Degrees and Curriculum

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

Met	Not Yet Met
[X]	[]

The proposed M.Arch program is designed to ensure that students meet the minimum requirement for total credits earned (168) with the appropriate distribution between preprofessional/undergraduate study and graduate study. The M.Arch will require 42 graduate credits for completion; the program is offered over 15 consecutive months.

However, as proposed, the program relies heavily on students having met nearly half of the SPCs during their pre-professional education. Many of the performance criteria items are not being met at the graduate level. The SIUC undergraduate program, while not accredited, does appear to meet most of the performance criteria. However, the concern from the team is that this puts too much pressure on having to evaluate and accept candidates from outside schools which may not have the level of education that is offered by the SIUC undergraduate architecture program.

Unlike many other institutions offering both a pre-professional undergraduate degree and a professional graduate degree, SIUC program appears to meet much of the performance criteria in the undergraduate level. In the SIUC model, students study architecture in depth at the undergraduate level, while exploring design more broadly and design solutions broadly at the graduate level.

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

13. Student Performance Criteria

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

13.1 Speaking and Writing Skills

Ability to read, write, listen, and speak effectively

Met	Not Yet Met
[X]	[]

M.Arch students' ability to write effectively is addressed in ARC 500 through the papers and presentations required to successfully complete the course.

13.2 Critical Thinking Skills

Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards

Met	Not Yet Met
[X]	[]

M.Arch students' ability to think critically is addressed in ARC 500 through the papers and presentations required to successfully complete the course.

13.3 Graphic Skills

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

Met	Not Yet Met
[X]	[]

The expectation of the program is that students enrolled in the M.Arch have met this criterion in their pre-professional studies.

For students in the pre-professional program at SIUC this condition is met in ARC 121, 122, and 271.

13.4 Research Skills

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

Met	Not Yet Met
[X]	[]

M.Arch students' ability to complete research is addressed in ARC 500 through the papers and presentations required to successfully complete the course.

13.5 Formal Ordering Skills

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

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

The expectation of the program is that students enrolled in the M.Arch have met his criterion in their pre-professional studies.

For students in the pre-professional program at SIUC this condition is met in ARC 231, 252, 232, and 341.

13.6 Fundamental Skills

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

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

The expectation of the program is that students enrolled in the M.Arch have met his criterion in their pre-professional studies.

For students in the pre-professional program at SIUC this condition is met in ARC 121, 351, and 352.

13.7 Collaborative Skills

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

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

M.Arch students' ability to recognize the varied talent found in interdisciplinary design teams is addressed in ARC 454a and 551 through completion of the assignments required to successfully complete the course.

13.8 Western Traditions

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

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

The expectation of the program is that students enrolled in the M.Arch program have met this criterion in their pre-professional studies. For students in the pre-professional program at SIUC, this condition is met in ARC 251, 231, 252, 232 and 351.

13.9 Non-Western Traditions

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

Met	Not Yet Met
[]	[X]

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

13.10 National and Regional Traditions

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

Met	Not Yet Met
[]	[X]

Of the three graduate courses expected to ensure students' understanding of national traditions, one, ARC 454a has not yet been offered.

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

13.11 Use of Precedents

Ability to incorporate relevant precedents into architecture and urban design projects

Met	Not Yet Met
[X]	[]

The expectation of the program is that students enrolled in the M.Arch have met his criterion in their pre-professional studies.

For students in the pre-professional program at SIUC this condition is met in ARC 351, 352, 451 and 452.

13.12 Human Behavior

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

Met	Not Yet Met
[X]	[]

The expectation of the program is that students enrolled in the M.Arch have met his criterion in their pre-professional studies.

For students in the pre-professional program at SIUC this condition is met in ARC 451, ARC 231 and ARC 232.

13.13 Human Diversity

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

Met	Not Yet Met
[]	[X]

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

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

13.14 Accessibility

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

Met	Not Yet Met
[X]	[]

The expectation of the program is that students enrolled in the M.Arch have met this criterion in their pre-professional studies.

For students in the pre-professional program at SIUC this condition is met in ARC 351, 352 and 452.

13.15 Sustainable Design

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

Met	Not Yet Met
[X]	[]

The expectation of the program is that students enrolled in the M.Arch have met this criterion in their pre-professional studies. For students in the pre-professional program at SIUC, this condition is met in ARC 351.

