Architecture Department
School of Building Arts
Savannah College of Art and Design

Architecture Program Report for the 2013 NAAB Visit for Continuing Accreditation

Master of Architecture [Pre-professional degree + 90 quarter credit hours]

Year of the Previous Visit:	2010
Current Term of Accreditation:	Three years
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Part One (I). Institutional Support and Commitment to Continuous Improvement

I.1. Identity and Self-Assessment

I.1.1. History and Mission

Institution History and Mission. The Savannah College of Art and Design (SCAD) is a not-for-profit, accredited, post-secondary, private institution of higher learning, offering more specialized degree programs than any other art and design university in the United States. SCAD was founded in 1978 to create a specialized arts university in the Southeastern U.S. that would attract and educate students from across the country and abroad. The curriculum was established with the dual goals of excellence in arts education and effective career preparation for students. Today, with locations in Savannah, Atlanta, Lacoste (France), Hong Kong, and online via SCAD eLearning, the university fulfills its mission globally.

SCAD's **mission and vision** have guided all aspects of the university's curriculum, development, and growth and continue to provide direction as the university addresses new challenges and opportunities:

> SCAD Mission. *The Savannah College of Art and Design exists to prepare talented students for professional careers, emphasizing learning through individual attention in a positively oriented university environment*.
>
> SCAD Vision. *The Savannah College of Art and Design, an institution with distinctive yet complementary locations, will be recognized as the leader in defining art and design education. By employing innovation in all areas, SCAD will provide a superior education through talented and dedicated faculty and staff, leading-edge technology, advanced learning resources, and comprehensive support services*.

Over nearly 35 years, SCAD has developed more than 100 undergraduate and graduate degree programs in more than 45 disciplines, including professional accredited degree programs in architecture and interior design. SCAD has been accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) since 1983, and the university's accreditation was reaffirmed in 2010 for a maximum 10-year term with no recommendations for improvement.

The university, which opened in Savannah with an entering class of 71 students, now enrolls more than 11,000 students, guided by more than 700 faculty members across four locations on three continents and online, with an expected enrollment in fall 2012 of more than 11,500 students. In fall 2012, **SCAD Savannah** anticipates an enrollment of more than 8,500 students. Highlights of the university's other locations over the last ten years include:

> The Establishment of SCAD Lacoste. In 2002, a historic campus in Lacoste, France, was donated to the institution. This new location, named **SCAD Lacoste**, became the university's first international study abroad site. While full degree programs are not offered in Lacoste, students from all locations and SCAD eLearning may choose to complete elective, general education, and major-specific coursework at SCAD Lacoste. The location rotates its offerings each term – e.g., one quarter each year, SCAD Lacoste offers a focus in architecture, among other disciplines – with regular offerings in:
>
> > Building Arts (Architecture, Architectural History, Interior Design, Historic Preservation)
> > Liberal Arts (Art History, French Language and Culture, Writing)
> > Fine Arts (Painting, Printmaking, Photography, Sculpture)
>
> Students regularly cite their SCAD Lacoste experiences as among the most transformative in their educations. And with the recent opening of Maison Basse, the location's newest facility,

quarterly enrollment will increase from an average of 60 students to more than 80 students from across academic degree programs.

The Establishment of SCAD Atlanta. In 2005, the institution launched its second location in the United States with the establishment of **SCAD Atlanta**. This new off-campus site opened with 77 students and has shown tremendous growth during the last seven years, with an expected fall 2012 enrollment of nearly 2,000 students. The location's proximity to the television industry – e.g., Cartoon Network, CNN, The Weather Channel, et al. – enabled the institution to design degree programs that reflect and contribute to surrounding industries and cultural interests, while creating courses and programs that would offer diversity and new experiences for students from SCAD Savannah, who often spend a quarter or more in Atlanta for internships. Popular programs at SCAD Atlanta include fashion, interior design, advertising, television producing, and others. The SCAD Atlanta campus includes a main facility (with classrooms, galleries, a library, etc.) on Peachtree Street in the culturally active Midtown area, as well as an acclaimed Renzo Piano-designed residence hall and sculpture studio, a Digital Media Center in the refurbished studios of a former NBC affiliate, and Ivy Hall – a cultural arts and writing center that hosts prominent writers including Augusten Burroughs, Colson Whitehead, and others.

The Establishment of SCAD Hong Kong. In 2010, after being awarded the North Kowloon Magistracy Building by the Hong Kong government, the institution opened **SCAD Hong Kong**, its first international degree-granting site and the only university in Hong Kong focusing exclusively on art and design education. This new location began with approximately 150 students from nearly 20 countries and is expected to continue growing, with an expected fall 2012 enrollment of approximately 330 students. More than 20 academic degree programs are now offered at SCAD Hong Kong, with popular programs including graphic design, animation, visual effects, and others. And, just as with SCAD Atlanta and SCAD Savannah, this new location in the Far East delivers a full complement of courses in foundation studies, liberal arts, and electives. Students from SCAD's U.S. locations often choose to study in Hong Kong for a quarter or longer to augment their educational experience. In addition to being approved as an off-campus site by SACSCOC following the April 2011 site visit, SCAD Hong Kong also meets the local qualification standards, as confirmed by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ).

The establishment of three new locations in the last decade continues to add value to the SCAD student experience. Many students choose to study for a quarter or more at a different SCAD location during their time with SCAD, availing themselves of internship and job opportunities, and new cultural and academic experiences, in the U.S. and abroad. In 2011-2012, 12 architecture students from SCAD Savannah studied at SCAD Atlanta and SCAD Hong Kong.

A Tradition of Adaptive Reuse. The institution is particularly proud of its legacy of historic preservation and urban revitalization – through the rehabilitation and adaptive reuse of more than 100 historic structures across the world. Since the university's first adaptive reuse project in 1978 – renovating the former Savannah Volunteer Guards Armory for classroom and office space – SCAD has won recognition from the American Institute of Architects, UNESCO, the National Trust for Historic Preservation, the International Downtown Association, the Congress for the New Urbanism, and others.

SCAD Savannah's more than 60 historic facilities include structures that once served as a power station, convent, U.S. Marine hospital, prison, movie house, retail and manufacturing space, railroad depot, and a number of historic 19th century residences and public school structures.

SCAD Atlanta's growing campus includes the **Digital Media Center** (the rehabilitated former studios of Atlanta's NBC affiliate, WXIA) and one of the first and finest examples of Queen Anne style architecture in the Southern U.S., **Ivy Hall** – as well as a 312,000-square-foot main facility originally constructed as a corporate headquarters.

SCAD Lacoste's village setting includes facilities dating to the 11th century, among them former inns, a farmhouse, an equestrian stable, a boulangerie, premodern caves, and other spaces that now serve as classrooms, studios, a library, residences, and more.

SCAD Hong Kong's growing academic offerings are housed in the **UNESCO-award-winning** former North Kowloon Magistracy Building, a former courthouse facility constructed by the British that has been wholly refurbished by the institution to include classrooms, studios, a library, an art gallery, digital labs, a green screen room, and a lecture hall.

SCAD's physical environments blend historical significance with modern-day use and serve as examples and inspiration for students and faculty; as well, a full array of technology and wireless connectivity is available in every building at all locations. Software is updated every year, ensuring that students have access to the latest technology.

Architecture Department History and Mission. In 1982, four years after the establishment of the university and in light of the growing student interest in the building arts, SCAD faculty proposed the addition of an architecture program. Throughout 1982-1983, university faculty and staff researched the curricular, faculty, and facility needs to help create an architecture department at SCAD. After nearly two years of diligent planning, the university administration adopted plans to offer a five-year Bachelor of Architecture (B.Arch.) degree program. In 1985, the Georgia State Board of Education authorized the institution to begin offering the B.Arch. degree. What follows are major milestones in the history of the program to the present day:

1985	The university forms an architecture department and creates the School of Building Arts.
1989	The architecture program moves to the newly renovated Eichberg Hall.
1990	The program seeks initial NAAB accreditation.
1991	The program earns NAAB accreditation.
1992	The first class of 24 students graduates from the professional B.Arch. program.
1994	The program earns a full term of NAAB accreditation.
1999	The program earns a full term of NAAB accreditation.
2000	The program begins offering a NAAB-accredited Master of Architecture (M.Arch.) degree.
2004	The program earns a full term of NAAB accreditation.
2010	The program earns a three-year term of NAAB accreditation.
2011	The program launches its enhanced M.Arch. curriculum.
2012	Enrollment for the architecture program grows to 498 students (spring quarter).

The growth of the architecture department has mirrored that of the university, with the program's enrollment growth averaging five percent over the past ten years – see Section I.3.1 (Statistical Reports) for additional information on student enrollment and Section I.1.4 (Long Range Planning) for more information on the program's long-range enrollment planning. The architecture department is the seventh largest department within the university and exists within the **School of Building Arts**, one of the oldest and most visible academic units of the university, which is comprised of architecture (B.F.A, M.Arch.), architectural history (B.F.A., M.A., M.F.A.), historic preservation (B.F.A., M.A., M.F.A.), interior design (B.F.A., M.A., M.F.A.), furniture design (B.F.A., M.A., M.F.A.), and urban design (M.U.D.), with minors in cultural landscape and electronic design. A hallmark of the architecture program has been its mission and values, which focus on the ability to prepare students to assume responsibility as professionals for the evolving city.

Architecture Program Mission. *The Savannah College of Art and Design architecture program provides a cross-disciplinary learning experience within an art-enriched context. The program promotes knowledge, skills, and judgment that culminate in a professional career with emphasis on design excellence, leadership, critical thinking, global awareness, ethical values, and communication skills. Graduates of the department are balanced in the disciplines of theory and practice with a thorough understanding of how these aspects influence each other reciprocally.*

Architecture Department Values

1) The architecture program recognizes the importance of its relation to the rich physical and social heritage of Savannah and its environs.
2) The architecture program is committed to remaining current with advances in information technology, building production, and evolving modes of practice.
3) The architecture program strives to prepare students for leadership in the practice of architecture and related fields.
4) The architecture program instills specialized knowledge and aesthetic and ethical values that inspire respect of diversity and heritage.

The program's mission acknowledges the importance of professional development and requires that faculty have experience in, and remain current with, an array of trends and matters of disciplinary and professional import – ranging from environmental sustainability to urban evolution. The program's values emphasize the unique architectural context afforded by its location in Savannah.

The Study of Architecture in Savannah. The city of Savannah provides an ideal setting for professional architecture education, especially given its unique urban design and architectural context, evolved over three centuries. Students learn in one of the most renowned and contiguous groupings of National Historic Landmark districts in the United States. Eichberg Hall, the 125-year-old Romanesque Revival structure that once housed administrative and warehouse space for the Central of Georgia Railroad, now serves as home to the architecture program and features 21st-century studios, labs, classrooms, workshop spaces, and a material and lighting resource lab. Eichberg Hall's immediate surroundings have been dramatically enhanced by the 2011 expansion of the **SCAD Museum of Art**, a transformative facility that has increased the program's classroom and critique space and features exhibitions, film screenings, lectures, and more – all of which is discussed below.

Student Leadership in Architecture. The leadership of architecture students in professional student organizations illustrates the program's maturation. In 1990, with faculty mentoring, SCAD students formed a chapter of the American Institute of Architecture Students (AIAS) with 18 charter members. Now, 22 years later, SCAD-AIAS is preparing to host the 2012 national AIAS FORUM in Savannah in December 2012. Additionally, in 1993, students formed a chapter of the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) – the first ever at an art and design university – and, in the same year, a chapter of the architecture honor society Tau Sigma Delta. In 2007, students formed a chapter of the National Organization of Minority Architects (NOMAS). The recent activities of these and other student organizations are discussed in Section I.1.3 (Responses to the Five Perspectives).

The Program's Benefit to the Institution. The architecture program benefits the institution by serving as one of only two programmatically accredited, professional programs (alongside the interior design program) that satisfies the education requirement for licensure – as well as a model of professional collaboration across disciplines.

A Professional Program. As a university dedicated to the important work of educating the next generation of artists and designers, SCAD promotes professionalism at every opportunity. The architecture program sees itself as a flagship department in this respect, illustrating for students across the university the seriousness of purpose and rigor of preparation necessary to enter a creative profession. The depth and thoroughness of the program's studio-based curriculum helps

set the institutional standard for how students across SCAD should contribute to the studio experience. As well, architecture students, through their commitment to coursework and career preparation, help elevate the entire student body's expectations of themselves and their collective dedication to professionalism in art and design.

A Collaborative Spirit. The profession of architecture is collaborative in nature, and the program's studio projects model this virtue, espousing the value of collaboration across the SCAD community by engaging the departments of fashion, fibers, design management, and furniture design, as well as more closely affiliated departments including interior design and historic preservation (many of these collaborations are discussed throughout this report). In so doing, the architecture program contributes to the university community a better understanding of the architecture profession and the architecture design process, many aspects of which are not present in their own disciplines, including:

- The architect's professional requirements for education, examination, and licensure;
- The architect's responsibility for public health, safety, and welfare.
- The architect's unique social, ethical, and legal responsibilities;
- The complexity and rigor of the architecture design process; and
- The leadership role of the architect to contribute to the larger civic and public good.

Such qualities of the program afford the department a distinct identity within, and contribution to, the wider university – where creative careers are celebrated, and where professionalism is expected of all members of the community. Additionally, the program benefits the institution through positive recognition for the university from rankings and publicity merited by the program; through guest lectures, hosted by the program and open to the entire SCAD community and the public; and through service to the university community by architecture faculty and students.

Rankings and Recognition. For example, in fall 2011, *DesignIntelligence* cited the graduate architecture program in its "**Top Schools in the South**" list, as well as in a feature article titled "**Firms in the South Rank these Schools Best**." This recognition by such an influential publication among audiences of designers and architects helps advance the entire university's reputation among industry professionals and professional educators.

Public Lectures. The department hosts the annual **School of Building Arts Lecture Series**, which is advertised institution-wide, free, and open to all students, faculty, staff, and the Savannah community. This series, discussed in more detail in Section I.2.1 (Human Resources and Human Resources Development), has included such recent guests as Deborah Berke (Deborah Berke & Partners Architects LLP and professor of architectural design at Yale University) and Donald Jones (director of the U.S. National Committee of the International Council on Monuments and Sites).

University Service. In 2011 and 2012, Prof. Ryan Bacha collaborated with dozens of architecture students on annual design-build installations created for the **SCAD Sidewalk Arts Festival**, the university's largest annual one-day event – showcasing the design and construction skills of the department for the institution's wider community. Please see Section I.1.3 (Responses to the Five Perspectives) for more information on faculty and student service to the institution.

The Institution's Benefit to the Program. The setting of SCAD affords many benefits for the architecture program, providing a comprehensive university experience that includes:

- A diverse, credentialed faculty with broad experience;
- Three additional locations, domestically and abroad, and online courses;
- A well-trained, expert staff of student success advisers to help inform and guide students;
- A dynamic career services office to help prepare students for the profession;

- A collaborative culture, with opportunities to partner with external firms and companies;
- A professional assessment staff to aid in quality assurance processes;
- The award-winning SCAD Museum of Art, in close proximity to program facilities; and
- An array of events that bring to campus some of the world's top names in art and design.

Additionally, the university offers students from the program the opportunity to take elective courses, double-major, and minor in more than 100 undergraduate and graduate degree programs – and in concentrated, 2.5-hour class periods with no classes on Fridays, to allow more time for studio work, field trips, and creative exploration.

A Diverse Faculty. The institution's faculty includes Academy Award winners, Fulbright Scholars, New York Times-bestselling writers, Cannes Jury Prize recipients, magazine columnists, and fine artists with work exhibited in important museums and cultural institutions such as The Museum of Modern Art (MoMA), the Library of Congress, and the Smithsonian American Art Museum. With an annual faculty retention rate of 95 percent, the university demonstrates its commitment to fostering a workplace environment that attracts and retains quality faculty.

National and International Locations. Students from the program and across the university are encouraged to study at more than one location – including SCAD Atlanta, SCAD Hong Kong, and SCAD Lacoste – as a way to increase the students' exposure to new cultures and global perspectives. For example, SCAD Lacoste offers architecture courses one quarter each year – with more than 60 architecture students studying at this location in the Provence region of France since the 2010 site visit. As well, the program chair and dean have partnered with the vice president for SCAD Hong Kong to plan additional annual study abroad experiences in Asia for architecture students, based out of the SCAD Hong Kong location and planned for winter and summer breaks. Several architecture students have already traveled to SCAD Hong Kong to take elective courses in summer 2011 and summer 2012.

Student Success Services. Architecture students benefit from a comprehensive approach to **student success**, including staff advisers, who work with students both before and during enrollment to create the best, most logical course schedules for architecture students. This office also includes **Counseling and Student Support Services**, with full-time, licensed counselors on staff to work with students individually. These and all other student-focused administrative offices are centrally located in Bradley Hall.

Career and Alumni Success. The program exists within a university that remains dedicated to preparing students for professional careers, where **career preparation** is integrated into all aspects of the university and program. Career advisers are assigned to each student in the architecture department from the first day of enrollment and work with those students through their educations and after graduation. These advisers help students write specific career goals, identify the best course plans to attain those goals, create distinctive résumés and portfolios, rehearse for interviews and presentations, and network with employers and others in a student's chosen profession. College Central, the online job portal to which the university's students have access, provides listings for 500,000 jobs and 20,000 internships; access to the site is exclusive, permanent, and free for all SCAD students and alumni. SCAD also hosts an exceptional career fair. In 2012, approximately 2,500 SCAD students and alumni attended the annual **SCAD Career Fair**, where representatives from 136 employers recruited students, from such organizations as Nike, Apple, Pixar Animation Studios, Lucasfilm, Target, and more. Among these companies, those who recruit architecture or other building arts students and graduates include:

HKS, Inc.	HOK
Gensler	ForrestPerkins
Perkins+Will	Corgan Associates, Inc.
Fentress Architects	J. Banks Design Group, Inc.

Hirsch Bedner Associates

The office of career and alumni success also works with the office of institutional research to track job placement rates for all programs. According to the most recent data available (2010 and 2011), 91 percent of all program graduates (B.F.A. and M.Arch. combined) are interning, enrolled in graduate programs, and/or working professionally. For more information on firms where architecture students intern, please see Section I.1.3 (Responses to the Five Perspectives).

A Collaborative Culture. The program also benefits from a highly collaborative culture across the university, centralized in the **SCAD Collaborative Learning Center (CLC)**, where students work with external partners to define a design obstacle and take a for-credit course through which they seek imaginative, practicable solutions. During a CLC course, students learn to work with clients, meet deadlines, and deliver client presentations. Recent CLC project partners include Microsoft, The Centers for Disease Control and Prevention, and JCPenney. In 2010, architecture students participated in a CLC project with Benetton, where they worked alongside students from furniture design, graphic design, and more, to create a new flagship store concept for the international company. Architecture students have also helped to redesign exhibits at National Park Service, conducted material investigations for C.H. Briggs, and designed a new building for the Cuyler-Brownville historic district in Savannah – a project supported by a grant from the National Trust for Historic Preservation and involving the U.S. Green Building Council as an institutional partner. For more information on other collaborative and sponsored projects within the architecture program, please see Section I.1.3 (Responses to the Five Perspectives).

The SCAD Museum of Art (SCADMOA). The program is especially proud of the expansion and reopening of **SCADMOA** in fall 2011, an award-winning facility designed by Christian Sottile, AIA, NCARB – the dean of the School of Building Arts and an alumnus of the M.Arch. degree program. SCADMOA hosts classes in architecture and architectural history, as well as a broad array of other disciplines such as astronomy, fashion, and writing. The museum's permanent collection includes works from the 18th and 19th centuries as well as works by notable international artists and designers. The earlier museum was housed in an 1856 Greek Revival structure that once served as the headquarters for the Central of Georgia Railroad and remains part of the oldest existing railroad complex in the U.S. The expanded museum, incorporating historic structures adjacent to the original museum facility, marries salvaged 19th-century bricks and original heart-of-pine timbers with contemporary steel and glass to provide a dramatic environment for the display and experience of art.

The museum has won a **2012 Charter Award** from the Congress for the New Urbanism, **top honors** from the International Interior Design Association Georgia chapter, the **2011 First Place Honor Award** from the Savannah chapter of the American Institute of Architects, and the 2012 AIA South Atlantic Region Design Award, which will be presented during their 2012 Conference in Atlanta this fall. The museum's 250-seat theater hosts numerous departmental events including the School of Building Arts Lecture Series, and students enjoy a variety of outdoor spaces in the adjacent two-acre courtyard, including exterior screenings of films and events that take place in the museum theater. These new facilities serve as a model of an integrated view of past and future for SCAD architecture students and for the greater community. For more information on exhibitions and events in SCADMOA, see Section I.2.1 (Human Resources and Human Resource Development).

Annual Signature Events. Architecture students benefit from an impressive series of events hosted by the university at large, all of which are open and free to all students, including **the Savannah Film Festival**, **SCAD Fashion Show**, **deFINE ART**, **SCAD Style**, and others. These events are designed as showcases of student work and networking opportunities, where students have recently interacted with such guests as Sir Ian McKellen, Marina Abramović, Margaret

Atwood, Alec Baldwin, David Benioff, Roger Ebert, Diane von Furstenberg, Louis Menand, Oscar de la Renta, Oliver Stone, and others.

A Liberal Arts and Practicum-based Learning Model. The focus of the SCAD undergraduate experience is the SCAD Core, a series of courses in foundation studies, art history, and liberal arts that propels students through the university's programs of study and serves as a lifelong centerpiece for personal and professional success. The program embraces this considerable focus on the liberal arts as a method to enhance architecture students' ability to engage with critical and imaginative texts and express their ideas thoughtfully and professionally both in speaking and writing. Foundation studies courses provide students with a classical education in drawing, color theory, and design across all dimensions, while art history courses explore the intellectual roots of visual expression, helping students understand the legacy of influential artists, designers, philosophers, and movements across history. The liberal arts offerings, both required and offered as electives (e.g., in literature, psychology, philosophy, business, and more) teach students to engage in the ideas that challenge and inspire designers. The SCAD Core provides students flexibility to pursue their interests while acquiring a shared intellectual and artistic vocabulary that enables them to collaborate and communicate their ideas with the world. Other benefits of the program's and university's shared emphasis include:

- The art history department at SCAD Savannah includes 31 faculty with the Ph.D. degree, while the liberal arts department employs 38 faculty with the Ph.D. or D.F.A. degrees in disciplines ranging from English and communication to philosophy and mathematics – and others with terminal degrees in their fields (e.g., the M.F.A. in poetry). Architecture students take required and elective courses with these faculty.
- The art history department offers regular lectures and symposia that are open to, and attended by, architecture students and faculty, including the **Biennial Art History Symposium**, the most recent of which took place in winter 2012 and was titled "The Madness of Photography."
- The School of Liberal Arts hosts "**The Art of the Mind**" lecture series, one of the most popular regular events on campus, filling seats at Arnold Theater, Lucas Theatre for the Arts, and other spaces. Recent speakers at the twelve "Art of the Mind" lectures since the 2010 site visit include Nicholas Carr ("What is the Internet Doing to Our Brains?") and Lawrence Lessig ("Free Culture").
- SCAD is one of few universities in the U.S. to offer undergraduate and graduate degree programs specifically in architectural history. The architectural history department offers a comprehensive range of courses covering all major historical periods in Western and global traditions and also hosts the biennial International Savannah Symposium. The **8th International Savannah Symposium** takes place February 2013 and includes keynote speakers such as Mark Jarzombek of M.I.T. and UCLA's Dell Upton.

These and other resources, events, faculty, and courses provide architecture students with a rich and varied liberal arts education within the professional architecture program.

I.1.2 Learning Culture and Social Equity

Studio Culture Policy. The department's **Studio Culture Policy** emphasizes the importance of the studio-based organizational structure of the curriculum and the program's commitment to the fundamental values of optimism, respect, engagement, collaboration, and creativity among all faculty, staff, and students. The complete policy is published and available on the **department's website** and on the department's intranet and is referenced on all program syllabi. As well, faculty members refer to the policy in quarterly studios. This policy aids the department in promoting these values and encouraging students to adopt the values as guiding principles in both the studio and in their careers. The Studio Culture Policy addresses five main areas:

Personal Wellbeing and Time Management. The policy advocates a healthy balance of work, rest, food, and sleep – where students are encouraged to remain aware of their mental and

physical wellbeing, and where community is more highly valued than competition.

Dialogue Within Studios. The policy makes evident that healthy relationships are of primary importance to a successful studio experience – of student to faculty, faculty to student, and student to student – where the camaraderie of studio learning is an essential part of preparing future architects to work in a design firm. The department's low student-to-faculty ratio (13:1) helps the program achieve a highly relational culture, where faculty have more time to engage in one on one conversations with students and give direct, immediate, and relevant feedback.

Studio Ownership. The policy encourages students and faculty to serve as good stewards of the studio spaces provided by the program, as a way to model the professional environment necessary for future architects. As well, faculty and students partner with the university on matters of studio functionality, spatial needs, security policies, and more.

Diversity and Integrity. The policy calls students and faculty to remain inclusive in their attitudes toward colleagues, projects, and cultural backgrounds, and to preserve the integrity of themselves, the program, and the university while engaged in design projects that incorporate universal design, various cultural and religious ideals and clients, community oriented/social projects, and projects encouraging sustainability.

Study Abroad. The policy addresses the need of architecture faculty and students to avail themselves of the international study opportunities provided by the larger university, including SCAD Lacoste and SCAD Hong Kong, initiatives that are addressed in the program's long-term objectives and strategies and discussed in Section I.1.4 (Long Range Planning). The policy encourages students to embrace the different perspectives afforded by travel, as a way to help them become professionals and to increase awareness of regional, Western, and non-Western traditions in the studio.

Learning Culture. The Studio Culture Policy was formulated based on the tradition and historic precedent of the practices of the profession. As well, the institution's mission, vision, and values serve as a benchmark for the language and themes of the policy. In particular, the policy equips the department to materialize and embody more fully the eight **SCAD values**, which include "Being a student-centered institution" and "Sustaining a respectful and honest university environment." The architecture department maintains both the institution's fundamental values and its own tenets for engagement and achievement among students, faculty, and staff – inside and outside the classroom. Chief among the department's priorities is ensuring that the Studio Culture Policy aligns successfully with the principles of professional conduct that guide the discipline of architecture in a career context.

Social Equity. The program, both as expressed in its Studio Culture Policy and the university-wide SCAD values, recognizes the rich diversity of the institution and the virtues of exposure to a wide variety of cultures and worldviews. The institution is of a decidedly international character, with more than 100 countries represented among the students, faculty, and staff – and nearly the same amount of nationalities represented within the architecture department itself. Also, the university operates four physical locations on three continents, including sites in Europe and Asia, as well as an online learning community with students based in Qatar, Australia, and beyond. With so many nations represented across the university, the program celebrates social equity and models it in courses to help transform architecture students into thoughtful, collaborative, socially minded architects and professionals.

Development and Assessment of the Studio Culture Policy. The current Studio Culture Policy was reaffirmed during the department's 2011 faculty retreat, with its next regularly scheduled review taking place in fall 2012. The policy is reviewed annually by the dean of the School of Building Arts, the chair of the architecture department, members of the faculty development and community outreach committee, and executive student committee members of SCAD-AIAS. Effectiveness of this and all program and university policies is measured every year in multiple institution-wide surveys including the **Noel-Levitz**

Student Satisfaction Inventory (NLSSI), the **National Survey of Student Engagement (NSSE)**, and the **SCAD Student Survey (SSS)**, among others.

> The Noel-Levitz Student Satisfaction Inventory (NLSSI) is administered to the university's students every year during spring quarter. This survey assesses student perceived importance of, and satisfaction with, a variety of areas, including positive learning environments, commitment to collaboration, respectful and unbiased institutional environment, availability of health services, freedom of expression, consideration of student differences, and institutional commitment to diverse populations.
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> The National Survey of Student Engagement (NSSE) is administered every other year during winter quarter to freshmen and seniors with the purpose of gauging change in engagement over the course of a student's academic career. This survey assesses student engagement in intellectual and academic experiences, enriching educational experiences, understanding and integrating diverse perspectives, educational and personal growth and professional conduct required for careers.
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> The SCAD Student Survey (SSS) is administered to the university's students every year during spring quarter. This survey assesses student understanding across a wide range of administrative and education support services and a variety of institutional policies and procedures. The SSS asks students to indicate their level of understanding of the student handbook, the code of student conduct, and the academic integrity policy. These documents clearly outline the institution's commitment to academic excellence (adherence to a learning culture), respectful diversity (commitment to social equity), enforcement of policies on plagiarism and cheating, high standards of professional conduct for students and student rights and responsibilities. In addition, the SSS assesses the university's values of respect, sharing, innovation, and commitment to a culturally rich educational experience.

Other Program Policies. The program abides by all institutional academic policies, including those discussed below. Also provided are explanations of university resources that highlight the institution and department's commitment to social equity, accompanied by policy excerpts from SCAD handbooks that more clearly delineate the university's position on matters related to harassment, discrimination, and academic integrity. These policies are available to all current and prospective students, faculty, and staff on the **university's website**, in the digitally published **SCAD Faculty Handbook** and the **SCAD Student Handbook**, and in the admission catalog, published every fall. Policies are updated annually, and feedback and recommendations from the university's faculty councils inform their continued development. The implementation and enforcement of academic policies are carried out through the office of academic services, while non-academic student grievances are directed to the dean of students in the office of student success.

> Select Policies from the SCAD Student Handbook. The SCAD Student Handbook is available to all students digitally on the university's intranet, MySCAD. The handbook contains information on student conduct and policies, clearly defines both harassment and discrimination, and describes how to file grievances. Non-academic grievances are filed with the dean of students. Sexual harassment and discrimination grievances are directed to the vice president for student success. The handbook defines harassment as follows: "Any intentional and/or repeated act that creates an intimidating, hostile, coercive, or offensive situation or environment for another person, especially by uninvited and unwelcome verbal or physical conduct."
>
> The handbook has a clearly delineated non-discrimination policy as follows: "SCAD shall admit students of any gender, race, color, national or ethnic origin, and religion to all the rights, privileges, programs and activities generally accorded or made available to students at SCAD. SCAD shall not discriminate on the basis of gender, race, color, national or ethnic origin in the

administration of its educational policies, admission policies, and athletic and other university-administered programs."

The Academic Integrity Policy, which is available in the SCAD catalog and on the SCAD website, states, in part: "Academic dishonesty includes, but is not limited to, the following: "Cheating, which includes, but is not limited to, (a) the giving or receiving of any unauthorized assistance in producing assignments or taking quizzes, tests or examinations; (b) dependence on the aid of sources including technology beyond those authorized by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments; (c) the acquisition, without permission, of tests or other academic material belonging to a member of the university faculty or staff; or (d) the use of unauthorized assistance in the preparation of works of art. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials; submission of the same work in two or more classes without prior written approval of the professors of the classes involved; submission of any work not actually produced by the student submitting the work without full and clear written acknowledgement of the actual author or creator of the work."

For complete language for all the aforementioned and other policies, see "**Academic Policies**" at the university's website.

Select Policies from the SCAD Faculty and Staff Handbooks. The SCAD Faculty Handbook and the SCAD Staff Handbook are made available to all SCAD faculty and staff digitally on the university's intranet. The handbooks are updated annually and reviewed by the offices of academic services, human resources, and institutional effectiveness to ensure compliance with federal and state law, as well as with the university's regional accreditation. The handbooks contain information on conduct and policies provided by SCAD. The SCAD Faculty Handbook "No Harassment Policy" states, in part: "The university does not and will not tolerate harassment of its employees or students. The term 'harassment' includes, but is not limited to, slurs, jokes, and other verbal, graphic or physical conduct relating to an individual's race, color, sex, religion, national origin, citizenship, age, disability or other status protected by law. 'Harassment' also includes sexual advances, requests for sexual favors, offensive touching, and other verbal, graphic or physical conduct of a sexual nature. Violation of this policy will subject an employee to disciplinary action up to, and including, termination."

The Academic Integrity Policy, discussed earlier in this section, is identical in the SCAD Faculty Handbook, the SCAD catalog, and the university website. Further, "If a faculty member suspects a student of academic dishonesty, the faculty member first discusses the concern with the student. If academic dishonesty is still suspected, the faculty member must email all evidence and documentation to academicdishonesty@scad.edu." The policy continues: "The vice president for academic services receives this email and appoints a designee to investigate the allegation. If, as a result, the investigator finds that academic dishonesty has occurred, the student is informed in writing of the sanctions to be imposed. The student has five business days from the date on the written notice within which to appeal the decision of the investigator. Students wishing to appeal should do so by emailing academicappeals@scad.edu. An appeals committee then convenes to review the case. Findings are presented to the vice president for academic services or the associate vice president for academic services, who sends the student a decision in writing within 30 days of the written appeal. If no appeal is made, the student is assigned a grade of F in the course, and the student forfeits the right to continue to attend the class in which the academic dishonesty occurred. Additional sanctions may also be imposed, including suspension or dismissal. A second charge of academic dishonesty results in dismissal from SCAD."

Program Diversity Plan. The architecture department defers to the institution's policies on and strategies for ensuring diversity and equality in the workplace. For more information on faculty, staff, and student human resources policies, see Section 1.2.1 (Human Resources and Human Resource Development). For more information on diversity statistics within the program, see Section I.3.1 (Statistical Reports).

I.1.3 Responses to the Five Perspectives

The study of architecture at SCAD is guided by the institution's mission – "to prepare talented students for professional careers" – which drives the program's emphasis on collaboration within and beyond the discipline, individual attention to students in a studio setting, the architect's responsibility to personal wellbeing and the civic good, and most importantly, the student understanding of the path to professional licensure, as well as other content areas discussed in the program's mission and values in Section I.1.1 (History and Mission). The five NAAB perspectives – addressing the academic, student, professional, and regulatory communities, as well as society at large – also provide a benchmark for how the department advances the professional education of its students.

A. Architectural Education and the Academic Community

Scholarship. As discussed in the 2009 NAAB Conditions, architecture faculty members engage in diverse areas of scholarship that align with the Boyer Report model of teaching, discovery, integration, and application, and the faculty affirmed this framework as a model for the department at both the 2011 and 2012 faculty retreats. Faculty also noted that, within the context of a student-centered teaching institution, they are dedicated to the scholarship of teaching through the discovery and employment of best practices in pedagogy. Since the 2010 site visit, examples of faculty engagement in academic research and development have included:

- Prof. Julie Rogers Varland. Through a SCAD Presidential Fellowship in summer 2010, Prof. Rogers Varland conducted research on "Japanese Meaning, Materiality and Space" as part of her work in constructed environments, spirituality, and ethnography.
- Prof. Mohamed Elnahas. Through a sponsored project at the SCAD Collaborative Learning Center, Prof. Elnahas partnered with SCAD Motion Media Prof. James Gladman to develop a project entitled "Architectural Projection Mapping," where they designed a series of innovative media installations for renowned fashion designer Diane von Furstenberg.
- Prof. Hsu-Jen Huang. Through a 2012 SCAD Sabbatical Award, Prof. Huang was awarded paid leave to travel to the rural areas of the Tibetan Plateau and visit more than 20 villages and cities in the Qinghai, Gansu, and Sichuan Provinces, researching the link between Buddhist philosophy and Tibetan architecture and documenting monasteries, indigenous dwellings, monuments, and Tibetan life and culture. He is preparing a lecture and exhibition – titled "Modern Influences on Tibet: A Case Study of the Qing-Zang Railway's Impact on Tibet" – to share his work with the department and university community in fall 2012.

Other scholarly projects since the 2010 site visit, funded by SCAD Presidential Fellowships, include:

- Prof. Amy Wynne – "Contemporary Architectural Detailing in Japan"
- Prof. LaRaine Montgomery – "Post-Katrina Hurricane Reconstruction Efforts"
- Prof. Daniel Brown – "Bioclimatic, Carbon Neutral, and Energy Efficient Design in Europe"
- Prof. Matthew Dudzik – "The Physiology of Place and the Abandoned American Family Farm"
- Prof. Mohamed Elnahas – "European Discovery: Are Europeans Greener Than We Are?"
- Prof. Andrew Payne – "Usable by All: Evaluating Universal Design Principles on a Global Scale"
- Prof. Judith Reno – "Urban Rivers: Flood Control, Clean Water, Public Space"
- Prof. Arpad Ronaszegi – "Exhibition of Process Work of Emerging Northern European Architects"
- Prof. Christine Wacta – "Innovative Integration of Art and Symbols in the Architecture of Cameroon (Africa)"

In all, architecture faculty have doubled their rate of earning Presidential Fellowships since before the 2010 site visit:

9	Number of fellowships awarded to program faculty from 2004-2010
1.5	Average number of fellowships, within architecture, awarded per year from 2004-2010
10	Number of fellowships awarded to program faculty from 2010-2012
3.3	Average number of fellowships, within architecture, awarded per year from 2010-2012

Since 2010, faculty members have also nearly doubled their active participation in conferences and meetings of ACSA, AIA, ASHRAE, NAAB, NCARB, and USGBC:

39	Number of active conference participations (e.g., papers, panels) from 2004-2010
6.5	Average number of active conference participations *per year* from 2004-2010
30	Number of active conference participations from 2010-2012
12	Average number of active conference participations *per year* from 2010-2012

This significant increase in scholarly engagement evidences a continuing positive trend in the department. For a comprehensive listing of research and development initiatives, see Section I.2.1 (Human Resources and Human Resource Development) and Part III (Progress Since the Last Site Visit).

Professional and Academic Engagement. As discussed above, the program has become more engaged in the larger professional and academic communities of architecture and architecture education since the previous visit. In particular, the university has demonstrated significant support both for hosting events on campus and for travel to conferences and related events. Recent conference engagement includes:

- 2012 AIA Annual Convention (Washington, DC) – Prof. Scott Singeisen, Development and Advancement Forum, Presenter and Facilitator, "Private Partnerships and Sponsored Studio Arrangements"
- 2011 IASDR Diversity and Unity Conference (Delft, the Netherlands) – Prof. Andrew Payne, Presenter, "Simulations: Hands-on Education as a Spatial Learning Tool"
- 2011 International Conference on the Constructed Environment (Chicago, IL) – Prof. Julie Rogers Varland, Presenter, "Designing Relationships: Investigating Community and Constructed Environments"
- 2011 National Conference on the Beginning Design Student (University of Nebraska-Lincoln) – Prof. Julie Granacher, Presenter, "Unlocking the Intuitive: Towards a Codified Generative Design Approach"

For these and more conference participation, please see Section I.2.1 (Human Resources and Human Resource Development) and Part III (Progress Since the Last Site Visit). Also, in the last seven years, the School of Building Arts has hosted events where architecture faculty and students actively participated (i.e., presented papers and facilitated panel discussions), including:

- The ACSA Administrators Conference
- The ACSA Southeast Regional Conference
- The AIAS Fall South Quad Conference
- The Interior Design Educators Council International Conference
- The International Savannah Symposium (Architectural History)

Upcoming conferences hosted at the university include the **American Institute of Architecture Students (AIAS) FORUM** in December 2012, co-hosted by SCAD-AIAS and supported by the program, as well as the **United States Committee of the International Council on Monuments and Sites (US/ICOMOS) Symposium** in historic preservation in 2013. The program also sponsors networking events for students to engage with program alumni and influential members of the professional

community. For example, in spring 2012, the program hosted an **Industry Relations and Alumni Reception at the 2012 AIA National Convention** in Washington, DC, that drew nearly 100 SCAD alumni from throughout the program's history and such guests as James Cramer (president, Design Futures Council), Scott Veazey (2011-2012 president, NCARB), and Harry Falconer Jr. (director of internship and education, NCARB). In fall, the program is hosting a similar reception at SCAD Atlanta during the AIA South Atlantic Region (SAR) Conference. These events serve to reconnect alumni with the program and to introduce the program to new audiences, many of whom wish to recruit new graduates. Also, these events foster dialogue about trends in the discipline and create new contacts for visiting reviewers.

Service. All architecture faculty members engage in active service projects within and beyond the department. Internally, they serve on five committees that meet quarterly, each including a student representative, and contribute to the planning of the department at every annual faculty retreat. These committees include the curriculum and assessment committee, the faculty development and outreach committee, the admission and internship committee, the accreditation committee, and the technology committee. For complete rosters of these committees, please see Section I.2.1. (Human Resources and Human Resource Development). Architecture representatives also serve on university faculty councils, providing valuable opportunities for faculty who desire leadership roles and development. These councils, in particular, foster collegiality across an institution known to value collaboration:

Council for Academic Support and Libraries	Prof. Samuel Olin
Council for Career and Alumni Services	Prof. Hsu-Jen Huang
Council for Diversity	Prof. Carole Pacheco
Council for Graduate Studies	Prof. Arpad Ronaszegi
Council for Undergraduate Studies	Prof. Matthew Dudzik
Council for Admission, Enrollment, Advisement	Prof. Huy Sinh Ngo
Council for Collaborative Learning	Prof. Julie Rogers Varland
Council for Sustainability and Physical Plant	Prof. Mohamed Elnahas

Students in the program also engage in service through SCAD-AIAS, SCAD-NOMAS, and SCAD-ASHRAE, as well as university-wide groups **Service Opportunities for Students (SOS)**, **United Student Forum (USF)**, the SCAD Ambassadors, and more. For more information on student service, please see Section I.2.1. (Human Resources and Human Resource Development).

Teaching. Working within an institution dedicated to student learning and innovation in teaching, all architecture faculty members take seriously the purposeful connection of scholarship to pedagogy. For example, through a summer 2012 Presidential Fellowship, Prof. Judith Reno continued her research on urban rivers, flood control strategies, riparian edges, and public space. This research has been applied to an upcoming elective seminar with upper-level undergraduate and graduate students of architecture and urban design in fall 2012, illustrating how serious dedication to research and fieldwork can inform the program curriculum. As well, Prof. LaRaine Montgomery undertook research on "slow design" as part of her preparation for a linked architecture studio and architectural history seminar in fall 2012, where she has partnered with Prof. David Gobel to examine the relationship of slow design to urban development and, specifically, the evolution of Savannah's city center. Graduate student work resulting from this investigation will be exhibited at the Italian Cultural Institute in New York in winter 2013. Other demonstrations of the program's and institution's commitment to excellent teaching include:

> The Peer Evaluation Initiative. Every spring, the office of academic services pairs faculty from two different departments for joint peer evaluation – e.g., an architecture faculty member and a fibers faculty member. These faculty members visit one another's classes in order to observe new teaching strategies. These evaluations include no ratings and are not monitored by academic administrators; rather, the initiative exists to provide valuable peer feedback and increase collegiality across the university.

Quarterly Faculty Conferences. In fall, winter, and spring quarters, the university offers a campus-wide development opportunity for all faculty, where nationally recognized speakers, authors, and scholars address the entire faculty in a group setting. These presentations often initiate conversations that permeate into the school- and department-level, promoting dialogue among the faculty. For example, James Howard Kunstler has addressed the faculty conference in recent years, speaking about the aesthetics of urbanism and the global energy crisis.

Visiting Professionals. Visiting professionals also provide unique perspectives to faculty teaching and student learning. For example, Andrea Ponsi, international practitioner, author, and educator, will serve as a SCAD building arts mentor in fall 2012. An architect based in Florence, Italy, Ponsi covers a diverse range of scales and global locations, addressing the intersection of preservation, evolution, and contemporary design, and the program is highly anticipating his visiting studio, lecture, and seminar classes in the department this fall. Other recent guests who have shared their knowledge with students recently include Anthony Vanky, SENSEable City Laboratory, MIT (Cambridge, MA); John Bricker, Principal, Gensler (New York, NY); and Stephen Perkins, AIA, ISHC, Principal, ForrestPerkins (Washington, DC).

Teaching Honors. The program's commitment to teaching excellence is evidenced through recognition, honors, and special invitations, including Prof. Andrew Payne's selection for the **AIAS National Educator Honor Award** in 2010. Also, through Prof. Julie Rogers Varland's close mentoring and guidance of SCAD student Sofia Chiriboga's thesis project, the recent graduate was nominated and awarded participation in CriticalMASS at the University of North Carolina at Charlotte, an event attended by twelve universities and jurors Coleman Coker, Bryan Bell, and Marlon Blackwell.

Practical and Liberal Arts Education. The School of Building Arts includes an integrated array of disciplines, including architecture, urban design, architectural history, interior design, historic preservation, and furniture design. The department offers the pre-professional degree of Bachelor of Fine Arts (B.F.A.) in architecture and the professional Master of Architecture (M.Arch.). As discussed earlier in Section I.1.1 (History and Mission), the focus of the undergraduate experience is the SCAD Core, a series of courses in foundation studies, art history, and liberal arts that prepares students with foundational skills in art and design (e.g., 2-D and 3-D drawing and sketching); an art-historical understanding of global cultures and human civilization; and skills in critical thinking, aesthetic interpretation, writing, speaking, and more that prepare students for professional success. The program embraces this considerable focus on the liberal arts as a method to enhance architecture students' ability to engage with critical and imaginative texts and express their ideas thoughtfully and professionally both in speaking and writing. Foundation studies courses provide students with a classical education in drawing, color theory, and design across all dimensions, while art history courses explore the intellectual roots of visual expression, helping students understand the legacy of influential artists, designers, philosophers, and movements across history. The liberal arts offerings, both required and offered as electives (e.g., in literature, psychology, philosophy, business, and more) teach students to engage with the ideas that challenge and inspire designers.

Other benefits of the liberal arts offerings to architecture students include nearly 70 faculty in art history and liberal arts at SCAD Savannah who hold the terminal doctoral degree (e.g., Ph.D., D.F.A, D.A.), prominent lecture series and symposia that encourage thoughtful discourse (e.g., The Art of the Mind Lecture Series, The Biennial Art History Symposium, the Writers' Assembly), and quarterly workshops in writing and communication, led by faculty in English, creative writing, professional writing, communication, psychology, and performing arts. These offerings, in addition to the myriad elective opportunities in the more than 100 degree programs around the university, help prepare architecture students to think critically, and express their ideas with thoughtfulness and style.

B. Architectural Education and Students

Globally Prepared Students. With a student-centered mission and locations on three continents, the university actively seeks to prepare students to live, work, and thrive in a global context. The program shares this commitment by encouraging students to spend a quarter at SCAD Lacoste, by offering study abroad experiences based at SCAD Hong Kong, by bringing students together with visiting professionals who have international perspectives, and by offering students a diverse curriculum and faculty that expose them to an array of philosophies and approaches to the story of humankind in the built environment. As well, the program's Studio Culture Policy makes it clear to students that, at SCAD, diversity, inclusiveness, and exposure to international viewpoints are necessary to advance toward a professional career in architecture.

Student and Faculty Diversity. The department's own diversity enhances global understanding throughout the program, with 11 nations represented on the faculty and 45 nations represented among architecture students. Also, through required and elective courses, students are exposed to cultural diversity and topics including cultural landscape, heritage conservation, Islamic architectural history, and gender in architectural theory and practice. The department also ensures visiting lecturers address issues of global diversity. Recent lectures include:

- "Eastern Needs and 'American' Desires: Impact of the Open Economy to Domestic Architecture in Sri Lanka" – Lecture by Yasasmala Widyalankara, visiting Fulbright Scholar from Sri Lanka (2010)
- "Heritage Without Borders: International Preservation and Heritage Development in the 21st Century" – Lecture by Don Jones, director of the U.S./International Council on Monuments and Sites (2011)
- "Discovering China's Forgotten Bridges" – Lecture by Ronald Knapp, State University of New York-New Paltz (2011)
- "Interpreting and Visualizing the Villas of Early Islamic Spain" – Lecture by Glaire Anderson, University of North Carolina at Chapel Hill (2012)

SCAD Lacoste and SCAD Hong Kong. As discussed in Section I.1.1 (History and Mission) and Section I.1.2 (Learning Culture and Social Equity), more than 60 architecture students have traveled to SCAD Lacoste, the university's study-abroad location, since the 2010 site visit, where architecture, foundations, and general education courses are offered every spring quarter, along with a full complement of other disciplines in the fine arts and beyond. The Lacoste experience fully immerses students in the village life of Lacoste and includes extended trips to Paris, Barcelona, and across the region of Provence. Also, students can see firsthand in Lacoste the university's own adaptive reuse of historic structures, such as Maison Basse, a centuries-old farmhouse and equestrian stable that has been transformed into studio, classroom, and residential spaces for students and faculty. The university's physical resources staff in Lacoste invites students to observe and document this work, allowing them to see up close how architects and preservationists work in an international setting. As well, the program chair and school dean have partnered with the vice president for SCAD Hong Kong to plan additional annual study abroad experiences in Asia for architecture students, based out of the SCAD Hong Kong location and planned for winter and summer breaks. Several architecture students have already traveled to SCAD Hong Kong to take elective courses in summer 2011 and summer 2012.

International Success for Alumni. Program alumna Kristin Tidwell completed her M.Arch. degree in summer 2009 and continued her study at SCAD Hong Kong, where she began work on her M.A. degree in graphic design while also working in the city. Other internationally employed SCAD architecture alumni include, among others:

Javier Angel (Hamburg, Germany)
Brad Hooks (Mumbai, India)
Li-Wei Hsu (Tokyo, Japan)
Nick Puckett (Toronto, Canada)

Brian Bessenaire (Beijing, China)
Johan Tristan Kinnucan (Beijing, China)
Brian Laub (Shanghai, China)
Gordon Rawls Tefft (Shanghai, China)
Jason Schlabach (Hong Kong, China)
Stephanie Mason (London, UK)
Godfrey Tang (Beijing, China)
Rondinearo Edgecombe (Shanghai, China)
Jonathan Palmer-Hoffman (Shanghai, China)
Andrew King (Hong Kong, China)
Matthew Engele (London, UK)

Diverse Course Offerings. The program's current curriculum requires students to take ARLH 211 Survey of World Architecture and Urbanism as a means of broadening their exposure to global traditions. Additionally, expanded elective opportunities allow students to explore global architectural issues more deeply. Relevant courses include:

ARLH 308 History of Urban Form
ARLH 344 African Art and Architecture
ARLH 739 History of Urban Form
ARLH 744 African Art and Architecture
ARLH 763 World Vernacular Architecture
ARLH 325 Islamic Art and Architecture
ARLH 363 World Vernacular Architecture
ARLH 743 Islamic Art and Architecture
ARLH 757 The Islamic City

Graduate thesis projects further exemplify the department's commitment to global education, including the work of recent graduate Mark Miller, whose thesis on memory and representation at the World Trade Center site in New York was accepted for presentation at the Academy of Neuroscience for Architecture Conference (psychology/science) being held at the Salk Institute in September 2012. Another recent graduate, **Benjamin Buglovsky**, who pursued a minor in design for sustainability to complement his studies in architecture, proposed a visionary solution for vertical farming over Manhattan, and his work was selected to represent the architecture program at the Biennial Archiprix International 2013 in Moscow. Additionally, current architecture and urban design students Josue Edgardo Tejada and Lauren Fraley were invited to Saint-Die-des-Vosges, France, during summer 2012 to present papers – "Downtown Detroit: Revitalization Ready?" (Tejada) and "The Effect of Urbanization on the Declining Populations of Submerged Aquatic Plant Species Within the Chesapeake Bay" (Fraley) – at the Interdisciplinary Conference on Digital Cultural Heritage.

Students Prepared for Future Leadership. Student groups, both within and outside the department, provide important leadership development opportunities for architecture students. For example, the SCAD student chapter of the American Institute of Architecture Students (SCAD-AIAS) is one of the oldest and most active student organizations within the School of Building Arts. In fact, the organization's activities have inspired many other student organizations within the wider university. For example, SCAD-AIAS was instrumental in the formation of **Project Green**, a student and faculty group dedicated to the promotion of environmental sustainability within and beyond the university community. SCAD-AIAS has also helped plan and sponsor the university-wide "**Global Warming Teach-In**," with speakers from graphic design, industrial design, architecture, design for sustainability, and more, as well as from area professionals in architecture, government, business, and more. Additional SCAD-AIAS events include Freedom by Design, IDP workshops, résumé and portfolio workshops, SCAD Accepted Students Day, and the Savannah-area Beaux Arts Ball. This year, SCAD-AIAS is sponsoring the **2012 AIAS FORUM**, a national event to take place at SCAD and in Savannah. Leaders of SCAD-AIAS have also recently attended the 2012 South Quad Conference (Charlotte, NC) and the 2012 AIA Georgia Grassroots Leadership Conference (Atlanta, GA), where students met with the state legislature to discuss legislative issues and national AIAS initiatives.

Students are also provided leadership opportunities through the National Organization of Minority Architecture Students (NOMAS); the American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE); and the Tau Sigma Delta Honor Society. SCAD-ASHRAE, for example, is one of the most active chapters in the southeast region, where this year representatives from the program attended the ASHRAE Region-IV CRC Leadership Workshop and juried the Regional Science Fair School Competitions. As well, five student SCAD-ASHRAE officers participated in the ASHRAE CRC

leadership meeting in Myrtle Beach, SC, in 2011, and in spring 2012, the student organization hosted the ASHRAE Savannah Section meeting at the SCAD Clarence Thomas Center for Historic Preservation, followed by a tour of SCADMOA by Dean Christian Sottile, AIA, NCARB.

These student groups provide a place for students to come together, express common professional and personal interests, and speak in a unified voice to the program chair and school dean; these groups also participate collectively in such events as the annual SCAD Sidewalk Arts Festival and co-sponsor lectures throughout the academic year. Other events include:

- Co-sponsoring the Beaux Arts Ball with AIA Savannah and Savannah Young Architects Forum
- Participating in Earth Day at Forsyth Park and GreenFest events
- Hosting an Interdisciplinary Design Charrette with Coastal Empire Habitat for Humanity

If students choose to double major or follow additional interdisciplinary interests, they also may participate in the following, among others:

- The American Society of Interior Designers (ASID) Student Chapter
- The International Interior Design Association (IIDA) Student Chapter
- The Society of Art and Architectural History Students
- The Student Preservation Association

At the larger institutional level, architecture students are encouraged to participate in nearly 60 academic and social organizations, 4 student media groups, and 7 residence life organizations, as well as intercollegiate and intramural athletic programs. In the United Student Forum (USF), students regularly meet with university administration to continue improving the SCAD experience, and through Service Opportunities for Students (SOS), architecture students have participated in Alternative Spring Break (volunteering around the U.S. during spring break), Book Buddies (reading to Savannah-area schoolchildren), Habitat for Humanity, Healing and Education through Art (arts workshops with cancer survivors at the Anderson Cancer Institute at Memorial Hospital in Savannah), and more.

Student Awareness of Professional Opportunities. The department integrates career preparation into every aspect of the program, from courses that explicitly address the work and demands of architecture practice to quarterly IDP workshops that guide students on the path toward licensure. As well, career advisers are assigned to each student in the architecture department from the first day of enrollment and work with those students through their educations and after graduation. As discussed in Section I.1.1 (History and Mission), these advisers help students write specific career goals, identify the best course plans to attain those goals, create distinctive résumés and portfolios, rehearse for interviews and presentations, and network with employers and others in a student's chosen profession:

> Advisers. While architecture faculty guide and mentor students with their considerable knowledge of the profession of architecture, Career and Alumni Success (CAS) advisers Allicia Pickett and Franyel Zelaya Mayorga – based in Bradley Hall, and with a regular presence in Eichberg Hall – help keep architecture students on track with the involved and rigorous process of preparing for interviews and other steps toward advancing their careers.
>
> School of Building Arts Career Workshops. CAS advisers work with School of Building Arts faculty to create distinct workshops that encourage students to think actively about professional opportunities both near and distant. Spring 2012 workshops for architecture and other building arts students have included:
>
> - "Résumé, Cover Letter, and Portfolio Workshop" – SCAD Student Center
> - "Setting Goals for Success" – Alexander Hall Auditorium
> - "Mock Interviews" – Bradley Hall

CAS also coordinates, along with faculty guidance, the hosting of companies and employers on campus, including 136 organizations at the 2012 SCAD Career Fair such as Gensler, Perkins+Will, Hirsch Bedner Associates, and others.

Internships. The program is proud of its successful track record of internship placements for students and graduates. Since the 2010 site visit, architecture students and alumni have interned at companies and firms in New York, Los Angeles, Miami, Philadelphia, and Washington, DC, as well as internationally in Sweden, Portugal, Honduras, Barbados, and more, including:

Affiniti Architects
Anthropologie
Architects Cubed Inc
Army Corps of Engineers
Beaulieu of America
Bluarch Architecture + Interiors + Lighting
Calil Architects
CMG Construction Services
Constructora Celaque
Corgan Associates, Inc.
CSCP Consult LLC
Dawson Architects
Design Department, LLC
ELM Studio
Gallagher and Associates
Gensler
Graves & McLean Architects
Gregory Construction Company
Hall Partnership Architects, LLP
HDR, Inc.
HKS, Inc.
Holloman Architecture, P.A.
Hugo Andrade Arquitecto
Joe Marchese Commercial Construction
Johan Skoog Arkitektkontor AB
KNA Design
Kurt J. Ludwig, AIA, Inc.
M.C. Dean, Inc.
MLM-Martin Architects
National Trust for Historic Preservation
NunoErin
Outdoor Impressions, Inc.
Overcash Demmitt Architects
Perkins+Will
PF&A DESIGN
Planetary ONE
SCMH Architects
Scripps Networks Interactive
Situ Studio
Thomas Hamilton & Associates, P.C.
Whole House Studios

Students Making Informed Choices. The program and the university work together to ensure students are equipped with the tools to make informed decisions – regarding their personal wellbeing, their academic options, and their future careers. The architecture program exists within a comprehensive university with a broad array of support personnel and services that ensure students stay informed, connected, and progressing successfully toward a future career. Most importantly, though, the program's Studio Culture Policy and small student-faculty ratio (13:1) promote healthy relationships among students and faculty members – where faculty members mentor students with individualized attention, helping them make informed personal, academic, and professional decisions. Other initiatives designed to help students make informed choices include:

Well-Informed Personal Choices. In addition to program faculty, who have the closest and most regular interaction with students, counselors in the **office of counseling and student support services (CSSS)** are also available to ensure the wellbeing of students is addressed. The counselors of CSSS assist students with short-term individual counseling, to organize support groups, to make community referrals, to plan educational workshops, and to provide self-help resources. Assistance is offered for a wide range of concerns, and services are free. Confidentiality is guaranteed within legal and ethical guidelines. Faculty can make referrals for individual students through the university's intranet, indicating in complete confidentiality any personal issues or challenges that the faculty member may have observed in a class setting. These concerns are shared with the staff of CSSS. As well, the **student ombudsman** serves as an alternate resource to mediate academic and personal student issues.

Well-Informed Academic Choices. All first-year students attend the Majors and Minors Fair to learn about all academic options and do so while enrolled in a "**First-year Experience**" course that introduces them to the expectations for all SCAD students. Students are also required to attend advisement meetings with a professional academic adviser during their first year of enrollment. Advisers focus on adjustment issues, major selection, course sequencing, and course registration; then, upon major declaration, students are assigned a faculty member within their major department. Additional resources to assist students with making informed academic decisions include the **Learning Resource Network**, the **office of international student services**, the **office of disability services**, and other resources discussed in Section I.2.1 (Human Resources and Human Resource Development).

Well-Informed Career Choices. Career advising is offered to architecture students, from the earliest stages of admission to after graduation from the university, by the **office of career and alumni success (CAS)**. As discussed in Section I.2.1 (Human Resources and Human Resource Development), CAS career advisers help students write career goals, create cover letters and portfolios, rehearse for interviews and client presentations, and create the self-promotional materials so necessary for today's graduates. CAS advisers, addressed earlier in this section, keep architecture students on track with the process of preparing for interviews and with other steps toward their careers. In 2012, CAS hosted several career-oriented workshops for building arts students, including workshops in writing cover letters and conducting interviews. CAS also offers workshops on entrepreneurship, branding, salary negotiation, socially responsible careers, and more.

Students as Lifelong Learners. The program and university recognize that the most successful and productive artists, designers, and professionals are those who are driven to explore, to be curious, and to yearn for new knowledge and experiences. The institution and the department encourage these habits of mind – which must, by their nature, move beyond the classroom and studio walls – by creating lectures, exhibitions, and festivals that demonstrate the application of classroom learning to the wider world. The institution's signature events – e.g., the Savannah Film Festival and SCAD Style, discussed in Section I.1.1 (History and Mission) – serve as forums for students from all programs to come together, interact with visiting professionals, and ask engaging questions.

Additionally, in 2011, the School of Building Arts instituted a new requirement for all students to earn School of Building Arts Learning Units as a way to instill the habit of continuing education that is expected of our students when they enter the professional world. Architecture students are required to earn five units per quarter. This initiative requires students to self-select attendance at a minimum of four university lectures or educational events outside of the classroom each quarter. The diverse range of topics addressed in the university calendar – e.g., the School of Building Arts Lecture Series, the School of Liberal Arts "Art of the Mind" Series, and beyond – provides myriad opportunities for students to earn learning units (attendance is recorded at the event and each student is responsible for final submission of **School of Building Arts Learning Unit (LU) sheets** to their faculty members at the end of the quarter).

Students are also required to log one hour of departmental service to the Eichberg Hall model shop, the Eichberg Hall material resource room and lighting lab, or the workshop in the SCAD Clarence Thomas Center for Historic Preservation. This "Learning Unit" initiative has proven exceptional at engaging architecture students with the habit of lifelong learning, as since its inception, faculty have noted that students look forward to attending these events and bringing them up in class discussions.

C. Architectural Education and the Regulatory Environment

Internships and IDP Preparation. Professional success for SCAD architecture students means gaining knowledge of the Intern Development Program (IDP) while still a student, becoming familiar with the regulatory environment through exposure to practicing architects, and enrolling in courses that address

professional expectations through discussion and assignments. Although these numbers are not always available (due to the confidentiality of the individual student's IDP enrollment), the program now has a goal of 100 percent IDP enrollment before graduation and, through its new initiative of matching 50 percent of IDP enrollment funds for all program students, has a process by which to measure IDP enrollment within the department. At present, the number of students enrolled in the IDP has significantly increased since the recent eligibility requirement changes. What follows are initiatives the program has created to move students along the path to licensure and to increase awareness of the regulatory environment.

ARCH 706 Architectural Practices. Licensure education and preparation is included as part of ARCH 706 Architectural Practices, where faculty members initiate the quarter with a thorough discussion of the IDP and assign students to query a wide variety of state requirements and processes for licensure. These assignments culminate with students' establishment of an NCARB Record and enrollment in the IDP. Additionally, IDP is addressed with first-year students in ARCH 101 Introduction to Architecture.

Intern Development Program (IDP) Workshops. Every quarter, Prof. Hsu-Jen Huang, the program's IDP Educator Coordinator, hosts an IDP workshop and information session attended by approximately 40 to 50 students. These workshops – a partnership among faculty, SCAD-AIAS, SCAD-NOMAS, and the office of career and alumni success (CAS) – help students answer questions such as, "How do I register for the IDP?" and "What are the topic areas of the Architect Registration Examination (ARE)?" CAS advisers also use these workshops as an opportunity to inform students about upcoming career fairs and campus visits by recruiters in the building arts. As IDP Educator Coordinator, Prof. Huang attends the annual IDP Educator Coordinators' Conference held by NCARB and coordinates his efforts with architecture faculty and the IDP State Coordinator. To support the program's IDP efforts, Prof. Sam Olin serves as an Auxliary IDP Educator Coordinator.

Networking with the Profession. The program, modeling this successful practice university-wide, hosts events that bring students together with alumni and other practicing professionals to afford dialogue about the rigors of advancement toward licensure and to place current students in the best internship programs at firms around the country. For example, in spring 2012, the program hosted an **Industry Relations and Alumni Reception at the 2012 AIA National Convention** in Washington, DC, that drew nearly 100 SCAD alumni from throughout the program's history and such guests as James Cramer (president, Design Futures Council), Scott Veazey (president, NCARB), and Harry Falconer Jr. (director of internship and education, NCARB). In fall 2012, the program is hosting a similar reception at SCAD Atlanta during the AIA South Atlantic Region (SAR) Conference. These events often lead directly to internship offers and placements for SCAD architecture students.

Past and Current Internships. IDP Educator Coordinator Prof. Huang and CAS advisers also work with School of Building Arts Internship Coordinator Prof. Margo Jones – honored as one of "**The 25 Most Admired Educators in 2012**" by *DesignIntelligence*. Prof. Jones provides additional assistance during the internship process, helping students navigate the internal administrative processes of registering in for-credit and not-for-credit internships. Undergraduate students must complete 100 hours of work for each for-credit internship, and graduate students must complete 150 work hours for each for-credit internship. For a list of recent internships for architecture students, see the list provided earlier in this section.

Awareness of the Regulatory Environment. Beginning in 2012 and led by the School of Building Arts Dean Christian Sottile, AIA, NCARB, and architecture department chair Greg Hall, Ph.D., AIA, NCARB, the department assembled a professional review council, which, on a quarterly basis, attends comprehensive design studios at the B.F.A. and M.Arch. levels to help students understand the increasingly complex world of architectural practice, with individual council members providing mentorship

and guidance relative to regulatory compliance. This council includes regulators, practitioners, and code officials from local and regional jurisdictions. With the beginning of the 2012-2013 academic year, the group is being updated and a complete roster of council members will be available in the team room.

D. Architectural Education and the Profession

Prepared as Professionals, Locally and Globally. The program celebrates the fact that, despite its relative youth among architecture programs in U.S. higher education, its alumni are contributing to the success of architecture and design firms in New York, Chicago, Los Angeles, San Francisco, Hong Kong, London, Paris, Beijing, and elsewhere. As well, SCAD architecture alumni have prominent leadership roles across the Southern U.S., from New Orleans to Atlanta, and most especially in Savannah, where the architecture community is now largely led by SCAD alumni. Additional examples of how the program prepares students to understand practice in a global economy are:

Global Leaders in the Profession. Program alumnus Andrew King worked in Valencia, Spain, for Menis Arquitectos on a 4,000-seat music hall in Torun, Poland, and currently works for Dennis Lau & Ng Chun Man Architects and Engineers in Hong Kong leading the firm's sustainable buildings research team. Other architecture alumni have secured international positions throughout Asia, Europe, and the Americas (e.g., Mumbai, Shanghai, London, and Tokyo), as discussed earlier in this section.

Local Leaders in the Profession. The last four presidents of the Savannah chapter of the AIA have been SCAD alumni, including the **2012 AIA Savannah president**, Frank Neagle, AIA (M.Arch., 2000), as well as the incoming 2013 president, John Hughes (M.Arch., 1996). And, the City of Savannah employs Stephanie Bock, RA (M.Arch., 1996) as its senior plans examiner. These practicing architects remain in contact with other university alumni around the region who work in the professions of architecture, interior design, historic preservation, heritage conservation, urban design, and related disciplines – and they serve as a model for all current and future architecture students, who can see first-hand the work and success of program alumni.

Linkages Between the Academy and the Profession. Within the program, faculty members model the links between the academy and the profession, too, with Prof. Gerald Cowart, AIA, LEED AP, serving in 2010 as state president of AIA Georgia and SCAD alumnus Matthew Welker, Assoc. AIA, joining AIA National as manager of strategic initiatives in 2011 – showing current students that leadership within the national profession is both possible and expected.

The SCAD Lacoste Experience. As discussed earlier in this section, architecture students gain priceless international study and travel experience at the university's location in Lacoste, France.

Students Attending Conferences. In addition to the many conferences that students attend throughout the year – e.g., AIAS, NOMAS – students also travel with architecture faculty to other conferences and learn the work of scholarship first-hand. For example, Prof. Andrew Payne served as chair of the thesis committee for recent graduate Lee Ross Dinwiddie (a study of growth patterns in rural towns) and worked with the student to shape his thesis into a conference proposal for the ACSA Fall 2011 Conference (Houston, TX). The two worked closely to transform the work into a conference presentation, which was very well received at the event (several faculty from other programs inquired about the process of the thesis evolving into a conference presentation). And as mentioned earlier in this section, current architecture and urban design students Josue Edgardo Tejada and Lauren Fraley were invited to Saint-Die-des-Vosges, France, during summer 2012 to present papers at the Interdisciplinary Conference on Digital Cultural Heritage. In addition to supporting conference participation, the program hosts annual LEED workshops for third year design studios.

Professionalism in the Curriculum. In the architecture curriculum, students are exposed to the profession through both theory and practice. In ARCH 706 Architectural Practices, students learn about appropriate professional conduct, client expectations, community needs, ethics, and liability, as well as social responsibility in a global profession. In addition to the lecture class, students are exposed to a broad interdisciplinary approach to the profession through design studio projects and other curricular offerings. For example:

> Learning Professionalism in the Studio. Through upper-level undergraduate design studio projects, students communicate and collaborate directly with clients, contractors, users, and other stakeholders to understand their expectations and needs. The scale of these projects ranges from regional to international. For example, in fall 2011, ARCH 405 Architecture Design Studio V and ARCH 406 Architecture Design Studio VI partnered with local nonprofit GoDesign Inc. and Impact Ethiopia to design a church and offices in Addis Ababa, Ethiopia. The project generated ideas for a new 2,000-seat sanctuary, training facilities, and offices for Impact Ethiopia (with more than 300 churches and schools throughout Ethiopia and Sudan).
>
> Learning Professionalism in Collaborative Projects. The SCAD Collaborative Learning Center (CLC) and sponsored projects within the architecture department both offer students the opportunity to engage with real clients and client needs, practicing the arts of listening, collaborating, and presenting solutions orally and verbally. SCAD architecture students also recently helped to redesign exhibits at National Park Service sites and worked on city planning efforts with growing municipalities. As well, they have conducted material investigations for C.H. Briggs, and also designed a new building for the Cuyler-Brownville historic district in Savannah – a project supported by a grant from the National Trust for Historic Preservation and involving the U.S. Green Building Council as an institutional partner. Architecture students also participate in the AIA Georgia Legacy Charrette, an event that includes the three universities with accredited architecture programs in Georgia. This community-based charrette brings together students from SCAD, Georgia Institute of Technology, and Southern Polytechnic State University, working together to create a solution to a community design challenge.

Professional Engagement. As discussed in Section I.2.1 (Human Resources and Human Resource Development) and Part III (Progress Since the Last Site Visit), the architecture program actively engages with national organizations including AIA, ACSA, and NCARB, having significantly increased its conference participations since the 2010 site visit. As mentioned elsewhere, too, the program participated in AIA Georgia's Legacy Design Charrette in 2011 (with participants from Georgia Institute of Technology, Southern Polytechnic State University, and practicing professionals), and SCAD students will also participate in the charrette this year, in conjunction with the 2012 state convention in Atlanta. The program also works closely with NCARB; for example, NCARB IDP manager Martin Smith, AIA, NCARB, will participate in the department's fall IDP workshop. Regionally, the program maintains a close relationship with AIA Georgia, AIA Savannah, USGBC Savannah Chapter, and the Georgia Historical Society, as well as the Historic Savannah Foundation. The AIA and USGBC Savannah chapters also formally engage with SCAD's architecture department through an awards program that recognizes top graduates each year. The jury and selection process exposes leadership in the professional community to the range of work produced by the graduating class, where the AIA Savannah Chapter Award is awarded to the thesis project that best exemplifies excellence in architecture throughout the architecture curriculum. The USGBC Savannah Chapter Award is awarded to the thesis project that best exemplifies the goals and mission of the organization, including educating the public on the long-term benefits of green building and how sustainable design can be integrated.

Licensure Among the Faculty. Finally, and as discussed in detail in Part III (Progress Since the Last Site Visit), the program acknowledges its need to recruit licensed professionals as faculty members as a way of advancing the university's professionally focused mission within the program. For existing faculty without licensure, this goal is now included as a development objective for eligible faculty. To help facilitate licensure, the department offers an ARE preparation workshop and several faculty members

have initiated a study group for the exam. The university also reimburses the cost of the ARE when a faculty member passes a division of the exam. Finally, all new faculty positions include licensure and registration as a requirement.

E. Architectural Education and the Public Good

Engaged Students, Engaged Professionals. The architecture program consistently engages students and faculty in collaborative, community-based activities, and this project-based learning approach dynamically advances students' social awareness, preparing them to lead as architects, designers, and professionals. Students acquire the knowledge needed to address economic and social challenges in design studios, and civic engagement is further facilitated in collaborative projects with nonprofits and local government agencies. The program provides opportunities for students to experience first-hand the value and satisfaction of public service, while balancing the needs of clients with those of the larger community. Several of these projects and their results are discussed here:

The Upper Ninth Ward Project. Every winter since the landfall of Hurricane Katrina in the Gulf Coast areas of Mississippi and New Orleans, Prof. LaRaine Montgomery has traveled with students to this area to apply design thinking to these various communities' rehabilitations. Most recently, she led students from ARCH 302 Architectural Design Studio II, as well as urban design and interior design students, to work with residents of the Upper Ninth Ward in New Orleans, an area that experienced significant hurricane damage. Students met with the residents, city planners, historic landmark commission officials, academic leaders at Tulane University's City Center, and various architects active in the rebuilding of the area. Students then developed a three-phase master plan for the neighborhood that addressed economic recovery as well as the physical needs of the community.

The Bywater Historic District Project. In 2011 and 2012, Prof. Montgomery led architecture and interior design students to work with residents of the Bywater Historic District in New Orleans to adaptively reuse and convert a historic horse stable to a community center and/or farmers' market. Students visited the community, worked with residents, distributed surveys, and conducted interviews and neighborhood tours – all towards creating a design solution that could be implemented for $20,000 (the amount raised by the community). Student proposals were presented to the Bywater Neighborhood Association, and a series of meetings were held in New Orleans with city officials to discuss the project's viability. At present, the plans include a farmers' market, community gardens, and community center on the same block of property, and the neighborhood association continues to move forward on implementing the proposal, scheduled to begin construction in 2013.

The Hunter Army Airfield Project. In 2011, Prof. Huy Sinh Ngo assigned his students from ARCH 717 Graduate Architecture Studio I to develop a master-plan for Hunter Army Airfield in collaboration and consultation with the Savannah Metropolitan Planning Commission, the Savannah Economic Development Authority, and the Hunter Army Airfield Garrison Command. The project asked students to consider multiple sets of stakeholders and constituents and demonstrated the complexity of demands placed on architects working on public projects.

The Habitat for Humanity Projects. The program continues its long and productive relationship with Coastal Empire Habitat for Humanity – based in Savannah – including the following:

- In 2010, students from ARCH 241 Construction Technology I designed and built habitat sheds.
- In 2010 and 2011, Prof. Andrew Payne coordinated a volunteer group from SCAD-AIAS to design and build an award-winning trade show booth for the local Habitat for Humanity ReStore.

- In 2012, Profs. Amy Wynne and Andrew Payne coordinated graduate students to participate in a design charrette with the Historic Savannah Foundation and the U.S. Green Building Council of Georgia to create sustainable, affordable infill housing.

These are only a sampling of recent studio-based and volunteer projects that have asked students to think about the work of the architect as contributing to the public good. Additional initiatives that help students learn to be responsive to the needs of a changing world include:

The Sight, Sound, and Movement Workshop. As part of the course ARCH 301 Architectural Design Studio I, the department implemented the annual "**Sight, Sound, and Movement**" workshop to increase awareness of the many dimensions of an architect's role in the welfare of society. The workshop addresses accessibility through lecture and class exercises that introduce students to the Americans with Disabilities Act (ADA), the principles of universal and inclusive design, and accessibility-related portions of the International Building Code (IBC). The exercises require students to navigate the built environment without sight or the ability to walk, experiencing and comparing successful and unsuccessful accessibility designs. Although the experience only simulates physical or neurological disabilities, it increases student awareness of the implications of their design decisions.

Design Ethos Conference. The program plays an active role in the annual **Design Ethos** conference – sponsored by the SCAD graphic design department and examining the overlap between visual design and living – where faculty attend, and have served as speakers, and where students attend, throughout the event. Prof. Julie Rogers Varland participated in a panel discussion, "Regional Voices," at the spring 2012 Design Ethos Conference.

Of course, architecture students learn civic and community engagement from their many student groups, too, both SCAD-AIAS, SCAD-NOMAS, etc., and those outside the department, such as Service Opportunities for Students (SOS). The above examples, together with a socially engaged curriculum and faculty, help our architecture students become aware of how architects can serve the larger public good. Please see Section 1.1.2 (Human Resources and Human Resource Development) for a complete list of related projects and accomplishments.

I.1.4. Long Range Planning

Objectives for SCAD Architecture. The architecture faculty control the department's strategic planning, looking critically at the program through the three lenses of the department's mission, university's mission, and the "Five Perspectives" of NAAB. As well, the program utilizes quarterly feedback from **student course evaluations**, student performance in studio and lecture assignments, and through ongoing feedback from, and dialogue with the following:

- Department committees and architecture faculty;
- Architecture students and leadership of student organizations;
- Dean of the School of Building Arts;
- Vice president for academic services;
- Staff within the offices of institutional effectiveness and assessment;
- Practicing professionals and the School of Building Arts Advisory Board; and
- Academics and others at regional, national, and international conferences.

All the program's strategic planning efforts coalesce annually during the faculty retreat, which typically occurs in the fall. Before sharing more detail about the broad-based development of the program's long-term planning, the current strategic plan, as embodied in the objectives and strategies below and cross-referenced to the NAAB Perspectives, will be briefly outlined.

Program Long-Range Objectives	Cross-reference to NAAB Perspectives
1. Increase the pre-graduation IDP enrollment to 100 percent and job placement for M.Arch. graduates to 100 percent.	• Education and the Regulatory Environment • Education and Students • Education and the Profession
2. Ensure that 100 percent of students in the professional M.Arch. program engage in project-based collaborations every year.	• Education and the Public Good • Education and the Academic Community • Education and the Profession
3. Provide 100 percent of architecture students with global educational and professional experiences, utilizing SCAD's international footprint.	• Education and the Profession • Education and the Academic Community
4. Advance the department's ability to continue equipping students with both digital methodologies and traditional manual skills.	• Education and Students • Education and the Academic Community
5. Provide strong support for faculty development to model professional and scholarly engagement for the benefit of students' professional career preparation.	• Education and the Academic Community • Education and Students • Education and the Profession

Later in this section, the nature of these objectives will be addressed more fully, after a brief discussion of how these objectives were created.

The Annual Faculty Retreat. The current program objectives, outlined above, were written at the 2011 faculty retreat and expanded upon at the **2012 faculty retreat** and continue to be refined to ensure the program is responsive to the needs of students, faculty, and strategic initiatives across the university. The 2011 retreat took place several months before the rollout of the enhanced professional curriculum in fall 2011 and included work sessions for committees to discuss implementation and assessment of the new courses. The 2012 retreat was organized to evaluate critical areas of the program, to provide departmental committees with time to discuss priorities for the upcoming quarters, to assess the progress of the new curriculum after the first full quarter of its implementation, and to develop a faculty-driven strategic plan to integrate preparation for the 2013 re-accreditation visit into the upcoming academic schedule. Faculty retreats often include guest speakers to energize the work of the retreat with fresh insights from the professions, including 2011 retreat speakers James Cramer and Jonathan Bahe of Greenway Group, publishers of *DesignIntelligence,* who mediated discussions designed to help the program finalize a strategic plan. At the conclusion of every retreat, faculty committees are charged with specific tasks for the coming year.

The Faculty Committees. Architecture faculty serve on five permanent committees that meet quarterly, as well as during the annual faculty retreat, to address and work toward the achievement of the program's objectives. These include the curriculum and assessment committee, the faculty development and outreach committee, the admission and internship committee, the accreditation committee, and the technology committee. At the retreat, these work-groups review and update strategic program initiatives and establish annual objectives. The chair and dean then review recommendations for program objectives and strategic initiatives, which culminate in the department's objectives and strategies.

The School of Building Arts Advisory Board. The program also seeks strategic input from the School of Building Arts Advisory Board, established in 1991, as a way to ensure that objectives and strategies are aligned with current trends in the profession. The advisory board, which meets biannually, exists to:

- Review the undergraduate and graduate curricula and the B.F.A. and M.Arch. degree programs;
- Evaluate program educational objectives, course outcomes, and course sequences and offer suggestions for change to keep them current; and

- Help guide the future direction for the School of Building Arts and recommend ways to build new relationships with industry and strengthen existing relationships.

Members of the advisory board represent a cross-section of building industries, including representatives from architecture, architectural history, furniture design, historic preservation, interior design, and urban design disciplines. With regard to the architecture department, the advisory board focuses on perspectives from professional practice, public awareness, rankings, how the department can better place itself in the art and design context of SCAD, how the institution can contribute to the success of the department and how to distinguish the architecture department nationally. The advisory board will next meet in 2013 and its membership is rotating. Given the positive new directions in the School of Building Arts, the dean is currently building a new advisory board with members who can bring fresh ideas to all programs within the school.

Academics and Others in the Discipline. The program also actively participates in academic and professional conferences around the world; in addition to the benefits of this involvement to faculty members' research agendas, these events allow faculty to engage in dialogue about other program strategies and best practices in department planning. For a complete list of conference participations, papers delivered, and panels facilitated, see Section I.2.1 (Human Resources and Human Resource Development). Other examples include:

- In 2011 and 2012, the program chair and school dean participated as delegates at the Design Futures Council Leadership Summit on Design Innovation and Technology, an executive industry and academic leadership group that addresses the shared concerns of design educators and business innovators.
- As well, architecture faculty and students annually engage in forums such as the ACSA Annual Meeting, the ACSA Administrator Conference, the IDP Educator Coordinators' Conference, NAAB accreditation training sessions, the AIAS regional and national forums, and the AIA National and State Conventions, exchanging ideas and gathering data on emerging changes in education and their relationship to the profession.

These forums, as well as other industry and institutional sources – e.g., the Urban Land Institute and the American Planning Association – provide insights and data sets that reveal larger demographic trends in the built environment. These sources inform the long-range strategic direction for the School of Building Arts and the architecture program.

Institutional Planning. The program benefits from a thoughtful, inclusive institutional strategic planning process, led by the SCAD Board of Trustees and the executive administration. Having successfully completed its *2007-2012 Strategic Plan*, the university is developing *SCAD2020*, the university's new strategic plan. Architecture faculty members played an active, vocal role in the development of the former strategic plan, and in summer 2012, faculty, staff, and students participated in *SCAD2020* forums. The plan officially launches in the 2012-2013 academic year and will be available in the team room. This strategic document is the result of over five years of critical analysis by university leaders and external consultants, exploring every facet of operations. *SCAD2020* focuses on four pillars that reflect the design of good cities: quality, community, identity, and fortitude. Through this plan, the university articulates measurable, quantifiable objectives; examines its achievement toward its mission and vision; and implements an action plan tailored to accomplish this strategic plan. When the complete plan launches, work-groups will be established to address each of the objectives and strategies. The architecture program fully expects to use *SCAD2020* as a guide when reviewing its strategic plan in 2013, allowing the emphases and themes of the institutional plan to feed into the department's own strategies.

Program Objectives and Strategies. Below, please find a more detailed discussion of the architecture department's long-term planning as articulated in program objectives and strategies.

OBJECTIVE 1

Increase the pre-graduation IDP enrollment to 100 percent and job placement for M.Arch. graduates to 100 percent.

STRATEGIES

A) Provide all declared architecture majors with matching funds (50 percent) of the initial $100 IDP enrollment fee.
B) Create a networking program where, annually, individual faculty members reach out to a minimum of five professional contacts (i.e., both program alumni and current and past colleagues) to connect students with top internships.
C) Partner with CAS (Career and Alumni Success) to invite firms from the aforementioned contact list to increase the number of architecture and building arts recruiters who visit the program, participate in the institution's annual Career Fair, and conduct interviews.
D) Require 100 percent of architecture students to attend an IDP information workshop every academic year as part of the School of Building Arts Learning Units program.
E) Require students to attend at least one CAS (Career and Alumni Success) seminar or workshop annually as part of the School of Building Arts Learning Units program.

OPPORTUNITIES

Given its setting within a university that exists to prepare students for professional careers, the architecture program gives highest priority to ensuring 100 percent of its students 1) enroll in the IDP before graduation, 2) engage in at least one internship before graduation, and 3) either secure employment within the discipline of architecture (or related field) or gain admission to a graduate program after graduation. The program recognizes the inherent challenges in such an ambitious goal and enjoys tremendous support for these efforts from the institution through a significant infrastructure designed to help launch the careers of students – e.g., by bringing recruiters together with students and other initiatives managed by CAS, discussed in more detail in Section I.1.3 (Responses to the Five Perspectives).

It is important to note that the emphasis on career preparation, as expressed in the SCAD mission, benefits all departments and academic programs, helping define the culture of the institution. The program understands this culture of career preparation is an asset in our goal of 100 percent job placement and IDP registration. In spring 2011, 57 students graduated from the M.Arch. program, and the institution was able to obtain placement data for 39 of those 57 alumni – that is, 68 percent. Of that number, 77 percent of M.Arch. graduates were employed in their field and/or pursuing further education nine months following graduation. [NOTE: As stated earlier, according to the most recent data available (2010 and 2011), 91 percent of all program graduates (B.F.A. and M.Arch. combined) are interning, enrolled in graduate programs, and/or working professionally.]

100 percent student enrollment in the IDP is critical to the university's mission to prepare students for careers and the architecture department's mission to prepare students for leadership in the practice of architecture and related fields. As discussed in Section I.1.3 (Responses to the Five Perspectives), every quarter, Prof. Hsu-Jen Huang, the program's IDP Educator Coordinator, hosts an IDP workshop and information session attended by approximately 40 to 50 students quarterly. These workshops help students learn about registration for the IDP and how to prepare for the seven divisions of the ARE.

However, the program has identified several areas in which it can increase emphasis on and support for the IDP. For example, within the new, enhanced M.Arch. curriculum, graduate students are now required to participate in either a field or teaching internship prior to graduation,

and the program is increasing its efforts to ensure that students become associated with the profession as early as possible and develop positive views of the profession and registration requirements (e.g., IDP enrollment is discussed in all ARCH 101 Introduction to Architecture classes). Also, regarding Strategy A (above), the program has initiated efforts to offer the matching IDP registration funds to all declared architecture majors enrolled in ARCH 101 Introduction to Architecture, ensuring students understand the realities of the architecture profession early in their matriculations. The program also provides these matching funds for students who enter the M.Arch. program from outside the university and have not yet registered for the IDP.

OBJECTIVE 2

Provide 100 percent of architecture students with global educational and professional experiences, utilizing SCAD's international footprint.

STRATEGIES

A) Increase enrollment of the program's students at SCAD Lacoste during the focused quarter organized by the institution especially for architecture students.
B) Work with the vice president for SCAD Hong Kong to create annual study abroad experiences for architecture students to travel to Hong Kong with program faculty during breaks in the academic calendar (e.g., winter and summer).
C) Utilize the SCAD Atlanta location to engage students with the international design community in Atlanta through class visits to firms in the area, hosting invited studio critics and lecturers from the area, and more.
D) Increase promotion of existing SCAD events featuring influential international designers – e.g., deFINE ART, SCAD Style – among all architecture students, to increase the students' use of global professional experiences and interactions offered at SCAD.
E) Ensure that the faculty-generated contact list (see Objective 1, Strategy B) contains a high percentage of international contacts, including domestic firms and contacts with international offices.
F) Enhance pedagogical and curricular focus on globalism in architecture and the global return to cities.

OPPORTUNITIES

The architecture program has continued to utilize the resources of SCAD Savannah and SCAD Lacoste, as well as study abroad travel programs, to prepare students for global practice. However, in order to develop graduates into stronger global professionals, the program must strengthen its utilization of the institution's considerable global footprint, which includes locations on three continents and an international alumni network. For example, 13 architecture students studied at SCAD Lacoste in the 2011-2012 academic year, and this low number is largely a result of the dedicated architecture quarter occurring in spring, when curricular studio sequences preclude any architecture students beyond their third year from traveling to Lacoste. Starting in 2013, this focused quarter for the program is planned to occur in fall, allowing more architecture students than ever before the opportunity to travel to SCAD Lacoste.

As well, eight architecture students studied at or traveled to SCAD Atlanta or SCAD Hong Kong in the 2011-2012 academic year. This number should be far higher for both locations. Many firms in Atlanta have an international reach, and the Atlanta campus should serve as an additional strategic location for architecture students to engage with area professionals, seek internships, and secure employment. SCAD Hong Kong should serve as a similar resource and base for strengthening contacts and relationships with international firms in the Asia-Pacific region and beyond. The architecture program can use these metropolitan campuses to develop stronger

relationships and professional networks to advance SCAD graduates in their careers. The School of Building Arts has already begun to initiate its presence at SCAD Hong Kong, in part, through a study abroad program in Hong Kong in December 2012, where approximately 20-25 students and faculty members will take part in this intensive, two-week for-credit elective course. Students and faculty will interact with local architects, interns, students, and professors from local institutions and visit offices, construction sites, and completed buildings. While this study abroad trip serves as the department's pioneer trip to Hong Kong, students will soon have the opportunity for regular study abroad opportunities with continued direct exposure to and insights into Asia's world city.

Additionally, historic preservation students participated in study abroad opportunities to Hong Kong in 2010 and the School of Building Arts has initiated a B.F.A. program for interior design in Hong Kong in the 2012-2013 academic year. Further, SCAD architecture alumni already work in this region and city – please see Section I.1.3 (Responses to the Five Perspectives) for a sampling of architecture alumni working in Asia. Likewise, B.F.A., M.A., and M.F.A. degree programs in interior design have been offered at SCAD Atlanta since 2005, and the architecture program recognizes the opportunity to broaden its ability to prepare students for global careers through the resources and relationships of SCAD Atlanta and SCAD Hong Kong.

The program wants to ensure, of course, that these study abroad opportunities for SCAD Lacoste and SCAD Hong Kong, as well as initiatives bringing architecture students to SCAD Atlanta, are available to all students within the program within their matriculations. And when such travel is concluded, the program needs to ensure that faculty and students have a forum to share their experiences with the department, helping all members of the SCAD architecture community and the wider university see the tangible results and value of studying abroad.

Finally, regarding Strategy F – to "enhance pedagogical and curricular focus on globalism in architecture and the global return to cities" – the department has used the enhancement of the B.F.A. and M.Arch. curricula as an opportunity to create a new required undergraduate course in global architecture and urbanism, ARLH 211 Survey of World Architecture and Urbanism. Please see Part III (Progress Since the Last Site Visit) for a more detailed discussion of the programs initiatives to increase student exposure to global issues in architecture.

OBJECTIVE 3

Ensure that 100 percent of students in the professional M.Arch. program engage in project-based collaborations every year.

STRATEGIES

A) Increase the number of sponsored projects between architecture students and external partners, such as the recent collaborations with C.H. Briggs and other design-focused corporate sponsors.
B) Codify collaboration into the goals and outcomes of specific courses within the curriculum that require students to partner – in teams of two – to develop and realize a shared vision to address a design challenge (e.g., ARCH 717 Graduate Architecture Studio I).
C) Require that all M.Arch. students participate in an interdisciplinary design studio through ARCH 747 Graduate Architecture Studio IV, where all students within the studio also enroll in an elective course outside architecture that will inform their ideas and design thinking about their studio projects (e.g., in fall 2012, students in ARCH 747 will all also enroll in ARLH 775 Savannah: Architecture and Urban History to examine the relationship of slow design to urban development and, specifically, the evolution of Savannah's city center).
D) Increase collaborations among students, faculty, and community organizations – e.g., recent community projects discussed in Section I.2.1 (Human Resources and Human Resource Development) – both within and beyond the studio context.

OPPORTUNITIES

Collaboration is a hallmark of the university, and the program must be vigilant in providing ever more collaborative opportunities to its students – both within the department and in partnership with the **SCAD Collaborative Learning Center (CLC)**. The CLC affords unique sponsored project experiences for all university students, where students work with external partners to define a design obstacle and take a for-credit course through which they seek imaginative, practicable solutions (recent CLC project partners include Microsoft, The Centers for Disease Control and Prevention, and JCPenney). The program believes strongly in seeking new and more sponsored projects, including initiatives managed by the program itself and those in concert with the CLC, which possesses particular expertise in establishing and managing relationships with potential partners.

Further, the department has increased collaborative opportunities in recent years through projects with organizations including the Historic Savannah Foundation, National Trust for Historic Preservation, U.S. Green Building Council of Georgia, and Habitat for Humanity; these experiences complement other educational offerings and better prepare students for the challenges that they will face in professional settings. The program is exploring effective ways to utilize courses as recurring settings for collaborative projects and has identified several opportunities for further development: e.g., in 2012, Profs. LaRaine Montgomery (architecture) and Crystal Weaver (interior design) co-located their respective studios – meeting at the same time and in the same space – to allow students to see how two distinct design disciplines can address the same challenge in a collaborative format.

OBJECTIVE 4

Advance the department's ability to continue equipping students with both digital methodologies and traditional manual skills.

STRATEGIES

A) Create a hybrid graphics lab that co-locates, for ease of student access, a comprehensive suite of manual drawing equipment with a full array of digital hardware and software.
B) Deploy the aforementioned hybrid graphics lab in DRAW 115 Graphics for the Building Arts, a foundation studies course, to ensure students have early exposure to hybrid design communication skills.
C) Run advanced architectural graphics elective studios (e.g., ARCH 769 Hybrid Media Presentation in Architecture and ARCH 421 Advanced Architectural Presentation) to ensure students have continued exposure to hybrid design communication skills late in their matriculations.
D) Encourage students to earn School of Building Arts Learning Units credit by attending workshops offered by the SCAD Drawing and Design Center and SCAD Still Life Center, offered multiple times every quarter by foundations faculty.

OPPORTUNITIES

A major program objective is to maintain an emphasis on graphic communication – for which the program is known, given its setting in an art and design university – while integrating a successful digital balance reflecting contemporary professional practice. That is, the department must continue ensuring its students are skilled in drawing (e.g., freehand sketching, drawing, and rendering, as well as other traditional media such as watercolor), while also ensuring students can work fluently within evolving modeling and fabricating software. With the implementation of the enhanced B.F.A. and M.Arch. curricula in 2011-2012, the number of desks for fundamental studios has been increased, providing more students with individual "cold desks" (i.e., desks that individual students maintain throughout the quarter). The benefits to students and to the overall

studio culture have been immediately visible in student feedback and performance. The program also must pay close attention to the integration of computer labs and studios. Students currently have access to computer labs located near design studios; as professional practice and education evolve, however, the program will continue to evaluate the balance of digital and conventional resources and environments.