While the curriculum does call upon students to demonstrate an understanding of essential principles of sustainability, students are not being challenged to integrate these concepts throughout their work. While this, in and of itself, does not constitute a failure of the program, it is clear from professional and academic literature and conversations that the ability to integrate these concepts is becoming an expectation for new graduates. Should the SPCs related to sustainability be changed in the next revision of the *Conditions for Accreditation*, the program is encouraged to integrate the change quickly rather than waiting for subsequent visits.

13.16 Program Preparation

Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an

inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria

Met	Not Yet Met
[X]	[]

M.Arch students' ability to prepare a comprehensive program for an architectural project is addressed in ARC 500 through the assignments required to successfully complete the course.

13.17 Site Conditions

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

Met	Not Yet Met
[X]	[]

The expectation of the program is that students enrolled in the M.Arch have met this criterion in their pre-professional studies.

For students in the pre-professional program at SIUC this condition is met in ARC 351, 381, 451, and 452.

13.18 Structural Systems

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

Met	Not Yet Met
[X]	[]

The expectation of the program is that students enrolled in the M.Arch have met this criterion in their pre-professional studies.

For students in the pre-professional program at SIUC this condition is met in ARC 341, 361, 342, 362, and 452.

13.19 Environmental Systems

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

Met	Not Yet Met
[X]	[]

The expectation of the program is that students enrolled in the M.Arch have met this criterion in their pre-professional studies.

For students in the pre-professional program at SIUC this condition is met in ARC 481, 452 and 482.

13.20 Life-Safety

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

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

The expectation of the program is that students enrolled in the M.Arch have met this criterion in their pre-professional studies.

For students in the pre-professional program at SIUC this condition is met in ARC 351, 481, and 452.

13.21 Building Envelope Systems

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

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

The expectation of the program is that students enrolled in the M.Arch have met this criterion in their pre-professional studies.

For students in the pre-professional program at SIUC this condition is met in ARC 242, 341, 342, 481, 452, and 482.

13.22 Building Service Systems

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

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

The expectation of the program is that students enrolled in the M.Arch have met this criterion in their pre-professional studies.

For students in the pre-professional program at SIUC this condition is met in ARC 341, 342, and 481.

13.23 Building Systems Integration

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

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

The expectation of the program is that students enrolled in the M.Arch have met this criterion in their pre-professional studies.

For students in the pre-professional program at SIUC this condition is met in ARC 352, 451, and 452.

13.24 Building Materials and Assemblies

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

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

The expectation of the program is that students enrolled in the M.Arch have met this criterion in their pre-professional studies.

For students in the pre-professional program at SIUC this condition is met in ARC 242, 351, 361, 342, 362, and 462.

13.25 Construction Cost Control

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

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

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

13.26 Technical Documentation

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

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

The course in which this criterion is expected to be met, ARC 554 is being offered for the first time in the Summer semester 2008. No student work was available for evaluation at this time.

13.27 Client Role in Architecture

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

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

The expectation of the program is that students enrolled in the M.Arch have met this criterion in their pre-professional studies.

For students in the pre-professional program at SIUC this condition is met in ARC 351, 352, and 451.

13.28 Comprehensive Design

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

Met	Not Yet Met
[]	[X]

The courses in which this criterion is expected to be met, ARC 552 and 554 are being offered for the first time in the Spring and Summer semesters of 2008, respectively. No student work was available for evaluation at this time

13.29 Architect's Administrative Roles

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

Met	Not Yet Met
[]	[X]

The course in which this criterion is expected to be met, ARC 592 is being offered for the first time in the Summer semester 2008. No student work was available for evaluation at this time.

13.30 Architectural Practice

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

Met	Not Yet Met
[]	[X]

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

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

13.31 Professional Development

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

Met	Not Yet Met
[]	[X]

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

13.32 Leadership

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

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

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

13.33 Legal Responsibilities

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

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

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

13.34 Ethics and Professional Judgment

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

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

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

III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2008 Southern Illinois University Carbondale Architecture Program Report:

Southern Illinois University is a multi-campus university comprising two institutions, Southern Illinois University Carbondale (SIUC) and Southern Illinois University Edwardsville (SIUE). Additionally there is a School of Medicine at Springfield, IL and a School of Dental Medicine at Alton, IL and a center in East St. Louis, IL. More than 33,000 students are enrolled in programs ranging from two-year technology curricula to Ph.D. programs in 27 fields along with law and medicine.