As discussed in Strategy A (above), the program is working with the university's in-house SCAD Design Group and with architects in professional practice to discuss and implement new strategies in studio layout – as well as engaging in conversation with faculty at other schools to develop a better understanding of the evolving workspace of practicing architects. What the program desires most is to maintain a keen balance of both craft and digital integration, as the department's students and graduates have consistently demonstrated exceptional skills in both graphic ability and digital expertise in 3-D platforms. And, as discussed in Strategy D (above), the SCAD School of Foundation Studies offers a robust series of workshops and sessions to complement all university students' manual drawing and sketching abilities, ensuring that first- and second-year students master traditional techniques. These same workshops, of course, are available to architecture students in their third year, fourth year, and beyond – as a way to keep them connected with the classical skills necessary to creating the most expressive, thoughtful presentations.

OBJECTIVE 5

Provide strong support for faculty development to model professional and scholarly engagement for the benefit of students' professional career preparation.

STRATEGIES

A) Continue to grow the number, quality, and relevancy of successful SCAD Presidential Fellowship applications from within the program.
B) Utilize the institution's new sabbatical policy to engage in research and creative projects more strategically tied to the department's objectives, the university's mission, and the needs of students – including the use of paid leave to enhance the depth and breadth of research conducted.
C) Require faculty recipients of all Presidential Fellowships, sabbatical awards, and conference funding to present, exhibit, and/or publish the results of their research and creative projects for the benefit of students and faculty in the program and throughout the university community.
D) Exemplify professionalism for students by supporting program faculty on the path to licensure (e.g., through promoting faculty attendance at and supporting enrollment for ARE preparation workshops, reimbursing faculty for successful completion of ARE divisions, and awarding salary increases for successful attainment of licensure).

OPPORTUNITIES

The program exists within a teaching institution that focuses on curricular innovation, classroom teaching, and the student experience. The program also recognizes the positive impact of a faculty with scholarly and creative productivity, whose outside projects energize students, keep curriculum and pedagogy relevant, and help engage faculty members with the profession (which the university and the program are preparing architecture students to enter). Thus, the program must balance those two priorities – of the faculty to remain focused on teaching and of the faculty to remain scholarly, creatively, and professionally active – all while being mindful of the student-centeredness so important to the university's culture and mission.

Architecture faculty members are currently involved in a wide variety of professional development, research, and creative activities. The program and the university have made

substantial efforts to increase the support for architecture faculty research and development through increased funding of **SCAD Presidential Fellowships** and the redesigned **SCAD Sabbatical Awards Program**. The department is proud that its faculty have more than doubled the number of Presidential Fellowships received since the 2010 site visit and nearly doubled active conference participations, accomplishments outlined in Section I.2.1 (Human Resources and Human Resource Development).

Also, as discussed in Part III (Progress Since the Last Site Visit), the program recognizes its need to recruit and retain licensed professionals as faculty members, as a way of advancing the university's professionally focused mission within the program. Currently, 13 of 38 full-time and part-time faculty members are registered, with ten faculty holding U.S. registration as architects, two holding foreign registration as architects, and one holding U.S. registration as an engineer. The program recognizes that a higher percentage of licensed faculty members will help raise student awareness of steps to licensure and reinforce its value within the program. Already, the appointment of a new dean and chair in the 2011-2012 academic year has added two licensed professionals with NCARB certification and AIA membership and strong academic and practice experience to advance the long-term objectives and strategy of the program.

Long-term Planning and Recruitment. Another long-term goal of the program, in addition to the five objectives shared throughout this section, is to maintain stable and sustainable enrollment. That is, the department recognizes that the enhanced M.Arch. curriculum provides a unique opportunity to attract incoming students from outside the B.F.A. program. The program has noted the decline in enrollment from the 2009-2010 year to the 2010-2011 year, where FTE enrollment declined from 474 in FYE 2010 to 405 in FYE 2012, a drop of almost 15 percent. The program considers this drop in enrollment consistent with national and global economic trends and is evaluating the best way forward, particularly in regard to graduate student recruitment. Strategies include creating a graduate studies immersion experience that connects prospective students with architecture faculty and the unique environment of historic Savannah. This strategy was implemented in summer 2012 with an initiative called Historic Savannah Saturday, receiving the support of the office of graduate recruitment and the School of Building Arts and the first of other planned focused recruiting events to be held for graduate students considering applying to the program. As a part of this event, architectural history faculty provided walking tours of historic Savannah, the school dean provided a behind-the-scenes tour of SCADMOA, and faculty met with prospective students in roundtable studio discussions in Eichberg Hall. The program is positive that the robust new M.Arch. curriculum is a unique point of interest for prospective students and will help the department stabilize enrollment at both the graduate and undergraduate levels.

I.1.5 Program Self-Assessment

Evaluation of the Program's Mission and Goals. As detailed earlier in this report, the architecture faculty engages in continual assessment of its mission and goals (particularly as they relate to the NAAB Perspectives) through the annual faculty retreat, the quarterly efforts of the five faculty committees, and quarterly feedback from the leadership of student organizations, academic administration, the School of Building Arts Advisory Board, practicing professionals, and colleagues at regional, national, and international conference, as well as through the application of feedback from institution-wide surveys administered to all students by the office of institutional effectiveness. The program's current mission and objectives were drafted at the 2011 faculty retreat and expanded at the 2012 faculty retreat, and are continually reviewed to ensure alignment with the university's strategic needs.

The aforementioned objectives – in Section I.1.4 (Long Range Planning) – constitute, in a part, the results of the program’s self-assessment; that is, the objectives explicitly address challenges faced by the program. To address these challenges and ensure achievement toward the program’s objectives, the department utilizes a variety of evaluation and documentation methods, including:

OBJECTIVE 1

Increase the pre-graduation IDP enrollment to 100 percent and job placement for M.Arch. graduates to 100 percent.

EVALUATION TOOLS

- Tracking of the number of students who register for IDP in ARCH 101 Introduction to Architecture and/or ARCH 706 Architectural Practices.
- Tracking alumni placement statistics for spring graduates through the Alumni Follow-up Survey.
- Tracking both for-credit and non-for-credit student internships by the office of career and alumni success through the Banner Relationship Management System. NOTE: In addition to this tracking system, the new M.Arch. curriculum requires all students to complete a field or teaching internship.

OBJECTIVE 2

Provide 100 percent of architecture students with global educational and professional experiences, utilizing SCAD's international footprint.

EVALUATION TOOLS

- Reviewing SCAD Lacoste enrollment statistics for architecture students.
- Reviewing SCAD Hong Kong enrollment statistics for architecture students.
- Reviewing enrollment statistics in other study abroad or off-campus program opportunities.
- Reviewing documentation of field trips to Atlanta and the SCAD Atlanta location.
- Tracking event participation data from SCAD card swipe machines at events and lectures.
- Tracking SCAD Lacoste survey data, including student satisfaction data.
- Tracking SCAD Hong Kong survey data, including student satisfaction data.

OBJECTIVE 3

Ensure that 100 percent of students in the professional M.Arch. program engage in project-based collaborations every year.

EVALUATION TOOLS

- Tracking the number of sponsored projects in conjunction with the director of strategic partnerships.
- Tracking student outcomes – e.g., career and internship placement data.
- Tracking student participation in CLC class collaborations through the university's Banner Relationship Management System.
- Reviewing course-level student learning outcomes to ensure skills related to collaboration (i.e., adaptive thinking, effective communication, efficient management, and creative problem-solving) are incorporated into specific design studios. NOTE: Graduate studios require a minimum of one team-based studio each year.

OBJECTIVE 4

Advance the department's ability to continue equipping students with both digital methodologies and traditional manual skills.

EVALUATION TOOLS

- Reviewing course evaluation data from DRAW 115 Graphics for the Building Arts to determine student satisfaction with the hybrid graphics lab.
- Tracking enrollment and reviewing student course evaluation data for ARCH 769 Hybrid Media Presentation and ARCH 421 Advanced Architectural Presentation.
- Tracking student attendance at, and survey data regarding, the SCAD Drawing and Design Center and the SCAD Still Life Center workshops and presentations.

OBJECTIVE 5

Provide strong support for faculty development to model professional and scholarly engagement for the benefit of students' professional career preparation.

EVALUATION TOOLS

- Tracking the number of architecture faculty receiving SCAD Presidential Fellowships.
- Tracking the number of architecture faculty receiving sabbaticals.
- Working with the office of educational technology to ensure all faculty publications, presentations, exhibitions, and public lectures are catalogued and archived in the Faculty Learning and Development channel of the university's intranet.
- Tracking faculty participation in ARE workshops, conferences, university visits, and other training opportunities.

In addition to measuring the progress toward the aforementioned five objectives, the department engages in assessment at the course-level, program-level, and institutional-level. These three levels are here addressed in ascending order.

Course-Level Assessment. At the course level, stated learning outcomes on the syllabus become the basis for classroom assessment, which is used formatively to ensure satisfactory student learning and achievement throughout the program. Faculty employ multiple assessment methods to evaluate student achievement and assign class grades. As stated in the **SCAD Faculty Handbook**, a minimum of five assessment opportunities is required for each class, spread out across the quarter as appropriate. These class-level assessment opportunities include, but are not limited to: quizzes, examinations, studio critiques, oral presentations, essays, research papers, exhibitions, and portfolio reviews. Faculty members are free to determine the specific content and organization of their class assignments, as long as this content is clearly aligned with the approved student learning outcomes. (NOTE: The program chair ensures consistency of rigor across multiple sections of the same course by reviewing all syllabi every quarter through the **Course Syllabus Application** on the university's intranet. This application allows the chair to review grade weights, required texts, assignments, a complete course schedule, etc., and to return the syllabus to the faculty member for revision, as necessary.)

Upon reflection on class-level grades and end-of-quarter student course evaluations, faculty may choose to innovate and revise their unique approaches to improve learning and challenge students appropriately. For example, Prof. Samuel Olin learned from student comments in course evaluations for ARCH 101 Introduction to Architecture that students desired more class discussion. As a result, he developed what he calls a "Daily Assignment" where students prepare and present basic architectural principles, theories, and ideas. The in-class assignment complements the lecture and widens the scope of discussion, and students have reacted positively in subsequent course evaluations. In addition to the professor-determined classroom assessment opportunities, all required courses in the B.F.A. and M.Arch. curricula administer pre-/post-tests each quarter, providing faculty with baseline data regarding students' fundamental knowledge of the class content prior to instruction. Faculty submit post-test results digitally and physically, in accordance with the medium of the test, and senior assessment coordinators are available to provide aggregate test results and feedback to the department. This mechanism is a quarter-

to-quarter means of assessment for a specific group of students within a program and allows the program chair and the faculty to determine if a particular course should be enhanced, made more rigorous, or further developed in other ways, depending on results.

Program-Level Assessment. At the program level, architecture faculty partner with the office of institutional effectiveness (OIA) – including Tara Pearsall, Ph.D., director of institutional assessment, and Gina Magharious, senior coordinator of assessment – to make evidence-based decisions about the efficacy of the program in fulfilling its stated mission and goals. The architecture department and the office of institutional assessment have made a number of revisions in its approach to program assessment since the 2010 site visit. Those changes are outlined here:

A Simpler, More Efficient Process. As discussed in Part III (Progress Since the Last Site Visit), the program's assessment processes in 2010 were somewhat cumbersome and generic (i.e., applied too generally across the university and not within the context of the architecture department), largely owing to the extensiveness of the assessment rubric used in 2010, consisting of 8 pages and 14 criteria measuring 96 dimensions of student work that were used to evaluate the program at six different data points (entry, midpoint, and capstone for the B.F.A. and M.Arch.). In retrospect, while this rubric was designed with respect to the NAAB Conditions and the department's own mission and priorities, it was overly arcane. Moreover, the qualitative rating options that required faculty to descriptively define a student's placement made it difficult for faculty to complete the task in a timely fashion. When developed, the rubric created was not expected to be linked to expectations of SCAD's architecture program specifically; rather, it was created to identify any expectations a professor may have for a student earning a degree in architecture. This direction caused the content of the rubric to be generic, and thus not useful for determining how the architecture department is meeting its own academic standards.

After the 2010 site visit – and after concerns similar to the program's were shared with the OIA – their office revamped its program assessment methods, placing architecture faculty in the driver's seat, as it were, to simplify the process and make it more relevant to the architecture department. This initiative led to the development of a newer, less complicated, and more intuitive **academic program design process**, described more fully below. The architecture department began this new process during the 2011-2012 academic year, leading to the initiating of a major revision of the architecture department's assessment materials. The immediate result of this overhaul is an assessment plan that only measures whether the program is meeting its academic standards at two data points (an undergraduate and graduate data point) and a **program scoring guide** (or assessment rubric) that measures five program-level outcomes by only 10 criteria (compared to measuring 96 dimensions of student work by 14 criteria) using a standardized numerical rating scale. Therefore, the new program assessment procedures are not only simplified, but are now contextualized by the department's academic standards and by the university's standardized assessment rating scale. Because the new five-point rating scale is used by all SCAD departments to rate academic success, a shared language has been established. A snapshot comparison of the simplification process for assessment in architecture is provided below:

	2010 Scoring Guide	Current Scoring Guide
Number of data points	6 (3 at the B.F.A. level, 3 at the M.Arch. graduate level)	2 (1 at the B.F.A. level, 1 at the M.Arch. graduate level)
Number of assessment criteria	14 criteria covering 96 dimensions of student work	10 criteria covering 5 student learning outcomes
Rating Scale	4 qualitative ratings distinct to the architecture program	5 quantitative ratings used by all SCAD academic programs
Aligned to program goals and outcomes	No	Yes
Impact	Considerable demands on faculty time, inconsistent implementation, and irrelevant results	Eases demand on faculty time, provides for consistent implementation, and thus relevant results

The Three-Phase Development Process. During the 2011-2012 academic year, the architecture program engaged in this new, streamlined program self-assessment process, which includes three phases.

PHASE 1: DESIGN. The first step in this process, referred to as DESIGN, consists of co-designing documentation that succinctly and effectively describes the academic components of each program, providing the foundation for the evaluation of student learning at the program level. First, the department defines a program-level goal and expected student learning outcomes that accurately describe the knowledge and skills students are expected to know and be able to apply upon completion of the program of study. Collaboratively articulated and endorsed by architecture faculty, the department chair, and school dean in spring and summer 2012, this program-level goal and outcomes have set the stage for assessment by defining the competencies, abilities, and knowledge required by the architecture program of study. Next, the department completes a program design map, aligning the program outcomes to the required courses of the curriculum. Finally, the department designs a program-level scoring guide and simplified annual assessment plan. The scoring guide outlines the specific criteria for each program-level student learning outcome in the architecture department, while the assessment plan identifies the specific points at which the guide will be implemented. Phase 1 was completed by the architecture department in summer 2012 and is documented **here**.

PHASE 2: APPLY. The second step in this process, referred to as APPLY, consists of implementing the simplified scoring guide according to the assessment plan developed during Phase 1. Because the department was in the process of reviewing and revising its curricula and assessment system following the 2010 site visit, faculty have been collecting and cataloging student work for the purpose of assessment since the 2010-2011 academic year. During summer 2012, architecture faculty tested the validity and reliability of the new scoring guide through a retrospective analysis of a random sample of student work from 2010-2012. In order to test inter-rater reliability, each piece of student work was assessed by two faculty members. To evaluate the scoring guide's content validity, participating faculty were asked to provide feedback on its effectiveness in measuring program outcomes. A report summarizing the results of this measurement test can be found **here**. Based on the results from the measurement test, the scoring guide may be slightly revised, for continued implementation in 2012-2013. To ensure that program assessment is continuous, the architecture department's scoring guide is implemented annually to assess student work from all academic quarters and classes during which relevant work was produced. Each quarter, samples of student work are randomly selected from the chosen classes and assessed by multiple faculty members, to ensure reliability and validity.

PHASE 3: REFINE. In fall 2012 and winter 2013, architecture faculty and the OIA team will continue to collect and analyze student work in order to create a 2012-13 assessment report. The department will use this report to articulate intended use of the assessment results. The department chair and faculty members rely on assessment data to identify program strengths, challenges and opportunities, determine the need for curricular change, set new goals, and make decisions regarding resource allocation. The department then shares the final annual report, including the use of results statements, at the subsequent faculty meeting. Results of Phase 3 will be compiled and available for the review by the NAAB Visiting Team during the onsite visit.

Institutional-Level Assessment. Across the university, every aspect of the institution, including all academic, administrative, and education support departments, is assessed through institutional surveys. The results of these surveys are shared with the entire university, including all students, faculty, department chairs, and school deans, who use the information to inform strategies and priorities for each program. The three major institutional surveys, which are administered annually to all students, are as follows.

The Noel-Levitz Student Satisfaction Inventory (NLSSI). The **NLSSI** is administered to SCAD students every year during spring quarter. This survey assesses student perceived importance of and satisfaction with a variety of areas, including learning environments, commitment to collaboration, freedom of expression, diversity, and more. Results of the 2011 NLSSI were presented to the architecture faculty in fall 2011. Through the survey, students noted the greatest strengths of the architecture department as being academic excellence, valuable course content, excellent instruction, experiencing intellectual growth, and knowledgeable faculty. An additional architecture-specific strength, revealed through the NLSSI, was "College facilities are well-maintained." The department has worked diligently on ensuring facilities are up-to-date, functioning effectively, and available for students. This positive data point is an affirmation of their efforts to address student expectations in this area. One opportunity for improvement revealed through the NLSSI was regarding the availability of elective courses, reflecting concerns the faculty shared on this matter. It should be noted that the 2011 survey was administered in spring 2011, and the enhanced B.F.A. and M.Arch. curricula, with more elective opportunities, was launched in fall 2011. The department expects the enhancement to be reflected in the 2012 NLSSI results, available to the department in fall 2012.

The National Survey of Student Engagement (NSSE). The **NSSE** is administered every other year during winter quarter to freshmen and seniors, with the purpose of gauging change in engagement over the course of students' academic careers. This survey assesses a variety of areas including student engagement in academic experiences, diverse perspectives, professional conduct required for careers, and more. Based on the 2011 NSSE results, students at the university show higher levels of engagement with academic and intellectual experiences specifically related to understanding and appreciating diversity.

The SCAD Student Survey (SSS). The **SSS** is an internally developed survey administered to SCAD undergraduate and graduate students every year during spring quarter. This survey assesses student satisfaction with a wide range of SCAD administrative and educational support services and understanding of a variety of institutional policies and procedures. The SSS asks students to indicate their level of understanding of **The SCAD Student Handbook**, the university's Academic Integrity Policy, and more. According to the 2011 SSS results, SCAD Savannah students were highly satisfied with administrative support personnel, with all offices assessed on the SSS receiving high satisfaction ratings for student interactions with their advisors, even if students did not always like or agree with their policies. Overwhelmingly, students understood and agreed with institutional policies:

- 94.0% agreed they "understand [their] rights and responsibilities as a SCAD student"

- 98.6% agreed they "know how to avoid academic dishonesty"
- 97.6% agreed they "understand SCAD's academic dishonesty policies"
- 91.4% agreed they "understand the SCAD student handbook"
- 94.1% agreed they "understand the SCAD code of student conduct"

The greatest strengths identified on the SSS were shown through high levels of student satisfaction with "quality of instruction," "availability of professors outside of class," "quality of SCAD equipment and resources," "library resources," and "depth and breadth of course material." The SSS also showed students felt they were "encouraged to succeed," "treated with respect," and provided an "environment conducive for learning." The SSS did not identify any academically related opportunities to improve, rather, these opportunities concerned residential housing policies and the variety of cafeteria food, which the university has addressed.

Other Programmatic Assessment Tools in Architecture. In addition to the course-, program-, and institution-level assessments, the architecture department utilizes a constant flow of valuable information from various constituents within and beyond the university as it works to realize its mission and values. These other assessment inputs, in addition to faculty retreats, faculty committees, and the School of Building Arts Advisory Board, include:

The Curriculum and Assessment Committee. As the new B.F.A. and M.Arch. curricula continue to be implemented during the 2012-2013 academic year, the curriculum and assessment committee will continue to meet quarterly or more often to discuss observations, share strategies, and make refinements to all new and existing courses. As well, the program chair forms ad-hoc teams of faculty (who teach multiple sections of the same course) to meet before, during, and after the conclusion of courses, to share best practices and ensure a comparable educational experience for all students.

Class 19 Studio Review Sessions. In the quarter system, the program's courses each have 20 class meetings. The program has now created a collective "review session" to happen for all comprehensive studio sequences during the 19th class meeting, every quarter. This department-wide event, which occurs on the Monday of week ten, allows faculty to review student work both jointly and independently, inviting them to gauge the consistency of student work between each level and from one year to the next year, and to note any incongruities among sections – which can then be addressed through dialogue and planning for subsequent quarters. Also, outside professionals are invited to participate in this review to bring an objective and professional viewpoint. For a list of recent visiting critics to the Class 19 Review Sessions, please see Part III (Progress Since the Last Site Visit).

Winter Portfolio Reviews. During the winter quarter of the final year of the B.F.A. course sequence, degree candidates are required to submit an undergraduate portfolio as a part of their application for the M.Arch. program. This internal review process ensures that each student meets the professional program's entry requirements and provides an opportunity to assess student achievement and performance before students progress into graduate studies.

1.2 Resources

I.2.1. Human Resources and Human Resource Development

Professional Development. The university and the program have engaged in significant efforts since 2010 to increase conference participation rates, support active research agendas, promote interaction with faculty from other programs, and more. These initiatives include:

- Overhauling the SCAD Sabbatical Awards Program to include a paid leave option and clearer language connecting the proposed project to the faculty member's own professional development objectives (an institution-wide initiative);
- More than doubling the program's application for, and receipt of, SCAD Presidential Fellowships to support individual research and scholarly interests;
- Nearly doubling the program's active participation in academic and professional conferences;
- Significantly increasing the program's interaction with faculty from other architecture programs through lectures, visiting critiques; and
- Increasing faculty availability to pursue scholarly and creative projects by reducing service requirements (i.e., no longer necessitating that all program faculty serve on at least one college-wide faculty council).

These positive changes have benefited the entire academic community at the university – both elevating the level of academic discourse within the department and the School of Building Arts and further strengthening the academic culture across all departments. The program is proud of its results in these areas, which are outlined here and in Part III (Progress Since the Last Site Visit).

Faculty Credentials. The matrix (on the following page) outlines the courses assigned to each faculty member over the past two years and highlight each faculty member's credentials that supported these assignments. The matrix for the current academic year will be located in the team room. Additionally, a résumé for each faculty member may be found in Section IV.2 (Faculty Résumés).

Institutional Policies. The university is committed to ensuring equal employment opportunities for all faculty, staff, and students and maintains policies that clearly outline the institution's expectations for a safe, respectful, equal opportunity environment. SCAD has a nondiscrimination policy that achieves affirmative action policy standards with regard to a learning environment available to and accepting of all individuals. The institution promotes and enforces these policies through a network of procedures and support services that work in tandem to address the needs of the university community. Below are passages from the faculty, staff, and student handbooks that highlight the university's specific policies addressing equal employment opportunity (EEO) and affirmative action (AA). Full copies of the handbooks may be found in the team room. As well, the program's **Studio Culture Policy** addresses how a safe and respectful environment is created and sustained within the program.

> Equal Employment Opportunity Policy (Faculty). "SCAD provides equal employment opportunities to all employees and applicants for employment without regard to sex, race, color, national origin, age, marital or parental status, disability, religion, veteran status, or status in any group protected by applicable laws. This policy applies to all terms and conditions of employment including hiring, placement, promotion, termination, layoff, recall, transfer, leave of absence, compensation and training. SCAD expressly prohibits any unlawful discrimination or harassment that affects tangible job benefits, unreasonably interferes with an individual's work performance, or creates an intimidating, hostile work environment. Violations of this policy may result in disciplinary action up to and including termination" (**SCAD Faculty Handbook 2012-2013, p. 7**).
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> Equal Employment Opportunity Policy (Staff). "The Savannah College of Art and Design provides equal employment opportunities to all employees and applicants for employment without regard to sex, race, color, national origin, age, marital or parental status, disability, religion, veteran status, or status in any group protected by applicable laws. This policy applies to all terms and conditions of employment including, hiring, placement, promotion, termination, transfer, leave of absence, compensation and training. The university expressly prohibits any unlawful discrimination or harassment that affects tangible job benefits, unreasonably interferes with an individual's work performance, or creates an intimidating, hostile work environment. Violations of this policy may result in disciplinary action up to and including termination" (**SCAD Staff Handbook 2011-2012, p. 2**).

Faculty Credential Matrix

2010-2011 and 2011-2012 Academic Years

	Expertise, recent research, or experience	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.
Emad Affifi	• International professional architecture education • D.Arch. research (environmental controls) • Research on integrated building system, alternate energy technology and integration of professionals in education	ARCH 404 Arch. Design Studio IV	ARCH 406 Arch. Design Studio VI	ARCH 461 Environmental Control II	DRAW 115 Graphics for the Building Arts							
		FA10, FA11	SP 12	FA10, WI11, SP11, SU11, FA11, WI12, SP12, SU12	WI11, SP11							
Ryan Bacha	• Professional architecture education • Professional design experience • Research on building systems integration, net zero energy buildings, digital fabrication and prototyping, community design and use of local/regional materials	ARCH 241 Construction Technology I	ARCH 301 Arch. Design Studio I	ARCH 404 Arch. Design Studio IV	ARCH 405 Arch. Design Studio V	ARCH 406 Arch. Design Studio VI	ELDS 445 Digital Prototyping and Fabrication Methods	ELDS 225 Electronic Design I	ELDS 325 Electronic Design II	ELDS 708 Communication in Electronic Design	ELDS 745 Digital Prototyping and Fabrication Methods	
		SP11	FA11, SU12	FA10, SU12	WI11, WI12, SU12	SP11, SP12	WI11, SP11, WI12	FA11, SP12	FA10, SU11, FA11, WI11, WI12, SP12	FA10, SU11, FA11	WI11, SP11, WI12	
Daniel Brown	• Professional architecture education • Professional design experience • Research on bioclimatic, carbon neutral, and energy efficient design, urban planning, and special topics (exhibition curation)	ARCH 241 Construction Technology I	ARCH 341 Construction Technology II	ARCH 361 Environmental Control I	ARCH 404 Arch. Design Studio IV	ARCH 405 Architecture Design Studio V	ARCH 406 Arch. Design Studio VI	ARCH 779T GR Teaching Internship	DRAW 115 Graphics for the Building Arts			
		SU11, SP12	SU11, FA11, WI12, SP12	SU11	FA10, FA11	WI11, WI12	SP11, SP12	WI11	FA10, WI11, SP11, FA11			
Anthony Cissell	• Professional architecture education • Professional design experience • Research on urban planning	DRAW 115 Graphics for the Building Arts										
		SP11, SP12										
Craig Clements	• Professional architecture education • Registration (RA GA); NCARB certification • Practice experience (urban infill projects, public planning initiatives, and large-scale urban design) • Research on history of urban settlement/ design and sustainability	ARCH 302 Architecture Design Studio II	ARCH 303 Architecture Design Studio III	ARCH 717 Graduate Architecture Studio I								
		WI12	SP12	FA10								
Gerald Cowart	• Professional architecture education • Registration (ID GA; RA FL, GA, SC); NCARB certification • Practice experience (custom regional projects emphasizing sustainability) • Research on biomimicry, sustainability and building code requirements	ARCH 405 Arch. Design Studio V	ARCH 406 Arch. Design Studio VI									
		WI12	SP12									
Neil Dawson	• Professional architecture education • Registration (RA FL, GA, SC); NCARB certification • Practice experience (wide range of building types) • Research on academic building standards, historic renovation/restoration, sustainability and relationship to building code requirements	ARCH 706 Architectural Practices										
		WI 11										

	Expertise, recent research, or experience	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.
Scott Dietz	• Professional architecture education • Professional consulting experience • Research on BIM, design and delivery processes, parametric and generative modeling, building envelopes, and digital prototyping and fabrication	ARCH 404 Arch. Design Studio IV	ARCH 414 Parametric and Generative Design Strategies for the Bldg. Arts	ARCH 714 Adv. Parametric Design and Generative Modeling Strategies for the Bldg. Arts	ARCH 717 Graduate Architecture Studio I	ARCH 745 Graduate Seminar in Architecture	ARCH 791 Design Studio: Thesis I	ARCH 798 Graduate Architecture Studio: Thesis I	ARCH 799 Graduate Architecture Studio: Thesis II	ARCH 779F GR Field Internship ARCH 779T GR Teaching Internship	DSGN 225 Architectural Fundamentals Studio III	ELDS 225 Electronic Design I
		FA10	FA10, WI11, SP11, WI12, SP12, SU12	FA10, WI11, SP11, SU11, WI12, SP12, SU12	FA11	FA11	WI11	WI11, WI12	SP11, SP12	FA10, FA11, WI12, SP12	SP 11	SP11, SU12
		ELDS 425 Elec. Design Practice and Project Management	ELDS 440 Digital Applications for Building Performance	ELDS 445 Digital Prototyping and Fabrication Methods	ELDS 740 Digital Applications for Building Performance	ELDS 745 Digital Prototyping and Fabrication Methods						
		FA11	FA10, WI11, WI12	SP12	FA10, WI11, WI12	SP12						
Matthew Dudzik	• Professional architecture education • Professional design experience • Research on sustainable building practices, emerging materials, visual culture, socio-spatial issues and issues related to the Southern Hemisphere	ARCH 301 Architecture Design Studio I	ARCH 302 Architecture Design Studio II	ARCH 303 Architecture Design Studio III	ARCH 490 Portfolio Preparation and Presentation	ARCH 770 Graduate Architecture Portfolio	DRAW 115 Graphics for the Building Arts	DSGN 223 Architectural Fundamentals Studio I	DSGN 224 Architectural Fundamentals Studio II			
		FA10, FA11, SU12	WI11, WI12, SU11, SU12	SP11, SP12, SU11, SU12	SU 11, SU12	SU11, SU12	SP11, WI12	FA10, FA11, WI11	WI11, SP11, SP12			
Julia Granacher	• Professional architecture education • Professional design experience • Research on practice-related issues, construction technology, and urban design	ARCH 101 Introduction to Architecture	ARCH 241 Construction Technology I	ARCH 341 Construction Technology II	ARCH 404 Architecture Design Studio IV	ARCH 405 Architecture Design Studio V	ARCH 406 Architecture Design Studio VI					
		SP11	FA10, WI11	FA10, WI11	FA10	WI11	SP11					
Alexis Gregory	• Professional architecture education • Registration (RA VA) • Professional design experience • Research on gender/minority issues, sustainable design, low-cost housing and construction materials/methods	ARCH 241 Construction Technology I	ARCH 313 Gender in Architectural Theory and Practice	ARCH 341 Construction Technology II	ARCH 404 Architecture Design Studio IV	ARCH 405 Architecture Design Studio V	ARCH 406 Architecture Design Studio VI	ARCH 713 Gender in Architectural Theory and Practice	ARCH 745 Graduate Seminar in Architecture	ARCH 785 Graduate Independent Study		
		FA10	SP11	WI11, SP11	FA10	WI11	SP11	SP11	FA10	SP11		
Mohamed Elnahas	• International professional architecture education • PhD research (building technology) • Professional experience in building technologies • Research on international sustainable methods and standards and interdisciplinary collaboration	ARCH 301 Arch. Design Studio I	ARCH 302 Arch. Design Studio II	ARCH 303 Arch. Design Studio III	ARCH 361 Environmental Control I	ARCH 404 Arch. Design Studio IV	ARCH 760 Sustainable Design					
		FA10	WI11, WI12	SP11, SP12	FA10, WI11, SP11, FA11, WI12, SP12	FA11	SP11					
Bryan Harder	• Professional architecture education • Registration (RA GA) • Practice experience • Research (BIM, building performance analysis and simulation, building team relationships, collaboration and communication)	ELDS 225 Electronic Design I	ELDS 425 Electronic Design Practice and Project Management	ELDS 727 Electronic Design Practice and Project Management								
		FA10	WI12	WI11, SP11								

	Expertise, recent research, or experience	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.
Thomas Hoffman	• Professional engineering education • Registration (PE DE, GA, PA) • Professional practice experience (structural and civil engineering, construction and project management) • Research on special topics (traditional and contemporary wooden bridge design)	ARCH 252 Structures I	ARCH 352 Structures II	ARCH 715 Construction Management	ARCH 719 Structures: Lateral Forces							
		FA10, WI11, SP11, WI12, SP12	FA10, WI11, SP11, FA11	WI11, WI12, SP12	FA10, WI11, SP11, FA11, WI12, SP12							
Hsu-Jen Huang	• International professional architecture education • PhD research • Academic administrative experience • Research on special topics (modern influences on traditional Tibetan culture, graduate admissions and thesis standards and policies, urban design and traditional and hybrid media presentation)	ARCH 101 Introduction to Architecture	ARCH 490 Portfolio Preparation and Presentation	ARCH 717 Graduate Architecture Studio I	ARCH 745 Graduate Seminar in Architecture	ARCH 769 Hybrid Media Presentation in Architecture	ARCH 770 Graduate Architecture Portfolio	ARCH 779F Graduate Field Internship	ARCH 798 Graduate Architecture Studio: Thesis I	ARCH 799 Graduate Arch. Studio: Thesis II		
		WI12	FA10, FA11	FA10, FA11	FA10, FA11	SP11	WI11, SP11 WI12	FA10, SU12	WI11, WI12	SP11, SU11, SP12		
Jean Jaminet	• Professional architecture education • Professional design experience (variety of building types) • Research on digital design tools, cross-disciplinary educational experiences, design technology and building intelligence	ARCH 303 Architecture Design Studio III	DRAW 115 Graphics for the Building Arts	DSGN 223 Architectural Fundamentals Studio I	DSGN 225 Architectural Fundamentals Studio III	ELDS 225 Electronic Design I	ELDS 330 Visualization Electronic Design I	ELDS 704 Electronic Design	ELDS 713 Visualization in Electronic Design I			
		SP11	SP11	FA11, WI12, SP12	WI12, SP12	FA11, WI12, SP12	SP12, SU12, SU12	FA11, WI12	SU12			
Joseph Keuler	• Professional engineering education • Professional engineering and contracting experience	ARCH 715 Construction Management										
		SP11										
Ryan Madson	• Professional landscape design and urban planning education • Professional design experience • Research on history of urbanization, avant-garde and experimental urbanism	ARCH 438 Urban Issues Seminar	ARCH 717 Graduate Arch. Studio I	ARCH 754 Architecture Seminar	ARCH 765 Emerging Urban Issues							
		WI12	FA11	WI12	WI12							
LaRaine Montgomery	• Professional architecture education • International professional design experience • Research on building performance and parametric modeling, rebuilding in areas impacted by environmental and economic disasters and slow design	ARCH 301 Architecture Design Studio I	ARCH 302 Architecture Design Studio II	ARCH 303 Arch. Design Studio III	ARCH 485 Undergraduate Independent Study	DRAW 115 Graphics for the Building Arts	DSGN 223 Architectural Fundamentals Studio I					
		FA10, FA11	WI11, WI12	SP122, SP12	SP12	FA10, WI11, SP11, WI12, SP12	FA11					
Fernando Munilla	• Professional architecture education • Registration (RA GA) • Practice experience • Research on urban design, sustainable development and issues related to practice including contracts for sustainable projects	ARCH 241 Construction Technology I	ARCH 341 Construction Technology II	ARCH 706 Architectural Practices	ARCH 717 Graduate Architecture Studio I	ARCH 745 Graduate Seminar in Architecture	ARCH 798 Graduate Architecture Studio: Thesis I	ARCH 799 Graduate Architecture Studio: Thesis II				
		WI12	SP11	FA10, SP11, FA11, WI12, SP12	FA10, FA11	FA11	WI11, WI12	SP11, SP12				
Huy Sinh Ngo	• Professional architecture education • Academic administrative experience • Research on effective integration of BIM technology in education, use of interactive media and gaming technology to develop and present projects	ARCH 301 Architecture Design Studio I	ARCH 717 Graduate Architecture Studio I	ARCH 745 Graduate Seminar in Architecture	ARCH 779F GR Field Internship	ARCH 779T GR Teaching Internship	ARCH 785 Graduate Independent Study	ARCH 798 Graduate Arch Studio: Thesis I	ARCH 799 Graduate Arch Studio: Thesis II	ELDS 225 Electronic Design I	ELDS 306 Electronic Implementation for Urban Design	ELDS 475 Elec. Design Simulation and Comm.
		FA10	FA11	FA11	SU12	SU12	SU11	WI11, WI12	SP11, SP12	FA10, SP11	SU11, FA11	SU11, SU12, WI12, SP12

	Expertise, recent research, or experience	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.
Huy Sinh Ngo (cont.)		ELDS 704 Electronic Design	ELDS 720 Electronic Implementation for Urban Design	ELDS 727 Elec. Design Practice and Project Management	ELDS 775 Elec. Design Simulation and Comm.							
		SP 2012	FA10, WI11, SU11, FA11	WI12, SP12	WI11, SU11, WI12, SP12, SU12							
Samuel Olin	• Professional architecture education • Registration (RA GA) • Professional design experience • Research on cultural influences on materials and details, building system analysis tools, sustainability strategies	ARCH 101 Introduction to Architecture	ARCH 404 Architecture Design Studio IV	ARCH 405 Architecture Design Studio V	ARCH 406 Architecture Design Studio VI							
		FA10, WI11, SP11, FA11, WI12, SP12, SU12	FA10, FA11	WI11, WI12	SP11, SP12							
Melanie Parker	• Professional engineering education • Research on teaching methods and physical models including lateral force models to support classroom instruction and research on structural components and modular systems	ARCH 252 Structures I	ARCH 352 Structures II	ARCH 436 Applied Structures	ARCH 719 Structures: Lateral Forces	ARCH 736 Applied Structures						
		FA10, WI11, SP11, SU11, FA11, SP12, SU12	FA12, WI11, SP11, SU11, FA11, WI12, SP12, SU12	SP11	FA10, WI11, FA11, WI12, SU12	SP11, SP12						
Andrew Payne	• Professional architecture education • PhD research (universal design and accessibility) • Research on universal design principles and global application; campus and library planning and design; construction materials and relationship to wayfinding and accessibility	ARCH 241 Construction Technology I	ARCH 404 Architecture Design Studio IV	ARCH 405 Architecture Design Studio V	ARCH 406 Architecture Design Studio VI	ARCH 428 Architectural Craft and Tectonics	ARCH 706 Architectural Practices	ARCH 717 Graduate Architecture Studio I	ARCH 727 Graduate Architecture Studio II	ARCH 728 Architectural Craft and Tectonics	ARCH 737 Graduate Architecture Studio III	ARCH 745 Graduate Seminar in Architecture
		WI11, SP11, FA11, WI12, SP12, SU12	FA11, SU11	WI11	SP11, SU11	SP11, SP12	SU11, SU12	FA10	WI12	SP11, SP12	SP12	FA10
Judith Reno	• Professional architecture education • Professional design experience • Research on urban rivers, coastal areas and urban development and interdisciplinary collaborative projects	ARCH 717 Graduate Architecture Studio I	ARCH 745 Graduate Seminar in Architecture	ARCH 798 Graduate Architecture Studio: Thesis I	ARCH 799 Graduate Architecture Studio: Thesis II	DSGN 224 Architectural Fundamentals Studio II	DSGN 225 Architectural Fundamentals Studio III					
		FA10, FA11	FA10, FA11	WI11, WI12	SP11, SP12	WI11, SP11, WI12	SP11, SU11, SP12, SU12					
Julie Rogers Varland	• Professional architecture education • Professional design experience • Research on Japanese architecture and relationships between architecture, urban design, social sciences and sustainability	ARCH 403 Savannah: Design Relationships	ARCH 703 Advanced Story Savannah	ARCH 717 Graduate Architecture Studio I	ARCH 745 Graduate Seminar in Architecture	ARCH 798 Graduate Architecture Studio: Thesis I	ARCH 799 Graduate Architecture Studio: Thesis II	DRAW 115 Graphics for the Building Arts	DSGN 224 Architectural Fundamentals Studio II			
		WI11	WI11	FA10, FA11	FA10, FA11	WI11, WI12	SP11, SP12	SP12	WI12			
Arpad Ronaszegi	• International professional architecture education • Registration (RA MI, WI); NCARB certification • Practice experience • Research on contemporary Northern/Central European architecture	ARCH 706 Architectural Practices	ARCH 717 Graduate Architecture Studio I	ARCH 745 Graduate Seminar in Architecture	ARCH 770 Graduate Architecture Portfolio	ARCH 779T Graduate Teaching Internship	ARCH 798 Graduate Architecture Studio: Thesis I	ARCH 799 Graduate Architecture Studio: Thesis II	DSGN 223 Architectural Fundamentals Studio I	DSGN 225 Architectural Fundamentals Studio III		
		WI11, SP11, FA11, WI12	FA10, FA11	FA11	SP12	SP11	WI11, WI12	SP11, SP12	FA10	SP11		
Alejandro Silva	• Professional architecture education • Professional design experience • Research on current standards and utilization of BIM in the architecture profession and construction industry	ARCH 405 Architecture Design Studio V	ARCH 406 Architecture Design Studio VI	ELDS 225 Electronic Design I	ELDS 335 BIM for Interior Design							
		WI12	SP12	WI11	SP11, SP12							

	Expertise, recent research, or experience	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.	Course no./Qtr.
Scott Singeisen	• Professional architecture education • Professional design experience • Academic administrative experience • Research on data visualization, urban design, energy efficiency in historic buildings and critical discourse in practice	ARCH 101 Introduction to Architecture	ARCH 301 Architecture Design Studio I	ARCH 302 Architecture Design Studio II	ARCH 303 Architecture Design Studio III	ARCH 717 Graduate Studio I	ARCH 779F Graduate Field Internship	ARCH 799 Graduate Architecture Studio: Thesis II	DRAW 115 Graphics for the Building Arts	DSGN 224 Architectural Fundamentals Studio II		
		SU11	FA11	WI12	SP12	FA10	SU12	SU12	SP11	WI11		
Catalina Strother	• International professional architecture education • PhD research • Registration (Architect Romania) • International professional design experience • Research on urban design, urban preservation and urban development in relation to sustainable cities	ARCH 301 Architecture Design Studio I	ARCH 302 Architecture Design Studio II	ARCH 303 Architecture Design Studio III	ARCH 765 Emerging Urban Issues	DRAW 115 Graphics for the Building Arts	ELDS 306 Electronic Implement. for Urban Design	ELDS 720 Electronic Implementation for Urban Design				
		FA11	WI12	SP12	WI11	SP11, FA11, SP12	WI12	WI12				
Scott Sworts	• Professional architecture education • Professional design experience • Research on the role of architects in dynamic professional environments	ARCH 241 Construction Technology I	ARCH 301 Arch. Design Studio I	ARCH 341 Construction Technology II	ARCH 405 Arch. Design Studio V	ARCH 406 Arch. Design Studio VI	ARCH 779T GR Teaching Internship	DRAW 115 Graphics for the Building Arts	ELDS 330 Visualization in Elec. Design I	ELDS 475 Elec. Design Simulation and Comm.	ELDS 713 Visualization in Elec. Design I	ELDS 775 Elec. Design Simulation and Communication
		WI11	FA11	FA10, WI11	WI11	SP11	WI11, SP11	FA10	FA10, FA11	SP11	FA10, FA11	SP11
Algar Thagne	• Professional architecture education • Professional design experience • Research on materiality, conceptual art and traditional media and professional practice issues such as client engagement and contract administration	ARCH 301 Architecture Design Studio I	ARCH 302 Architecture Design Studio II	ARCH 303 Architecture Design Studio III	ARCH 421 Advanced Architectural Presentation	ARCH 769 Hybrid Media Presentation in Arch.	ARCH 485 Undergraduate Independent Study	ARCH 490 Portfolio Preparation and Presentation	DSGN 225 Architectural Fundamentals Studio III			
		FA10, FA11	WI11, WI12	SP11, SP12	WI12, SP12	WI12, SP12	SP11	FA11	SP11			
Christine Wacta	• International professional architecture education • Registration (DPLG France) • International professional design experience • Research on art and architecture of Cameroon, the relationship between technological precision and tactile variation within architectural design and fabrication and use of sustainable materials	ARCH 301 Architecture Design Studio I	ARCH 302 Architecture Design Studio II	ARCH 303 Architecture Design Studio III	DSGN 223 Architectural Fundamentals Studio I	DSGN 224 Architecture Fundamentals Studio II	DSGN 225 Architectural Fundamentals Studio III	ELDS 225 Electronic Design I	ELDS 325 Electronic Design II	ELDS 330 Visualization in Electronic Design I	ELDS 425 Elec. Design Practice and Project Mgmt.	ELDS 704 Electronic Design
		FA10	WI11	SP11	FA11	WI12	SP12	WI11, SP11, SU11, FA11, WI12, SP12	WI12, SU12	Fall 2010	Fall 2010	WI11, SU12
		ELDS 708 Comm. in Elec. Design										
		SU12										
Brian Wishne	• Professional architecture education • Academic administrative experience • Professional design experience (municipal boards) • Research on 20th-century architecture, landscape architecture and practice and sustainable practices for urban stormwater and brownfields	ARCH 341 Construction Technology II	ARCH 405 Architecture Design Studio V	ARCH 406 Architecture Design Studio VI	ARCH 717 Graduate Architecture Studio I	ARCH 721 Landscape Design for Urban Design						
		FA11, SP12	WI12	SP12	FA11	SP11						
Timothy Woods	• Professional architecture education • Professional design experience • Research on architectural theory, culture and sustainability	ARCH 301 Architecture Design Studio I	ARCH 302 Architecture Design Studio II	DSGN 223 Architectural Fundamentals Studio I	DSGN 224 Architectural Fundamentals Studio II	DSGN 225 Architectural Fundamentals Studio III						
		FA10	WI11	FA10, FA11	WI11, WI12	SP11, SP12						

Amy Wynne	• Professional architecture education • Registration (RA TX); NCARB certification • Professional practice experience • Research on Japanese architecture and detailing	ARCH 404 Arch. Design Studio IV	ARCH 727 Graduate Arch. Studio II	ARCH 737 Graduate Arch. Studio III	ARCH 785 Graduate Independent Study	ARCH 798 Graduate Studio: Thesis I	ARCH 799 Graduate Studio: Thesis II	DRAW 115 Graphics for the Building Arts	ELDS 225 Electronic Design I	ELDS 335 BIM for Interior Design	ELDS 704 Electronic Design	
		FA10, FA11	WI12	SP12	SP12	WI11	SP11	SU11, FA11, SP12	WI11, SP11, WI12	WI12	SP11	
Dihua Yang	• International professional architecture education • Registration (RA GA); NCARB certification • Professional design experience • Research on urban design and computer aided form generation	ARCH 302 Arch. Design Studio II	ELDS 225 Electronic Design I	ELDS 704 Electronic Design								
		WI11	FA10, WI11	FA10								

(Continued from p. 40)

Nondiscrimination Policy (Students). "SCAD shall admit students of any gender, race, color, national or ethnic origin, and religion to all the rights, privileges, programs and activities generally accorded or made available to students at SCAD. SCAD shall not discriminate on the basis of gender, race, color, national or ethnic origin in the administration of its educational policies, admission policies, and athletic and other university-administered programs. SCAD shall make its nondiscrimination policies known to all segments of the general community served by the university, in accordance with applicable legal requirements. SCAD provides equal employment opportunities to all employees and applicants for employment without regard to sex, race, color, national origin, age, disability, religion, veteran status, or status in any group protected by applicable laws. This policy applies to all terms and conditions of employment including hiring, placement, promotion, termination, transfer, leave of absence, compensation and training. SCAD expressly prohibits any unlawful discrimination or harassment that affects tangible job benefits, unreasonably interferes with an individual's work performance, or creates an intimidating, hostile work environment. Violations of this policy may result in disciplinary action up to and including termination" (**SCAD Student Handbook 2012-2013, p. 47**).

Office of the Ombudsman. The university's faculty **ombudsman** and student ombudsman are central to the university's ability to maintain a safe and respectful environment of equal opportunity. These professionals serve as a complement to other channels of communication and resolution, functioning as a neutral party for those who may have a SCAD-related concern or grievance. The ombudsman staff do not impose solutions, but rather identify resolution options and strategies, including reference to appropriate university resources. The ombudsman staff also serve in a mediator role between individuals, ensuring all parties stay focused on positive outcomes and solutions.

Faculty Development Opportunities. As leaders who educate the next generation of architects, the department's faculty are expected to remain current in their disciplines – through pursuing scholarly and creative projects, participating in professional conferences, networking with colleagues at other programs, remaining apprised of trends in the regulatory environment, and creating and revising a curriculum that advances the program and university mission and prepares students for the ever-evolving profession of architecture. As a teaching institution, SCAD understands the role of faculty development in keeping classroom instruction energized and relevant. The chair and dean celebrate faculty success, acknowledging conference presentations, publications, media coverage, awards, and other positive recognitions; further, the university leadership announces and applauds the results of faculty development during remarks and presentations at quarterly, SCAD-wide faculty conferences, as well as through published accolades, online videos, and other forms of media. Most significantly, the chair and dean recommend annual salary increases, in part, based on each individual faculty member's development and achievement of external recognition (this annual performance review process is discussed in more detail later in this section). The program and the university support faculty efforts to remain current in the discipline of architecture in ways outlined below.

Funding for SCAD Presidential Fellowships. The **SCAD Presidential Fellowship** program provides faculty with financial support, including the possibility of course releases from teaching, for professional, scholarly, or creative development. In recognition of the program's need to further encourage and equip faculty to seek professional development, the program is proud to announce that its Presidential Fellowship award rates have more than doubled since the 2010 site visit. That is, from 2004-2010 (the six years constituting the last NAAB cycle), architecture faculty were awarded nine fellowships, while from 2010-2012 (less than three years, constituting the current NAAB cycle), faculty have been awarded ten fellowships, all of which focus on the individual scholarly and creative interests of the faculty. These awards, which are also noted in Part III (Progress Since the Last Site Visit), include:

Total Award Amount	$40,495

Average Award Amount $4,050

Individual Presidential Fellowships 2010-2012

- Daniel Brown – "Bioclimatic, Carbon Neutral, and Energy Efficient Design in Europe"
- Matthew Dudzik – "The Physiology of Place and the Abandoned American Family Farm"
- Mohamed Elnahas – "European Discovery: Are Europeans Greener Than We Are?"
- LaRaine Montgomery – "Post-Katrina Hurricane Reconstruction Efforts"
- Andrew Payne – "Usable by All: Evaluating Universal Design Principles on a Global Scale"
- Judith Reno – "Urban Rivers: Flood Control, Clean Water, Public Space"
- Julie Rogers Varland – "Japanese Meaning, Materiality and Space"
- Arpad Ronaszegi – "An Exhibition of Process Work of Emerging Northern European Architects"
- Christine Wacta – "Innovative Integration of Art and Symbols in the Architecture of Cameroon (Africa)"
- Amy Wynne – "Contemporary Architectural Detailing in Japan"

Funding for SCAD Sabbatical Awards. In fall 2011, the institution announced an enhanced sabbatical awards program, both as a way to broaden faculty sabbatical options and to ensure that all awards have clear expectations and outcomes – e.g., scholarly papers, exhibitions, presentations – that can then be shared among the program and university community. In particular, the new program provides faculty with the option of A) a paid sabbatical leave from classroom teaching, B) a monetary grant for the purchasing of equipment and other needs related to the faculty member's scholarly and creative interests, or C) a hybrid award, combining leave with grant funds. The first round of applicants in this new process, university-wide, submitted their proposals in winter 2012. The faculty application process includes five phases:

- STEP ONE: Application. Faculty meet with the program chair to create a sabbatical proposal, which includes a professional development plan, curriculum vitae, and a recommendation of support from the program chair.
- STEP TWO: Award. Faculty may receive up to a full academic quarter of paid leave or a grant of $3,000, $5,000 or $7,000, depending on the needs of the proposal (e.g., recent sabbatical applications have requested funds to purchase software, hardware, and other equipment necessary for creative and scholarly projects).
- STEP THREE: Report. Following the award period, faculty create a report as part of the sabbatical process, outlining the outcomes of the project and aligning those with stated objectives and the faculty member's own professional development plan.
- STEP FOUR: Presentation. Faculty then present their research and findings through a lecture, workshop, reading, or presentation – open to SCAD students, faculty, and staff. Faculty may also exhibit their research projects in one of SCAD's galleries.
- STEP FIVE: Documentation. As faculty begin to move through this revised sabbatical process, and for the benefit of the entire university community, the results of all sabbaticals – e.g., videos of lectures and readings, photographs of exhibitions, digital records – will be catalogued and archived in the Faculty Learning and Development channel of the university's intranet. This process of documentation begins in fall 2012.

SCAD has awarded sabbatical leave and financial support to three architecture faculty members since the 2010 site visit:

7-Year Sabbatical Awards. Prof. Samuel Olin – "Cultural Influences on Architectural (and Landscape) Details and Materiality" (2011) and Prof. Arpad Ronaszegi – "Architecture in Central Europe: Less Well-known Projects in Switzerland, Germany, Netherlands and Austria" (2011)

14-Year Sabbatical Awards. Prof. Hsu-Jen Huang – "Modern Influences on Tibet: A Case Study of the Qing-Zang Railway's Impact on Tibet" (2012). Prof. Hsu-Jen Huang is the first member of the architecture faculty to be awarded a sabbatical in the new process that launched in the 2011-2012 academic year. During summer 2012, he was awarded paid leave to travel to the rural areas of the Tibetan Plateau, visiting more than 20 villages and cities in the Qinghai, Gansu, and Sichuan Provinces. His ongoing research investigates the link between Buddhist philosophy and Tibetan architecture and includes documentation of monasteries, indigenous dwellings, and monuments, as well as photography of Tibetan life and culture. Currently, he is creating a lecture and exhibition to share with the university community in fall 2012.

Architecture faculty eligible for sabbatical awards in the next two cycles include Profs. Huy Sinh Ngo and Judith Reno (fall 2012) and Profs. Thomas Hoffman, Melanie Parker, and Timothy Woods (fall 2013).

Funding for Faculty Stipends. Before the launch of the new sabbatical program, the university offered one-time stipend awards of $3,500 after completing four consecutive years of full-time employment and execution of an employment agreement for a fifth year. While the university is phasing out the stipend program in order to focus on the new sabbatical and Presidential Fellowship programs – i.e., awards that offer a more direct benefit to faculty development – the program does remain in effect for faculty members hired before August 1, 2012. Stipends are intended to support professional development and continuous improvement in the quality of teaching and learning at the university. Following is a list of faculty who received a stipend since the 2010 site visit, with an award amount total of $17,500, as well as those eligible this academic year:

Prof. Thomas Hoffman (April 2010)
Prof. Matthew Dudzik (April 2011)
Prof. Andrew Payne (June 2012)
Prof. Mohamed Elnahas (eligible April 2013)
Prof. Melanie Parker (April 2010)
Prof. Scott Sworts (April 2011)
Prof. Daniel Brown (eligible April 2013)

Funding for Special Projects. Architecture also receives funding from the institution and external partners to support special projects throughout the academic year. This funding may be linked to specific course opportunities, special events, planned exhibitions, and more, helping the department to continue providing unique educational experience for architecture students. Further, these projects evidence an active and positive engagement in the wider university community and throughout Savannah. Recently funded projects in the department include:

- "This Ain't Your Grandmother's Rocking Chair" ($13,500). In winter 2011, students in ELDS 445 and ELDS 745 (Digital Prototyping and Fabrication Methods) worked with program faculty to design three large, "covered" rocking chairs for the 2011 SCAD Sidewalks Arts Festival, the largest and most popular one-day event in the university calendar. The design was conceived and completed by students Candice Alinovich, Trisha Chaudhuri, and Vatsal Vazir. Then, in spring, faculty and approximately 15 students from architecture and interior design worked together to construct the three chairs, which were a visual centerpiece of the festival in April 2011.
- "Hyperboloid Pavilion" (Approximately $12,900, including in-kind donations). In spring 2012, faculty and students designed a new centerpiece for the SCAD Sidewalk Arts Festival. The idea of using bamboo to construct a pavilion was first conceived during winter courses, and the piece was constructed with help from architecture students and volunteers from GoDesign Inc. The Coastal Georgia Botanical Gardens and Historic Bamboo Farm in Savannah helped provide materials, and a permanent installation of the project is planned at the gardens this fall.
- "America's Second Harvest" ($1,500). In fall 2011, America's Second Harvest funded a project for students in ARCH 301 Architecture Design Studio I to design and build a tool shed and sitting area for America's Second Harvest.

- "Habitat for Humanity" ($1,300). In winter 2010, J.T. Turner Construction Company contributed funds to ARCH 241 Construction Technology I for students to design and build two sheds for Coastal Empire Habitat for Humanity.

Opportunities for Leadership Development. Architecture faculty are invited to serve in various departmental and institutional councils, committees, and work-groups – as a way to serve the university community, address important issues on behalf of all faculty, and engage in leadership development for future roles within and beyond SCAD. Following are committee rosters for the past two academic years.

2010-2011 Architecture Department Committee Rosters	
Curriculum and Assessment Committee Prof. Scott Sworts, chair and secretary Prof. Emad Afifi Prof. Ryan Bacha Prof. Scott Dietz Prof. Melanie Parker Prof. Timothy Woods	**Accreditation Committee** Prof. Andrew Payne, chair Prof. Joe Keuler, secretary Prof. Hsu-Jen Huang Prof. LaRaine Montgomery Prof. Fernando Munilla Prof. Samuel Olin Prof. Catalina Strother Prof. Julie Rogers Varland Prof. Dihua Yang
Faculty Development and Outreach Committee Prof. Julie Granacher, chair Prof. Thomas Hoffman, secretary Prof. Dan Brown Prof. Matthew Dudzik Prof. Mohamed Elnahas Prof. Alexis Gregory Prof. Christine Wacta	**Admission and Transfer Committee** Prof. Arpad Ronaszegi, chair Prof. Huy Sinh Ngo, secretary Prof. Hsu-Jen Huang Prof. LaRaine Montgomery Prof. Fernando Munilla Prof. Samuel Olin Prof. Judith Reno Prof. Julie Rogers Varland
2011-2012 Architecture Department Committee Rosters	
Curriculum and Assessment Committee Prof. Ryan Madson, chair Prof. Christine Wacta Prof. Huy Sinh Ngo Prof. Judith Reno Prof. Arpad Ronaszegi	**Accreditation Committee** Prof. Amy Wynne, chair Prof. Ryan Bacha, secretary Prof. Emad Afifi Prof. Hsu-Jen Huang Prof. Mohamed Elnahas
Faculty Development and Outreach Committee Prof. Samuel Olin, chair Prof. Algar Thagne, secretary Prof. Daniel Brown Prof. LaRaine Montgomery Prof. Julie Rogers Varland	**Admission and Transfer Committee** Prof. Andrew Payne, chair Prof. Fernando Munilla, secretary Prof. Brian Wishne Prof. Catalina Strother Prof. Matthew Dudzik

Technology Committee Prof. Thomas Hoffman, chair and secretary Prof. Timothy Woods Prof. Scott Dietz Prof. Jean Jaminet	

- Communications Liaison. In addition to the aforementioned committees, the department also annually appoints one faculty member to liaise with the office of communications. Currently, Prof. Melanie Parker serves as the department's communications liaison and is tasked with sharing department news and accolades with the SCAD communications manager responsible for the School of Building Arts, who ensures these accomplishments are shared on the institution's website, in publications and videos, and other venues. Also, Prof. Parker works with the communications manager to ensure posters, promotional postcards, and related creative projects are produced and available to promote the department's events.
- 2015 Curriculum Workgroup. The program established a 2015 Curriculum Workgroup to research and propose a curriculum that embodies the department's mission and goals and meets and exceeds all NAAB Conditions. The results of this process are discussed fully in Part III (Progress Since the Last Site Visit) of this report. Members included Profs. Emad Afifi (chair), Alexis Gregory, LaRaine Montgomery, and Judith Reno.
- SCAD Faculty Councils. Faculty councils provide for discussion and advisory opportunities concerning a variety of important university matters on topics such as diversity, faculty development, and collaboration. Councils meet at least once a quarter and are tasked with achieving a minimum of one goal per academic year. For a list of architecture faculty who have served on these SCAD-wide councils since the last site visit, please see Section I.1.3 (Responses to the Five Perspectives).
- IDP Educator Coordinator. The program's IDP Educator Coordinator, Prof. Hsu-Jen Huang, hosts IDP workshops and information sessions each quarter. These workshops – a partnership among faculty, SCAD-AIAS, SCAD-NOMAS, and the office of career and alumni success (CAS) – help students answer questions such as, "How do I register for the IDP?" and "What are the topic areas of the Architect Registration Examination (ARE)?" As IDP Educator Coordinator, Prof. Huang attends the annual IDP Educator Coordinators' Conference held by NCARB and coordinates his efforts with architecture faculty and the IDP State Coordinator.

The results of these committees, work-groups, and initiatives are described throughout this report and more specifically in Section I.2.2 (Administrative Structure and Governance).

Support for Teaching Abroad. Opportunities to teach abroad serve to reinvigorate the teaching experience for faculty. Such experiences can often grant architecture faculty the occasion to see themselves, their students, and their discipline in a new light. With the existence of SCAD Lacoste, architecture faculty members have a unique opportunity to make teaching abroad a regular part of their work at the university. Since the 2010 site visit, the following faculty have taught at SCAD's study abroad program location in Lacoste, France, and through other SCAD study abroad program trips: Profs. Dan Brown (SCAD Lacoste, 2010), Christian Sottile (study abroad trip to Italy, 2010), Christine Wacta (SCAD Lacoste, 2011), and Timothy Woods (SCAD Lacoste, 2011). The program has also planned a study abroad program in Hong Kong in December 2012, where approximately 20-25 students and faculty members will take part in this intensive, two-week for-credit elective course. Students and faculty will interact with local architects, interns, students, and professors from local institutions and visit offices, construction sites, and completed buildings.

Workshops and Other Training. The university offers a variety of training workshops that allow faculty to gain additional experience and expertise relevant to the institution's mission and distinct learning

environment. Such workshops include quarterly offerings in the use of the BlackBoard software platform, utilized by all university faculty. As the university's own information management team continues to evolve the applications of the platform, new workshop sessions are offered to ensure faculty are taking full advantage of the software, which can significantly reduce time spent creating grade-books, calculating grades, posting digital announcements, creating forums for online student discussions, and more. As well, and in light of the department's initiative to employ as many licensed faculty as possible and model this professionalism for our students, the institution also hosts ARE preparation workshops. Recent university-hosted ARE workshops include the 2012 IDP/ARE Workshop (the result of a 2012-2013 professional credential task force) and an ARE 4.0 Preparation Workshop (detailing eligibility requirements for the current version of the ARE). Additional opportunities have included a Revit training session, Rhino training workshops, LEED workshops and Adobe training.

Continuing Art and Design Education. The university invites faculty and staff to take one class per quarter, for credit, at no expense. Faculty use this benefit to broaden their exposure to disciplines offered at SCAD, including those that might inspire, or inform their own teaching in architecture. Since the 2010 site visit, two architecture faculty have taken advantage of this opportunity:

Prof. Samuel Olin, ELDS 205 Computer-aided Product Design (2011)
Prof. Hsu-Jen Huang, PRMK 200 Introduction to Printmaking (2011)

Results of Faculty Development. The results of the university's investment in professional development (through providing sabbaticals, fellowships, significant funding for conference travel, and more) and the program's actively seizing of these opportunities has resulted in a historic, upward shift in the productivity of the architecture faculty. Faculty are attending more conferences, presenting more papers, facilitating more panels, engaging in more scholarly research and creative activity, exhibiting more work, and earning more positive recognition than ever before in the program's nearly three decades. For example, as addressed elsewhere in the report, the program has nearly doubled its active conference participations since the last site visit. Architecture faculty pursue scholarly research for many reasons, including professional advancement, progress toward the terminal degree, curricular improvements within the program, and increased professional visibility. Further, many faculty members maintain active practices or work professionally as designers and architects, allowing them to keep abreast of professional trends and practices, which contributes to their effectiveness in teaching. Lists of all these accomplishments since the 2010 site visit are detailed below.

2010-2012 Conferences and Workshops . Please note that only conference attendance is outlined here, with papers and panels listed further below in this section.

- ACSA Administrators Conference, Washington, DC (2010) – Prof. Scott Singeisen
- ACSA Regional Conference, Harford, CT (2010) – Prof. Samuel Olin
- NCARB Intern Development Program Educator Coordinator Conference, Chicago, IL (2010) – Prof. Hsu-Jen Huang
- AASHE Conference, Denver, CO (2010) – Prof. Mohamed Elnahas (presenter)
- Curiouser: The Joint Meeting of SECAC and MACAA, Richmond, VA (2010) – Prof. Mohamed Elnahas (presenter)
- Southeastern College Art Conference, Richmond, VA (2010) – Prof. Julie Rogers Varland (presenter)
- TEDx Creative Coast, Savannah, GA (2010) – Prof. Timothy Woods (speaker)
- Third International Conference on Universal Design, Hamamatsu, Japan (2010) – Prof. Andrew Payne (poster presenter)
- AIA Georgia Design Conference, Athens, GA (2011) – Profs. Emad Afifi and Scott Singeisen
- ACSA Administrators Conference, Los Angeles, CA (2011) – Prof. Scott Singeisen
- ACSA Regional Conference, Houston, TX (2011) – Prof. Andrew Payne (presenter)
- 99th ACSA Annual Meeting, Montreal, QC (2011) – Prof. Scott Singeisen

- NCARB Intern Development Program Educator Coordinator Conferences, Chicago, IL (2011) – Prof. Hsu-Jen Huang
- 7th International Savannah Symposium, Savannah, GA (2011) – Profs. Scott Singeisen (session moderator), Julie Rogers Varland (presenter), Samuel Olin (presenter)
- Building Enclosure Sustainability Symposium: Integrating Design and Building Practices, Pomona, CA (2011) – Prof. Mohamed Elnahas (presenter)
- Fifth Cambridge Workshop on Universal Access and Assistive Technology, Cambridge, England (2011) – Prof. Andrew Payne (presenter)
- Georgia Health Summit, Atlanta, GA (2011) – Prof. Anthony Cissell (presenter)
- Georgia Planning Association Fall Conference, Savannah, GA (2011) – Prof. Christian Sottile (presenter)
- IASDR Diversity and Unity Conference, Amsterdam, Holland (2011) – Prof. Andrew Payne (presenter)
- Conference on Inclusive Design, London, United Kingdom (2011) – Profs. Samuel Olin (presenter) and Andrew Payne (presenter)
- International Conference for the Constructed Environment, Chicago, IL (2011) – Prof. Julie Rogers Varland (presenter)
- National Charrette Institute, Harvard University, Cambridge, MA (2011) – Profs. Craig Clements and Christian Sottile
- National Conference on the Beginning Design Student, University of Nebraska-Lincoln (2011) – Profs. Andrew Payne (presenter), Julie Granacher (presenter), and Alexis Gregory (moderator)
- National Organization of Minority Architecture Students (NOMAS), Savannah, GA (2011) – Prof. Scott Dietz (presenter)
- OPENSpace: People Space, Conference on Universal Design, Edinburgh, Scotland (2011) – Prof. Andrew Payne (presenter)
- Southeastern College Art Conference, Savannah, GA (2011) – Profs. Julie Rogers Varland (presenter) and Mohamed Elnahas (presenter)
- TEDx Creative Coast, Savannah, GA (2011) – Prof. Christian Sottile (speaker)
- The Next Urban Question: Themes, Approaches, Tools, Universita Iuav di Venezia, Venice, Italy (2011) – Prof. Catalina Strother (presenter)
- AIA Annual Convention, Washington, DC (2012) – Profs. Greg Hall, Hsu-Jen Huang, Fernando Munilla, Christian Sottile, Amy Wynne, and Scott Singeisen (presenter).
- 100th ACSA Annual Meeting, Boston, MA (2012) – Profs. Hsu-Jen Huang, Jean Jaminet, LaRaine Montgomery, Scott Singeisen, and Christian Sottile
- ACSA Administrators Conference, Austin, TX (2012) – Profs. Greg Hall and Christian Sottile
- ACSA International Conference, Barcelona, Spain (2012) – Profs. Greg Hall, Samuel Olin, and Christian Sottile
- ACSA Southeastern Regional Conference, Between First and Third Worlds, San Juan, Puerto Rico (2012) – Prof. Timothy Woods (presenter)
- NCARB Region 3 Board Member/Educators Conference, Atlanta, GA (2012) – Prof. Fernando Munilla
- NCARB Intern Development Program Educator Coordinator Conferences, Chicago, IL (2012) – Prof. Hsu-Jen Huang
- Design Ethos Conference, Savannah, GA (2012) – Prof. Julie Rogers Varland (presenter)
- 20th Congress for the New Urbanism, West Palm Beach, FL (2012) – Profs. Christian Sottile, Ryan Madson, Craig Clements, and Anthony Cissell

2010-2012 Publications, Presentations, Panels, and Other Research

Publications

- *Bridges: Conference Proceedings*, "The Qualitative and Quantitative World of Robert Wilson's Theater" (2010) – Prof. Julie Rogers Varland

- *The Next Urban Question: Resilient Cities Conference Proceedings*, "Urban Space and Artificial Intelligence" (2011) – Prof. Catalina Strother
- *GSD Platform 4* (Actar/Harvard Graduate School of Design), "New Geography: Imagining a City-world Beyond Cosmopolis" (2011) – Prof. Ryan Madson
- *d3:dialogue – an international journal of architecture and design* – Prof. Andrew Payne, guest associate editor for two issues in 2011 and 2012
- *The International Journal of the Constructed Environment*, "Designing Relationships: Investigating Community and Constructing Environments" (forthcoming 2012) – Prof. Julie Rogers Varland (coauthor)

Abstract / Paper Reviews

- Environmental Design Research Association (EDRA) Annual Conference, Seattle, WA (2010) – Prof. Andrew Payne (peer reviewer)
- Cambridge Workshops on Universal Access and Assistive Technology (CWUAAT), Cambridge, England (2012) – Prof. Andrew Payne (peer reviewer)
- Common Ground Publishing (2012) – Prof. Julie Rogers Varland (reviews of three journal articles submitted for publication)
- Practical BIM 2012 – 6th Annual USC BIM Symposium (2012) – Prof. Huy Sinh Ngo (blind peer paper reviewer)

Published Design Work

- *Architectural Record* (2010) – Prof. Christian Sottile (Savannah's Civic Master Plan)
- *Architects and Artisans* (2011) – Prof. Christian Sottile (design projects)
- *Il Giornale dell'Architettura* (2011) – Prof. Christian Sottile (SCAD Museum of Art)
- *New Geographies: Imagining a City-World Beyond Cosmopolis – A Research Report of the Harvard Graduate School of Design*, Harvard Graduate School of Design (2011) – Prof. Ryan Madson (design projects)
- *AIA Designs of the New Decade*, AIA (2012) – Prof. Christian Sottile (Savannah Civic Master Plan)
- *Architect Magazine* (2012) – Prof. Christian Sottile (SCAD Museum, of Art)
- *Architectural Digest* (2012) – Prof. Christian Sottile (SCAD Museum of Art)
- *Portfolio Design*, Norton (2012) – Prof. Matthew Dudzik (portfolio work)
- *St. Augustine Record* (2011) – Prof. Timothy Woods (design work)

Conference Presentations and Panels

- 7th International Savannah Symposium (2011) – "The Suburban Land(scape) Accordance" (Prof. Samuel Olin) and "The Spirituality of Place" (Prof. Julie Rogers Varland)
- AASHE Conference, Denver, CO (2010) – "Campus Sustainability Programs: A Case Study of Historical Fragmented Campus" (Prof. Mohamed Elnahas)
- ACSA 0-100 Digital Aptitudes, MIT (2011) – "Do Today's Learning Aptitudes Have to be Digital Technology-Based?" (Profs. Mohamed Elnahas and Andrew Payne)
- ACSA Regional Conference, Hartford, CT (2010) – "The Suburban Land(scape) Accordance" (Prof. Samuel Olin)
- ACSA Regional Conference, Houston, TX (2011) – "Local Identities Global Challenges" (Prof. Andrew Payne)
- ACSA Regional Conference, San Juan, Puerto Rico (2010) – "The Village Caught Between Three Worlds" (Prof. Timothy Woods)
- AIA National Convention, Washington, DC, Development and Advancement Forum (2012) – "Private Partnerships and Sponsored Studio Arrangements" (Prof. Scott Singeisen)

- SCAD-AIAS, Savannah, GA (2010-2012) – "Achieving Excellence in Your Design Practice" – lecture (Prof. Huy Sinh Ngo); "Ships of the Sea Maritime Museum North Garden Expansion: Unfinished Project Site Tour" (Prof. Algar Thagne); "Digital Workflow using AutoDESK REVIT and AutoDESK 3D MAX" – lecture (Prof. Huy Sinh Ngo)
- Applied Software Symposium, Savannah, GA (2010) – "BIM for Renovation and Retrofit" (Prof. Scott Singeisen)
- Building Enclosure Sustainability Symposium: Integrating Design and Building Practices, Pomona, CA (2011) – "Urbanization Effects on Building Energy Simulations" (Prof. Mohamed Elnahas)
- Bridges, Pecs, Hungary (2010) – "The Qualitative and Quantitative World of Robert Wilson's Theater" (Prof. Julie Rogers Varland)
- Curiouser: The Joint Meeting of SECAC and MACAA, Richmond, VA (2010) – "Interdisciplinarity for Innovation: A Case Study in Architecture" (Prof. Mohamed Elnahas)
- 4th World Conference on Design Research, Delft, The Netherlands (2010) – "Simulations: Hands-on education as a spatial learning tool" – poster (Prof. Andrew Payne) and "Identifying Change: Improving Wayfinding by Detecting Change in Footpath Materials" (Prof. Andrew Payne)
- International Conference of the Constructed Environment, Chicago, IL (2011) – "Designing Relationships: Investigating Community and Constructed Environments" (Prof. Julie Rogers Varland)
- Preserve America Grant and the Sanford Historic Trust, Sanford, FL (2012) – "Energy Efficiency and Historic Buildings" – lecture (Prof. Scott Singeisen)
- Savannah Science Seminar, Savannah, GA (2010-2012) – "CAD" – lecture (Prof. Huy Sinh Ngo); "BIM" – lecture (Prof. Huy Sinh Ngo); "Digital Visualization of the Built Environment" – workshop (Prof. Huy Sinh Ngo)
- Southeastern College Art Conference, Richmond, VA (2010) – "Story Savannah: Ethnography + Design" Richmond, VA (Prof. Julie Rogers Varland)
- Southeastern College Art Conference, Savannah, GA (2011) – "Interdisciplinary for Innovation" (Prof. Mohamed Elnahas); "Text-Texture" (Prof. Julie Rogers Varland)
- TEDx Creative Coast, Savannah, GA (2010) – "Containers for a Cause: from Commodity to Humanity" (Prof. Timothy Woods)
- TEDx Creative Coast, Savannah, GA (2011) – "Recovering Humanity in the Built Environment" (Prof. Christian Sottile)
- The Next Urban Question: Themes, Approaches, Tools, Universita Iuav di Venezia, Venice, Italy (2011) – "Urban Space and Artificial Intelligence: Resilient Cities?" (Prof. Catalina Strother)

2010-2012 Design Work and Consulting

- Prof. Ryan Bacha – Saigon Restaurant, Savannah, GA; Rancho Alegre Cuban Restaurant, Savannah, GA; Private Residence and Carriage House, Savannah, GA; Private Residence, Turks and Caicos.
- Prof. Daniel Brown, principal, CED Architects and Interiors, Savannah, GA – Lindsay and Morgan Lofts, Savannah, GA; Bikram Yoga Studio, Savannah, GA.
- Prof. Craig Clements, AIA, NCARB, senior associate, Sottile & Sottile, Savannah, GA – SCAD Museum of Art, Savannah, GA; East Central Lofts, Charleston, SC; Cool Blow Lofts, Charleston, SC; Savannah-Chatham County Unified Zoning Ordinance.
- Prof. Anthony Cissell, Assoc. AIA, senior associate, Sottile & Sottile, Savannah, GA – SCAD Museum of Art, Savannah, GA; Whitaker Street Urban Design Improvements, Savannah, GA; Tybee Island Marine Science Center, Tybee Island, GA; I-16 Civic Master Plan, Savannah, GA.
- Prof. Scott Dietz, principal, Dietz Consultant Group, Inc., Savannah, GA – Deaton Residence Addition and Renovation (un-built); Dietz Residence Addition and Renovation (un-built).
- Prof. Bryan Harder, AIA, architect, Lott + Barber, Savannah, GA – Social Sciences Building, Savannah State University, Savannah, GA; Student Center, Savannah State University,

Savannah, GA; Herty Hall Addition, Georgia College and State University, Milledgeville, GA; Chatham County Courthouse Annex, Savannah, GA.

- Prof. Thomas Hoffman, P.E., president, Hoffman Engineering Group, Inc., Savannah, GA, and Galveston, TX – Corpus Christi Marina, U.S. Navy, Corpus Christi, TX; City of Galveston Fleet Service Maintenance Building, Galveston, TX; City of Galveston Park Board, Galveston, TX; North County Annex Air Handler Replacement, Galveston, TX; Llewellyn Medical Clinic, Galveston, TX; Operations Office Building, Bolivar Peninsula Special Utilities District, Crystal Beach, TX; Outpatient Clinic, M.D. Anderson Hospital, Houston, TX; Operations Office Building, Texas Brine Co., Houston, TX; 150-unit condo complex design, Maravilla Condominiums, Galveston, TX; Mitchell Historic Properties (various structures), Galveston, TX; Wincrest Assisted Living Facility, El Campo, TX; Artist Center, Galveston Artist Residency, Galveston, TX.
- Prof. Jean Jaminet, partner, RPDS Mumbai, Mumbai, India – Le Soleil Restaurant, Mumbai, India; Golden Acres Residence, Mumbai, India; Rooftop Lounge, Mumbai, India; Rasi Spa, Andheri, India; Virgo Heights residence, Mumbai, India; Tryst Nightclub, Mumbai, India.
- Prof. Melanie Parker, structural engineer, Hargrove Engineers + Constructors, Mobile, AL – Design of structural components and integrated modular systems for Department of Defense facilities and petroleum industry environmental remediation efforts; Consulting for private residence in Michigan, in collaboration with other architecture faculty.
- Prof. Arpad Daniel Ronaszegi – Design and graphics consulting, Cowart Group Architects, Savannah GA; First Seventh-Day Adventist Church, Savannah, GA.
- Prof. Alejandro Silva, Assoc. AIA, NAPP – CEO, ASilvas.com, LLC, Savannah, GA; Director of visual communications, Lott + Barber, Savannah, GA.
- Prof. Scott Singeisen, principal/owner, Vo Singeisen Design, LLC, Savannah, GA – Orchestra Decision Frameworks, Atlanta, GA; Girl Scouts of Historic Georgia 100th Anniversary Ceremonial Bridge, Savannah, GA.
- Prof. Christian Sottile, AIA, NCARB, principal, Sottile & Sottile, Savannah, GA – SCAD Museum of Art, Savannah, GA; The Cay Building – Office of the U.S. Attorneys, Savannah, GA; Tybee Island Marine Science Center, Tybee Island, GA; Historic District Large-scale Development Ordinance, Savannah, GA.
- Prof. Algar Thagne, independent manager, Daniel E. Snyder, Architect, P.C., Savannah, GA – Ships of the Sea Maritime Museum, North Garden Expansion, Savannah, GA; Raised Cottage, Tybee Island Light Station, Tybee Island, GA; Hochman Residence, Skidaway Island, GA, 2010; Dulany Residence, Savannah, GA.
- Prof. Timothy Woods – LOCI CLOUD, a mobile, inflatable pavilion; LOCI 409, a transformable micro living space, St. Augustine, FL; Affordable housing from ISO shipping containers (received 5th place in national SIFE award program).
- Other faculty maintain private practices designing a variety of projects and engaged in consulting, including: Profs. Matthew Dudzik; Greg Hall, PhD, AIA, NCARB; Ryan Madson, Associate ASLA, principal, Ryan Madson, Landscape Architecture and Urban Design, Savannah, GA; Fernando A. Munilla, AIA Architect, LEED AP, principal/owner, Statesboro, GA; Huy Sinh Ngo, architecture advisor, Bentley Systems Inc., Exton, PA; Andrew Phillip Payne, owner/consultant, StudioGAP, Raleigh, NC, and Savannah, GA.

Doctoral Research

- "Contextual Perspectives of Sustainable Urban Development: New Urban Form Models for Historic Cities" (2010-present) – Prof. Catalina Strother (research toward Ph.D. in urbanism)

Curricular Research and Development

- Prof. Brian Wishne. Comparative research of existing professional programs in landscape architecture and preparation of program proposal for new B.F.A. in landscape architecture and urban design (2010); Review and revision of M.U.D. degree program curriculum, sequencing,

admission guidelines, thesis guidelines, and candidacy guidelines (2010-2011); Research and course development for real estate law and finance and urban ecology (2011).

2010-2012 Competitions, Awards, and Exhibitions

Competitions

- Freegreen Who's Next 2.0 Competition (2011) – Prof. Amy Wynne (finalist)
- Museum of African Art, New York, NY (2012) – Prof. Jean Jaminet
- Students in Free Enterprise (SIFE) National Competition (2010) – Prof. Timothy Woods (5th place)

Awards and Appointments

- Georgia LEED Regionalization Task Force Appointment, United States Green Building Council (USGBC) Georgia, Atlanta, GA (Scott Singeisen, 2011-present)
- National Honor Award for Urban Design, American Institute of Architects (Craig Clements, 2010)
- Social Intelligence Design (SID) 2010 Conference Advisory Committee, Royal Holloway University, London, United Kingdom (Scott Singeisen, 2010)
- Charter Award, Congress for the New Urbanism (2012) – Prof. Craig Clements

Curated Exhibitions

- "Beaufort 2011 Expo – Architecture and Neighborhood Designs," exhibition of competition entries focusing on redevelopment of vernacular Beaufort neighborhoods, The Verdier House, Beaufort, SC (2010) – Prof. Scott Singeisen
- "Isaiah Davenport the Carpenter," Davenport House Museum, video documentary, Savannah, GA (2012) – Prof. Thomas Hoffman
- "Leon Krier and Rob Krier: Exhibition of Recent Work," Eichberg Hall Gallery, SCAD (2010) – Prof. Scott Singeisen
- "LOCI RED," St. Augustine, FL (2011) – Prof. Timothy Woods
- "Small Works: CFAC and Friends Show," Indigo Sky Community Gallery, Savannah, GA (2010) – Prof. Algar Thagne
- "Take Two," The Loft at City Hall, Beaufort, SC (2011) – Prof. Scott Singeisen
- Sculpture Exhibition at DuPont Corian Design Studio, Philadelphia, PA (2011) – Prof. Andrew Payne (student work from ARCH 406 Design Studio VI)
- "Christopher Murphy; Exhibition of Pencil Drawings," Cay Building Gallery, Savannah, GA (2012) – Prof. Anthony Cissell

Faculty Appointment. The process for appointing and hiring faculty begins with assessment, with the chair determining the need for new faculty members based on the current needs and growth of the department. The chair and dean confer on the need for new faculty, and the vice president for academic services approves any new faculty requests made by the dean. Once approved, the request is presented to the vice president for human resources. All personnel involved in these decisions use an online system, making the process as efficient as possible. The faculty recruiter in the office of human resources then works with the chair and dean to develop a recruitment plan, a position announcement, and select the best advertising venues. Throughout the appointment process, the university uses the SCADJOBS applicant-tracking system, reducing the need to print and move application materials physically. Architecture faculty positions are typically advertised with the following publications and websites:

Academickeys.com	American Institute of Architects
American Planning Association	Archinect
Association of Women Architects	Association of Collegiate Schools of Architecture

Chicago Women in Architecture
Diversitytrio.com
Higheredjobs.com
Insidehighered.com
Planetizen

Also, positions are advertised on the **SCAD Jobs page**. The faculty recruiter screens applicants to ensure they meet all credential requirements and then releases the appropriate applicants to the chair of architecture for review. The chair then works with an ad-hoc faculty search committee, comprised of department faculty, to review candidates, conduct phone interviews, and invite finalists for a campus visit. During campus visits, which typically last two to three days, candidates:

- Deliver and are evaluated on a classroom lecture, with formal, documented input from various observers;
- Tour the campus, department, and surrounding community, and meet with students, if possible;
- Participate in a formal interview panel with the chair, dean, at least one member of the architecture faculty, the director of human resources, and the faculty recruiter.

After the campus visit, the interview team evaluates candidates and determines which candidate is the best choice for the department. An offer of employment is extended for the academic year. Once the candidate accepts the position and all administrative tasks and credentialing are complete, a contract for the upcoming academic year is mailed to the new hire for signature.

Program Diversity. As stated in the Studio Culture Policy, all studio courses encourage a culturally rich experience for students – through an incredibly diverse group of students, faculty, and staff and the execution of design projects that address and incorporate the following:

- Universal design
- Sustainability issues
- Varied cultural and religious influences
- Social and community concerns

For additional information regarding the program's diversity, please see Section 1.3 (Institutional Statistics).

Faculty Rank and Privileges. All faculty within the program and across the institution hold the rank of professor, a system that enhances departmental collegiality through the equal treatment of all faculty in matters of course assignments, scheduling preferences, service opportunities, committee and council assignments, Presidential Fellowship applications, and participation in university activities – regardless of the duration of employment. As well, the contract system includes an annual performance review process, with salary increases for all faculty members who receive positive evaluations from the chair and dean. This annual review is tied to student learning, innovation in teaching, achievement of agreed-upon performance objectives for the academic year, and other inputs, including external recognition (e.g., publications, conference participations). As well, any faculty member who has been employed full-time by the college for a continuous period of five academic years (excluding summer quarters) may request or be offered a three-year employment agreement.

Dialogue with Outside Faculty and Professionals. With a mission to prepare students for the profession of architecture, the program supports an active schedule of visiting professionals and academics who share their knowledge and insights with students and help the faculty remain current with trends within and beyond the academy. As well, the program understands the need to foster relationships with faculty and staff at other universities. These new initiatives have brought new energy to the program, both in terms of pedagogy and current issues within the discipline and practice of architecture. In the three years before the last site visit, the program had hosted only six guests from other institutions, whereas in the fewer than three years since that visit the program has already hosted guests from nearly

20 universities, not to mention many additional institutions represented by speakers in the School of Building Arts Lecture Series, discussed later in the section.

Guests of the Department. Since the 2010 site visit, the department has hosted more than 90 visitors to the department, a number that includes both visiting faculty from other institutions, visiting lecturers who have delivered talks with the program and the larger SCAD community, guest critics from the profession, and more. For example, since 2010, the department has hosted faculty from the following institutions:

Islamic Azad University
Brown University
Clemson University
College of the Holy Cross
Harvard University
Mississippi State University
University of Arkansas
University of Illinois
Yale University
Ball State University
California College of the Arts
Georgia Institute of Technology
College of Visual Arts (Brazil)
Massachusetts Institute of Technology
National Cheng Kung University
University of North Carolina at Chapel Hill
University of North Carolina at Charlotte

Other recent special guests have included:

- J. Adam Ragsdale, Savannah Metropolitan Planning Commission (Savannah, GA)
- Alice Guess, Gibson Guess Architects (Charleston, SC)
- Allison Giordano, B.F.A. historic preservation, 2000 (Jacksonville, FL)
- Andrew Lynch, AIA, LEED AP, Lynch Architects (Savannah, GA)
- Brett Bennett, City of Springfield (Springfield, GA)
- Brian Ahmes, Harvard Kennedy School (Cambridge, MA) – virtual presentation
- Carmen Evans, AIA, LEED AP, The Epsten Group (Atlanta, GA)
- Carrie Collins, Waters Avenue Revitalization Community Advisory Board (Savannah, GA)
- Charisse Bennett, U.S. Green Building Council (Savannah, GA)
- Charles Bloszies, AIA (San Francisco, CA)
- Cody Davis, Gage/Clemenceau Architects (New York, NY)
- Cody Tharpe, P.E., Tharpe Structural Design Group, LLC (Savannah, GA)
- Daniel Snyder, AIA, Daniel E. Snyder, Architect, P.C. (Savannah, GA)
- Darin Sehnert, Mansion on Forsyth Park (Savannah, GA)
- David Green, AIA, Perkins+Will (Atlanta, GA)
- Denise Wood, Whitfield County Commission (Dalton, GA)
- Dianne Clabaugh, Real Property Services Department, City of Savannah (Savannah, GA)
- Elaine Fultz, Lynch Architects (Savannah, GA)
- Eric McManus, GoDesign (Savannah, GA)
- Erin Rahn, LEED, Effingham Co. Industrial Development Authority (Springfield, GA)
- Florian Idenburg, SO-IL (New York, NY)
- Frankie Patrick, W.W. Law Center (Savannah, GA)
- Gilles de Mont-Marin, Société d'Economie Mixte d'Aménagement de Paris (France)
- Greg Skinner, AIA, LEED AP BD+C, Cooper Carry Architecture (Atlanta, GA)
- Hezakiah Hudson, Waters Avenue Business Association (Savannah, GA)
- Jack Butler, Savannah Metropolitan Planning Commission (Savannah, GA)
- James Holmes, Chatham County Commissioner (Savannah, GA)
- James Cramer, Design Futures Council and Greenway Group (Norcross, GA)
- James Thomas, AIA (Charleston, SC)
- Jerry Lominack, AIA (Savannah, GA)
- John Crofts, City of Jacksonville (Jacksonville, FL)
- Johnpaul Jones, FAIA, Jones & Jones Architects and Landscape Architects, Ltd. (Seattle, WA)

- Jonathan Bahe, Design Futures Council (Norcross, GA)
- Joshua Tiller, PLA, ASLA, J.K. Tiller Associates, Inc. (Bluffton, SC)
- Kelly Walsh, U.S. Green Building Council (Savannah, GA)
- Kevin Chafin, AIA, LEED AP, Lindbergh & Associates (North Charleston, SC)
- Kevin Herrit, Whitfield County (Dalton, GA)
- Kevin Klinkenberg, K2 Urban Design (Savannah, GA)
- Landis Faulcon, Waters Avenue Revitalization Project (Savannah, GA)
- Larry Rivers, Waters Avenue Business Association (Savannah, GA)
- Lisa Sheppard, City of Jacksonville (Jacksonville, FL)
- Luis Arias, C.H. Briggs Company (Reading, PA)
- Mark Bittoni, Bittoni Designs and Design Matters (Los Angeles, CA)
- Melanie Shrugs, community activist and volunteer (Dalton, GA)
- Michael Maher, Civic Design Center, City of Charleston (Charleston, SC)
- Michelle Hunter, Department of Cultural Affairs, City of Savannah (Savannah, GA)
- Nate Hume, suckerpunchdaily.com (New York, NY)
- Patricia Brown, Waters Avenue Revitalization Project (Savannah, GA)
- Patrick Phelps, AIA, LEEP AP, Hansen Architects, P.C. (Savannah, GA)
- Paul Davis, City of Jacksonville (Jacksonville, FL)
- Ramsey Khalidi, Waters Avenue Business Association (Savannah, GA)
- Rebecca Post Lynch, AIA, Lynch Architects (Savannah, GA)
- Scott Jackson, GoDesign (Savannah, GA)
- Stephen Risse, Civic Design Center, City of Charleston (Charleston, SC)
- Subharthi Guha, Zaha Hadid Architects (London, United Kingdom) – virtual presentation
- Sidney Johnson, Waters Avenue Business Association (Savannah, GA)
- Tiana Bragg, C.H. Briggs Company (Reading, PA)
- Tom Kohler, Savannah Citizen Advocacy Project (Savannah, GA)
- Tom Stephens, Community Planning & Development, City of Savannah (Savannah, GA)
- Trevor King, DuPont Building Innovations (Buffalo, NY)
- Ty Ross, City of Dalton (Dalton, GA)

The School of Building Arts Lecture Series. Over the past two years, the architecture department has increased its efforts to collaborate with the SCAD-AIAS and continued developing a **lecture series** that addresses topics of interest and value to students. The school invites distinguished architects, interior designers, furniture designers, historic preservationists, architectural historians, and urban designers, and all lectures are held in the SCADMOA Theater and broadcast for students and faculty members at SCAD Atlanta, SCAD Hong Kong, and SCAD Lacoste. These lectures are recorded and digitally archived for future reference by those who were unable to attend and others across the university community. The school's and the program's efforts in this area have dramatically elevated the collective student interest in attending lectures; that is, students see the value of seeking knowledge outside the traditional classroom setting and how this knowledge can inform the work of a student designer. Below are the names of speakers from 2010-2012.

- Robert Bruegmann, "Sprawl: Learning to Love It or at Least Why You Should Think Twice About Trying to Stop It"
- Daniel Carey, "HSF and Preservation: Meeting Savannah's Challenges in the 21st Century"
- Mark Cutler, "Design as a Form of Portraiture"
- Olympia Kazi, "The Van Alen Institute"
- Leon Krier and Rob Krier, "Influences on Their Development Toward a Consolidated Theory of Architecture and Urbanism"
- Perry Kulper, "Representation"
- Gilles de Mont-Marin, "Paris Rive Gauche 1991–2015"
- Paul Masi, "Bates Masi Architects"

- Alan Maskin, "Olson Kundig Architects"
- Andrea Ponsi, "Ecology"
- Bradley Samuels, "Recent Work Situ Studio"
- Cameron Sinclair, "Architecture for Humanity"
- Martin Smith, AIA, NCARB, "NCARB Outreach Program"
- Ghislaine Viñas, "A Decade in Design"
- Glaire D. Anderson, Ph.D., "Interpreting and Visualizing the Villas of Early Islamic Spain"
- Deborah Berke, "Old New Now"
- Lea Bogdan, "Top 10 Surprises of a Career in Design"
- Susan L. Buck, "Conversation Versus Replication of Traditional Decorative Architectural Finishes"
- Rachel Dacks, "Lessons Learned During 15 Years in the Contract and Juvenile Furniture Fields"
- Dolan Daggett, "From the Bottom Up: An Exploration of Design Rooted in Experiment, Specificity, and the Primacy of Ideas"
- Rob Eastman, "Inside Davis Furniture: Leader in the Contract Furniture Market and Contemporary Design"
- Hank Forrest, "Luminous Interiors: An Epilogue to Starkness "
- Don Jones, "Heritage Without Borders: International Preservation and Heritage Development in the 21st Century"
- Will McGovern, "Signatures are for Writers: Making Your Mark Without Predicting Your Presence"
- Primo Orpilla and Verda Alexander, "Studio O+A"
- Kim Sexton, "Cracks in the Façade: Renaissance Palazzo, Renaissance Self"
- Lola Sheppard, "An Examination of Fourth Natures: Emerging Territories that Exist as a Mediation of Natural and Built Environments"
- Roger Sherman, "Double Agency"
- Ron Staley, "Historic Preservation and the Team: Constructing Partnerships for Successful Project Implementation"

Guests of the Institution. As well, the program benefits from its setting within an art and design university, where the building arts are recognized and embraced by the larger SCAD community. The institution often invites guests to visit and interact with faculty, staff, and students. These guests, who often are renowned in multiple fields of design in addition to architecture – e.g., interior design, and furniture design – help engage the larger university community and illuminate the connection of architecture to other disciplines. These guests have included: Anthony Vanky, SENSEable City Laboratory, MIT (Cambridge, MA); Vern Yip, interior designer and television personality, HGTV (Atlanta, GA); John Bricker, Principal, Gensler (New York, NY); Stephen Perkins, AIA, ISHC, Principal, ForrestPerkins (Washington, DC); and John Gidding, architect, designer, and television personality, HGTV (San Francisco, CA).