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

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

In 1954, SIUC began to offer an Associate of Applied Science degree in Architectural Technology. The history and development of this program is discussed in Section 1.3. Today roughly 21,000 students enroll in academic programs seeking associate, bachelor, master, and doctoral degrees and professional degrees in law and medicine. Academic programs include agriculture, art, aviation, automotive technology, anthropology, business, cinema-photography, computer science, education, engineering, foreign language study, forestry, history, journalism, music, political science, radio television, social work, recreation, rehabilitation as well as several other topics and disciplines.

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

2. Institutional Mission

The following text is taken from the 2008 Southern Illinois University Carbondale Architecture Program Report:

Southern Illinois University Carbondale is a contemporary, comprehensive *student-responsive* research university committed to serving the society that supports it. We will serve by providing quality educational opportunities to our students so that the cause of a free society is advanced. Our teaching and scholarship will be perceived as being among the very best. We will lead by example in our service to others, embrace the value of service, and inspire our students to become citizen leaders with global perspectives.

3. Program History

The following text is (an excerpt) taken from the 2008 Southern Illinois University Carbondale Architecture Program Report:

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

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

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

By the late 1990's it was apparent that it was just a matter of time before Illinois began requiring an NAAB accredited professional degree as the minimum education for licensing. In response, planning began for a Master of Architecture program at SIUC. The first action was to revise and enhance the BS in Architectural Studies curriculum. The new curriculum was in place by 2001. The next course of action was to prepare a proposal for a new Master of Architecture degree program. The proposal was completed by late 2003 and began the long process of approval. Coincidentally, the State of Illinois revised the minimum education requirements sooner than anticipated in September 2004. Illinois now requires a NAAB accredited professional degree for licensing. The proposed Master of Architecture program gained approval at various levels of the university through 2004 and 2005 with final approval by the Board of Trustees. The Master of Architecture program for SIUC was officially approved by the Illinois Board of Higher Education in fall of 2006. Implementation of the Master of Architecture Program began with the hiring of the Head of the Master of Architecture Program in July 2006. A search for two new faculty members to serve the Graduate Program began in fall 2006 and recommendations for the filling of these positions has occurred. Pending acceptance by these faculty candidates, the positions should be in place by 2007. *(Note that this action has already occurred)*

A Graduate curriculum has been approved. Applications for the initial Graduate class will be accepted spring 2007 with a planned entering class beginning summer 2007. (Note that as of February 2008 that the class is in place and proceeding.)

4. Program Mission

The following text is taken from the 2008 Southern Illinois University Carbondale Architecture Program Report:

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

5. Program Self Assessment

The following text is taken from the 2008 Southern Illinois University Carbondale Architecture Program Report:

- In response to the need to develop theoretical and integrative design goals within the overall design studio sequence, our plan is:
 - Assign studio coordinators for each academic year. For the academic year 2007-2008, Peter Smith is coordinating the first year studio, Shai Yeshayahu is coordinating the second year studio, Dr. Walter Wendler is coordinating the third year studio and Bob Swenson and Norm Lach are coordinating the fourth year studio. The Graduate studio, in its first year, has only one studio section and direction and coordination is by the School Director.
 - Conduct end-of-semester reviews of design studio work by the above listed coordinators for the purposes of assessment of assignments and resulting student performance. Also, coordinators will assess their goals and strategies through this process in the context of the overall curriculum and be better prepared to integrate individual year studios so as to provide a total design learning experience and development of design skills. This initial review will occur on December 13, 2007.
 - Faculty have been and will continue to be reassigned to different studio levels, and new faculty members hired according to the needs to meet this next challenge so as to best utilize individual strengths and interests as related to the overall integration of design theory and practice.
 - An overall commitment to and atmosphere of design excellence will develop among the student body and faculty as this coordinator and assessment process occurs each semester.
- In response to the challenge of space and facility limitations and fragmentation, the plan is both immediate and long-range:
 - A request and plan has been forwarded by Director Owens to the Dean of CASA and the University Provost, to approve the exchange of several spaces in Quigley Hall for academic year 2008-2009 so as to provide the Architecture Program new studio space for the Graduate Program. Ultimately, this reallocation of space, together with additional requests for Quigley Hall spatial assignments will provide increased space for all studios as well as provide exhibition and student project presentation /crit space.
 - With additional Quigley Hall space, first –year students and computer and wood labs, presently located in the Blue Barracks, will be moved to Quigley Hall so as to provide greater connectedness for all aspects of the program.