Additional Interaction with Other Programs. The program has worked to engage more regularly with outside departments of architecture. Recent examples include:

- Chair Greg Hall – Participated in a panel discussion at the Atlanta AIA's Principal's Roundtable in Atlanta, GA, with the chair of the School of Architecture at the Georgia Institute of Technology and the interim dean of the School of Architecture and Construction Management at Southern Polytechnic State University.
- Dean Christian Sottile – Led an urban design and architectural walking tour in Savannah for two faculty and more than 40 architecture students from Clemson University, addressing architecture and urban design.
- Prof. Craig Clements and Dean Christian Sottile – Participated in a conference on leading charrettes at the Graduate School of Design at Harvard University and received certification from the National Charrette Institute.
- Prof. Scott Singeisen – Participated in design critiques at Southern Polytechnic State University.

- Chair Greg Hall and Dean Christian Sottile – Visited The Catholic University of America to discuss physical resources and facilities with department leadership.
- For the past two years, multiple faculty members helped organize and participated in the AIA Georgia Legacy Charrette, an event that includes the three schools with accredited architecture programs in Georgia. This community-based charrette brings together students from SCAD, Georgia Institute of Technology, and Southern Polytechnic State University, working together to create a solution to a community design challenge.
- Profs. Hsu-Jen Huang, Mohamed Elnahas, and Scott Singeisen, as well as Dean Christian Sottile and Chair Greg Hall, have undergone NAAB team training and/or have already served on NAAB visiting teams to Arizona State University, California College of the Arts, Cornell University, Miami University, New Jersey Institute of Technology, Pratt Institute, Prairie View A&M University, and Rhode Island School of Design.

Exhibitions. Architecture students benefit from **exhibitions** – painting, sculpture, video installations, fashion, and more – affording new ways to encounter art and design and to discover alternative ways of conceiving and producing creative work. The university operates 15 **galleries** at its 4 locations, including 5 active galleries in Savannah, in addition to the SCAD Museum of Art (SCADMOA), providing students with first-hand observations of, and interaction with, the caliber of work celebrated in the contemporary art and design world. SCAD exhibitions are often reviewed in *ArtForum*, *Art in America*, and related publications, and with the architecture program's immediate proximity to the new SCADMOA, architecture students have direct access to current exhibitions. The university ensures that every year, all disciplines are represented among the exhibition calendar. Since the 2010 site visit, the following exhibitions – related to architecture and the building arts – have been presented at the university.

Galleries
Alexandre Arrechea – "The Rules of Play" – Gutstein Gallery and ACA Gallery of SCAD (2010)
Andrei Rozen – "The Novgorod Spaceship Project" – Pinnacle Gallery (2010)
Benetton Group Exhibition – "Opening Soon" – Pei Ling Chan Gallery (2010)
Cindy Tower – "Abandoned" – Alexander Hall Gallery (2010)
Candida Höfer – "Infinite Moments" – Pinnacle Gallery and ACA Gallery of SCAD (2011)
Various – "The Spirituality of Place" (8th International Savannah Symposium) – Gutstein Gallery (2011)
Various – "Capturing an Icon: Ezra Stoller and Modern Architecture" – Gallery See (2011)
Various – "A SCAD Documentation of Sham Shui Po" –SCAD Hong Kong Moot Gallery (2011)
Various – "Room in My Head: Staging Psychological Spaces" – Gutstein Gallery (2012)
Jean Prouvé – "Selections" – Galerie Pfriem (2012)
Mark Dorf – "Environmental Occupations" – Galerie Bleu (2012)

Exhibitions at SCADMOA
Alfredo Jaar – "May 1, 2011" (2012) – installation
Stephen Antonakos – "Tessares" (2011-2012) – jewel boxes
Liza Lou – "Let the Light In" (2011-2012) – trailer component
Kendall Buster – "New Growth: Stratum Field" (2011-2012) – installation
Fred Wilson – "Life's Link: A Fred Wilson Installation" (2012) – brick motifs in exhibition
Iván Navarro – "Heaven or Las Vegas" (2012) – light sculpture

Admission to the University. The university maintains admission policies that deliver a student body of varied backgrounds with demonstrated intellectual and artistic capacity. Applicants who meet or exceed the minimum admission requirements are not guaranteed admission. The institution maintains specific policies and standards related to **undergraduate**, **transfer**, and **graduate** applicants, and has supplementary processes and information accessible to international students, as well as applicants who desire to pursue a certificate or are not seeking a degree. What follows is more detail about the admission process across the university. Following that, more detail is provided on specific requirements for admission to the architecture program.

Undergraduate Admission. Undergraduate portfolios are not required but are accepted from applicants who wish to be considered for scholarships. Applicants may submit any type of work, regardless of what major they are interested in pursuing. All portfolio types should showcase an applicant's best work, presented as professionally as possible. Portfolios should demonstrate the applicant's interests in and aptitudes for advanced study and, specifically, potential for success in the academic program.

Graduate Admission. Graduate portfolio submissions are required for graduate enrollment and scholarship consideration. Portfolios must be specific to the intended course of study and should represent the applicant's best work, presented as professionally as possible. Portfolios should demonstrate the applicant's interests in and aptitudes for advanced study and, specifically, potential for success at the university.

Completed applications are reviewed on a rolling basis and applicants are notified of the admission decision accordingly. New students may enter fall (September), winter (January), spring (March) or summer (June), although most students begin in September.

Admission to the Architecture Program. The department's admission and transfer committee, in concert with the office of admission, oversees the review of portfolios for admission to the pre-professional B.F.A. degree program and the professional M.Arch. degree program, including the review of admission transfer credit. Throughout the year, the committee organizes teams of faculty members to review the transcripts and portfolios of the student candidates and, for transfer and graduate applicants, to evaluate student transcripts and each course at the course description level, comparing course description to course description and NAAB Student Performance Criteria (SPC) determined by the curriculum. Admission representatives assist in making this review as efficient as possible and provide documents that help set assessment and comparability standards.

B.F.A. Admission. Applicants for the pre-professional B.F.A. in architecture program must attain a minimum SAT math score of 560 or an ACT math score of 24 in order to be granted regular acceptance. Otherwise, qualified applicants to the architecture program who have not attained these scores or who are unable to demonstrate an aptitude for the study of mathematics and science may be admitted to the professional architecture program on a provisional basis – if the student completes MATH 101 Intermediate Mathematics, offered every quarter by the liberal arts department. The credit hours earned in MATH 101 Intermediate Mathematics may be applied as an elective toward credit hours required for the pre-professional architecture degree.

M.Arch. Admission. Applicants for the professional M.Arch., including those entering from preparatory or pre-professional programs, are evaluated according to the NAAB Student Performance Criteria (SPC) required at the pre-professional level. Required credit hours are determined on an individual basis, dependent upon review of the student's academic transcripts and portfolio by the architectural faculty and transfer credit evaluator at the university. In addition to the required graduate hours, students may be assigned preparatory (preliminary) courses from the B.F.A. program.

A description of the process by which students are evaluated for admission into the accredited degree program is located in Section II.3 (Evaluation of Preparatory/Pre-professional Education). As well, detailed information about the admissions process and policies of the program and the university are provided at **http://www.scad.edu/admission** and in documents that will be provided in the team room.

Student Support Services. Architecture students benefit from significant student support services, helping them remain focused on classwork and their growth as architects and designers. This support begins at the earliest stages of admission, throughout each student's university experience, and even

beyond graduation, through the individual student's work with his or her career success adviser. These services are discussed below and in more detail on the SCAD Student Success **website**.

Academic Advising. Academic advisement is offered to architecture students through the office of student success and advising, the office of graduate studies, and faculty advisers in the architecture department. All undergraduate students are required to attend advisement meetings with their staff adviser during their first year of enrollment, where advisers address adjustment issues, major selection, course sequencing, and course registration. Upon declaring a major, students are assigned a faculty member within their major department. Faculty advisers develop mentoring relationships with undergraduate students that focus on review of academic progress and career development, and students are free and able to change their faculty advisers at any time. Students experiencing academic challenges work with counselors to create an academic success plan, where students set goals and take specific action steps outlined in the plan. Completed success plans are forwarded to academic advisers, who provide outreach and follow up. The **office of counseling and student support services** also offers two voluntary counseling groups, one for students accepted provisionally and one for students on academic probation. These groups are co-facilitated by staff members and focus on time management, student motivation, healthy behaviors, university resources and student responsibility. These topics are also the focus of weekly Friday workshops in Bradley Hall, the home of counseling and student support services.

Career and Alumni Success. Career advising is offered to architecture students, from the earliest stages of admission to after graduation from the university, by the **office of career and alumni success (CAS)**. CAS career advisers help students write career goals, create cover letters and portfolios, rehearse for interviews and client presentations, and create the self-promotional materials so necessary for today's graduates. CAS also hosts the **SCAD Career Fair**, which brought 136 employers to campus in winter 2012, including Gensler, Perkins+Will, Hirsch Bedner Associates, and others. CAS advisers Allicia Pickett and Franyel Zelaya Mayorga – based in Bradley Hall, and with a regular presence in Eichberg Hall – help keep architecture students on track with the process of preparing for interviews and with other steps toward their careers. In 2012, CAS hosted several career-oriented workshops for building arts students, including workshops in writing cover letters and conducting interviews. CAS also offers workshops on entrepreneurship, branding, salary negotiation, socially responsible careers, and more.

The Learning Resource Network. The **Learning Resource Network**, housed at Jen Library, administers the **Writers' Studio**, Lynda.com training, the **Graduate Mentor Program**, and other resources. The Writers' Studio offers students, faculty, and staff individualized and small-group assistance with all aspects of the writing process, including prewriting strategies, structuring ideas, developing a thesis statement, and other skills. In addition to individual sessions, students can attend quarterly workshops on a variety of writing topics, including writing about art and architecture, learning Chicago/Turabian and MLA styles, and writing an artist's statement. The Writers' Studio is staffed with full-time professionals who meet with students by appointment. As well, the Learning Resource Network provides learning assistance free of charge, including online peer tutoring through SCAD Connect and full access to Lynda.com, an online learning platform that teaches a growing range of computer skills in video format to members through subscription plans. SCAD has subscribed to Lynda.com since 2009, enabling students, faculty, and staff to receive additional training in the programs they use every day at no extra individual cost.

International Student Services. Students from more than 100 countries attend SCAD to take advantage of its unique learning environment and the opportunities afforded by a SCAD education. Within the **International Student Services Office (ISSO)**, full-time advisers assist with the transition of international students into American culture and the college environment. All students are encouraged to participate in the activities planned by the Intercultural Student Association, a student club formed to promote cross-cultural contact and communication among

students and the community. Orientation for new international students takes place at the beginning of each quarter and is coordinated by ISSO advisers who address questions concerning academics, university life, cross-cultural issues, employment, health care, housing, safety, immigration, insurance, scholarships, taxes, travel, and personal matters. The advisers inform international students about upcoming events and changes in immigration or visa-related regulations.

Ombudsman. Students are encouraged to resolve concerns by contacting the office responsible for the area relevant to the complaint. If dissatisfied with the response, the student may contact the relevant area supervisor, director, department chair, or dean for resolution. The **student ombudsman** serves as an alternate resource for all students to complement other existing channels of communication. The role of the student ombudsman is to serve as a resource and designated neutral party for those who may have a SCAD-related concern or grievance. The student ombudsman does not impose solutions, but does identify options and strategies for resolution – providing contact with appropriate university resources or serving as a mediator, among other roles.

Personal Counseling. The **office of counseling and student support services** counselors are available to assist students with short-term individual counseling, organize support groups, make community referrals, plan educational workshops and provide self-help resources. Assistance is offered for a wide range of concerns, and services are free. Confidentiality is guaranteed within legal and ethical guidelines.

Disability Services. In compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, SCAD offers educational services that provide equal opportunity for individuals with disabilities. Students must provide documentation of their disability. The **office of disability services** has adopted the ADA definition of disability: "Disability is defined as a physical or mental impairment that substantially limits one or more major life activities of such individual" (ADA, 1990). All reasonable accommodations are determined for students on an individual basis. In order to receive academic adjustments and/or reasonable accommodations, students must make appointments with the disability services coordinator each term to make their specific accommodation requests known.

Deaf Services. The deaf services department assists hearing-impaired or deaf students in effectively communicating with other students, faculty, and staff. Staff members meet with students to evaluate their communication needs; register students for classes; coordinate interpreting schedules; recruit, hire, train, and supervise staff interpreters; provide interpreting services for staff and extracurricular activities; and provide in-service training for faculty and staff utilizing interpreters.

Field Trips and Student Opportunities for Travel. The program strongly advocates for lifelong learning by encouraging students to engage in travel, field trips, and other related explorations outside the classroom – an advocacy shared by the university and in compliance with the NAAB Conditions that students learn the importance of applying fieldwork to their education as students of architecture. In fact, all courses include at least one required field trip opportunity, which can include everything from a university lecture or symposium to events further afield; architecture students have traveled on field trips to Miami, FL; Austin, TX; Charleston, SC; and New Orleans, LA, where Prof. LaRaine Montgomery has taken architecture students for the past seven years, annually, to work on rehabilitation projects in the Upper Ninth Ward, Bywater Historic District, and elsewhere. Other examples of course-related field trip activities since the 2010 site visit include:

- For a sponsored studio in collaboration with C.H. Briggs Company, where students explored applications for composite surface materials, the class traveled to Orlando, FL; Baltimore, MD; Harrisburg, PA; and Philadelphia, PA, for visits to their design studios and fabrication shops.

- Architecture students traveled to Austin, TX, to tour the offices and projects of *Architectural Record's* 2006 Design Vanguard "Firm of the Year," Bercy Chen Studio, and Antenora Architects, LLP. SCAD alumnus James Garza of Antenora Architects gave a tour of projects around Austin, TX.
- ARCH 404 Architecture Design Studio IV students traveled to Washington, DC, to study the urban context of the DuPont Circle neighborhood and visit local public branch libraries as a precedent to the studio program.
- Architecture students traveled to Charleston, SC, to visit notable projects such as the Charleston Aquarium by Eskew+Dumez+Ripple and Middleton Inn by Clark & Menefee, as well as to Jacksonville, FL, to visit the St. John's River Ferry Terminal and Atlanta, GA, to visit the Kyudo Japanese Archery Arena.
- ARCH 300 Architecture Design Studio I students visited Auldbrass Plantation in Yemassee, SC, designed by Frank Lloyd Wright.
- ARCH 404 Architecture Design Studio IV students traveled to Asheville, NC, to the Biltmore Estate and Grove Park Inn.
- Numerous classes have visited the offices of, and met with, representatives from the City of Savannah and Chatham County-Savannah Metropolitan Planning Commission.
- Students from ARCH 471 Architectural Practice and ARCH 706 Architectural Practices visited local and regional firms, including the office of Lott + Barber architects, where Prof. Alejandro Silva, director of visual communications, shared relevant ideas about practice in a small local firm, integrated project delivery, the use of Revit as an information management and production tool, and other production and management tools.
- Architecture students made a local site visit to the Mathews Residence and the Brooks Residence, Tybee Island, GA, by Daniel E. Snyder, Architect, P.C.
- Architecture students have also taken field trips to Hunter Army Airfield, the Savannah First Baptist Church, the Cay Building in Savannah, and the SCADMOA. These site visits were scheduled for students to observe construction site programs and included discussions with architects, contractors, construction managers, and project supervisors.

Study Abroad Programs. In addition to individual class field trips, study abroad programs offer architecture students immersion in diverse foreign and domestic locations ranging from New York to Hong Kong. The program has a specific focus on taking advantage of study abroad opportunities presented by SCAD Lacoste and SCAD Hong Kong. As discussed throughout this report, more than 60 architecture students have traveled to SCAD Lacoste, the university's study-abroad location, since the 2010 site visit, where architecture, foundations, and general education courses are offered every spring quarter, along with a full complement of other disciplines in the fine arts and beyond. The Lacoste experience fully immerses students in the village life of Lacoste and includes extended trips to Paris, Barcelona, and across the Provence region. Also, students can see firsthand in Lacoste the university's own adaptive reuse of historic structures, such as Maison Basse, a 16th-century farmhouse and equestrian stable that has been transformed into studio, classroom, and residential spaces for students and faculty. The university's physical resources staff in Lacoste invite students to observe and document this work, allowing them to see up close how architects and preservationists work in an international setting. As discussed in Section I.1.4 (Long Range Planning), one of the program's long-term objectives is to increase student and faculty involvement at the SCAD Hong Kong location, through short-term study abroad trips in summer and winter and more. Several architecture students have already traveled to SCAD Hong Kong to take elective courses in summer 2011 and summer 2012. The success of these international efforts, as well as the university's own presence overseas, has led a number of recent architecture alumni to practice and work abroad, as discussed in Section I.1.3 (Responses to the Five Perspectives), including alumni currently employed at:

- RTKL – Beijing, China (Brian Bessenaire, M.Arch. 2009)
- standardarchitecture – Beijing, China (Johan Tristan Kinnucan, M.Arch. 2000)
- Urban Design Group China – Shanghai, China (Rondinearo Edgecombe, M.Arch. 2003)

- Grid Architects – London, United Kingdom (Stephanie Hurst, M.Arch. 2006)
- Zaha Hadid Architects – London, United Kingdom (Matthew Engele, M.Arch. 2009)
- Dennis Lau & Ng Chun Man Architects & Engineers – Hong Kong (Andrew King, M.Arch. 2009)
- Marc & Chantal Design – Hong Kong (Jason Schlabach, M.Arch. 2006)

Student Societies and Organizations. As earlier discussed in Section I.1.3 (Responses to the Five Perspectives), student groups, both within and outside the department, provide important opportunities for architecture students. The SCAD chapter of American Institute of Architecture Students (SCAD-AIAS) is one of the oldest and most active student organizations within the School of Building Arts. In fact, the organization's activities have inspired many other student organizations within the SCAD student community. For example, SCAD-AIAS was instrumental in the formation of **Project Green**, a student and faculty group dedicated to the promotion of environmental sustainability within and beyond the university community – and which multiple student groups from other departments now support. SCAD-AIAS has also helped plan and sponsor the university-wide "**Global Warming Teach-In**," with speakers from graphic design, industrial design, architecture, design for sustainability, and more, as well as from area professionals in architecture, government, business, and more. Additional SCAD-AIAS events include Freedom by Design, IDP workshops, résumé and portfolio workshops, SCAD Accepted Students Day, and the Savannah-area Beaux Arts Ball. This year, SCAD-AIAS is sponsoring the 2012 AIAS FORUM, a national event to take place at SCAD and in Savannah. Student leaders of SCAD-AIAS have also recently attended the 2012 South Quad Conference (Charlotte, NC) and the 2012 AIA Georgia Grassroots Leadership Conference (Atlanta, GA), where students met with the state legislature to discuss legislative issues and National AIAS Initiatives. Students are also provided leadership opportunities through the National Organization of Minority Architecture Students (NOMAS); the American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE); and the Tau Sigma Delta Honor Society. If students choose to double major or follow additional interdisciplinary interests, they also may participate in the American Society of Interior Designers (ASID), the International Interior Design Association (IIDA), the Society of Art and Architectural History Students, and the Student Preservation Association.

At the larger institutional level, architecture students are encouraged to participate in nearly 60 academic and social organizations, four student media groups, and seven residence life organizations, as well as intercollegiate and intramural athletic programs. In the **United Student Forum (USF)**, students regularly meet with university administration to continue improving the SCAD experience, and through **Service Opportunities for Students (SOS)**, architecture students have participated in Alternative Spring Break (volunteering around the U.S. during spring break), Book Buddies (reading to Savannah-area schoolchildren), Habitat for Humanity, Healing and Education through Art (arts workshops with cancer survivors at the Anderson Cancer Institute at Memorial Hospital in Savannah), and more. Below, please find a list of student leadership in both departmental and university-wide student groups:

- Zia Musa – SCAD Student Ambassador and SCAD-AIAS officer
- Cassie Bray – SCAD Student Ambassador
- Rio Namiki – SCAD-AIAS, Resident Assistant, and Career and Alumni Success Volunteer
- John Kirsimagi – Freedom by Design
- Kai Alcharabi – President of SCAD-NOMAS
- Jorge Concepcion – Vice President for SCAD-NOMAS
- Khaled Riad – Public Relations for SCAD-NOMAS
- Trisha Chaudhuri – SCAD-ASHRAE
- Steven Chappell – Freedom by Design and Tau Sigma Delta
- James Gallucci – President for SCAD-AIAS
- Elizabeth Schminke – Vice President for SCAD-AIAS
- Carson King – SCAD-AIAS 2012 Forum Conference Chair
- Sobim Kim, Paul Myeung, Seul Kim – Participation in Hong Kong Competition (summer 2011)

Additionally, architecture students have:

- Volunteered with K-12 students (SCAD-ASHRAE)
- Worked with performing arts students at Savannah Country Day School
- Worked with high school students through the Savannah Philharmonic
- Participated in Savannah Science Seminar and Hands On Workshops
- Participated in presentations at the Savannah Arts Academy
- Helped design and build projects for America's Second Harvest in Savannah
- Helped design and build projects for Coastal Empire Habitat for Humanity

Socially Conscious Leadership. Reaching beyond the classroom or studio and into the surrounding community is an integral practice of the program and the university. Through the following socially conscious projects, several of which are also discussed in Section I.1.3 (Responses to the Five Perspectives), architecture faculty demonstrate for students how professionals contribute to the public good through the habits of design thinking and service:

- The AIA Legacy Design Charrette. In 2011, Prof. Emad Afifi and students participated in this collaborative outreach event to produce design ideas for a community nonprofit organization, in concert with the AIA-Georgia Annual Conference in Athens, GA.
- The Waterfront Reclamation Project. In 2011, Prof. Arpad Ronaszegi directed Graduate Studio I students on a waterfront reclamation project for the Charleston Civic Design Center, where students worked closely with city officials and local professionals to design solutions that would appeal to multiple stakeholders.
- The 13th Arrondissement Project. In spring 2011, Profs. Timothy Woods (architecture), Christine Wacta (architecture), Helena Moussatche (interior design), and Thomas Lyle (sequential art) led a group of SCAD Lacoste students to propose a multimodal train station for the 13th Arrondissement in Paris, in collaboration with the Paris-based urban design and development firm SEMAPA. Five of the student projects were selected and displayed at the SEMAPA Gallery in Paris in spring 2011.
- The City of Douglas Project. In fall 2011, Prof. Andrew Payne directed Graduate Studio I students in a project that provided an entire business district redevelopment plan for The City of Douglas (GA).
- The City of Springfield Project. In 2010, Prof. Hsu-Jen Huang directed his Graduate Studio I students in a master planning collaboration with the City of Springfield (GA) and the Effingham County Industrial Development Authority.
- The USGBC Project. In 2012, Profs. Amy Wynne and Andrew Payne coordinated graduate students to participate in a design charrette with the Historic Savannah Foundation and the U.S. Green Building Council of Georgia for sustainable, affordable infill housing.
- The GoDesign Projects. Founded by three program alumni, **GoDesign Inc.** serves the poor and impoverished of developing countries by providing design and building assistance and using alternative building materials. Given their relationship with the university, the GoDesign team regularly seeks to work with architecture students, who enjoy applying their studio skills on an array of unorthodox projects. For example, students worked on a project based in Kofele, Ethiopia, using materials easily accessible to builders in the region, including landscape pavers, a soil concrete slab, and four rammed-earth benches. The students consulted with Guoming Lin, an engineer with Terracon, to discuss a cement mixture that would best replicate soil conditions native to their project site in Ethiopia.
- The Town of Ridgeland Project. In 2011, Prof. Hsu-Jen Huang directed his Graduate Studio I students for a master planning initiative in collaboration with the Town of Ridgeland (SC).
- The Upper Ninth Ward Project. Every winter break since the landfall of Hurricane Katrina in the Gulf Coast areas of Mississippi and New Orleans, Prof. LaRaine Montgomery has traveled with students to this area to apply design thinking to these various communities' rehabilitations. Her projects over these last seven years are too many to mention; most recently, she led students

from ARCH 302 Architectural Design Studio II, as well as urban design and interior design students, to work with residents of the Upper Ninth Ward in New Orleans, an area that experienced significant hurricane damage. Students met with the residents, city planners, historic landmark commission officials, academic leaders at Tulane University's City Center, and various architects active in the rebuilding of the area. Students then developed a three-phase master plan for the neighborhood that addressed economic recovery as well as the physical needs of the community.

- The Bywater Historic District Project. In 2011 and 2012, Prof. Montgomery led architecture and interior design students to work with residents of the Bywater Historic District in New Orleans to adaptively reuse and convert a historic horse stable to a community center and/or farmers' market. Students visited the community, worked with residents, distributed surveys, and conducted interviews and neighborhood tours – all towards creating a design solution that could be implemented for $20,000 (the amount raised by the community). Student proposals were presented to the Bywater Neighborhood Association, and a series of meetings were held in New Orleans with city officials to discuss the project's viability. At present, the plans include a farmers' market, community gardens, and community center on the same block of property, and the neighborhood association continues to move forward on implementing the proposal, scheduled to begin construction in 2013.
- The Hunter Army Airfield Project. In 2011, Prof. Huy Sinh Ngo assigned his students from ARCH 717 Graduate Architecture Studio I to develop a master-plan for Hunter Army Airfield in collaboration and consultation with the Savannah Metropolitan Planning Commission, the Savannah Economic Development Authority, and the Hunter Army Airfield Garrison Command. The project asked students to consider multiple sets of stakeholders and constituents and demonstrated the complexity of demands placed on architects working on public projects.
- The Habitat for Humanity Projects. The program continues its long and productive relationship with Coastal Empire Habitat for Humanity – based in Savannah. For example, in 2010, students from ARCH 241 Construction Technology I designed and built habitat sheds. In 2010 and 2011, Prof. Andrew Payne coordinated a volunteer group from SCAD-AIAS to design and build an award-winning trade show booth for the local Habitat for Humanity ReStore. And in 2012, Profs. Amy Wynne and Andrew Payne coordinated graduate students to participate in a design charrette with the Historic Savannah Foundation and the U.S. Green Building Council of Georgia to create sustainable, affordable infill housing.

Student Honors and Scholarship. Architecture students and alumni publish papers, present work, earn student and professional honors, and establish their own professional organizations. Since the 2010 site visit, students, and alumni have been recognized in a variety of departmental and national programs:

Student Honors

- SCAD Thesis Award, Brian Cole Henson (2010)
- AIA Savannah Architecture Thesis Award, Elaine Fultz (2011)
- USGBC-Savannah Architecture Thesis Award, Kelly Snell (2011)
- ASLA Honor Award, Santa Monica Civic Park, Seth Crawford (2011)
- Faculty Thesis Award, Miranda Morgan (2011)
- Dean's Thesis Award, Miranda Morgan (2011)
- AIA Architecture Thesis Award, Eric O'Neil (2012)
- USGBC-Savannah Architecture Thesis Award, Candice Alinovich (2012)
- Faculty Thesis Award, Connor Nicholas (2012)
- Dean's Thesis Award, Mark Miller (2012)
- International Archiprix Faculty Award, Benjamin Buglovsky (2012)

Recent Student and Alumni Scholarship and Recognition

- April Horvath (M.Arch., 2001) was recently named "2012 Young Architect of the Year" by the Jersey Shore section of the New Jersey-AIA for her contribution to the redevelopment of Asbury Park, NJ.
- Lee Ross Dinwiddie (M.Arch., 2011) presented a paper at the 2011 ACSA conference in Houston, TX. The topic was based on research conducted for his thesis, a study of growth patterns in rural towns.
- Maxim Nasab (M.Arch., 2011) had his thesis project on "un pont habité," featured in *Metro Montreal* and *The Montreal Gazette*.
- Elizabeth Marsh (M.Arch., 2011) presented her paper on heritage tourism, "Location, Location, Location: Cruise Ship Tourism In Charleston's Historic District" at the UNESCO Conference on World Heritage at Risk in Ravello, Italy.
- Benjamin Buglovsky (M.Arch., 2012) proposed a visionary solution for vertical farming over Manhattan, which was selected to represent the architecture program at the biennial 2013 Archiprix International in Moscow.
- Mark Miller (M.Arch., 2012) had his research on memory and representation in architecture accepted for presentation at the 2012 Academy of Neuroscience for Architecture Conference being held at the Salk Institute in La Jolla, CA.
- Matthew Welker, Assoc. AIA (M.Arch., 2011) was recently appointed as manager of strategic initiatives for the AIA national office.
- Current architecture students Josue Edgardo Tejada and Lauren Fraley were invited to Saint-Die-des-Vosges, France, during summer 2012 to present papers – "Downtown Detroit: Revitalization Ready?" (Tejada) and "The Effect of Urbanization on the Declining Populations of Submerged Aquatic Plant Species Within the Chesapeake Bay" (Fraley) – at the Interdisciplinary Conference on Digital Cultural Heritage.

Student Exhibitions. Alongside exhibitions by renowned artists and designers, architecture students also have the opportunity to exhibit their work. The opportunity to participate in group shows and juried exhibitions at the undergraduate level or to articulate and curate a full body of work at the graduate level, made accessible to the university community and public, elevates students' positions as they gain entry into the professional world. Below are additional exhibitions held since 2010 sponsored by the architecture department.

SCAD Lacoste Spring Quarter Exhibit, October 2011 – May 2012, Eichberg Hall
Leon Krier and Rob Krier: Exhibition of Recent Work, October – November 2010, Eichberg Hall
M.Arch. Thesis Show and Reception, June 2011, Eichberg Hall
B.F.A. Project Show and Reception, June 2011, Eichberg Hall
M.Arch. Awarded Projects Exhibit, June – October 2011, Eichberg Hall
M.Arch. Awarded Projects/Thesis Show and Reception, May – June 2012, Eichberg Hall
B.F.A. Project Show and Reception, May – June 2012, Eichberg Hall
M.Arch. Awarded Projects Exhibit, June – October 2012, Eichberg Hall

I.2.2. Administrative Structure and Governance

Administrative Structure of the Program and School. All architecture faculty report to the chair of the program, Prof. Greg Hall, Ph.D., AIA, NCARB, who works with faculty and students to ensure the department offers classroom instruction of the highest quality. The chair reports to the dean of the SCAD School of Building Arts, comprised of six academic departments (enrolling 1,076 students in 2011-2012) offering the following degrees:

Architectural History (B.F.A., M.F.A.)	Prof. Robin Williams, Ph.D. – Chair
Architecture (B.F.A., M.Arch.)	Prof. Greg Hall, Ph.D., AIA, NCARB – Chair
Historic Preservation (B.F.A., M.F.A.)	Prof. Jeff Eley – Chair

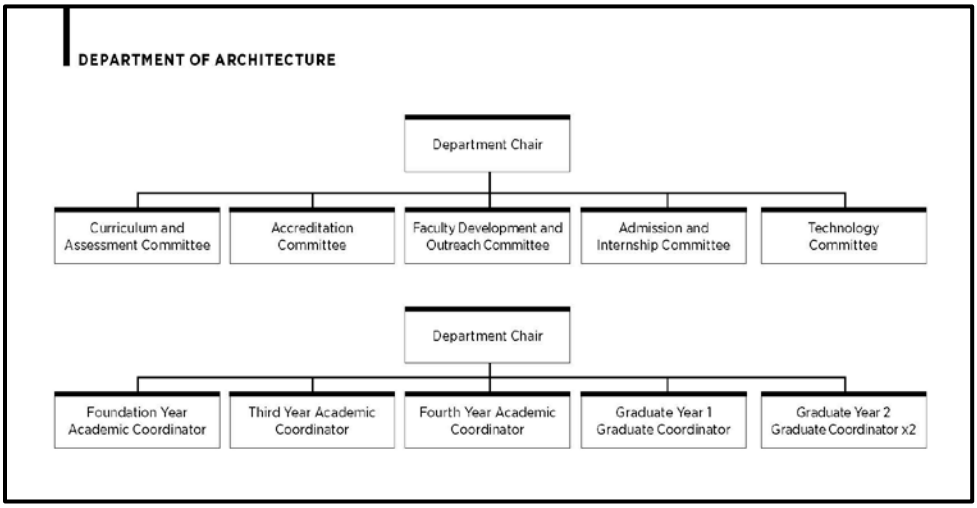
Interior Design (B.F.A., M.F.A.)	Prof. Khoi Vo, LEED AP, IDEC, ASID, Assoc. AIA – Chair
Furniture Design (B.F.A., M.F.A.)	Prof. George Perez – Program Liaison
Urban Design (M.U.D.)	Prof. Greg Hall, Ph.D., AIA, NCARB – Coordinator

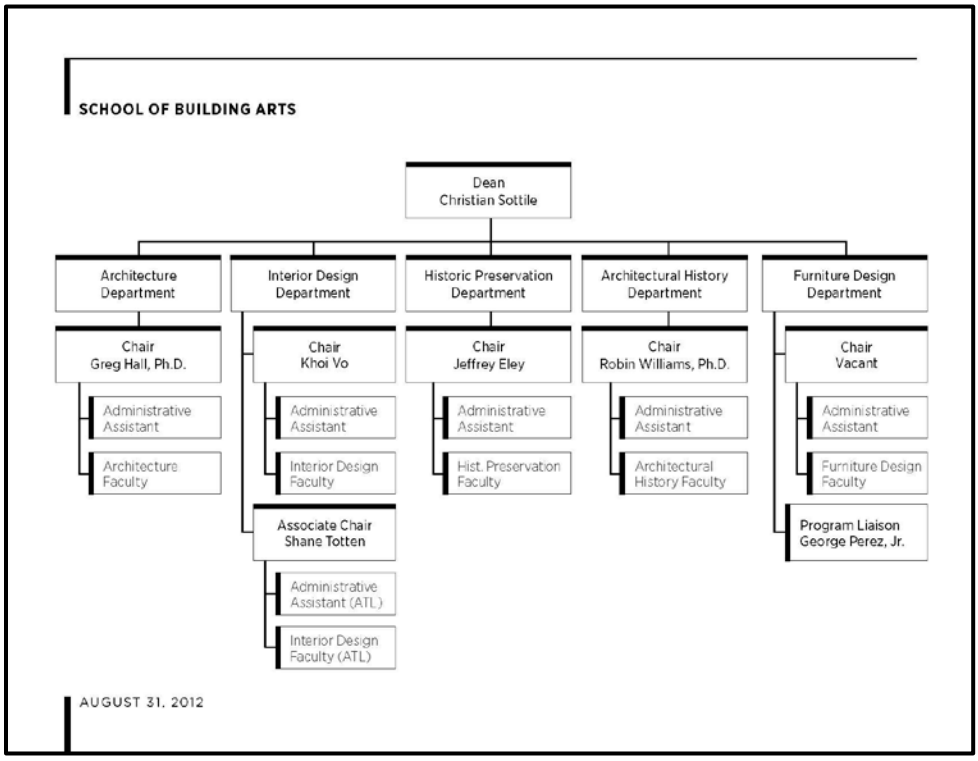
This purposeful organizational structure allows architecture students to engage in multidisciplinary opportunities and explore the built environment within the broader context of the building arts. To supplement major programs of study, the university offers 59 minors, 8 of which are administered through the School of Building Arts, including all areas mentioned above, as well as cultural landscape and electronic design. The dean of the School of Building Arts, Prof. Christian Sottile, AIA, NCARB, oversees the 6 departments, 12 academic degree programs, and 8 minor programs. The dean and department chairs are each supported by a full-time administrative assistant. In recognition of significant departmental responsibilities, such as preparing and monitoring the departmental budget and managing faculty evaluations, the chair receives a 50 percent course load reduction in fall and spring (teaching two courses instead of four) and a 75 percent course load reduction in winter (teaching one course).

The dean of the School of Building Arts reports to the vice president for academic services. The vice president for academic services serves as the chief academic officer and reports directly to the president. In matters of accreditation, the dean and chair work closely with the executive director of institutional effectiveness, who serves as the accreditation liaison to the NAAB and other institutional and programmatic accreditation agencies. The executive director of institutional effectiveness reports to the vice president for academic services. SCAD's academic programs are organized into nine schools, each with a distinct overarching programmatic identity:

School of Building Arts	School of Fashion
School of Communication Arts	School of Fine Arts
School of Design	School of Foundation Studies
School of Digital Media	School of Liberal Arts
School of Entertainment Arts	

Each school receives the necessary administrative support in the form of a dean and a full-time administrative assistant. Strong leadership assures achievement of the mission of the university while retaining the unique identity of each school and the autonomy of each major department. This administrative structure, described above and in the organizational chart below, ensures that the architecture department and the School of Building Arts are organized to deliver a rigorous, professionally engaged, and highly collaborative architecture education.





Administrative Structure of the Institution. The university's **organizational chart** delineates the structure of the entire organization for the administration of policies and delegates quality assurance functions to appropriate departments. Administrators of these departments are responsible for overseeing quality assurance in their areas. The supreme authority over the university lies with the **Board of Trustees** (the Board), which includes the executive committee, compensation committee, nomination committee, compliance committee, and audit committee. The president is directed by the Board to serve as the chief executive officer (CEO) of the university, with the president's directives implemented through a chief academic officer (CAO), chief operating officer (COO), and chief financial officer (CFO). As well, the president directs vice presidents who oversee various divisions and departments of the institution. The COO oversees the operations and employees of auxiliary and service functions. The areas reporting to the COO include:

- Senior vice president for college resources
- Vice president for enrollment management
- Vice president for educational technology
- Vice president for information management and technology
- Vice president for SCAD Atlanta
- Vice president for SCAD Hong Kong
- Vice president for student success
- Vice president for creative direction
- Vice president for human resources

The CAO, a position designated as the vice president for academic services, reports to the university president and oversees the operations and employees of all academic and educational functions. The areas reporting to the CAO, comprising all academic and educational functions of SCAD, include:

- Associate vice president for academic services
- Associate vice president for academic support

- Associate vice president for SCAD Hong Kong

Also reporting to the CAO are the personnel of institutional effectiveness, registrar, faculty learning and development, undergraduate studies, graduate studies, and library services, as well as SCADMOA. Thus, SCAD's nine academic schools, every academic department within those schools, and all academic functions of the institution are administered by the CAO, under the direction of the president of the institution.

The president's executive cabinet makes recommendations on policy and priorities of the university and advises the president on important matters. The cabinet is comprised of executive leadership whose respective areas of responsibility represent the various departments and divisions of the university. The cabinet meets regularly throughout the calendar year and includes the following members:

President
Chief operating officer
Chief financial officer
Senior vice president for college resources
Vice president for giving
Vice president for information management and technology
Vice president for SCAD Atlanta
Vice president for human resources
Vice president for creative direction
Vice president for academic services
Vice president for educational technology
Vice president for enrollment management
Vice president for SCAD Hong Kong
Vice president for student success
Associate vice president for academic support
Associate vice president for parent and alumni giving
Executive director of external relations
Executive director of finance
Director of institutional effectiveness
Director of executive communication
Executive liaison
Executive assistant to the president

As well, the president engages with two volunteer, non-governing boards that help raise funds and engage the university with new audiences. These are the SCAD Board of Visitors and the SCAD Atlanta Advisory Council, which both meet every fall and spring.

Administrative Governance in the Program. Architecture faculty members actively participate in administrative governance of the program and institution through serving on departmental committees; contributing to the continual refinement of the department mission and goals; leading the conception, implementation, and assessment of the curriculum; and addressing university challenges and opportunities through faculty councils. Faculty members have also continued to contribute to the development of the institution's strategic priorities and plan, *SCAD2020*, which will be published and launched this fall. The students, too, have a voice in governance, through their appointment to departmental committees alongside faculty and in other ways discussed below.

Departmental Committees. Architecture faculty serve on five committees that meet quarterly, as well as during the **annual faculty retreat**, to address and work toward the achievement of the program's goals. At the retreat, these work-groups review and update strategic program initiatives and establish annual goals and a timeline for each committee. Committee structure is flexible and allows each department to add new committees or restructure existing ones, as needs arise. For example, the department added a technology committee in fall 2011 and changed the admission and transfer committee to the admission and internship committee. Other details of the committee structure include:

- All meetings are open and any faculty member may participate.
- Each committee is comprised of four or more faculty, as well as a senior or graduate student member representing a student organization (e.g., SCAD-AIAS, SCAD-NOMAS).
- Students are added to the committees upon nomination by the committee and approval of the department chair.

- The department chair and the dean of the School of Building Arts serve as ex-officio members of each committee.

Committees select a chair and establish quarterly meeting dates. To encourage the involvement of all faculty members in committees, the chair position within each committee rotates yearly. Once established, the committee members and positions remain in place during the academic year. Each committee has a specific area of responsibility:

The Curriculum and Assessment Committee. This committee monitors the department's curriculum and assessment process, developing new procedures and processes on the program level, collaborating with institutional effectiveness, and informing the chair of suggested updates to current practices. Currently, the committee is focused on the development and implementation of the new scoring guide, discussed in Section I.1.5 (Program Self-Assessment), and assessing the enhanced professional curriculum as it continues to be implemented in the 2012-2013 academic year.

The Accreditation Committee. This committee assists in the evaluation and collection of student work to evince the NAAB outcomes, and in the collection and preparation of material for the annual NAAB report and Architecture Program Report. Currently, this committee is focused on preparing for the 2013 site visit.

The Faculty Development and Outreach Committee. This committee develops new initiatives for faculty professional development and investigates additional community outreach opportunities. These new initiatives include publicizing conferences and calls for papers, investigating continuing education opportunities, and identifying sponsored studios, with a special focus on interdisciplinary activities. In addition, the committee develops and implements the new faculty mentor process. Currently, the committee is focused on identifying sponsored project opportunities for the SCAD Collaborative Learning Center and for studios within the department, following the success of the recent project with C.H. Briggs Company.

The Admission and Internship Committee. This committee monitors student progress through the curricula, reviews new applications, and gives special attention to identifying the needs of transfer students to assure that their previous coursework has prepared them for the professional architecture program. The committee also reviews graduate admission portfolios and works with the office of career and alumni success to advertise and coordinate internship opportunities, engage students in the SCAD Career Fair, and helps advertise career-related workshops in interviewing, salary negotiation, and more. Currently, the committee is focused on ensuring 100 percent of all program students are enrolled in the IDP before graduation and other initiatives to increase the placement of students and alumni in top internships and positions.

The Technology Committee. This committee monitors student and faculty technology needs and coordinates the use of technology in and out of the classroom, identifying trends to ensure the department continues to prepare students for future practice. Currently, the committee is focused on coordinating workshops to ensure all students have facility with software used throughout studios and on ensuring that students sustain excellence in merging manual graphic skills with digital design applications.

Faculty Councils. Representatives from architecture also serve on university-wide faculty councils, contributing to the governance of the institution while also providing valuable leadership development. These councils, in particular, foster significant collegiality across an institution known to value collaboration, ensuring consistency of academic quality and the student experience across all degree-granting locations: Atlanta, eLearning, Hong Kong, and Savannah (additional site-specific councils recognize the unique character of the individual campuses and address those distinctions). Most importantly, the faculty councils formulate recommendations that are advanced to the leadership council

(consisting of the chairs of each of the other councils). Faculty members volunteer for service on the councils based on their areas of interest and commitment to advance the councils' missions. Below, please see faculty council assignments for architecture faculty since the 2010 site visit, as well as brief summaries of the councils' work.

- Council for Academic Support and Libraries (Prof. Samuel Olin, member). This council improves advanced learning resources and enhances the overall student learning experience at SCAD.
- Council for Career and Alumni Success (Prof. Hsu-Jen Huang, member). This council develops and assists career and alumni success activities and programs that support student achievement and advancement of creative career-related goals.
- Council for Diversity (Prof. Carole Pacheco, member). This council promotes awareness and understanding of the university's global learning society.
- Council for Graduate Studies (Prof. Arpad Ronaszegi, member). This council works to ensure a high thesis completion rate for all graduate students, creating solutions to help students move through the thesis process smoothly and to help students connect with faculty who share interests and specializations relevant to the student.
- Council for Undergraduate Studies (Prof. Matthew Dudzik, member). This council promotes a positively oriented learning environment for SCAD undergraduates.
- Council for Admission, Enrollment, and Advisement (Prof. Huy Sinh Ngo, member). This council ensures that students have an exemplary educational experience, beginning with their first contact with the university and continuing through degree completion.
- Council for Collaborative Learning (Prof. Julie Rogers Varland, member). This council cultivates interdisciplinary teaching and learning experiences across the university and provides faculty input for the university's Quality Enhancement Program, focused on collaborative learning.
- Council for Sustainability and Physical Plant (Prof. Mohamed Elnahas, member). This council advances the institution's position as a leader in sustainability efforts in higher education.

Every spring, these councils create and present proposals to the leadership council, who in fall reviews and advances quality proposals to the deans' council. Proposals can then be advanced to consideration by the vice president for academic services.

Curriculum Governance. The SCAD Faculty Handbook 2012-2013 describes ways in which faculty members are responsible for establishing and managing the curriculum. As discussed throughout this report, the faculty researched, conceived, created, proposed, implemented, and is currently assessing the pre-professional and professional curricula, in accordance with the 2009 NAAB Conditions. The process of creating new courses, revising or retiring existing courses, and creating new academic degree programs is guided by a timeline set forth by the office of academic services and the office of curriculum management and works as follows:

> Creation and Refinement of Proposals. Departmental committees review assessment data and determine if new courses, new programs, or program changes are needed. Individual faculty members are invited to develop **new course proposals** or **course revisions** if a need is demonstrated. Faculty members work with the department chair to refine proposals. Chairs then submit course proposals and revisions to their respective school deans, who meet with the deans' council to review all proposals for new courses, course revisions, new programs, and program changes. During the deans' council meeting, each school dean takes ownership of the totality of the curriculum proposals from his or her departments and addresses the interconnectedness of the proposals. The school dean notes any revisions on the executive summary document and resubmits with changes following the deans' council meeting. Once all of the revisions are received, all new courses are vetted for course prefixes, course numbers, and prerequisites by the office of the registrar, the office of academic support, and the vice president for academic services. Finally, all changes are added to the final curriculum council agenda. Faculty and academic administrators at all locations are asked to review proposals, engage in e-mail

discussions, and arrange meetings during the week prior to the curriculum council meeting to identify any remaining issues. All the aforementioned processes occur every quarter.

Endorsement of Proposals. The curriculum council meets quarterly for the review, endorsement, and/or return of all new courses and related proposals. This meeting includes all chairs, deans, any faculty who wishes to address the council about a proposal, the vice president for academic services, other staff and administrators from offices that benefit from knowing about innovations in curriculum (e.g., academic advising, admission, and institutional assessment), and representatives from SCAD eLearning and all physical degree-granting locations (i.e., Savannah, Atlanta, and Hong Kong), communicating via an audio and video connection. Department chairs present each proposal to the council, reviewing its content, research, and rationale; council members then discuss each proposal in depth, making recommendations for improvements as needed. Proposals needing additional work are sent back to the department for refinement. All other proposals are endorsed by a vote.

Approval and Implementation of Courses and Programs. After approval of endorsed program and course changes by the vice president for academic services, the office of curriculum management works with the chair to identify the quarter in which the changes are to be implemented and changes are officially entered into the registrar's database, where they can be integrated into departmental course schedules. Department chairs then work to ensure all faculty are equipped with the resources and preparation to teach the new courses. Evidence of the oversight of program and course quality is documented in departmental quarterly and annual reports, annual faculty evaluations, and program outcomes assessment reports and data. For more information on how classroom instruction – for both new and existing courses – is evaluated by program chairs, see Section I.2.1 (Human Resources and Human Resource Development).

Student Participation in Governance. Students within the program have self-selected to study in an institution whose mission is to prepare them for professional careers; they are focused on that preparation and display a high level of ownership and interest in helping the university and the program offer the best career preparation possible. In addition to their excellent work in the classroom, they exercise this interest in the following ways:

Participation on Departmental Committees. Upper-level students in both the graduate and undergraduate programs are invited by committee chairs to serve as a representative student voice on each of the five departmental committees (i.e., students serve as voting members on these committees). These committee appointments serve as both a leadership development opportunity for students, who will model that same leadership upon entering the profession, as well as a way to ensure that the faculty continues to exemplify student-centeredness in their committee work. Student members of departmental committees in 2011-2012 included:

Curriculum and Assessment	Joshua Ten Eyck
Accreditation	Nicole Dumont
Faculty Development and Outreach	Kristina Buchler
Admission and Internship	Maria Valdez
Technology	Elizabeth Schminke

Student Societies and Organizations. Through SCAD-AIAS, SCAD-NOMAS, SCAD-ASHRAE, and other student societies within the department, students contribute their ideas to the department in a collective voice that cultivates the members for future leadership and colloquy in the profession. For example, architecture faculty work closely with SCAD-AIAS to create a relevant schedule of speakers for the School of Building Arts Lecture Series, providing students with valuable input into which professionals are invited to visit the program and share their insights. If students choose to double major or follow additional interdisciplinary interests, they also may participate in the student chapters of the American Society of Interior Designers (ASID)

and the International Interior Design Association (IIDA), as well as the Society of Art and Architectural History Students, the Student Preservation Association, and more. Institution-wide, architecture students are invited to participate in governance by serving on the **United Student Forum (USF)**, where students meet with university administrators – e.g., the school dean, the dean of students, the vice president for academic services, the vice president for student success, the president – to discuss opportunities and ideas for innovating the institution.

Quarterly Course Evaluations. Students have the opportunity to respond to a series of questions about the effectiveness of courses in which they enroll, adding comments and suggestions. The results of the **course evaluation** and the comments made by students are shared with the faculty who teach those courses, as well as the chair, who reviews feedback and determines how to use the data to improve course content, course design, and teaching strategies.

Institutional Surveys. Students also have the opportunity to provide the department and institution with feedback by responding to major institutional surveys. These surveys include the **Noel-Levitz Student Satisfaction Inventory (NLSSI)**, the **National Survey of Student Engagement (NSSE)**, and the **SCAD Student Survey (SSS)**. The data from these surveys is used to inform policy adjustments, create action plans for vice presidents, and used as evidence to supplement academic support services. For more information, see Section I.1.4 (Long Range Planning).

Finally, the chair of the architecture department maintains an open-door policy for all students to share any issues or ideas they might have. For the past several years, the chair has also held a quarterly "Pizza with the Chair" event, where student leaders from SCAD-AIAS, SCAD-NOMAS, and other groups are invited for an informal discussion about the student experience. Through these conversations, the department learned of the student desire to take more electives, both within and beyond the department, input that was valuable in the creation and implementation of the enhanced M.Arch. curriculum, discussed in more detail in Part III (Progress Since the Last Site Visit).

I.2.3. Financial Resources

Program Financial Resources. The university has provided and is expected to continue its strong financial support to the architecture program, as evidenced by the financial information herein included. Despite the recent recession, the university's funding for the program expenditures has been growing on an FTE basis. The following shows the direct operating costs of the program per a full-time equivalent (FTE) student basis, as well as comparable information on the other programs offered by the institution:

TABLE A - SUMMARY OF DIRECT COSTS PER FTE

	Projected FYE 6/30/15	Projected FYE 6/30/14	Budget FYE 6/30/13	Actual FYE 6/30/12	Actual FYE 6/30/11	Actual FYE 6/30/10
Total Direct Costs per FTE Student - Architecture Program	$ 18,444	$ 18,012	$ 17,566	$ 16,502	$ 15,740	$ 15,013
Total Direct Costs per FTE Student - All Other Programs	$ 18,027	$ 17,563	$ 17,121	$ 16,341	$ 15,601	$ 14,357

Direct costs per FTE student have increased 17.0 percent from the fiscal year 2010 to the current fiscal year. Direct FTE costs are projected to further increase 5.0 percent from the current fiscal year through the fiscal year 2015.

Also enclosed are the required actual, budgeted, and projected operating results associated with the architecture program (see Table B). This information shows that total direct costs for the program have remained relatively stable throughout the years reported. There is little in the way of program-specific revenues shown, as the program's funding is provided by the university's operating budget. As a young institution, the university has begun to develop its endowment, which has grown from $9.7 million as of June 30, 2009, to $19.4 million as of June 30, 2012. Most of these funds provide for university-wide

scholarships for students, regardless of major, while $143,000 of the endowment is specifically restricted to funding scholarships for students in architecture. Development activities are centralized and separately funded through the office of institutional advancement, which supplies support to all academic programs.

Data regarding the capital investment per FTE student is provided in Table C, as required by the 2009 NAAB Conditions, as well as comparative FTE information for other programs offered by the institution (Table C, below). The data show that architecture continues to be provided funding from the university at a higher FTE level vis-à-vis other programs offered by the institution. There are no other professional programs comparable to architecture offered by the institution, so aggregated data is shown for the other programs.

The annual capital expenditures for the architecture program demonstrate that the university supplies substantial funding to meet the capital needs of the program. Over the three years ending with the 2012 fiscal year, the average annual capital expenditures for the program exceed $800,000. More than $930,000 of capital expenditures was expended for fiscal year 2012. The amount reflects an allocation of the cost of improvements made at Eichberg Hall, the acquisition of Crites Hall, and the construction of SCADMOA, facilities utilized by students in the architecture program. The drop in capital funding after the 2012 fiscal year merely reflects the completion of these various building projects/expenditures. There are no further construction projects planned during the forecast period that would impact the architecture program.

Institutional Financial Context. SCAD operated at a surplus throughout the recession and in the most recently ended fiscal year, which ended June 30, 2012, reported an overall surplus in excess of $30 million. The institution is expecting modest enrollment growth in the coming years and the university's tuition rates are anticipated to grow at a rate ranging from three to five percent annually for fiscal years 2014 and 2015. The minor changes in the institution's overall enrollment will not impact funding for the program. There are no changes contemplated in the existing funding model for the university or the program, and there are no major financial issues confronting the institution or the program.

In summary, the university demonstrates that it has and will dedicate the financial resources necessary for the program to retain and recruit quality faculty members, provide appropriate levels of financial aid, maintain strong student support services, and provide its architecture students with the exceptional educational experience that they expect and deserve. Please find Tables B and C on the following pages.

TABLE C - SUMMARY OF HISTORICAL AND PROJECTED DATA ON CAPITAL EXPENDITURES

	Projected FYE 6/30/15	Projected FYE 6/30/14	Budget FYE 6/30/13	Actual FYE 6/30/12	Actual FYE 6/30/11	Actual FYE 6/30/10
Capital Expenditures - Architecture Program	$429,641	$417,127	$404,978	$930,808	$768,125	$718,075
Capex per FTE Student - Architecture Program	$985	$981	$976	$2,298	$1,730	$1,515
Capex per FTE Student - All Other Programs	$325	$324	$322	$1,121	$1,415	$1,657

NOTE: FY 2010 capex for all other programs is higher due to $7.2 million in improvements for the Atlanta Digital Media Center. The average capex per FTE student for all other programs in FY 2010 was $785 when these improvements are excluded. The above chart includes capital expenditures at the Savannah and Atlanta campuses.

TABLE B - SUMMARY OF HISTORICAL AND PROJECTED DATA ON REVENUES AND COSTS OF THE ARCHITECTURE PROGRAM

	Projected FYE 6/30/15	Projected FYE 6/30/14	Budget FYE 6/30/13	Actual FYE 6/30/12	Actual FYE 6/30/11	Actual FYE 6/30/10
Revenue from all sources						
Endowment	$6,891	$6,891	$7,032	$5,869	$4,985	$6,238
Collaborative projects and other	42,372	40,547	38,801	37,094	81,215	10,785
TOTAL Revenue	$49,263	$47,438	$45,833	$42,963	$86,200	$17,023
Architecture Program Operating Expenses						
Salaries, Wages and Benefits	$2,832,396	$2,749,899	$2,669,805	$2,589,575	$2,703,613	$3,034,461
Supplies	108,582	105,419	102,349	101,114	104,345	189,793
Software	15,606	15,151	14,710	42,929	18,603	43,535
Rent/Lease Expense	74,847	72,667	70,550	54,516	61,794	64,251
Custodial Services	80,579	78,232	75,953	85,413	82,627	90,854
Transportation	9,272	9,002	8,740	80	1,000	3,044
Repairs/Maintenance	55,386	53,773	52,207	46,768	50,036	103,789
Temp Labor	20,310	19,718	19,144	16,272	48,767	36,220
Security	77,317	75,065	72,879	68,534	70,364	81,129
Printing/Duplication	9,557	9,279	9,009	12,061	7,390	20,028
Postage and Mailing Lists	1,516	1,472	1,429	2,636	746	2,862
Travel, Vehicles and Refreshments	66,619	64,679	62,795	49,652	89,015	57,796
Utilities/Cell Phones	136,456	132,482	128,623	102,857	126,533	122,447
Student Activities/Orgs	23,348	22,668	22,008	7,771	20,654	10,310
Misc.	39,332	38,186	37,074	34,193	50,938	52,427
Depreciation of Equipment and Facilities	367,937	357,220	346,816	336,715	350,800	306,913
Institutionally-Funded Scholarships for Architecture Students	4,088,137	3,816,676	3,563,241	3,100,721	3,169,823	2,864,798
CIAD Lab and Model Shop Expenses	34,565	33,558	32,581	31,632	31,353	31,458
Total Direct Costs of the Architecture Program	$8,041,762	$7,655,146	$7,289,913	$6,683,439	$6,988,401	$7,116,115
FTE Students (average Fall/Winter/Spring)	436	425	415	405	444	474
Total Direct Costs per FTE Student - Architecture Program	$18,444	$18,012	$17,566	$16,502	$15,740	$15,013
Total Direct Costs per FTE Student - All Other Programs	$18,027	$17,563	$17,121	$16,341	$15,601	$14,357

NOTE: Direct costs are comprised of (i) the operating expenses detailed above, (ii) depreciation of equipment and facilities utilized by the program, (iii) scholarships for architecture students funded by the university, and (iv) operating expenses for the CIAD lab and model shop. Software expense includes significant non-recurring software purchases in FY 2010 and 2012. Repairs/Maintenance in FY 2010 includes major re-wiring of Eichberg Hall. Student Activities/Orgs included student attendance at AIAS Conference in FY 2011. Attendance at student conferences is planned and budgeted in FY 2013 (AIAS, NOMAS, ASHRAE).

I.2.4. Physical Resources

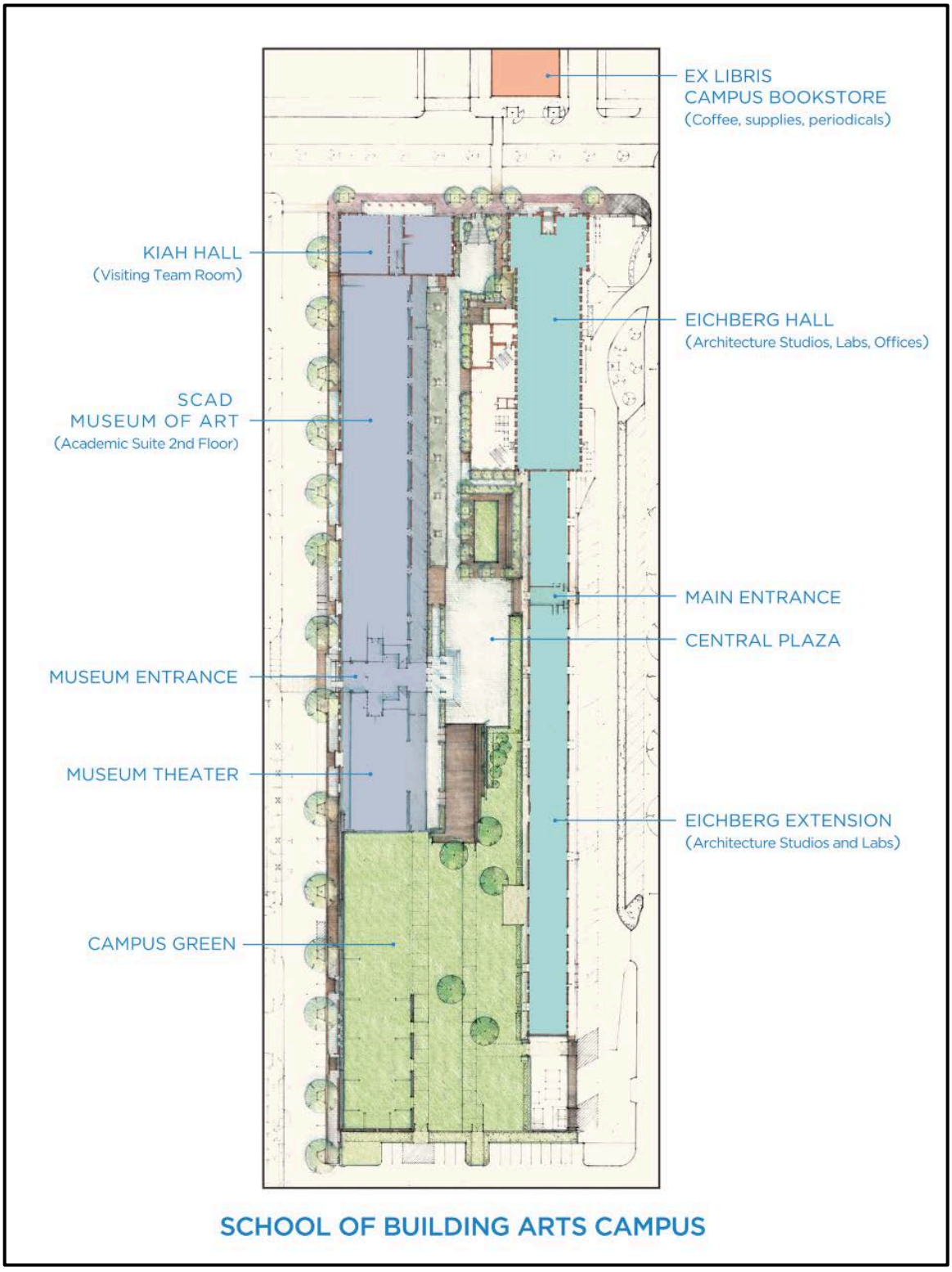
Architecture Facilities. The program recognizes that the university's tradition of adaptive reuse and historic preservation provides an inspiring, energizing atmosphere for the study of building arts – and a model for how heritage conservation should be practiced by students entering the field. Across the Savannah campus, the university has rehabilitated and repurposed more than 65 historic structures, including facilities recognized by the National Trust for Historic Preservation, the American Institute of Architects, the Congress for the New Urbanism, and the U.S. Green Building Council, through the **Gold LEED Certification for Arnold Hall**, where architecture students and others take courses in liberal arts and art history. Among these many historic facilities is Eichberg Hall, home to the architecture program, a Romanesque Revival structure on the west side of the city center in the Central of Georgia Railroad National Historic Landmark District. Eichberg Hall is adjacent to the newly expanded SCAD Museum of Art (SCADMOA), the Alex Townsend Courtyard, and Ex Libris, a mixed-use structure that houses book sales, art supplies, periodicals, and a café. Collectively, these structures serve as a campus for the School of Building Arts.

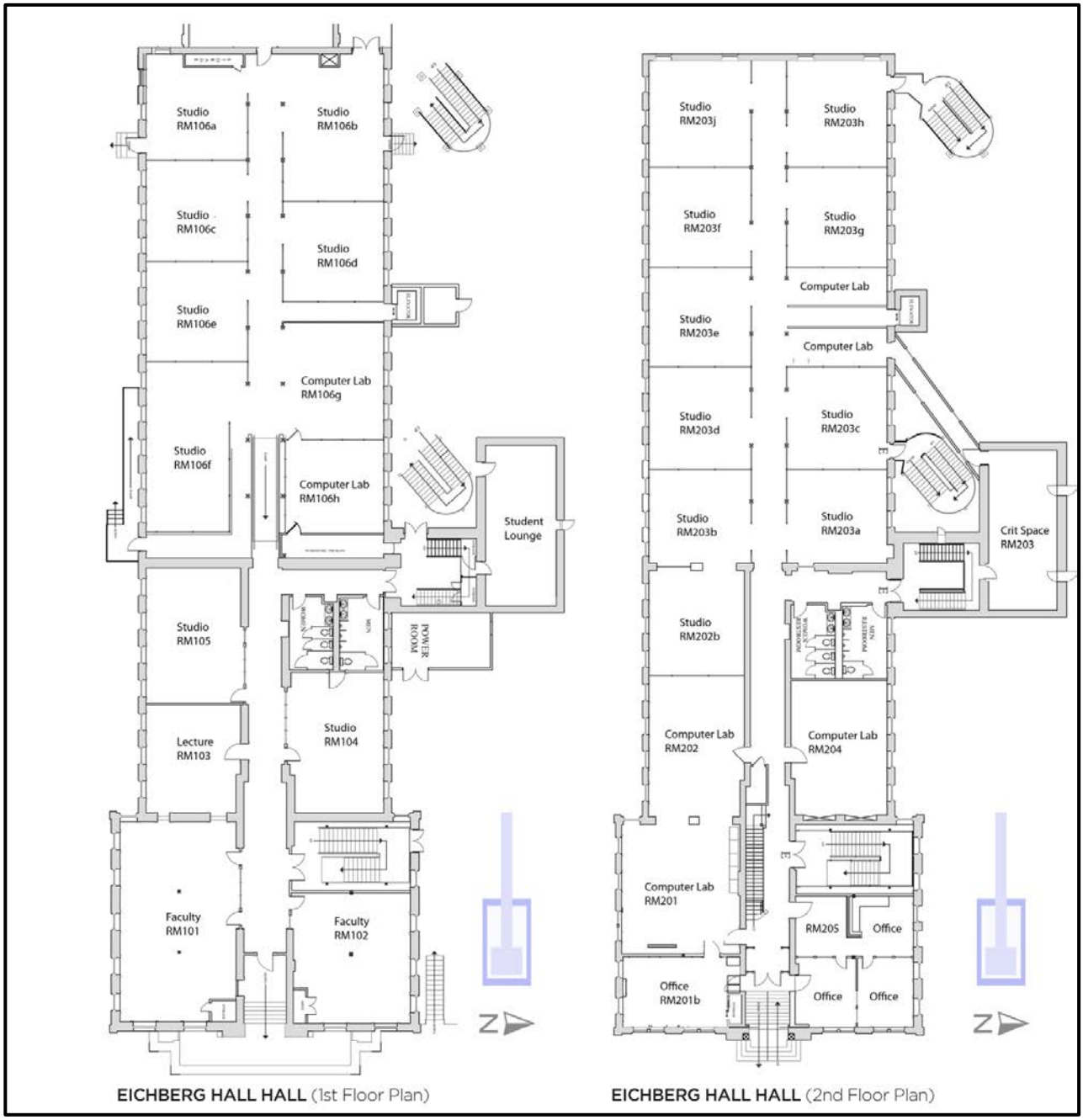
The program requires no further space to meet its current or anticipated needs. Additionally, the expansion of the SCADMOA provides an additional 12 classrooms, computer labs, a theater, and a café for department use. And in 2010, the historic preservation department relocated from Eichberg Hall to the 9,666-square-foot SCAD Clarence Thomas Center for Historic Preservation, opening up 2,545 additional square feet of space within Eichberg Hall for the architecture program (i.e., providing more classrooms, computer labs, and faculty office space).

Eichberg Hall. Eichberg Hall is part of the earliest surviving railway complex in the U.S. and part of the Central of Georgia Railroad National Historic Landmark District. Designed by Alfred Eichberg and Calvin Fay, this three-story building contains 57,000 square feet of space and features tall windows with stained glass and ornamentation of red brick and terra cotta. Originally built as part of the Central of Georgia Railroad complex, renovations were completed in the spring of 1990, the year that the program sought its first NAAB accreditation. Classes were first offered in the facility in summer 1990, where, then and now, its loft-like spaces serve primarily as dedicated studios and classrooms. The Eichberg Hall Extension is comprised of the historic Central of Georgia Railroad freight warehouses, designed by William Wadley and originally constructed in 1885; vacant by the middle of the 20th century, the sheds were facing demolition when acquired by the university in 1988. Great attention to detail was paid during the preservation, restoration, and renovations of Eichberg Hall – with studios, classrooms, and faculty offices featuring ten-foot-tall, wooden, double-hung windows; V-joint board ceilings; V-joint board wainscoting; and rubber flooring. The Eichberg floor plans detail the division of space in the facility. The site plan, below, for the School of Building Arts complex shows the relationship of Eichberg to nearby facilities.

Eichberg Hall and the Eichberg Hall Extension provide 70,035 square feet of space for studios, classrooms, critique areas, and offices, as well as a comprehensive computer network. Open studio spaces support collaborative projects within the architecture program and across the disciplines of interior design, urban design, and architectural history. A material lab serves multiple departments, while computer labs located among studio spaces further promote collaboration. Eichberg Hall and the Eichberg Hall Extension comply with the Americans with Disabilities Act and with local building, fire, and life-safety codes. A summary of space allotment is as follows:

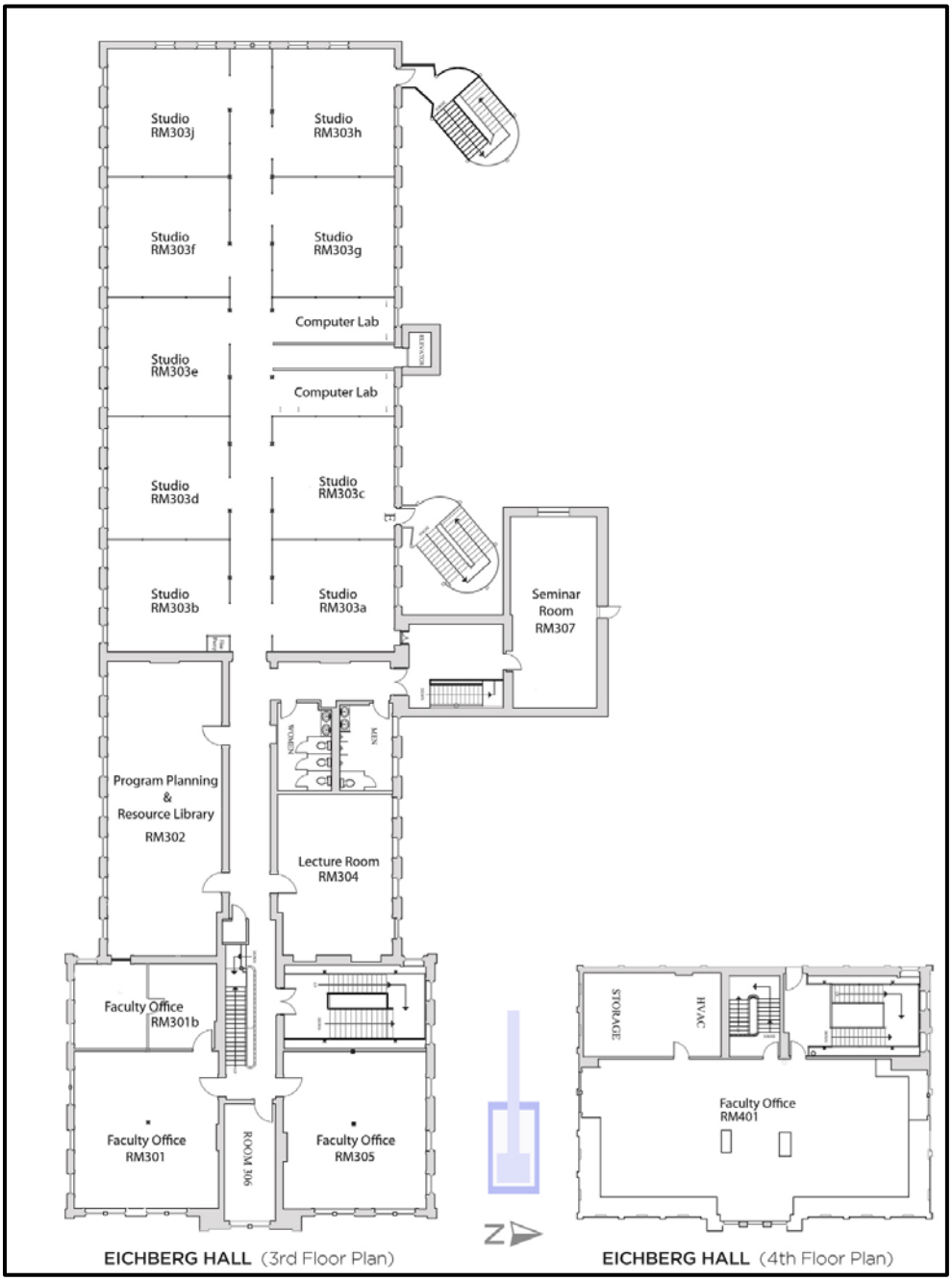
38 Studios	11 Computer Labs
11 Faculty / Staff Office Areas	5 Lecture / Seminar Rooms
3 Critique Rooms	1 Student Lounge
1 Multipurpose Meeting Area	1 Program-Planning and Resource Library
1 Model Shop	1 Material Lab
1 Lighting Lab	

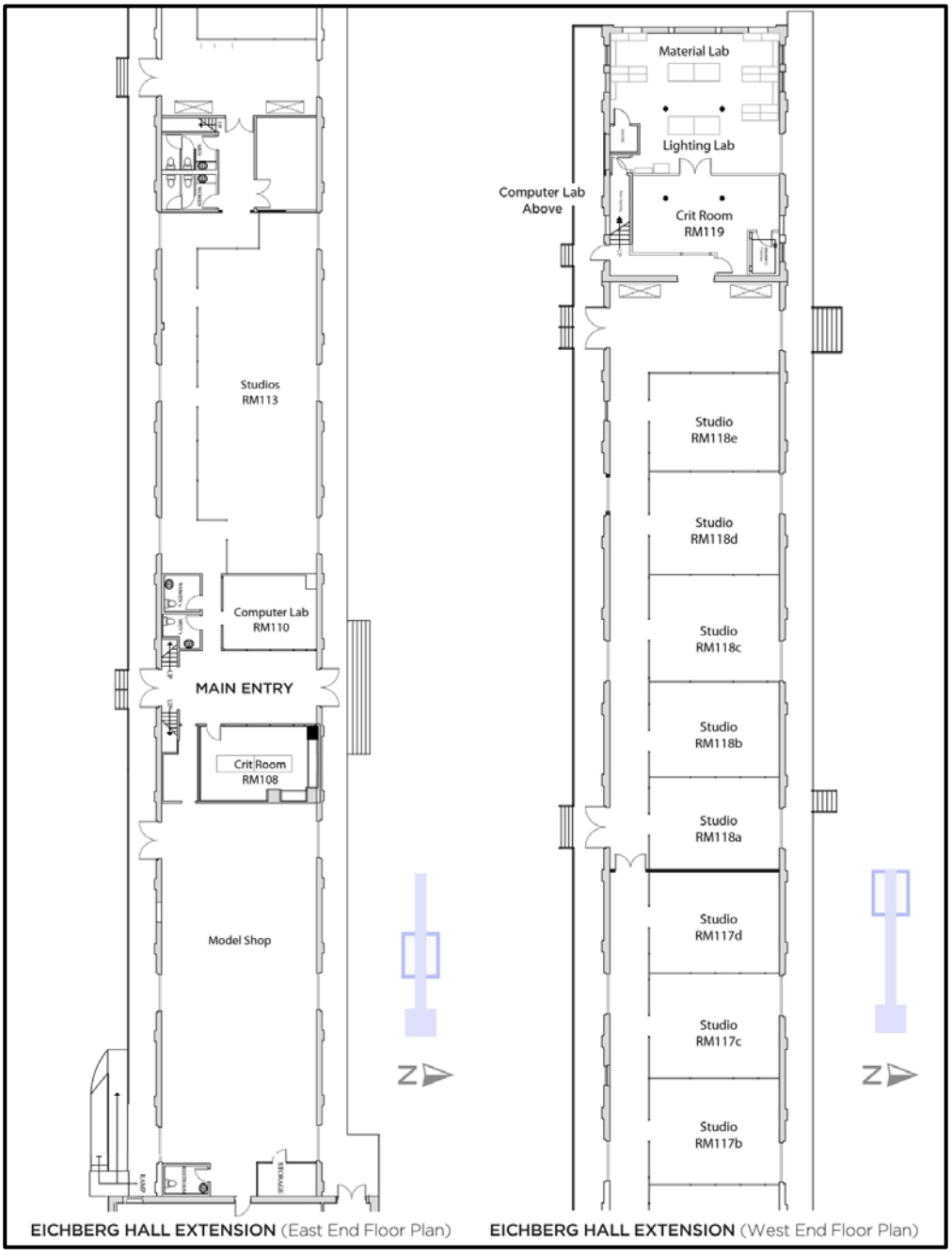

EX LIBRIS
CAMPUS BOOKSTORE
(Coffee, supplies, periodicals)
KIAH HALL
(Visiting Team Room)
EICHBERG HALL
(Architecture Studios, Labs, Offices)
SCAD
MUSEUM OF ART
(Academic Suite 2nd Floor)
MAIN ENTRANCE
CENTRAL PLAZA
MUSEUM ENTRANCE
MUSEUM THEATER
EICHBERG EXTENSION
(Architecture Studios and Labs)
CAMPUS GREEN
SCHOOL OF BUILDING ARTS CAMPUS



EICHBERG HALL HALL (1st Floor Plan)

EICHBERG HALL HALL (2nd Floor Plan)


Studio RM303j
Studio RM303h
Studio RM303f
Studio RM303g
Computer Lab
Studio RM303e
Computer Lab
Studio RM303d
Studio RM303c
Studio RM303b
Studio RM303a
Seminar Room RM307
Program Planning & Resource Library RM302
Lecture Room RM304
Faculty Office RM301b
Faculty Office RM301
ROOM 306
Faculty Office RM305
EICHBERG HALL (3rd Floor Plan)
STORAGE
HVAC
Faculty Office RM401
EICHBERG HALL (4th Floor Plan)



As discussed earlier in this section, the program requires no further space to meet its current or anticipated needs, and no other construction projects are scheduled at this time – a result, in part, of the additional space made available by the moving of the historic preservation department to the SCAD Clarence Thomas Center for Historic Preservation and by the expansion of the SCADMOA. Also, the enhanced curriculum and additional elective opportunities have allowed architecture students to benefit from visiting other classroom buildings – e.g., Arnold Hall for courses in writing and art history; Alexander Hall for courses in sculpture; the SCAD Gulfstream Center for Industrial and Furniture Design; and others. Spaces within Eichberg Hall include:

Studios and Classrooms. The educational setting for the architecture department is based on the open studio plan. As part of the strongly integrated, cross-departmental identity within the School of Building Arts, the programs largely coexist across facility space, framed by the belief that designers are most creative when working in interdisciplinary environments. The organization of Eichberg Hall – home to architecture, architectural history, and interior design – encourages students to collaborate, seek inspiration in related disciplines, and exchange ideas. For example, in fall 2011, architecture, urban design, and design management faculty and students collaborated on a sponsored studio focused on the downtown revitalization of Dalton, GA. The sponsorship provided a collaborative design research partnership with the City of Dalton to reimagine revitalization solutions for the downtown core (final projects were presented to the city commission and exhibited in city hall in 2012). Individual studio spaces are partitioned, offering designers proximity to others in related disciplines and promoting peer relationships that sustain a common culture. Studio spaces are available to students 24 hours a day, 7 days a week throughout each quarter. Students are encouraged to work in the studio to build strong relationships with faculty and fellow students. Within the studios, students are provided individual desks, ergonomic chairs, electrical connections, and Internet access. With low student-professor ratios of 13:1, many studio spaces allow for group workspaces and gathering spaces similar to the professional setting of architectural firms.

Offices and Support Spaces. Each full-time faculty member is provided with an individual workspace, desk, and the equipment needed to perform teaching duties, including a desk phone and laptop computer. To accommodate the small number of part-time faculty scheduled to teach, faculty group offices also include "hot desks" (i.e., desks that can be shared by multiple users throughout the quarter). The department administrative assistant and work-study students are also provided space in which to conduct their duties and lend support to the faculty.

Critique, Shop, and Other Spaces. In addition to faculty offices, studio spaces, and classrooms, Eichberg Hall provides pinup/critique areas, a student lounge, computer clusters, and computer classrooms. The students also have access to a 2,772-square-foot model shop, which includes a wide array of hand and power tools and digital fabricating machines. The model shop also contains a lab equipped with laser cutters, a paint/spray area, and an outdoor workspace for large fabrications and hands-on experience with materials such as rammed earth, concrete, masonry, and plastics. Students are required to be certified to use the model shop; in spring 2012, over 375 architecture students were certified to use the shop, and students made 1,600 individual visits into the shop. During a typical quarter, 905 jobs were sent to the laser cutters and 54 jobs were cut on the CNC router. The model shop is managed by a full-time staff member and work-study students and is open seven days a week with extended hours during peak times of the academic year. The shop is designed and equipped to give students hands-on experience building large- and small-scale models with a variety of materials.

The university continually seeks to improve facilities and resources for the benefit of students, faculty, and the greater university community. In recent years, significant improvements have been made to Eichberg Hall that contribute to an enriched learning environment while accommodating programmatic growth and maintaining professional-level standards. Following are some examples of facility enhancements:

Redesigns and Renovations – 2010-2012
Room 302 – Redesigned to serve as a program-planning and resource library
Room 118 – Redesigned into a critique and pinup room
Room 203 – Redesigned into a critique and pinup room

New Finishes, Fixtures, and Equipment – 2010-2012
Fixed Homasote partitions were installed in studios
Desks and ergonomic chairs were placed in all studios
LCD projectors and speaker systems were installed in classrooms

Energy efficient lighting was installed in studios
CNC router was installed in the model shop
Electrical system was upgraded in the model shop
A recycling program was implemented and recycling bins were installed
Recycled rubber floor material was installed in studios
Classroom and studio walls were repainted
A secure entrance at Martin Luther King Jr. Blvd. was added

Also, existing within an urban campus woven into the fabric of the Savannah city center, architecture students daily benefit from the university's transportation services, while many students choose to bicycle or walk between the university's downtown facilities. The institution provides **shuttle and bus services** throughout the SCAD Savannah campus, and bus stops and real-time bus locations can be tracked on any smart phone or tablet. Late-night shuttle services are also provided to students.

Information Technology Resources in Eichberg Hall. The program, school, and university promote utilization of digital technology as a standard tool of design exploration, generation, and presentation – and as a complement to conventional design tools. In addition to its physical space, the following information resources are available to support the architecture program:

1 rendering farm (23 computers)
9 letter size color scanners
6 network printers
2 perception video recorders
5 flat plasma displays (42")
17 LCD projectors
1 laptop for faculty to check out
3 color printers (provided for faculty)
4 large format plotters (size E)
8 dedicated slide scanners
5 server systems (gigabit and 10/100 connections)
193 computer workstations with 21" LCD monitors
2 portable LCD projectors for faculty check-out
12 VCR + DVD player units
4 digital cameras for students to check out
1 flat plasma display (65")
2 copier/scanner (provided for faculty)
1 desktop or laptop PC in each faculty office space
9 large format scanners

In addition to the hardware listed above, the following software programs are available to architecture students:

Drafting, Modeling, and Rendering Software
AutoDesk AutoCAD
AutoDesk Revit
Adobe InDesign
AutoDesk 3D Studio MAX
AutoDesk Maya
AutoDesk Ecotect
AutoDesk Design Review
Sketchup Pro
Microstation MX

Web-based Software
Internet Explorer and Firefox
Adobe Flash
Adobe Dreamweaver
Adobe Fireworks
Google Earth

Operating Systems
Microsoft Windows X

Desktop Publishing and Word Processing
Microsoft Office Suite (Word, Excel, PowerPoint)
Adobe InDesign and Acrobat Professional

Video Editing
Adobe Premiere
Sound Forge 4
DPS Reality V2

Geography Information Systems
ESRI ARC GIS 9.0
TOPO! 3D

Image Editing Software
Adobe Photoshop
Adobe Image Ready
Adobe Illustrator

As shown above, all university students have full permission to download, at no cost to the student, the Adobe Master Collection – i.e., Adobe Creative Suite 6 – the company's complete package of graphic design, video editing, and web development software. This opportunity represents a significant investment by the institution in support of student learning.

The SCAD Museum of Art (SCADMOA). The program is especially proud of the expansion and reopening of **SCADMOA** in fall 2011, an award-winning facility designed by Christian Sottile, AIA, NCARB – the dean of the School of Building Arts and an alumnus of the M.Arch. degree program. SCADMOA hosts classes in architecture and architectural history, as well as a broad array of other disciplines such as astronomy, fashion, and writing. The museum's permanent collection includes works from the 18th and 19th centuries as well as works by notable international artists and designers. The earlier museum was housed in an 1856 Greek Revival structure that once served as the headquarters for the Central of Georgia Railroad and remains part of the oldest existing railroad complex in the U.S. The expanded museum, incorporating historic structures adjacent to the original museum facility, marries salvaged 19th-century bricks and original heart-of-pine timbers with contemporary steel and glass to provide a dramatic environment for the display and experience of art.

The museum has won a **2012 Charter Award** from the Congress for the New Urbanism, **top honors** from the International Interior Design Association Georgia chapter, the **2011 First Place Honor Award** from the Savannah chapter of the American Institute of Architects, and the 2012 AIA South Atlantic Region Design Award, which will be presented to Dean Sottile during their 2012 Conference in Atlanta this fall. The museum's 250-seat theater hosts numerous departmental events including the School of Building Arts Lecture Series, and students enjoy a variety of outdoor spaces in the adjacent two-acre courtyard, including exterior screenings of films and events that take place in the museum theater. These new facilities serve as a model of an integrated view of past and future for SCAD architecture students and for the greater community. For more information on exhibitions and events in SCADMOA, see Section I.2.1 (Human Resources and Human Resource Development).

The $26 million expansion of SCADMOA represents the single largest adaptive reuse and historic preservation project in the university's history, adding approximately 65,000 square feet to the museum's existing facility. SCADMOA features many notable design elements, including:

- A prominent new entrance marked by an 86-foot-tall steel and glass lantern;
- A facade that unites original 19th-century Savannah gray brick with modern composite materials;
- A 250-seat theater for screenings, lectures, readings, and more;
- A generous courtyard and streetscape;
- Outdoor lecture and performance spaces; and
- An events terrace adjoining the atrium.

Inside, the expansion increases overall space to approximately 82,000 square feet total, enabling the museum to present engaging exhibitions and installations from renowned and emerging artists, as well as showcase works from the university's critically acclaimed permanent collection. From a one-to-one ratio of exhibition to academic space, to the world's largest freestanding interactive table, the museum expands students' educational opportunities. What follows is a comparison of SCADMOA before and after the 2011 expansion:

	Pre-expansion	**Post-expansion**
Number of classrooms	0	12
Total academic space	384 sq. feet	11,097 sq. feet
Total gallery space	4,713 sq. feet	18,890 sq. feet
Total building space	17,118 sq. feet	82,118 sq. feet
Outdoor space	0 sq. feet	232,050 sq. feet

SCAD MUSEUM OF ART (West End 2nd Floor Plan)

SCAD MUSEUM OF ART (East End 2nd Floor Plan)

Most importantly, SCADMOA has greatly enhanced the experience and education of architecture students, providing an impressive array of international exhibitions, a new lecture theater, and classrooms. Lecture and seminar classes are especially suited to the academic wing of SCADMOA, directly adjacent to Eichberg Hall and enabling faculty to use the museum's exhibitions as examples in teaching. During the 2011-2012 academic year, a total of 30 architecture and architectural history classes have met at SCADMOA, and 40 sections of architecture and architectural history courses are scheduled to take place in SCADMOA classrooms during the 2012-2013 academic year.

Other SCAD Savannah Facilities. In addition to the SCADMOA complex, Eichberg Hall, and the Eichberg Hall Extension, several other campus buildings support the program and its students:

Anderson Hall. This 20,478-square-foot, two-story ornate red brick building originally served as Anderson Street School. Among other SCAD facilities, Anderson Hall is a dedicated space for the School of Foundation Studies, where architecture students utilize classroom space for foundation studies courses.

Arnold Hall. Arnold Hall contains classrooms, studios, and offices for the liberal arts, art history, arts administration, writing, teaching, and cinema studies departments and contains approximately 80,000 square feet of space, including a gallery and a 607-seat theater fully equipped with a digitally enhanced lectern and other technology for lectures, presentations, readings, theater productions, and more. This building is home to the School of Liberal Arts, where architecture students take courses in English, speech communication, mathematics, physics, and electives including philosophy, anthropology, psychology, and more.

Crites Hall. This 39,740-square-foot facility houses the performing arts and production design departments and features a scene shop, dance studio, classrooms, costume shop, and the 150-seat black box Mondanaro Theater. Occasionally, the School of Building Arts schedules a lecture or seminar course in this facility less than a block from Eichberg Hall.

Jen Library. This 85,000-square-foot building, a former Maas Department Store, serves as the library of SCAD Savannah. Floor-to-ceiling windows help illuminate informal study areas on all floors, and the library is equipped with numerous network connections located in the many study carrels, group study rooms, and multi-media classrooms. Located within the library, the Writers' Studio and Learning Resource Network offer students, faculty, and staff individualized and small-group assistance. The library contains extensive collections and publications, visual resource center, group study rooms, video-conferencing room and computer labs, and Gutstein Gallery – all discussed in more detail in Section I.2.5 (Information Resources).

SCAD Clarence Thomas Center for Historic Preservation. Originally a convent for a Catholic church, this 10,807-square-foot building was completely restored in 2009 and opened in 2010 to serve the historic preservation department. It houses a conservation lab, restoration workshop, outdoor work pavilion, lecture hall, studios, and drafting classrooms. The conservation lab is equipped for testing architectural materials, analyzing restoration treatments and experimenting with conservation techniques. The architecture department utilizes the Thomas Center's classrooms for electives.

SCAD Collaborative Learning Center (CLC). The CLC operates in Fahm Hall, where students, faculty, and external partners come together to collaborate on, and develop solutions for, real-world design challenges. Since 2010, the CLC has partnered students with Barnes & Noble, Showtime Networks, Kids II, Coca-Cola, Vanity Fair, Jeffrey Kalinsky, Natuzzi Italy, and VTech. Architecture students have used the space in projects with **Benetton**, discussed in Section I.1.1 (History and Mission).

SCAD Student Center. The 28,834-square-foot Congregation B'nai B'rith Synagogue was built in 1909. Located near Eichberg Hall, the center provides students with an alternative place to study and socialize in a safe, healthy, and inspirational environment.

Wallin Hall. A former elementary school, the 25,887-square-foot building houses the foundation studies department, classrooms, and studios. The architecture department utilizes classrooms for electives.

Boundary Hall. Originally a wagon and carriage shop, and later a freight warehouse, this 17,269-square-foot facility built in 1920 houses SCAD Savannah's sculpture department and includes fully-equipped studio spaces where 3-D design classes are held.

In addition to SCAD Savannah facilities, architecture students also have the opportunity to study at **SCAD Lacoste** every spring, a campus located in a beautifully preserved medieval village in the Provence region of southern France, with university facilities dating back from the 11th century to the 19th century.

I.2.5. Information Resources

Library and Visual Resources. The architecture program has ready access to library and visual resource collections that substantially exceed the NAAB minimum requirements. Currently, the **library** collection at the Savannah location holds more than 12,500 volumes classed as Library of Congress NA, plus nearly 15,000 volumes in other ranges directly related to architectural study. The SCAD Digital Image Database currently hosts over 34,000 architectural images. These are complemented by architecture-specific databases, such as the Avery Index to Architectural Periodicals, BuildingGreen Suite, and Material ConneXion, as well as a host of multidisciplinary research databases and eBooks. Further, the university's librarians:

- Promote information literacy among students;
- Ensure broad access to the collections across the entire university community;
- Preserve and maintain existing materials in the collection;
- Ensure collections remain current with research in the building arts professions ; and
- Ensure collections remain current with research and publication trends across all departments.

The University Library System. While each library offers the materials and services needed to support specific programs of study at its location, SCAD libraries also operate as a whole to share collections and provide a broad selection of online resources available to all members of the university community. The university's library system encompasses these locations:

The Jen Library of SCAD Savannah. Named in honor of SCAD benefactors Jim Jen and the late Lancy Jen, this library has the largest staff and collections of all the university's libraries and serves as the flagship of the library system. The dean of library services and other key library staff are based out of this location. Special collections at the Jen Library of SCAD Savannah include the Don Bluth Collection of Animation and a large collection of limited edition or rare graphic novels, among other works.

The ACA Library of SCAD Atlanta. This library – established with the integration of Atlanta College of Art into SCAD in 2006 – is maintained by a permanent staff, including five librarians. Special collections at the ACA Library of SCAD Atlanta include the Artists' Book Collection, with more than 2,100 artists' books and works by Andy Warhol, Yoko Ono, Joseph Beuys, Claus Oldenburg, and others. SCAD is also a member of the Atlanta Regional Council for Higher Education (ARCHE), a council of 20 public and private institutions in the greater Atlanta region that allows faculty, staff, and students to borrow from the collections of other member libraries.

The Library of SCAD Hong Kong. Opened in fall 2010, this library is managed by a head librarian and various support staff, and its collection includes holdings focused on digital media (e.g., motion media, graphic design, animation, visual effects), as well as research materials relevant for foundations, general education, and liberal arts study.