- The faculty “Facilities and Technology” Committee will develop a long-range facilities plan and goals for the Architecture Program so as to reduce fragmentation between different studios and between faculty offices and students as well as provide increased studio space. This plan will be forwarded to the University Administration so as to create an awareness of spatial needs and goals. Present University plans include new academic buildings which will be constructed and become available when state funding is approved. At this future point – in – time, programs will be relocated, thus freeing existing spaces for use by the Architecture Program. Our plan is to both educate administration beforehand and be prepared to facilitate this spatial acquisition at that time.
- A proposal to construct a new building to house the Architecture Program will be developed. The construction of such a building could be a less-costly approach to the provision of increased classroom space on the Carbondale campus than construction of non-studio learning environments.
- In response to the remote location of the University campus, our plan is:
 - Continue to pursue, support and promote connections and opportunities with other programs, professional offices and architects both by students and the entire faculty.
 - Recognize the uniqueness of our location and build upon its character and inherent qualities.

Appendix B: The Visiting Team

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FINAL DRAFT

Appendix C: The Visit Agenda

Saturday, February 2, 2008

Team arrives

6:00 p.m.	Team Orientation	Holiday Inn, Carbondale
7:00 p.m.	Team Dinner	

Sunday, February 3, 2008

8:00 a.m.	Team breakfast w/ program director	Holiday Inn
10:00 a.m.	Overview of program facilities	Quigley Hall, SIUCC
10:30 a.m.	Introduction to team room and curriculum	Quigley Hall
12:00 p.m.	Lunch w/ Terry Owens & Jack Kremers	Off campus
1:30 p.m.	Tour of campus and community	
2:30 p.m.	Team review of exhibits and records	Quigley Hall
5:00 p.m.	Entrance dinner w/ faculty	Giant City Lodge
7:30 p.m.	Team debriefing	Holiday Inn

Monday, February 4, 2008

7:00 a.m.	Breakfast w/ program head	Holiday Inn
8:30 a.m.	Entrance meeting w/ Dean	Dean's office, SIUCC
9:30 a.m.	Team review	Quigley Hall
12:00 p.m.	Lunch w/ selected faculty	Campus "Old Main"
1:00 p.m.	Meeting w/ program staff	
	Meeting w/ library staff (Rutledge)	
2:00 p.m.	Visit Studios	
4:00 p.m.	Open meeting w/ students	
5:00 p.m.	Reception w/ advisory council and others	Quigley Hall
6:00 p.m.	Team dinner	
7:00 p.m.	Team debriefing	

Tuesday, February 5, 2008

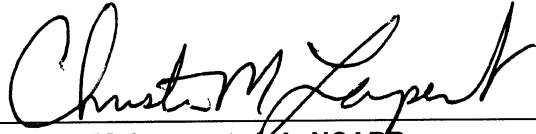
7:00 a.m.	Breakfast w/ program head	Holiday Inn
9:00 a.m.	Review & class visits	
12:00 p.m.	Box lunch w/ student leaders	Quigley Hall
1:00 p.m.	Meeting w/ faculty	Quigley Hall
2:00 p.m.	Continue review of exhibits and records	Quigley Hall
	Draft VTR	
7:30 p.m.	Team dinner	

Wednesday, February 6, 2008

7:00 a.m.	Breakfast w/ program head	Holiday Inn
8:00 a.m.	Exit meeting w/ dean & associate dean	Dean's Office
9:00 a.m.	Exit meeting w/ Provost	Provost's Office
10:00 a.m.	Exit meeting w/ faculty & students	Quigley Hall
11:00 a.m.	Departure	


IV. Report Signatures

Respectfully Submitted,



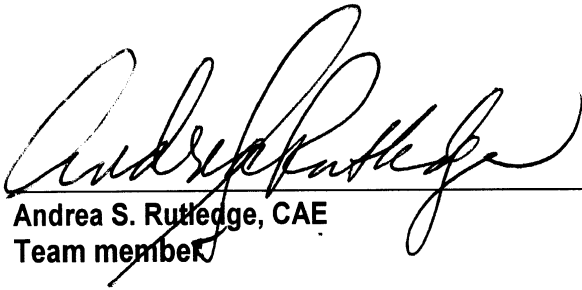
Christine M. Lampert, AIA, NCARB
Team Chair

Representing the Practice



Stephen Schreiber, FAIA
Team member

Representing the Academy



Andrea S. Rutledge, CAE
Team member

Representing the NAAB



Wayne F. Machnich, AIA, LEED AP

SIU Observer

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