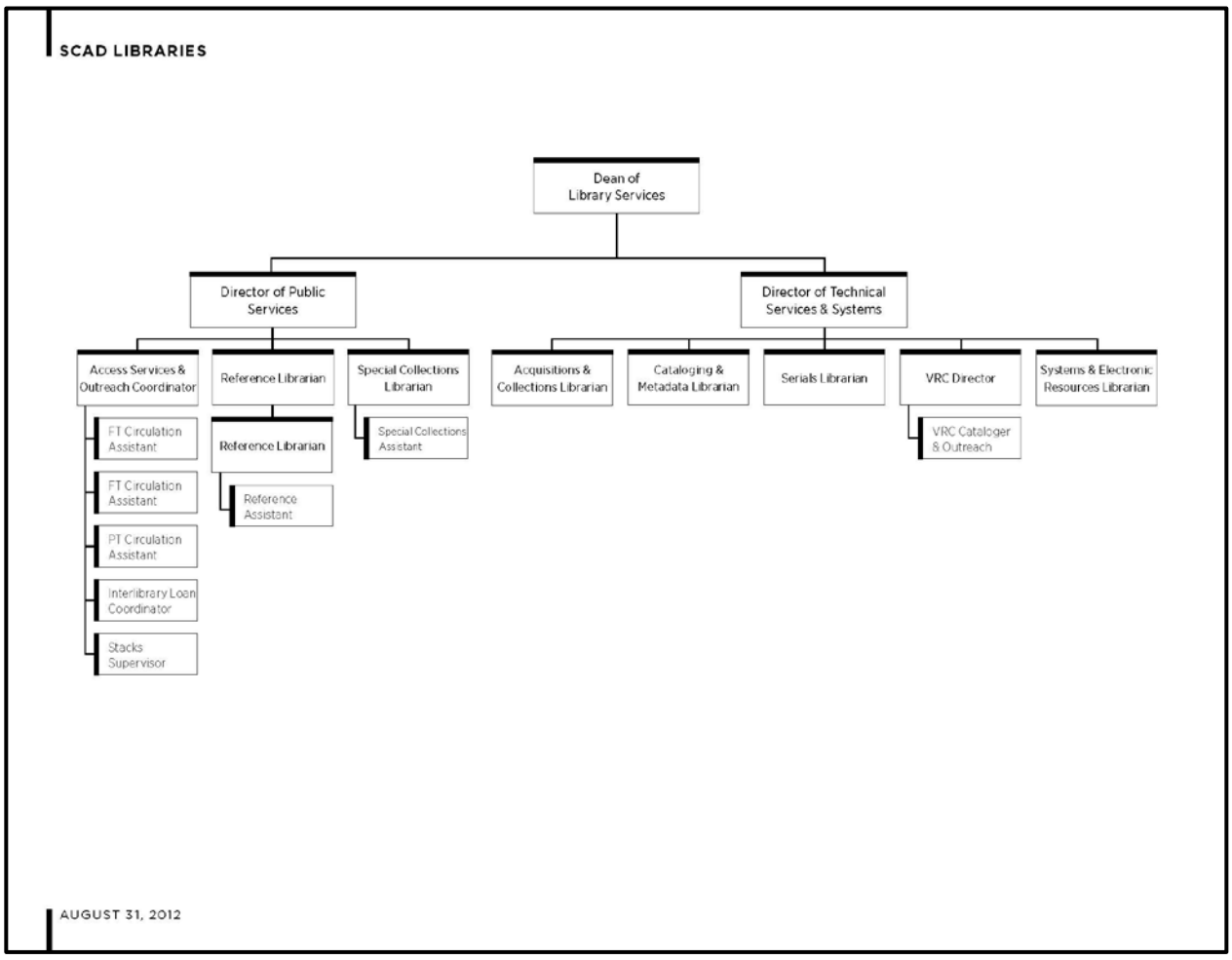
The Library of SCAD Lacoste. Opened in spring 2005, this specialized library supports the study-abroad residency program in the village of Lacoste.

Structure and Staff. Within the institution, librarians are considered staff and fall under the aegis of academic services. The dean, directors, and librarians work closely together across all locations to ensure a consistency of practice and direction and a parity of services (an organizational chart for the Jen Library of Savannah is included on the following page). The dean of library services reports to the dean of learning resources and is responsible for the vision, direction and growth of the university's libraries as a multi-location operation and for the libraries' overall alignment with institutional goals. Further, the Savannah, Atlanta, and Hong Kong locations are each overseen by one or more librarian directors, who directly manage the staff, policies, budgets, and external relations for their location. They report to the vice presidents of their respective locations and work with the dean of library services to recommend and implement new services and resources in support of institutional priorities and student needs. Librarians and the director of visual resources are responsible for overseeing the primary services and collections in their location and manage support staff and/or other librarians as well. Support staff is comprised of college-educated paraprofessionals with an interest in art, design, and architecture, several of whom are long-serving employees with ten or more years of experience working for the university. The Jen Library also employs approximately 25 work-study student assistants throughout the year.

Professional Expertise. In keeping with American Library Association (ALA) standards, professional librarians at the university hold terminal graduate degrees in library or information science from ALA-accredited institutions. In addition, all have appropriate degrees or experience in subjects taught at the university in order to meet the teaching, research, and learning needs of the users within a university of art and design. SCAD librarians participate in professional development to ensure currency with new information and best practices in the various specializations of librarianship. Recent examples of conference participation includes attendance at the Art Libraries Society of North America, Association of College and Research Libraries Immersion Program, and the American Library Association Conference.

Staffing Support and Compensation. Annually, the dean of library services reviews staffing needs within the libraries and makes additions and changes based on the personnel needed to provide optimal service to the location communities. As with all professional positions within the university, the compensation of library professionals is determined by the office of human resources, based in part on national compensation studies and is current with profession-wide standards for academic librarians. All library staff are reviewed annually on their performance on specific, agreed-upon annual objectives, and on their performance in critical skill areas directly tied to the university's mission, strategic plan, and values. Full-time positions at Jen Library in Savannah include:

Position	FTEs 2009-2010	FTEs 2010-2011	FTEs 2011-2012
Dean, Librarians, and VR Director	11	11	12
Paraprofessionals	10	10	7
Total	21	21	19



Library and Visual Resources Collections. SCAD library collections (comprised of general and special collections/archives, visual resources, and online materials) strongly support the interrelated disciplines of architecture, historic preservation, architectural history, interior design, furniture design, and urban design, as well as general education requirements. The collection serves as an effective working library for architects and as a research tool for faculty and students in the areas of architectural history and theory. It supports both undergraduate- and graduate-level study in the building arts and acts as a resource for interdisciplinary work, cultural enrichment, and related studies within the entire academic community.

General Collection. The general collection includes circulating books and DVDs, as well as non-circulating periodicals, reference works, and reserve items. According to *Academic Libraries 2010*, a biennial library publication by The National Center for Education Statistics (NCES), the university's current collection places it in the top 25 percent of all private academic libraries in the United States. The collection includes primary sources from the 19th and early 20th centuries up through the most current materials and formats produced today. In recent years, the libraries have acquired a growing number of resources supporting non-European architecture, sustainable design, and topics surrounding the technical components of building construction. Librarians continue to expand collections in these and other emerging areas of study at SCAD. Materials in SCAD libraries (as of April 2012):

Current holdings	Savannah	Atlanta	Lacoste	Hong Kong
Volumes (books and bound periodicals)	148,372	66,288	4,817	11,288
Audio-visual items	3,056	1,272	44	376
Current periodical subscriptions	988	245	5	105
eBooks	60,000+ eBooks – shared by all locations	60,000+ eBooks – shared by all locations	60,000+ eBooks – shared by all locations	60,000+ eBooks – shared by all locations
Images in the SCAD Digital Image Database	124,464 – shared by all locations	124,464 – shared by all locations	124,464 – shared by all locations	124,464 – shared by all locations

Materials supporting architecture and related fields in the Jen Library (as of April 2012):

Books classed in LC-NA call number range	12,594 volumes
Books in other related call number ranges	14,802 volumes
Current periodicals subscriptions	290 titles
Bound periodicals	10,385 volumes
Images in the SCAD Digital Image Database	34,054 images

Online Resources. Through a unified **website**, SCAD libraries provide remote and on-campus access to online resources 24 hours a day, 7 days a week – including 30 research databases and more than 60,000 eBooks. Resources are shared by all locations, and the university's libraries are offering a growing number of online tools to support the university's degree programs. SCAD libraries provide three electronic databases specific to architecture:

- The Avery Index to Architectural Periodicals is a citation index offered via Proquest. Access to full text articles is given, when available, through cross-linking to JSTOR, Omnifile, and Art Full Text.
- Building Green Suite is a full-text resource that contains articles from Environmental Building News, product listings, articles, and resources related to LEED certification and sustainable design.
- Material ConneXion provides a global, cross-industry perspective on materials, sustainable alternatives, and their potential uses for all areas of design, architecture, and fashion – including metals, natural materials, carbon-based materials, glass, and polymers.

Architecture faculty, staff, and students also make heavy use of other multidisciplinary databases, such as EBSCO Omnifile Mega Edition, EBSCO Art Full Text, EBSCOhost eBooks, and JSTOR. ARTstor and SCAD's own Digital Image Database are extremely popular among all students and faculty seeking high-quality digital images. Online collections of unique in-house materials, such as masters' theses, are also available and described in further detail below.

Special Collections. Special Collections at the Jen Library of SCAD Savannah houses a wide range of rare and unique items, including historic serials, materials produced at the university, and ephemera,

documents, and publications of local interest. Special Collections has approximately 22 serial titles and 14 archival collections related to architecture, including historic preservation research by SCAD students and the Central of Georgia Railroad collection of architectural drawings. Additionally, architecture students benefit from Special Collections at SCAD Atlanta, including the well-known SCAD Atlanta Artists' Book Collection, which many Savannah students travel to Atlanta to see firsthand. As shared above, this collection includes more than 2,100 artists' books and works by Andy Warhol, Yoko Ono, Joseph Beuys, Claus Oldenburg, and others.

The Visual Resource Center (VRC). The **VRC** provides high-quality images that support the research and teaching needs of students and faculty in all disciplines. Within the VRC, among other resources (e.g., a collection of 325,000 physical slides), is the in-house Digital Image Database, accessible by all in the university community via the library website. There are more than 34,000 images in the Digital Image Database related to architecture, which represents nearly one third of the total collection of more than 127,000 images. The VRC also maintains the subscription to the image database ARTstor for the Savannah and Atlanta locations. Through collaborative efforts of library staff, access to unique library-owned materials has been greatly broadened through the recent creation of several digital collections. These collections are available to all valid university patrons via the library website, as well as to the broader public. Two examples include:

- SCAD Thesis Digital Collection. The library archives and catalogs all master's theses completed by the university's graduate students, including both visual and textual files. This online collection was established in fall 2010 and provides access to all theses released from that date forward (older, print-only theses are still available as well). The master's theses are highly utilized by graduate students in all fields who wish to see example papers written by their peers.
- Images of Savannah. The library holds digitized historical postcards and stereoviews of special interest to architectural history and preservation students researching the landmarks of Savannah.

Collection Budget. The dean of library services oversees budget requests and allocations each year. Funds are requested annually to expand both the print and electronic collections commensurate with student, faculty, and program needs. Recent annual budget allowances for the Jen Library's collections are provided below. The budget covers spending in all subject areas.

Budget item	FY10	FY11	FY12
General collections: books, periodicals and DVDs (capital)	$490,000	$350,376	$450,000
Databases (operating)	$171,767	$173,092	$205,890

Collection Development. The Jen Library's acquisitions and collections librarian coordinates development efforts for the general collection, which includes managing approval plans and soliciting regular input from faculty and administrators on purchases in specific program and subject areas. The acquisitions and collections librarian also chairs the SCAD Libraries' collection development committee, comprised of librarians from multiple locations. To facilitate collaboration, the committee convenes quarterly to discuss current development projects and to review major purchases that are shared by all. Additional input is provided by the faculty-led council for academic support and libraries, which identifies and recommends acquisitions that represent a wide cross-section of the university. As well, VRC staff create and purchase digital images upon faculty and student request for inclusion in the Digital Image Database.

Adequacy and Assessment. According to results from the 2011 Noel-Levitz Student Satisfaction Inventory (NLSSI), the institution's library services and resources meet the expectations of architecture students and SCAD students as a whole, with library research and staff ranked in the top 15 items with

the highest student-reported satisfaction (of 83 total items). The results of the 2011 SCAD Student Survey (SSS) and 2010 Graduate Student Survey confirm similarly positive impressions of the university's library resources. On average, undergraduate and graduate students at SCAD Savannah were more than "satisfied" with the "adequacy of library resources for [their] program." That is, on a four-point scale (where 1 = "very dissatisfied" and 4 = "very satisfied"), the university's library earned an undergraduate mean score of 3.19 and a graduate mean score of 3.10. Overall satisfaction with "adequacy of library resources" increased from "neutral" to more than "satisfied" between the 2007 and 2010 administrations of the Graduate Student Survey. The majority of Savannah students (78 percent of undergraduate and 91 percent of graduate students) reported using the Jen library to "locate research sources for a class assignment" once per quarter or more. Additionally, more than half of Savannah students reported using the Jen library once per quarter or more to "study alone," "use computers, printers, and scanners," and "meet with [a] class or professor."

Reference Services. Full-time librarians, as well as other appropriately trained personnel, staff a reference desk to provide library patrons with professional guidance in the use of information resources. The desk is open for more than 50 hours each week at the Jen Library and assistance is provided in person and via phone, email, and IM chat, serving patrons on site and digitally, across locations. Librarians at the Atlanta and Hong Kong libraries also provide reference assistance through email and IM correspondence.

Information Literacy and Library Instruction Services. All library instruction efforts are based in information literacy concepts: students are guided and encouraged to develop the skills necessary to become independent researchers, competent professionals, and lifelong learners. Library instruction programs include:

- Orientations to familiarize new students and faculty with library resources and services.
- In-class, customized research instruction sessions provided upon faculty request. Reference librarians typically lead sessions that include hands-on demonstrations of essential research skills, evaluating information and using relevant databases and other resources. Within Special Collections and the VRC, staff also provide specialized instruction in the access and use of materials in their respective areas.
- General instruction in the form of open workshops, which take place online (via Adobe Connect) and on-ground and cover skills and resources that are applicable across many different disciplines and levels.
- Individual research consultations via appointment and upon request. Sessions take place in person, as well as via phone and online methods as necessary.

Librarians and staff also maintain online research guides in key subject areas and promote research and reference services through cross-campus outreach, the library website, blogs, and social networking sites.

Outreach and Awareness of Library Resources. All librarians and staff are dedicated to promoting collections and services in person at the library, at events across campus, and online.

- The libraries host open houses twice a year to familiarize students and faculty with the library's location and services and raise awareness of unique resources supporting specific areas of study. The Jen Library hosted an **open house** for the School of Building Arts in fall 2010, with another School of Building Arts open house scheduled for fall 2012. Materials on view included graduate theses, current and rare architectural periodicals, DVDs, digital image displays, and relevant items from Special Collections. Library staff from all areas are present at open houses to answer questions and meet guests.
- Rotating displays at all SCAD libraries highlight new books related to current events and topics of interest.

- Lists of new books and featured collections are available via the library website, and new and notable materials are frequently highlighted through library social media.
- Online research guides provide lists of recommended resources and research tips for specific majors and popular topics of study.

Access Services and Resource Sharing. The access services department is responsible for managing the daily circulation of materials within the Jen Library and among locations. To maximize resources for students and faculty, this department provides a variety of important sharing services:

- Circulating books are shipped between the Jen Library of SCAD Savannah and the ACA Library of SCAD, upon request. Students also share digital holdings, including more than 60,000 eBooks, with libraries at SCAD Hong Kong and SCAD Lacoste. Requests may be made through the library website, and books are mailed between the locations.
- Students and faculty in any location also may request articles from periodicals not available at their "home" library, and items are scanned and emailed to the requester.
- Circulating materials are mailed to SCAD eLearning students free of charge, with return postage.
- The university community also has access to resources from other academic institutions through interlibrary loan, and the library participates in a variety of regional, statewide and local cooperative lending agreements that facilitate such sharing of resources across institutions.

Facilities and Hours. With three floors and approximately 85,000 square feet, the Jen Library building houses the full collections and services of the flagship library location. It features assorted seating, study tables, individual study carrels, a mix of PC and Mac computers located throughout the building (all with printer access), and multiple scanning stations. The Jen Library also has two electronic teaching labs and one advanced lab with specialized software and hardware. Photocopiers and microform readers are available as well. Hours are:

Fall, Winter, and Spring Hours
Monday-Friday: 7:30 a.m. to 1:00 a.m.
Saturday: 10:00 a.m. to 1:00 a.m.
Sunday: 11:00 a.m. to 1:00 a.m.

Break Hours
Monday-Friday: 8:30 a.m. to 7:00 p.m.
Closed weekends and holidays

Summer Quarter hours
Monday-Thursday: 7:30 a.m. to midnight
Friday: 7:30 a.m. to 7:00 p.m.
Saturday: 10:00 a.m. to 7:00 p.m.
Sunday: 11:00 a.m. to midnight

Areas for Development. In recent years, the university's libraries have successfully used a variety of technologies to promote awareness of services and resources. For example, an ongoing stream of library and visual resources news is provided to all students and faculty via Facebook pages, Twitter feeds, and blogs. Furthermore, the educational role of SCAD libraries and the research expertise of librarians have been made broadly available via IM chat reference, webinar-style instruction sessions, and subject-specific online research guides.

I.3. Institutional Characteristics

I.3.1. Statistical Reports

Program Student Characteristics. The institution's students are enrolled from all 50 states, 3 U.S. territories, and more than 100 counties worldwide. As of fall 2011, international students constituted 12 percent of the undergraduate student body and 24 percent of the graduate student body. Of the 11,063 total students enrolled in fall 2011, there were 1,554 international students representing 105 countries. The architecture department is a microcosm of this university-wide diversity:

39 Number of states represented among architecture students
45 Number of countries represented among architecture students
20 Percentage of international students in the undergraduate student body
20 Percentage of international students in the graduate student body
43 Percentage of female students in the program

Diversity Statistics. Below is a series of charts providing a profile of the architecture department's diversity across the student body.

Architecture Student Ethnicity – 2009-2011

	Fall 2011		Fall 2010		Fall 2009	
	Number	Percentage	Number	Percentage	Number	Percentage
American Indian/ Alaskan Native	1	0.22%	1	0.21%	0	0.00%
Asian	9	1.99%	6	1.26%	4	0.80%
Black, Non-Hispanic	22	4.87%	26	5.44%	15	3.01%
Hispanic	34	7.52%	23	4.81%	22	4.42%
White	149	32.96%	138	28.87%	141	28.31%
Non-Resident	91	20.13%	84	17.57%	85	17.07%
Unknown	146	32.30%	200	41.84%	231	46.39%

Architecture Student Gender – 2009-2011

	Fall 2011		Fall 2010		Fall 2009	
	Number	Percentage	Number	Percentage	Number	Percentage
Female	196	43.36%	199	41.63%	204	40.96%
Male	256	56.64%	279	58.37%	294	59.04%

Architecture Student Gender vs. Overall Student Gender, Fall 2011

	Architecture		Overall	
	Number	Percentage	Number	Percentage
Female	196	43.36%	6901	62.38%
Male	256	56.64%	4162	37.62%

Architecture Student Ethnicity – 2009-2011

	Fall 2011		Fall 2010		Fall 2009	
	Number	Percentage	Number	Percentage	Number	Percentage
American Indian/ Alaskan Native	1	0.22%	1	0.21%	0	0.00%
Asian	9	1.99%	6	1.26%	4	0.80%
Black, Non-Hispanic	22	4.87%	26	5.44%	15	3.01%
Hispanic	34	7.52%	23	4.81%	22	4.42%
White	149	32.96%	138	28.87%	141	28.31%
Non-Resident	91	20.13%	84	17.57%	85	17.07%
Unknown	146	32.30%	200	41.84%	231	46.39%

Average Scores of Fall Quarter Entering Freshmen Who Indicated Interest in Architecture and Who Submitted SAT I Scores

	Fall 2011	Fall 2010	Fall 2009	Fall 2008	Fall 2007
Critical Reading	515	518	531	525	528
Mathematics	541	542	550	561	572
Writing	513	526	513	514	526

Average Scores of Fall Quarter Entering Transfer Students Who Indicated Interest in Architecture and Who Submitted SAT I Scores

	Fall 2011	Fall 2010	Fall 2009	Fall 2008	Fall 2007
Critical Reading	517	532	507	525	519
Mathematics	546	535	541	539	528
Writing	499	506	566	527	468

Average Composite Scores of Fall Quarter Entering Freshmen Who Indicated Interest in Architecture and Who Submitted ACT Scores

	Fall 2011	Fall 2010	Fall 2009	Fall 2008	Fall 2007
ACT	23	24	23	24	24

Average Composite Scores of Fall Quarter Entering Transfer Students Who Indicated Interest in Architecture and Who Submitted ACT Scores

	Fall 2011	Fall 2010	Fall 2009	Fall 2008	Fall 2007
ACT	18	23	21	22	22

Top 10 States for Architecture Students [1] Fall 2011	
State	Number
Georgia	59
Florida	53
New Jersey	20
North Carolina	19
Pennsylvania	18
Maryland	18
South Carolina	16
Texas	16
Ohio	13
New York	12

Top 10 Countries for Architecture Students [2] Fall 2011	
Country	Number
South Korea	7
China	6
The Bahamas	5
India	4
Guatemala	4
Ecuador	4
Honduras	4
Thailand	3
Saudi Arabia	3
Vietnam	3

Average Class Size for Each Design Level, for Classes within Architecture					
	1st Year	2nd Year	3rd Year	4th Year	5th Year
2007-2008	13.1	11.0	12.1	13.7	12.8
2008-2009	13.3	12.4	11.7	13.6	11.6
2009-2010	13.5	11.5	12.2	12.7	10.1
2010-2011	12.5	13.1	11.8	13.0	11.5
2011-2012	13.6	13.1	13.2	11.7	10.0

Graduation and Retention. First-time full-time M.Arch. fall-to-fall retention for the most recent cohort is 89 percent. SCAD overall fall-to-fall retention for first-time full-time freshmen is 82 percent. Below is a series of charts showing the average time to completion based on graduated students during each academic year since 2009, and the percentage of matriculating students who completed the degree program within the normal time to completion (two-year) and within 150 percent of the normal time to completion (three-year) for the most recent three cohorts:

Average Time-to-Completion for M.Arch Program Among Graduates During Each Academic Year			
	2011-2012 Graduates	**2010-2011 Graduates**	**2009-2010 Graduates**
Average Time-to-Completion	1.4 Years	1.4 Years	1.5 Years

[1] Information gathered from permanent address of U.S. students.
[2] Information gathered from nation of citizenship of non-U.S. students.

Percentage of Matriculating Students Who Completed M.Arch Within 100% and 150% of Normal Time to Completion			
	Fall 2010 Cohort	**Fall 2009 Cohort**	**Fall 2008 Cohort**
100% Normal Time to Completion	78%	70%	74%
150% Normal Time to Completion	N/A	79%	83%

Architecture Faculty Characteristics. There are 34 full-time and part-time faculty members in the architecture department. The university fosters a non-competitive employment environment; therefore, all faculty members are non-tenured and there is no hierarchy for promotion – i.e., all faculty are given the rank of full professor. Four current faculty members hold a Ph.D. or a D.Arch., and 11 have earned post-professional degrees in architecture. Of the full-time architecture faculty, 21 have terminal or professional degrees in architecture, while one has a terminal degree in associated sciences and engineering. Full-time and part-time faculty provide diversity in backgrounds and pedagogic approaches, including: 10 registered architects (four of whom are also NCARB certificate holders), 8 architect members and 9 associate members of AIA, and 6 LEED-accredited professionals. SCAD students benefit from 8 international faculty and 9 architecture faculty members who have worked or taught abroad. The following statistics reflect demographics as of fall 2011.

Architecture Employee Classification - Fall 2011	Number	Percentage
Full-time Faculty	25	74%
Part-time Faculty	9	26%
Grand Total	**34**	**100%**

Full-time Architecture Faculty Gender – 2009-2011

	Fall 2011		Fall 2010		Fall 2009	
	Number	Percentage	Number	Percentage	Number	Percentage
Female	7	20.59%	9	36.00%	9	33.33%
Male	18	79.41%	16	64.00%	18	66.67%

Full-time Architecture Faculty Ethnicity – 2009-2011

	Fall 2011		Fall 2010		Fall 2009	
	Number	Percentage	Number	Percentage	Number	Percentage
Asian	3	12.00%	4	16.00%	4	14.81%
Black, Non-Hispanic	1	4.00%	0	0.00%	2	7.41%
Hispanic	1	4.00%	1	4.00%	1	3.70%
White, Non Hispanic	20	80.00%	19	76.00%	20	74.07%
Non Resident	0	0.00%	1	4.00%	0	0.00%

I.3.2. Annual Reports

The program has submitted Annual Reports (AR) to the NAAB electronically and understands that the NAAB provides these to the visiting team directly. The following statement from Minjie Chen, senior analyst and report writer in the office of institutional research – the official within the university responsible for preparing and submitting statistical data – certifies that all statistical data submitted to the NAAB through the Annual Report Submission system since the last site visit is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics.

SCAD The University for Creative Careers. scad.edu

August 31, 2012

Dear Members of the NAAB Visiting Team,

This letter serves to satisfy requirement 1.3.2. in the Annual Report regarding statistical data.

SCAD reports statistical data to a variety of agencies including the National Center for Education Statistics (NCES). The data reported to all agencies is consistent with the exception of data that SCAD reports to the Integrated Postsecondary Education Data System (IPEDS), which does not include data for SCAD Hong Kong. This exception is due to institutional data requirements specific to IPEDS; however, as the university does not offer architecture at SCAD Hong Kong, the architecture program data is not affected.

As the official within the university responsible for preparing and submitting statistical data, I verify that all data submitted to the NAAB through the Annual Report Submission system since the last site visit is accurate and consistent with reports sent to other national and regional agencies.

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I.3.3. Faculty Credentials

A complete résumé for each SCAD architecture faculty member – detailing academic credentials, educational experience, recent scholarship, and professional architectural experience – may be found in Part IV.2. Also included is a description of how faculty members' credentials, education, and professional experience qualify them to inspire and effect student achievement of student performance criteria.

I.4. Policy Review

The following information, contained within various institutional and departmental documents, is available in the team room:

Architecture student policies, including:
- The SCAD Student Handbook 2012-2013
- Academic policies
- The program's Studio Culture Policy

Self-Assessment policies and objectives, including:
- Curriculum management policies
- Academic Program Design Guidebook
- Academic Program Review Guidebook

Personnel policies, including:
- Position descriptions for all faculty and staff
- Faculty appointment policies
- Reappointment policies
- EEO/AA policies
- Diversity policies (including special hiring initiatives)
- Faculty development policies (e.g., research, scholarship, creative activities, sabbatical)
- Information about the SCAD Presidential Fellowship program
- Sabbatical Award Policy
- The SCAD Faculty Handbook 2012-2013
- Faculty employment agreement
- Faculty performance evaluation process

Data and facilities information, including:
- Student-to-faculty ratios (i.e., in studios, classrooms, lectures, seminars)
- Square feet per student for space designated for studio-based learning
- Facilities master plan
- Square feet per faculty member for space designated for support of all faculty activities and responsibilities

Admission requirements, including:
- SCAD Catalog 2012-2013, academic and admission policies
- SCAD Catalog 2012-2013, graduate admission policies
- SCAD Catalog 2012-2013, graduate portfolio, audition, and writing guidelines
- Admission policies and procedures

Advising policies, including:
- Faculty advising guide
- Policies for evaluation of students admitted from preparatory or pre-professional programs where SPC are expected to have been met in education experiences in non-accredited programs

Policies on use and integration of digital media in architecture curriculum, including:
Technology Policy

Policies on academic integrity, including:
Policies on cheating, plagiarism, and academic dishonesty

Policies on library and information resources collection department, including:
Collection Development Policy

Description of the information literacy program, including:
Information literacy and library instruction

Other information, including:
Distinguished visiting faculty information

Part Two (II). Educational Outcomes and Curriculum

II.1. Student Performance Criteria

Through a cross-disciplinary art and design curriculum that integrates theory with practice, students earning a Master of Architecture (M.Arch.) degree will have satisfied the educational requirement for professional licensure by receiving an education that emphasizes leadership, critical thinking, contextual awareness, and ethical values. Students will possess an understanding of an architect's responsibility to protect the public health, safety, and welfare and will be equipped to make a valuable contribution to the practice of architecture and their communities.

The SCAD architecture program prepares students to be multi-specialist professionals with a vast range of creative and technical skills. When the architecture department implemented the enhanced curriculum in fall 2011, it sought to frame the curriculum around seven parallel tracks of student learning experience, in order to develop students' creative and technical skills. The seven parallel tracks of student learning experience are:

Architectural Practices
Architecture Design Studio
Building Construction Systems
Environment and Sustainability
Graphic and Digital Technology
History and Theory

Realm A: Critical Thinking and Representation:

A.1 – Communication Skills: Ability to read, write, speak and listen effectively.

The program provides these skills at the required level in courses throughout the curriculum. COMM 105 Speech and Public Speaking and ENGL 123 English Composition are required as part of the general studies requirement. Courses in the design studio sequence of the curriculum help to develop verbal skills through review and other classroom presentation, and courses in history/theory such as ARLH 206 and ARLH 208 also contribute to the development of verbal and writing skills through research paper and presentation requirements. Seminars and thesis work in ARCH 745 and ARCH 799 further develop communication skills.

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

Design thinking skills are developed at the required level through design studio courses at both undergraduate and graduate levels. ARCH 405/406 and ARCH 727/737 are comprehensive studio sequences requiring analysis of precedents related to an individual design project proposal.

A.3 – Visual Communication Skills: Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.

The program provides an opportunity to acquire and then progressively develop and apply these skills at the required level in all design studio courses. Fundamental communication skills, in both traditional and digital media presentation and 3D modeling and mixed/hybrid media presentation, are introduced in DRAW 115 and ELDS 225 and throughout all design studio levels.

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

The ability to make technically precise descriptions of a proposed design is developed in both lecture class and design studio courses. ARCH 241 and ARCH 341 are required construction technology classes. ARCH 406 and ARCH 737 require application of this knowledge. Technical documentation skills are covered as a standard part of the design studio sequence.

A.5 – Investigative Skills: Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

Investigative skills are typically developed through all design studio work as students gather and analyze preliminary data. Students demonstrate their investigation skills in ARCH 404 and ARCH 798, in which design challenges focus on research and application. Lecture courses, such as ARCH 745, are also research-based and require application of research skills and examination of topical implications for thesis preparations.

A.6 – Fundamental Design Skills: Ability to effectively use basic architectural and environmental principles in design.

Students are introduced to a wide range of design skills in DSGN 223, DSGN 224, and DSGN 225. These skills are applied in ARCH 301, ARCH 302, and ARCH 303.

A.7 – Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.

Students demonstrate this ability in ARCH 303, ARCH 404, and ARCH 717 through case-study analysis exercises and use of precedents in design challenge investigations and formal development. The scope of these projects includes a variety of building types, context, material, structure, and spatial organization.

A.8 – Ordering Systems Skills: Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

Formal ordering systems are addressed in undergraduate and graduate design studios. DSGN 224 provides an overview of these basic principles, and a focused series of design exercises is incorporated into the fundamental design studio sequence. Formal ordering systems are also addressed in ARCH 405 and ARCH 727.

A.9 – Historical Traditions and Global Culture: Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

The program provides students with an understanding of historical traditions and global culture through required architectural history coursework, including ARLH 206, ARLH 208, and ARLH 211. ARLH 206 and ARLH 208 are a comprehensive pairing of courses that cover the history of buildings and also the context in which they existed. Historical traditions and global culture are emphasized in ARLH 211 and integrated into the context of all the studio courses, particularly in research, documentation, and consideration of precedents.

A.10 – Cultural Diversity: Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.

The program fulfills this criterion in history lecture courses, including ARLH 206, ARLH 208, and ARLH 211. Issues of diversity in architecture are discussed in studios and formal lecture classes.

A.11 – Applied Research: Understanding the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.

The program provides an understanding of the value of applied research through its design studio project assignments. This criterion has been addressed as a departmental-wide studio experience in all design studios. In ARCH 404, students integrate the work of architectural analysis into their design projects. In ARCH 405/406 and ARCH 798, students demonstrate an ability to apply their investigative skills.

Realm B: Integrated Building Practices, Technical Skills and Knowledge:

B.1 – Pre-Design: Ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

The program develops this ability progressively throughout the studio sequence by requiring increasingly detailed program analysis as a prerequisite to the design phase. In particular, ARCH 798/799 emphasizes a pre-design process.

B.2 – Accessibility: Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

This ability is developed through undergraduate and graduate studio projects. While present in virtually all studios, particular emphasis is placed on the criterion in ARCH 406 and ARCH 737 comprehensive design studios.

B.3 – Sustainability: Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

The program curriculum contains several courses that specifically address sustainability, including ARCH 361 and ARCH 461. Students have the opportunity to apply this knowledge in their design studio projects. Comprehensive design studios, ARCH 406 and ARCH 737, focus on site contexts, including all aspects of climate, microclimate, and passive energy strategies, so that sustainability is integrated fully into building design.

B.4 – Site Design: Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

Site conditions are introduced as key considerations early in the curriculum in classes such as DSGN 223 and DSGN 224. This criterion is emphasized at all levels of the design studio sequence. ARCH 302 involves the design of buildings in relationship to outdoor spaces, with attention to grading and landforms. ARCH 406 and ARCH 737 offer opportunities for studio projects that require equal attention to the site and the building.

B.5 – Life Safety: Ability to apply the basic principles of life-safety systems with an emphasis on egress.

This criterion is introduced through a two-term sequence of building systems courses, ARCH 361 and ARCH 461. Skill is further developed via lectures and applied in case-study analysis projects that require students to demonstrate an understanding of egress systems. Undergraduate and graduate comprehensive studios reinforce the application of life safety issues in ARCH 406 and ARCH 737.

B.6 – Comprehensive Design: Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC: A.2. Design Thinking Skills; A.4. Technical Documentation; A.5. Investigative Skills; A.8. Ordering Systems; A.9. Historical Traditions and Global Culture; B.2. Accessibility; B.3. Sustainability; B.4. Site Design; B.5. Life Safety; B.8. Environmental Systems; B.9. Structural Systems.

This criterion is addressed in two-course sequences at the undergraduate and graduate levels. The required comprehensive design studios, ARCH 405/406 and ARCH 727/737, are highly coordinated with the concurrent technology lecture courses, ARCH 341, ARCH 361, and ARCH 461. These studios are carefully structured to meet a series of very specific goals relating closely to this and other NAAB criteria. The systems and issues required in this criterion are carefully investigated and students demonstrate ability in studio projects.

B.7 – Financial Considerations: Understanding of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.

Construction cost control is addressed within the context of studio and technology courses, ARCH 341 and ARCH 404, particularly in relationship to sustainability issues. These concepts are addressed in greater detail in the program's required professional practices course, ARCH 706.

B.8 – Environmental Systems: Understanding the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar

orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.

The program provides the understanding of environmental systems through a two-term sequence of building systems courses, ARCH 361 and ARCH 461. Undergraduate and graduate studio projects help to reinforce the principles learned in the environmental systems courses.

B.9 – Structural Systems: Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

Understanding of the behavior of structural systems is developed through the structures course at the undergraduate and graduate levels, ARCH 319 and ARCH 719. The subject matter covered in the structures sequence is integrated into design studio projects for ARCH 303, ARCH 406, and ARCH 737, among others.

B.10 – Building Envelope Systems: Understanding of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

Building envelope systems are addressed in technology courses such as ARCH 341, ARCH 361, and ARCH 461. Particular attention is given to this issue in ARCH 406 and ARCH 737 where students create in-depth case study analyses of sophisticated, contemporary buildings and apply this knowledge in their design projects.

B.11 – Building Service Systems: Understanding of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.

Students develop an understanding of building service systems in the program's technology courses, ARCH 361 and ARCH 461. An understanding of how to integrate building systems into design projects is developed in upper-level undergraduate studios ARCH 404, ARCH 405, and ARCH 406, as well as graduate studios ARCH 727/737. BIM software is integrated into the design curriculum, facilitating a higher level of understanding of the relationship between various technical systems.

B.12 – Building Materials and Assemblies: Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

Building materials and assemblies are addressed in technology course sequences ARCH 241 and ARCH 341, and an in-depth analysis of materials, components, and assemblies is provided in the ARCH 406 and ARCH 737 comprehensive design studios.

Realm C: Leadership and Practice:

C.1 – Collaboration: Ability to work in collaboration with others and in multidisciplinary teams to successfully complete design projects.

The program provides opportunities to develop collaborative skills in design studios. The undergraduate studios often collaborate with lecture courses to support joint search, data collection, and analysis projects. Graduate studios ARCH 717 and ARCH 747 require students to participate in collaborative projects. ARCH 717 requires students to partner for an urban design

project, and ARCH 747 is an interdisciplinary design studio that pairs the studio with an elective course for a design project challenge.

C.2 – Human Behavior: Understanding of the relationship between human behavior, the natural environment, and the design of the built environment.

The relationship between human behavior, the natural environment, and the built environment is addressed in all core studios. In ARCH 302, students demonstrate an understanding of natural and site conditions and in ARCH 717, students further investigate human behavior and the urban context.

C.3 – Client Role in Architecture: Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.

The client role in architecture is highlighted in numerous studio environments and also in required courses. Formal education in the various roles of the client is introduced in the professional practices course, ARCH 706, which addresses this issue in direct relationship to practice. In addition, ARCH 717 focuses on urban design issues that require students to work with various agenda items, particularly in respect to the user's needs and the professional role of the architect to reconcile the interests of multiple groups.

C.4 – Project Management: Understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods.

The program provides the understanding of project management through ARCH 706, and students are often exposed to practice in studio coursework. ELDS 727 course also places emphasis on project management issues of architectural practice.

C.5 – Practice Management: Understanding of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.

Understanding of the basic principles of practice organization and management is acquired in ARCH 706. This course covers fundamental architectural practices.

C.6 – Leadership: Understanding of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.

The program develops this understanding in ARCH 706. Architecture's leadership structure and potential roles are directly discussed in this course. In addition, they are also introduced in design studios such as ARCH 717, where a discussion of the profession of architecture is explicitly integrated into studio problems.

C.7 – Legal Responsibilities: Understanding of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.

Understanding of an architect's legal responsibilities is primarily addressed in ARCH 706. Some of these issues are also addressed in other places within the curriculum. For instance, the comprehensive design studio sequence emphasizes the architect's responsibility for safety and

accommodation within the context of design. Students resolve design intent with issues of accessibility and life safety within specific design projects.

C.8 – Ethics and Professional Judgment: Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.

Issues of architectural ethics are an explicit part of all design studio courses. Professionalism is emphasized in all level of design studios. The focused discussion of ethics occurs in ARCH 706.

C.9 – Community and Social Responsibility: Understanding of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.

Students' understanding of community and social responsibility is addressed throughout the curriculum. Architects' responsibilities to local and global communities, including environmental stewardship and individual and community rights, are addressed in ARCH 706. Design studios and lectures also address the architect’s role as an advocate for global and local change.

APR SPC Matrix
Rev. August 28, 2012

			Realm A											Realm B												Realm C								
		SPC	Communication Skills	Design Thinking Skills	Visual Communication Skills	Technical Documentation	Investigative Skills	Fundamental Design Skills	Use of Precedents	Ordering Systems Skills	Historical Traditions & Global Culture	Cultural Diversity	Applied Research	Pre-Design	Accessibility	Sustainability	Site Design	Life Safety	Comprehensive Design	Financial Considerations	Environmental Systems	Structural Systems	Building Envelope Systems	Building Service Systems	Building Materials & Assemblies	Collaboration	Human Behavior	Client Role in Architecture	Project Management	Practice Management	Leadership	Legal Responsibilities	Ethics & Professional Judgment	Community & Social Responsibility
			A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	B.11	B.12	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9
			Realm A											Realm B												Realm C								
		Ability: A Understanding: U	A	A	A	A	A	A	A	U	U	U	U	A	A	A	A	A	A	U	U	U	U	U	U	A	U	U	U	U	U	U	U	U
			SPC expected to have been met in preparatory or pre-professional education																															
			X	X	X	X	X	X	X	X	X	X			X	X	X	X			X	X	X	X	X		X							
			SPC met in the B.F.A. program																															
Year	Course Number	TITLE	Realm A											Realm B												Realm C								
1	DRAW 100	Drawing I: Form and Space																																
1	DRAW 115	Graphics for the Building Arts			X																													
1	DSGN 100	Design I: Elements and Organization																																
1	DSGN 102	Design II: 3-D form in Space																																
2	DSGN 223	Architectural Fundamentals Studio I						X									X																	
2	DSGN 224	Architectural Fundamentals Studio II						X		X							X																	
2	DSGN 225	Architectural Fundamentals Studio III						X																			X							
1	ARTH 100	Survey of Western Art I																																
1	ARTH 110	Survey of Western Art II																																
1	COMM 105	Speech and Public Speaking	X																															
1	ENGL 123	Composition																																
2	MATH 201	Applied Mathematics																																
2	PHYS 201	Applied Physics																																
1	ARCH 101	Introduction to Architecture																												X	X	X	X	
2	ARCH 241	Construction Technology I				X																			X									
3	ARCH 301	Architecture Design Studio I										X			X												X							
3	ARCH 302	Architecture Design Studio II					X										X										X	X			X			
3	ARCH 303	Architecture Design Studio III							X													X												
3	ARCH 319	Structures, General Structures																				X												
3	ARCH 341	Construction Technology II				X														X			X		X									
3	ARCH 361	Environmental Control I														X		X			X		X	X										
4	ARCH 404	Architecture Design Studio IV					X		X			X	X							X			X	X							X			
4	ARCH 405	Architecture Design Studio V		X						X	X													X				X						
4	ARCH 406	Architecture Design Studio VI		X		X									X	X	X	X	X		X	X	X	X	X									
4	ARCH 461	Environmental Control II														X		X			X		X	X										
2	ARLH 206	Modern Architecture I: 1750-1900	X								X	X																						
2	ARLH 208	Modern Architecture II: 1900-Present	X								X	X																						
3	ARLH 211	Survey of World Architecture & Urbanism									X	X																						
2	ELDS 225	Electronic Design I			X																													

SPC Met in NAAB-accredited M.Arch. program

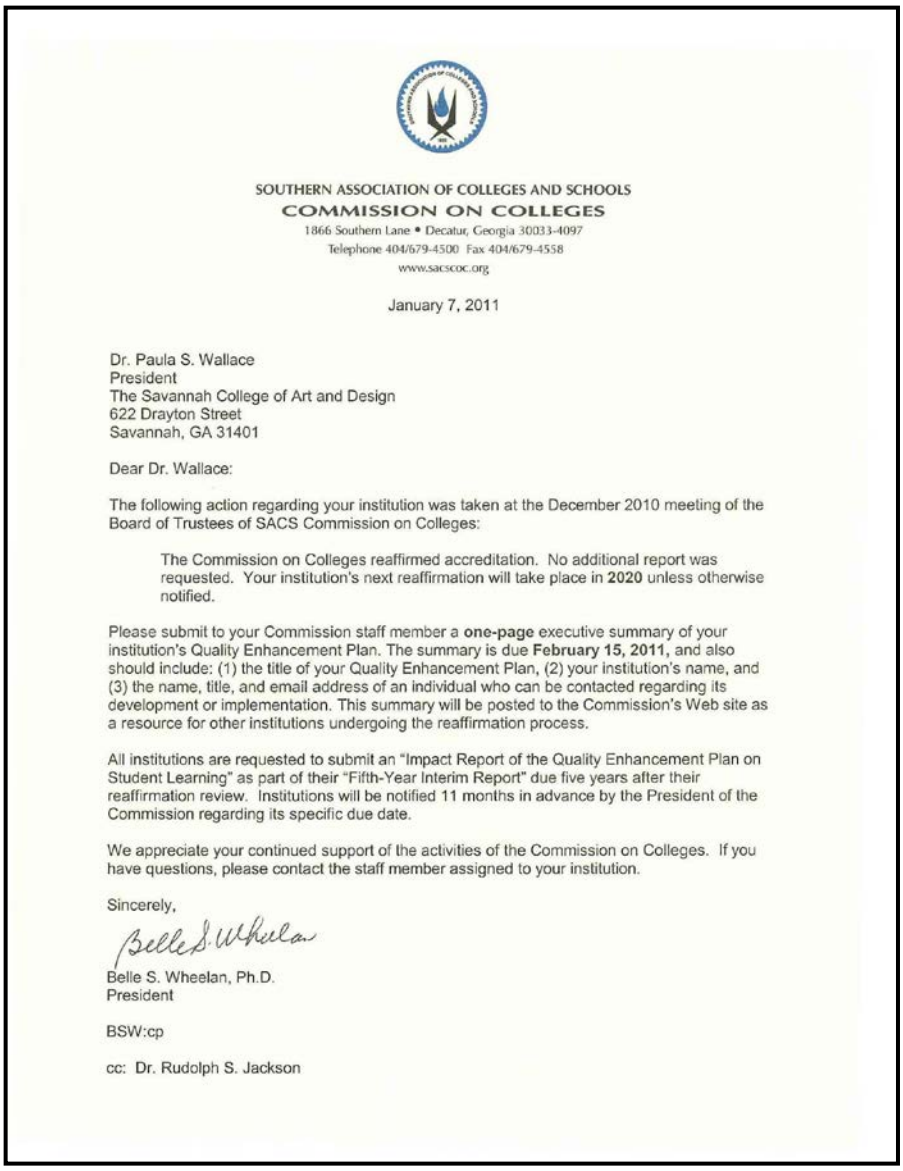
Year	Course Number	TITLE	Realm A											Realm B												Realm C								
5	ARCH 706	Architectural Practices																	X									X	X	X	X	X	X	X
5	ARCH 717	Graduate Architecture Studio I			X				X			X	X				X									X	X	X			X	X		X
5	ARCH 719	Structures: Lateral Forces																				X												
5	ARCH 727	Graduate Architecture Studio II		X						X	X													X										
5	ARCH 737	Graduate Architecture Studio III		X		X									X	X	X	X	X		X	X	X	X	X									
6	ARCH 745	Graduate Seminar in Architecture	X				X																										X	
6	ARCH 747	Graduate Architecture Studio IV																								X								
6	ARCH 779F/T	Graduate Field/Teaching Internship																																
6	ARCH 798	Graduate Architecture Studio: Thesis I					X		X				X	X																				
6	ARCH 799	Graduate Architecture Studio Thesis II	X		X					X		X		X	X	X		X																
5	ELDS 727	Electronic Design Practice and Project Management																											X					

Note: SPC matrix indicates preliminary locations of student work that demonstrates NAAB SPC. The matrix will be finalized and provided in the Team Room.

II.2. Curricular Framework

II.2.1 Regional Accreditation

SCAD is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award bachelor's and master's degrees. SACSCOC has accredited the university since 1983, with the most recent reaffirmation visit occurring in 2010. In February and March 2010, a group of on-site review members visited SCAD locations in Atlanta and Savannah, interviewing administrators, professors, staff members, and students. The report from the on-site review team judged SCAD to be in compliance with all core requirements, comprehensive standards, and federal requirements, without any recommendations for improvement. During the Commission's Annual Meeting, the Committees on Compliance and Reports reviewed the on-site team's report and the SACSCOC Board of Trustees reaffirmed SCAD's accreditation for ten years without any follow-ups.



SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES
1866 Southern Lane • Decatur, Georgia 30033-4097
Telephone 404/679-4500 Fax 404/679-4558
www.sacscoc.org

January 7, 2011

Dr. Paula S. Wallace
President
The Savannah College of Art and Design
622 Drayton Street
Savannah, GA 31401

Dear Dr. Wallace:

The following action regarding your institution was taken at the December 2010 meeting of the Board of Trustees of SACS Commission on Colleges:

> The Commission on Colleges reaffirmed accreditation. No additional report was requested. Your institution's next reaffirmation will take place in **2020** unless otherwise notified.

Please submit to your Commission staff member a **one-page** executive summary of your institution's Quality Enhancement Plan. The summary is due **February 15, 2011,** and also should include: (1) the title of your Quality Enhancement Plan, (2) your institution's name, and (3) the name, title, and email address of an individual who can be contacted regarding its development or implementation. This summary will be posted to the Commission's Web site as a resource for other institutions undergoing the reaffirmation process.

All institutions are requested to submit an "Impact Report of the Quality Enhancement Plan on Student Learning" as part of their "Fifth-Year Interim Report" due five years after their reaffirmation review. Institutions will be notified 11 months in advance by the President of the Commission regarding its specific due date.

We appreciate your continued support of the activities of the Commission on Colleges. If you have questions, please contact the staff member assigned to your institution.

Sincerely,

Belle S. Wheelan

Belle S. Wheelan, Ph.D.
President

BSW:cp

cc: Dr. Rudolph S. Jackson

II.2.2. Professional Degrees and Curriculum

In 2010, in compliance with the 2009 NAAB Conditions and in response to 2010 site visit, the architecture department implemented an action plan to restructure the program's professional Master of Architecture degree curriculum. This enhanced curriculum was implemented in fall 2011, at the start of the 2011-2012 academic year.

Professional Master of Architecture Degree. The accredited, professional Master of Architecture (M.Arch.) degree program requires 180 undergraduate hours and 90 graduate hours for a total of 270 quarter credit hours (equivalent to 180 semester credit hours), exceeding the NAAB Conditions requiring 252 quarter hours. The program encompasses a foundation studies curriculum, general education curriculum, major program curriculum, and electives. The program emphasizes preparing students to become professional architects. Architectural design is emphasized in design studio courses that meet 10 hours each week in addition to the architecture student's other courses. The program also contains a sequence of courses in building construction systems, graphics and digital technology, sustainability, history and theory, and professional practices.

The required credit hours for graduate students entering the professional program from preparatory or pre-professional programs is determined upon review of the student's academic transcripts by a university transfer credit evaluator and review of the student's portfolio by the architecture faculty. Students may be assigned preparatory (preliminary) courses from the SCAD B.F.A. program in addition to two years of graduate study. The graduate admission review ensures that the undergraduate coursework of all applicants who enroll in the professional M.Arch. program is evaluated according to the NAAB student performance criteria required at the pre-professional level. The process for evaluating transfer students is outlined in Section II.3 (Evaluation of Preparatory/Pre-professional Education).

Professional Master of Architecture Degree Program B.F.A./Professional M.Arch.*		
Core Curriculum		
Foundation Studies		35 hours
DRAW 100	Drawing I: Form and Space	
DRAW 115	Graphics for the Building Arts	
DSGN 100	Design I: Elements and Organization	
DSGN 102	Design II: 3-D Form in Space	
DSGN 223	Architectural Fundamentals Studio I	
DSGN 224	Architectural Fundamentals Studio II	
DSGN 225	Architectural Fundamentals Studio III	
General Education		55 hours
ARTH 100	Survey of Western Art I	
ARTH 110	Survey of Western Art II	
COMM 105	Speech and Public Speaking	
ENGL 123	Composition	
MATH 201	Applied Mathematics	
PHYS 201	Applied Physics	
	English Elective	
	General Education Elective †‡	
	General Education Elective ‡	
	General Education Elective ‡	
	Social/Behavioral Sciences ‡	
Major Curriculum		80 hours
ARCH 101	Introduction to Architecture	
ARCH 241	Construction Technology I	
ARCH 301	Architecture Design Studio I §	

Note:
* The course of study for the B.F.A. in architecture consists of 180 credit hours and includes all the required and elective courses, with the exception of the 700-level graduate courses and 35 credit hours of graduate-level electives. For graduate students entering the professional program from preparatory or pre-professional programs, required credit hours will be determined on an individual basis, dependent upon review of the student's academic transcripts and portfolio by the architecture faculty and transfer credit evaluator at SCAD. Students may be assigned preparatory (preliminary) courses from the SCAD B.F.A. program in addition to two years of graduate study. The graduate admission review ensures that the undergraduate coursework of all applicants who enroll in the

ARCH 302	Architecture Design Studio II §	
ARCH 303	Architecture Design Studio III §	
ARCH 319	Structures: General Structure	
ARCH 341	Construction Technology II	
ARCH 361	Environmental Control I	
ARCH 404	Architecture Design Studio IV §	
ARCH 405	Architecture Design Studio V §	
ARCH 406	Architecture Design Studio VI §	
ARCH 461	Environmental Control II	
ARLH 206	Modern Architecture I: 1750-1900	
ARLH 208	Modern Architecture II: 1900-Present	
ARLH 211	Survey of World Architecture and Urbanism	
ELDS 225	Electronic Design I	
Additional Electives		10 hours
	Free Elective	
	Free Elective	
Undergraduate Course of Study		180 hours
Graduate Curriculum		90 hours
ARCH 706	Architectural Practices	
ARCH 717	Graduate Architecture Studio I	
ARCH 719	Structures: Lateral Forces	
ARCH 727	Graduate Architecture Studio II	
ARCH 737	Graduate Architecture Studio III	
ARCH 745	Graduate Seminar in Architecture	
ARCH 747	Graduate Architecture Studio IV	
ARCH 779F	Graduate Field Internship ‖	
ARCH 779T	Graduate Teaching Internship ‖	
ARCH 798	Graduate Architecture Studio: Thesis I	
ARCH 799	Graduate Architecture Studio: Thesis II	
ELDS 727	Electronic Design Practice and Project Management	
	500-700 level ARCH, ARLH or ARTH Elective	
	500-700 level HIPR or URBA Elective #	
	500-700 level Diversified Elective ‡‡	
	500-700 level Diversified Elective ‡‡	
	500-700 level Diversified Elective ‡‡	
	Directed Elective **	
	Focused Elective ††	

professional M.Arch. program is evaluated according to the NAAB student performance criteria required at the pre-professional level.

† Students who have SAT math scores lower than 560, have ACT math scores lower than 24, or are otherwise unable to demonstrate an aptitude for the study of mathematics and science must complete MATH 101 in order to pursue the professional M.Arch. degree. The credit hours earned in MATH 101 may be applied as an undergraduate General Education Elective toward the 270 credit hours required for the M.Arch. degree.

‡ Consult the general education and mathematics competency requirements in this catalog. Courses with the subject code 'ARLH' will not satisfy these requirements.

§ Undergraduate students must pass all architecture design studio courses with a grade of "C" or better.

‖ Choose one of these two courses.

ARCH 721 Landscape Design for Urban Design or ARCH 765 Emerging Urban Issues will also satisfy this elective.

** Choose one of the following courses: ARCH 714 Advanced Parametric Design and Generative Modeling Strategies for the Building Arts, ARCH 715 Construction Management, ARCH 728 Architectural Craft and Tectonics, ARCH 730 Architecture Design Management, ARCH 735 Site Plan Design and Development, ARCH 736 Applied Structures, ARCH 743 Algorithmic Form, ARCH 755 Comprehensive Structural Design, ARCH 760 Sustainable Design, ARCH 772 Master Builder, ARCH 781 Landscape Design, ELDS 745 Digital Prototyping and Fabrication Methods.

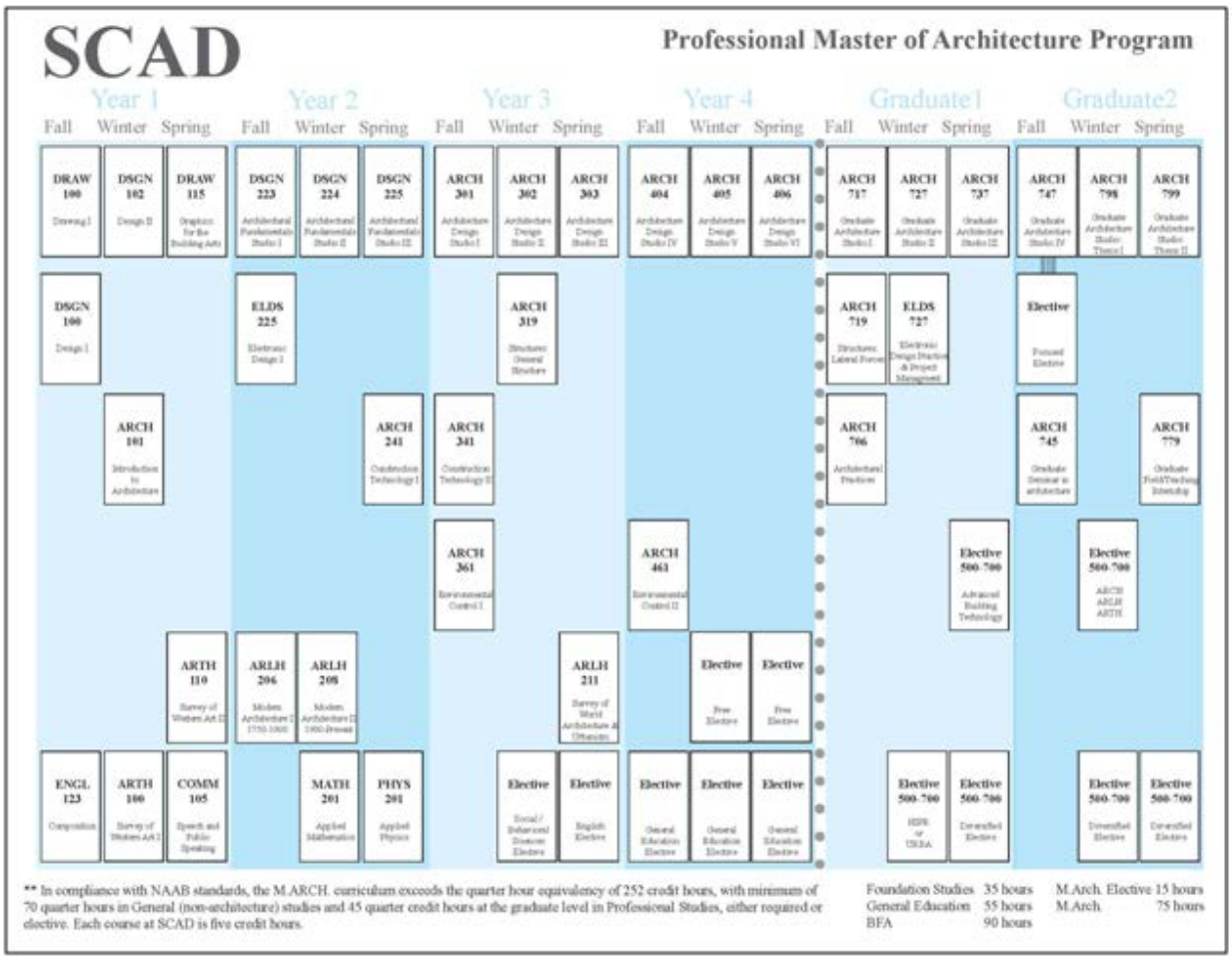
†† The Focused Elective is assigned to coincide with the content of ARCH 747 Graduate Architecture

	Studio IV. ‡‡ Diversified Electives cannot have any architectural content. Courses with subject codes of ARCH, ARLH, ARTH, DECA, ELDS, HIPR, INDS, SUST and URBA will not satisfy these requirements. After successfully completing 150 undergraduate credit hours and a fourth-year portfolio review, students may apply to the architecture department faculty committee for entry into the graduate program, which consists of 90 graduate quarter credit hours in residence. 180 undergraduate quarter credit hours and all academic requirements for the Bachelor of Fine Arts degree in architecture, including any secondary, double major or minor coursework, must be successfully completed prior to entering the graduate curriculum of the professional M.Arch. program. Consult your faculty adviser in selecting elective courses.

Students may not progress into the design studio sequence until they have successfully completed DSGN 225 Architectural Fundamentals III, and then only upon faculty recommendation and approval by the department chair and the dean of the School of Building Arts. After successfully completing 150 undergraduate credit hours and a 4th-year portfolio review, students may apply for entry into the graduate program, which consists of 90 graduate quarter credit hours in residence. Also, 180 undergraduate quarter credit hours and all academic requirements for the B.F.A. degree in architecture, including any secondary, double major, or minor coursework, must be successfully completed prior to entering the graduate curriculum of the professional M.Arch. program.

Descriptions of the professional M.Arch. and B.F.A. degrees are included in the 2012-2013 university catalog and SCAD architecture department **website**.

SCAD Lacoste Study Abroad Program. Within the School of Building Arts, the quarter-long study abroad program in **Lacoste, France**, is currently intended for students in their third year of study. Study-abroad architecture students adhere to the curriculum and include the same amount of faculty contact hours as in Savannah. Facilities at Lacoste include studio space and computer labs with access to the same software as in Eichberg Hall, along with printers, scanners, and other digital imagery equipment. Students in the Lacoste program travel to Barcelona and Paris to study architectural history and urban history, as well as to meet with contemporary architects practicing in those cities, and occasionally to participate in studio projects. Studios and other courses in Lacoste are typically collaborative in nature, working with faculty and students in the interior design and historic preservation departments.



II.2.3. Curriculum Review and Development

Curriculum Governance. The SCAD Faculty Handbook 2012-2013 outlines faculty members' responsibility for establishing and managing the curriculum. The faculty researched, conceived, created, proposed, implemented, and is currently assessing the pre-professional and professional curricula, in accordance with the 2009 NAAB Conditions. The process of creating new courses, revising or retiring existing courses, and creating new academic degree programs is guided by a timeline set forth by the offices of both academic services and curriculum management and works as follows:

> Creation and Refinement of Proposals. Departmental committees review assessment data and determine if new courses, new programs, or program changes are needed. Individual faculty members are invited to develop new **course proposals** or **course revisions** if a need is demonstrated. Faculty members work with the department chair to refine proposals. Chairs then submit course proposals and revisions to their respective school deans, who meet with the deans' council to review all proposals for new courses, course revisions, new programs, and program changes. During the deans' council meeting, each school dean takes ownership of the totality of the curriculum proposals from his or her departments and addresses the interconnectedness of the proposals. The school dean notes any revisions on the executive summary document and resubmits with changes following the deans' council. Once all of the revisions are received, all new courses are vetted for course prefixes, course numbers, and prerequisites by the office of the registrar, the office of academic support, and the vice president for academic services. Finally, all changes are added to the curriculum council agenda. Faculty and academic

administrators at all locations are asked to review proposals, engage in e-mail discussions, and arrange meetings during the week prior to the curriculum council meeting to identify any remaining issues. All the aforementioned processes occur every quarter.

Endorsement of Proposals. The curriculum council meets quarterly for the review and endorsement of all new courses and related proposals. This meeting includes all chairs, deans, any faculty who wish to address the council about a proposal, the vice president for academic services, other staff and administrators from offices that benefit from knowing about innovations in curriculum (e.g., academic advising, admission, institutional assessment, et al.), and representatives from SCAD eLearning and all physical degree-granting locations (i.e., Savannah, Atlanta, and Hong Kong), communicating via an audio and video connection. Department chairs present each proposal to the council, reviewing its content, research, and rationale; council members then discuss each proposal in depth, making recommendations for improvements as needed. Proposals needing additional work are sent back to the department for refinement. All other proposals are endorsed by a vote.

Approval and Implementation of Courses and Programs. After approval of endorsed program and course changes by the vice president for academic services, the office of curriculum management works with the chair to identify the quarter in which the changes will be implemented and changes are officially entered into the registrar's database, where they can be integrated into departmental course schedules. Department chairs then work to ensure all faculty are equipped with the resources and preparation to teach the new courses. Evidence of the oversight of program and course quality is documented in departmental quarterly and annual reports, annual faculty evaluations, and program outcomes assessment reports and data. New programs and program retirements require approval by the university president and the Board of Trustees. Once approval is received, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is notified of the changes.

These policies and procedures are imperative for the university to deliver consistent and rigorous programs of study. By following this system, SCAD is meeting its goal of continuously improving the education provided to its students.

Curriculum – Long-Range Planning and Assessment. As discussed in Part III (Progress Since the Last Site Visit), and throughout this report, the architecture department has been heavily focused on curricular development from 2010 to the present – creating, implementing, and assessing the enhanced M.Arch. curriculum in accordance with the 2009 NAAB Conditions, as well as a considerably enhanced B.F.A. curriculum with more elective opportunities in art history, architectural history, and other liberal arts disciplines to ensure the breadth of a general, liberal, and professional education. This multifaceted process – which included critical input from architecture faculty, staff, and students – has strengthened the department, increased rigor and breadth of the student academic experience at both the undergraduate and graduate levels, and assured the 252 minimum quarter hours required by the 2009 NAAB Conditions. The complete curriculum is outlined in Section 2.2 (Curricular Framework). Much of the work toward this curricular enhancement, both in planning for implementation and assessment, took place at the 2011 and 2012 faculty retreats, events that served to focus the faculty on strategic planning and the progress of the department in advancing its mission and achieving its strategic goals. Other details regarding the role of the curriculum review process relative to long-range planning and self- assessment include:

The Curriculum and Assessment Committee. This committee, which meets quarterly, monitors the department's curriculum and assessment process, developing new procedures and processes on the program level, collaborating with institutional effectiveness, and informing the chair of suggested updates to current practices. The committee aided in the development and implementation of the new scoring guide, discussed in Section I.1.5 (Program Self-Assessment), and is assessing the enhanced professional curriculum.

Academic Coordinators. These coordinators work with the program chair to ensure an equitable distribution of design project assignments and final project requirements across sections, meeting with faculty across each year of the professional curriculum. The program designates one faculty member for each year of the undergraduate and graduate architecture curriculum to serve as an academic coordinator.

Quarterly Departmental Meetings. During the first week of every quarter, the architecture department holds a meeting for faculty to discuss initiatives and priorities for the coming quarter. The curriculum and assessment committee takes responsibility for addressing curricular concerns at the first meeting of the quarter and assessing outcomes at the last meeting of the quarter.

Institutional Support. The office of institutional effectiveness also aids in the assessment of individual academic programs. The staff assessment coordinator, school dean, program chair, program coordinators, and members of the department's curriculum and assessment committee work together to facilitate institutional assessment. This assessment focuses on long-range planning, goals, and initiatives. For more information on these processes in the architecture department since the 2010 site visit, see Section I.1.4 (Long Range Planning).

II.3. Evaluation of Preparatory/Pre-professional Education

Advanced Standing and Transfer Admission. The university welcomes applicants with preparatory/pre-professional education to the Master of Architecture (M.Arch.) degree program. New students may enter fall, winter, spring, or summer quarter, although graduate students are encouraged to begin studies in the fall. Architecture students, in particular, are advised to begin in the fall in order to follow the highly structured sequence of courses to ensure completion within six years.

Admission with Advanced Standing. Undergraduate applicants who have attended an accredited college or university and have completed collegiate coursework relevant to the degree, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled at SCAD, may be granted advanced standing. In assessing and documenting equivalent learning and qualified faculty, the university uses recognized guidelines which aid in the evaluation of credit, such as those published by the American Council on Education, the American Association of Collegiate Registrars and Admission Officers, and the National Association of Foreign Student Affairs.

Transfer Admission. A maximum of 90 hours of undergraduate credit for the B.F.A. in architecture may be transferred to SCAD for courses appropriate to the curriculum. Only grades of at least C for undergraduate credit may be transferred. A portfolio review is required for transfer of specific studio courses before or during the student's first quarter of enrollment for final determination of transfer credit. To receive specific studio course credit, students must follow the portfolio submission criteria and guidelines available through the admission office. Additionally, a review of all course syllabi may be required. Portfolios are reviewed by a panel of faculty members from the applicable department. Transfer credit is granted when a panel of faculty members assesses that the quality of work in the portfolio is equivalent to that which would earn a grade of C or better in an equivalent or comparable course at SCAD. Failure to submit a portfolio during the first quarter results in loss of opportunity to transfer studio credit. Transfer of credits earned in a distance-learning program is evaluated on a case-by-case, course-by course basis. Transfer credit appears on the transcript and is not calculated into the student's grade point average. The final 45 hours of any degree program must be earned at SCAD. Off-campus SCAD programs are considered in residence and may be counted as such. Architecture design studio courses are not normally accepted for transfer credit. Exceptions may be made upon portfolio review or transfers from another NAAB-accredited program.

Admission to the M.Arch. The graduate admission review ensures that the undergraduate coursework of all applicants who enroll in the professional M.Arch. program is evaluated in relation to the NAAB student performance criteria required at the pre-professional level:

Graduate Applicants from the Institution. The undergraduate pre-professional program at SCAD consists of 180 quarter credit hours. After successfully completing 150 undergraduate credit hours and a 4th year portfolio review, students may apply to the architecture department faculty committee for entry into the graduate program, which consists of 90 graduate quarter credit hours. Acceptance to the graduate program is based on the student's current grade point average, studio portfolio, and statement of purpose. Students may not enroll in the graduate program until successfully completing the B.F.A. degree in architecture. The undergraduate B.F.A. program at SCAD is coordinated with the NAAB student performance criteria at the pre-professional level.

Graduate Applicants from Other Institutions. Graduate students applying to the SCAD professional M.Arch. program from other institutions must have successfully completed a pre-professional degree in architecture or an equivalent degree. For these applicants, required credit hours are determined upon review of the academic transcripts and portfolio in relation to the NAAB student performance criteria that are expected to be met in the pre-professional B.F.A. program at SCAD. During this review, students may be assigned preparatory (preliminary) courses from the SCAD B.F.A. program in addition to two years of graduate study.

The process for evaluating course equivalency is as follows:

1. Before a student is recommended for admission into the professional M.Arch. program, his/her academic transcripts are evaluated for evidence of satisfactory completion of all courses containing required NAAB student performance criteria (SPC) at the pre-professional level.
2. During the evaluation process, courses with corresponding course titles are also checked against the catalog descriptions from the undergraduate institution to ascertain the equivalency of the course to the respective SCAD course.
3. In cases where the course title or catalog description is not equivalent to the respective SCAD course, the architecture faculty committee will recommend conditional admission to the professional M.Arch. program. In such cases, the student must provide course syllabi and samples of work from the courses in question. The syllabi and samples of the work are reviewed to determine equivalency.
4. If there is equivalency in the pre-professional education and required SPC have been met, the student follows the normal 90-hour graduate M.Arch. curriculum.
5. If equivalency is not found, the student may be accepted with a conditional admission. A decision of conditional admission details the preparatory (preliminary) undergraduate course(s) from the SCAD B.F.A. program that must be taken before the student enters the professional M.Arch. program.

M.Arch. Admission Portfolios. Portfolios of M.Arch. applicants must include work from all phases of design: conceptual development, schematic design, design development, technical documentation, construction detailing, building systems integration, and building code analysis, as well as structural system analysis and selection. Emphasis during review is placed on assessing the applicant's achievement in written and visual communication skills, design thinking skills, investigative skills, fundamental design skills, use of precedents, ordering systems skills, integration of accessibility, sustainable design solutions, building envelope systems, and the relationship between human behavior and the design of the built environment. A brief description of design intent should be submitted with each project, clearly indicating when and in what course the project was completed and the applicant's role. Portfolios should demonstrate creative abilities, advanced writing skills, and the development of a personal architectural and design

language in the application of concepts to architectural solutions. In addition, portfolio work should demonstrate proficiency in graphic, free-hand, analog, and digital representation skills. Work must be submitted in digital format, and must be limited to 20 pages in length.

Graduate Admission with Required Preliminary (Preparatory) Undergraduate Courses. In some cases, graduate applicants may be required to take preliminary (preparatory) undergraduate courses prior to entering their graduate course of study. Graduate applicants who are assigned undergraduate preliminary courses prior to their graduate course of study must complete these undergraduate courses with a 3.0 or better. Courses are assigned by the admission review committee on the basis of the student's prior educational experience, level of achievement and the desired program of study. Students who seek to be exempted from any assigned preliminary course must provide documentation to the admission office that demonstrates mastery of skills and sufficient knowledge of content taught in the specific preliminary course. A student who is granted exemption does not receive credit for the course, but it is eliminated from the student's preliminary course requirements.

II.4. Public Information

II.4.1. Statement on NAAB-Accredited Degrees

The following statement about NAAB-accredited degree programs is available on the departmental website (**http://www.scad.edu/architecture/**):

"The professional M.Arch. degree is accredited by the National Architectural Accrediting Board. In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a six-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards. Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree. The Savannah College of Art and Design School of Building Arts offers the following NAAB-accredited degree program: M.Arch. (180 undergraduate credits plus 90 graduate credits). Next accreditation visit: 2013."

II.4.2. Access to NAAB Conditions and Procedures

The NAAB Conditions of Accreditation and the NAAB Procedures of Accreditation is provided at:

http://www.scad.edu/architecture/

II.4.3. Access to Career Development Information

Career development information is available at:

http://www.scad.edu/connect/career-success/index.cfm

II.4.4. Public Access to APRs and VTRs

The most recent Architecture Program Report (APR) and the most recent Visiting Team Report (VTR) are available in the SCAD Jen Library:

2009 Architecture Program Report, Savannah College of Art and Design, September 8, 2009, Revised February 27, 2010 per team chair request:
NA2300.S28 S28 2010

Visiting Team Report, National Architectural Accrediting Board, 14 April 2010:
NA2300.S28 V57 2010

SCAD Jen Library
201 East Broughton Street
Savannah, GA 31401
912.525.4700

II.4.5. ARE Pass Rates

The architecture program provides information about ARE pass rates for students, parents, and the public by providing a link to the website of the National Council of Architectural Registration Boards (NCARB) where ARE pass rates are provided at **http://www.scad.edu/architecture/**.

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Part Three (III). Progress Since Last Site Visit

The program is pleased to present the visiting team with these responses to the 2010 VTR, which help tell the story of the program's significant advancements in the last two academic years. The department is proud of its accomplishments since the last site visit and eager to share the results of those efforts with the visiting team – results, we believe, that address and satisfy all NAAB Conditions, with no deficiencies. We are grateful for the opportunity to demonstrate, both in this report and during the upcoming site visit, the extraordinary work taking place in the SCAD architecture department.

1. Summary of Responses to the Team Findings [2010]

A. Responses to Conditions Not Met

Condition 3.7 – 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.

Comment from previous VTR [2010]:

"Full time faculty are required to teach four 5-credit hour courses each quarter, and may reduce that teaching load through an agreement to take a 25% reduction in salary per course.

"SCAD provides funding and/or course release for the advancement of faculty research, scholarship, and creative activities through the provision of Presidential Fellowships. Since the previous accreditation visit, these fellowships have been awarded to a total of ten architecture faculty. Of note, however, is the number of fellowships awarded to projects that revert to curriculum development in the form of new courses or databases.

SCAD 'sabbaticals' take the form of:

- 'grants' at the end of the fourth year of full-time consecutive teaching, and upon signing a contract for a fifth year and,
- 'modified sabbatical grants' for each faculty member who has completed seven consecutive years of teaching

"There are no leaves associated with these sabbaticals, and no requirement that faculty submit a formal proposal for consideration, or produce any resultant product.

"Faculty are well funded for attendance at national conferences, however, active involvement in professional organizations such as ACSA or even AIA is not evident.

"There is little evidence that faculty from outside Savannah are invited as critics to SCAD or that the SCAD faculty travels to other institutions as visiting critics; this further isolates the faculty from ongoing pedagogical dialogue beyond SCAD.

"SCAD is now an affiliated member of the American Academy in Rome and offers one faculty member a year (from the entire institution) an opportunity to travel to the Academy for four or six weeks during the summer. There is some discussion regarding increasing such opportunities for a larger number of faculty.

"It is clear that the financial resources are available for faculty to pursue independent research and scholarship. However, the typical teaching load of 20 hours a week in addition to four hours of office hours, extra mentoring sessions, committee work and a wide-variety of institutional assessment activities severely limits the faculty's ability to develop a sustained, rigorous scholarly or practice agenda. Most

faculty appear to be in the classroom four days a week. The team identified some inefficient utilization of faculty resources, ironically due to class sizes being too small. In cases where a single course preparation is assigned, teaching one reasonably sized class instead of two extremely small classes would be considerably more efficient with equivalent student outcomes.

"The institutional assumption is that research or practice is something that can be accomplished during the summer and over breaks. The limitation of these policies is evident in the relatively scarce scholarly and creative output of the faculty. There is minimal to no evidence of publication in peer-reviewed or comparable academic journals, participation and placement in national and international competitions, receipt of outside grants, or recognition of accomplishment in architectural practice through regional or national awards or publications for a faculty of this size.

"As stated in 2009 NAAB Procedures, 'An exhibition of faculty work is essential for assessing the quality of the program and its growth opportunities. Faculty work must illustrate the range of research, scholarship, and creative activity carried out since the previous site visit.' The faculty exhibit presentation for the team visit evidenced a minimal range of research, scholarship and creative activity. Faculty listed 'Who's Who' citations among their honors, and all faculty listed membership in the ACSA, a membership that is conferred to the institution, not to the individual.

"Faculty and administrators at SCAD reiterate the institution's mission as a teaching institution. However, without recourse to sufficient time to pursue independent agendas beyond teaching it is unclear how faculty remain current or expand their knowledge of either the discipline or profession of architecture, in addition to limiting opportunities to pursue scholarly work and expertise in the field of teaching or curriculum development for architecture. It is not clear that the institution values or supports these activities. This mindset compromises excellence in teaching as well as recruitment and limits faculty opportunities to seek employment at other institutions.

"Thus, the team finds that the school's facilitation of faculty research, scholarship, creative activities, practice and professional service is not adequate to ensure that faculty remain current and connected to the expectations of the academe and the profession. Of special concern is the fact that the same issues have caused either Condition 6 - Human Resources or Condition 7 - Human Resource Development to be not met for three consecutive accreditation visits (see Condition 1.1 Architecture Education and the Academic Context in this VTR for further discussion)."

Response from Program [2012]:

Since 2010, the program and the university have made great strides in the area of human resource development (by creating a new sabbatical policy and providing additional funding for fellowships, conference travel, and more). The program's actively seizing of these opportunities has resulted in a historic, upward shift in the productivity of the architecture faculty. Faculty are attending more conferences, presenting more papers, facilitating more panels, engaging in more scholarly research and creative activity, exhibiting more work, and earning more positive recognition than ever before in the program's nearly three decades (for example, the program has nearly doubled its active conference participations since the last site visit). The program has addressed these concerns with enthusiasm and seriousness of purpose – and believes it meets all NAAB Conditions, with no deficiencies, in this area. The results of these efforts are evidenced below.

Sabbaticals. As a part of *SCAD2020* planning, the institution launched an initiative to research best practices in sabbatical awards across higher education. The departments of academic services and human resources, led by Vice President for Academic Services Gokhan Ozaysin and Vice President for Humans Resources Lesley Hanak, partnered with the office of institutional effectiveness to A) inventory best practices at other private universities and art and design universities, B) analyze literature reviews, and C) develop an enhanced sabbatical policy. In fall 2011, the institution announced the new university-wide policy regarding **sabbatical awards**:

"In order to maintain and continue the high level of academic excellence required to prepare talented students for professional careers, SCAD faculty members are expected to periodically update and strengthen their professional and academic skills, knowledge, and experience. The SCAD sabbatical awards program, an affirmation of the university's support of faculty development, provides for continued professional growth and new or renewed professional achievement through study, research and practice. Eligible professors may be awarded a $3,000, $5,000 or $7,000 sabbatical grant, or paid sabbatical leave.

"Eligible faculty members must request a sabbatical award by submitting an application, professional development plan, current vita, and written recommendation from their department head for review and approval. Sabbatical awards are not granted automatically. Applications and professional development plans must be submitted no later than the last week of fall quarter to be considered for the following academic year. Upon review of the application, the department head (e.g., associate dean, department chair, associate chair, or program coordinator) recommends the faculty members to be considered for sabbatical awards. The faculty development committee (comprised of the vice president for academic services, the associate vice president for academic support, the associate vice president for the applicable SCAD location, and the school dean) reviews the recommended applications and makes the final award decisions.

"To be eligible for a sabbatical award, professors must have completed seven consecutive years of full-time teaching at SCAD at the time of submission of the application and must complete the entire application process in accordance with this policy. Sabbatical awards will be awarded to eligible faculty members each year that funds are available. Awards are granted upon the acceptance of the faculty member's professional development plan. Faculty members will be granted sabbatical awards that are designed to achieve one or more of the following objectives: discipline-specific development; multidisciplinary research; teaching and learning; educational technology; online instruction; and career and community outreach."

Prof. Hsu-Jen Huang is the first member of the architecture faculty to be awarded a sabbatical in this new process, where during summer 2012 he was awarded paid leave for his project "Modern Influences on Tibet: A Case Study of the Qing-Zang Railway's Impact on Tibet." Prof. Huang traveled to the rural areas of the Tibetan Plateau and visited more than 20 villages and cities in the Qinghai, Gansu, and Sichuan Provinces. His research investigates the link between Buddhist philosophy and Tibetan architecture and includes documentation of monasteries, indigenous dwellings, and monuments, as well as photography of Tibetan life and culture. Currently, he is creating a lecture and exhibition to share with the university community in fall 2012. Architecture faculty eligible for sabbatical awards in the next two academic years include:

Fall 2012
Profs. Huy Sinh Ngo (14 years) and Judith Reno (21 years)

Fall 2013
Profs. Thomas Hoffman (7 years), Melanie Parker (7 years), and Timothy Woods (21 years)

Presidential Fellowships. The **SCAD Presidential Fellowship** program provides faculty with financial support for professional, scholarly, or creative development. In recognition of the program's need to further encourage and equip faculty to seek professional development, the architecture program is proud to announce that its Presidential Fellowship award rates have more than doubled since the 2010 site visit:

9	Number of fellowships awarded to program faculty from 2004-2010
1.5	Average number of fellowships, within architecture, awarded *per year* from 2004-2010
10	Number of fellowships awarded to program faculty from 2010-2012
3.3	Average number of fellowships, within architecture, awarded *per year* from 2010-2012

These awards, some of which are also noted in Section I.2.1 (Human Resources and Human Resources Development), include:

Fellowship Award Recipients from the Program 2010-2012
Julie Rogers Varland – "Japanese Meaning, Materiality and Space"
Amy Wynne – "Contemporary Architectural Detailing in Japan"
LaRaine Montgomery – "Post-Katrina Hurricane Reconstruction Efforts"
Daniel Brown – "Bioclimatic, Carbon Neutral, and Energy Efficient Design in Europe"
Matthew Dudzik – "The Physiology of Place and the Abandoned American Family Farm"
Mohamed Elnahas – "European Discovery: Are Europeans Greener Than We Are?"
Andrew Payne – "Usable by All: Evaluating Universal Design Principles on a Global Scale"
Judith Reno – "Urban Rivers: Flood Control, Clean Water, Public Space"
Arpad Ronaze – "An Exhibition of Process Work of Emerging Northern European Architects"
Christine Wacta – "Innovative Integration of Art and Symbols in the Architecture of Cameroon (Africa)"

Professional Development Objectives. Each year, as part of the **annual evaluation process**, architecture faculty members now establish individualized professional development goals. Every winter quarter, faculty members document their advancement toward these objectives with the program chair. Faculty are not rated negatively or positively on their progress toward these goals; rather, the objectives serve as a guide in the faculty member's own professional growth, and these objectives serve as a way for the chair to foster meaningful human resources development within the department. Recent objectives have addressed such topics as advanced software training and participation in ARE preparation workshops. Sabbatical and Presidential Fellowship ideas are also discussed during these regular meetings between chair and faculty member.

Faculty Involvement in Professional Organizations. Since 2010, the program has increased its efforts to encourage and equip faculty to engage actively in local and national chapters of ACSA, AIA, ASHRAE, NAAB, NCARB, and USGBC. The results have nearly doubled active participation and are as follows:

39	Number of active conference participations (e.g., papers, panels) from 2004-2010
6.5	Average number of active conference participations *per year* from 2004-2010
30	Number of active conference participations from 2010-2012
12	Average number of active conference participations *per year* from 2010-2012

This significant increase in conference participations evidences the program's efforts to aid and encourage faculty to remain current and connected to the expectations of the profession and the academy. Examples of these activities include:

- 2012 AIA Annual Convention (Washington, DC) – Prof. Scott Singeisen, Development and Advancement Forum, Presenter and Facilitator, "Private Partnerships and Sponsored Studio Arrangements"
- 2011 Association of Collegiate Schools of Architecture (ACSA) Regional Conference (Houston, TX) – Prof. Andrew Payne, Presenter, "Local Identities Global Challenges"
- 2011 Georgia Health Summit (Atlanta, GA) – Prof. Anthony Cissell, Presenter, "Building Healthy Cities with Vital Cores"
- 2011 IASDR Diversity and Unity Conference (Amsterdam, Holland) – Prof. Andrew Payne, Presenter, "Simulations: Hands-on education as a spatial learning tool"
- 2011 Conference on Inclusive Design (London, United Kingdom) – Prof. Samuel Olin, Presenter, "The Spirituality of Place"
- 2011 International Conference for the Constructed Environment (Chicago, IL) – Prof. Julie Rogers Varland, Presenter, "Designing Relationships: Investigating Community and Constructed Environments"

- 2011 National Conference on the Beginning Design Student (University of Nebraska-Lincoln) – Prof. Julie Granacher, Presenter, "Unlocking the Intuitive: Towards a Codified Generative Design Approach"
- 2011 Urbanism and Urbanization Seminar (Universita Iuav di Venezia, Italy) – Prof. Catalina Strother, Presenter, "Urban Space and Artificial Intelligence. Resilient Cities?"
- 2010 AASHE Conference (Denver, CO) – Prof. Mohamed Elnahas, Presenter, "Campus Sustainability Programs; A Case Study of Historical Fragmented Campus"
- 2010 Third International Conference on Universal Design (Hamamatsu, Japan) – Prof. Andrew Payne, Poster Designer, "Simulations: Hands-On Education as a Spatial Learning Tool"

A complete list of active faculty involvement in professional organizations can be found in Section I.2.1 (Human Resources and Human Resources Development).

Faculty Association with Outside Faculty and Institutions. The program also understands the advantages of fostering relationships with faculty and staff at other universities. The program has purposely increased its activities with these colleagues at institutions within the region and beyond. These new initiatives have brought renewed energy to the program, both in terms of pedagogy and current issues within the discipline and practice of architecture. In the three years before the last site visit, the program had hosted only six guests from other institutions, whereas in the fewer than three years since that visit the program has already hosted guests from 17 universities, not to mention guests from many other institutions represented by School of Building Arts lecturers.

Guests of the Department. Since the 2010 site visit, the department has hosted more than 90 visitors to the department, a number that includes both visiting faculty from other institutions, visiting lecturers who have delivered talks with the program and the larger SCAD community, guest critics from the profession, and more. For example, since 2010, the department has hosted faculty from the following institutions:

Islamic Azad University	Ball State University
Brown University	California College of the Arts
Clemson University	Georgia Institute of Technology
College of the Holy Cross	College of Visual Arts (Brazil)
Harvard University	Massachusetts Institute of Technology
Mississippi State University	National Cheng Kung University
University of Arkansas	University of North Carolina at Chapel Hill
University of Illinois	University of North Carolina at Charlotte
Yale University	

Other recent special guests have included:

- Adam Ragsdale, Savannah Metropolitan Planning Commission (Savannah, GA)
- Alice Guess, Gibson Guess Architects (Charleston, SC)
- Allison Giordano, B.F.A. historic preservation, 2000 (Jacksonville, FL)
- Andrew Lynch, AIA, LEED AP, Lynch Architects (Savannah, GA)
- Brett Bennett, City of Springfield (Springfield, GA)
- Brian Ahmes, Harvard Kennedy School (Cambridge, MA) – virtual presentation
- Carmen Evans, AIA, LEED AP, The Epsten Group (Atlanta, GA)
- Carrie Collins, Waters Avenue Revitalization Community Advisory Board (Savannah, GA)
- Charisse Bennett, USGBC (Savannah, GA)
- Charles Bloszies, AIA (San Francisco, CA)
- Cody Davis, Gage/Clemenceau Architects (New York, NY)
- Cody Tharpe, P.E., Tharpe Structural Design Group (Savannah, GA)
- Daniel Snyder, AIA, Daniel E. Snyder, Architect, P.C. (Savannah, GA)

- Darin Sehnert, Mansion on Forsyth Park (Savannah, GA)
- David Green, AIA, Perkins+Will (Atlanta, GA)
- Denise Wood, Whitfield County Commission (Dalton, GA)
- Diane Clabaugh, Real Property Services Department, City of Savannah (Savannah, GA)
- Elaine Fultz, Lynch Architects (Savannah, GA)
- Eric McManus, GoDesign (Savannah, GA)
- Erin Rahn, LEED, Effingham Co. Industrial Development Authority (Springfield, GA)
- Florian Idenburg, SO-IL (New York, NY)
- Frankie Patrick, W.W. Law Center (Savannah, GA)
- Gilles de Mont-Marin, Société d'Economie Mixte d'Aménagement de Paris (France)
- Greg Skinner, AIA, LEED AP BD+C, Cooper Carry Architecture (Atlanta, GA)
- Hezakiah Hudson, Waters Avenue Business Association (Savannah, GA)
- Jack Butler, Savannah Metropolitan Planning Commission (Savannah, GA)
- James Holmes, Chatham County Commissioner (Savannah, GA)
- James Cramer, Design Futures Council and Greenway Group (Norcross, GA)
- James Thomas, AIA (Charleston, SC)
- Jerry Lominack, AIA (Savannah, GA)
- John Crofts, City of Jacksonville (Jacksonville, FL)
- Johnpaul Jones, FAIA, Jones & Jones Architects and Landscape Architects, Ltd. (Seattle, WA)
- Jonathan Bahe, Design Futures Council (Norcross, GA)
- Joshua Tiller, PLA, ASLA, Tiller Associates (Bluffton, SC)
- Kelly Walsh, USGBC (Savannah, GA)
- Kevin Chafin, AIA, LEED AP, Lindbergh & Associates (North Charleston, SC)
- Kevin Herrit, Whitfield County (Dalton, GA)
- Kevin Klinkenberg, K2 Urban Design (Savannah, GA)
- Landis Faulcon, Waters Avenue Revitalization Project (Savannah, GA)
- Larry Rivers, Waters Avenue Business Association (Savannah, GA)
- Lisa Sheppard, City of Jacksonville (Jacksonville, FL)
- Luis Arias, C.H. Briggs Company (Reading, PA)
- Mark Bittoni, Bittoni Designs and Design Matters (Los Angeles, CA)
- Melanie Shrugs, community activist and volunteer (Dalton, GA)
- Michael Maher, Civic Design Center, City of Charleston (Charleston, SC)
- Michelle Hunter, Department of Cultural Affairs, City of Savannah (Savannah, GA)
- Nate Hume, suckerpunchdaily.com (New York, NY)
- Patricia Brown, Waters Avenue Revitalization Project (Savannah, GA)
- Patrick Phelps, AIA, LEEP AP, Hansen Architects, P.C. (Savannah, GA)
- Paul Davis, City of Jacksonville (Jacksonville, FL)
- Ramsey Khalidi, Waters Avenue Business Association (Savannah, GA)
- Rebecca Post Lynch, AIA, Lynch Architects (Savannah, GA)
- Scott Jackson, GoDesign Inc. (Savannah, GA)
- Steven Risse, Civic Design Center, City of Charleston (Charleston, SC)
- Subharthi Guha, Zaha Hadid Architects (London, United Kingdom) – virtual presentation
- Sydney Johnson, Waters Avenue Business Association (Savannah, GA)
- Tiana Bragg, C.H. Briggs Company (Reading, PA)
- Tom Kohler, Savannah Citizen Advocacy Project (Savannah, GA)
- Tom Stephens, Community Planning & Development, City of Savannah (Savannah, GA)
- Trevor King, DuPont Building Innovations (Buffalo, NY)
- Ty Ross, City of Dalton (Dalton, GA)

A complete list of these is also included in Section I.2.1 (Human Resources and Human Resources Development).

Guests of the Institution. Not only the program but the university, too, has invited guests from the profession of architecture to visit and interact with the faculty, staff, and students. These guests, who are respected in multiple fields of design in addition to architecture – e.g., interior design and furniture design – help engage the larger university community and illuminate the connection of architecture to other disciplines. These guests have included Anthony Vanky, SENSEable City Laboratory, MIT (Cambridge, MA); Vern Yip, interior designer and television personality, HGTV (Atlanta, GA); John Bricker, Principal, Gensler (New York, NY); Stephen Perkins, AIA, ISHC, Principal, ForrestPerkins (Washington, DC); and John Gidding, architect, designer, and television personality, HGTV (San Francisco, CA).

Additional Interaction with Other Programs. Since the 2010 visit the program has purposely worked to engage more regularly with outside departments of architecture. Recent examples include:

- Chair Greg Hall – Participated in a panel discussion at the Atlanta AIA's Principal's Roundtable in Atlanta, GA, with the chair of the School of Architecture at the Georgia Institute of Technology and the interim dean of the School of Architecture and Construction Management at Southern Polytechnic State University.
- Dean Christian Sottile – Led an urban design and architectural walking tour in Savannah for two faculty and more than 40 architecture students from Clemson University, addressing architecture and urban design issues.
- Prof. Craig Clements and Dean Christian Sottile – Participated in a conference on leading charrettes at the Graduate School of Design at Harvard University and received certification to lead charrettes.
- Prof. Scott Singeisen – Participated in design critiques at Southern Polytechnic State University.
- Chair Greg Hall and Dean Christian Sottile – Visited The Catholic University of America to discuss physical resources and facilities with department leadership.
- Additionally, for the past two years, multiple faculty members helped organize and participated in the AIA Georgia Legacy Charrette, an event that includes the three schools with accredited architecture programs in Georgia. This community-based charrette brings together students from SCAD, Georgia Institute of Technology, and Southern Polytechnic State University, working together to create a solution to a community design challenge.
- Profs. Hsu-Jen Huang, Mohamed Elnahas, and Scott Singeisen, alongside Dean Christian Sottile and Chair Greg Hall, have undergone NAAB team training and/or have already served on NAAB visiting teams to Arizona State University, California College of the Arts, Cornell University, Miami University, New Jersey Institute of Technology, Pratt Institute, Prairie View A&M University, and Rhode Island School of Design.

The department is extremely proud of this renewed commitment to engage in activities and dialogue with other programs around the country.

Faculty Service and Scheduling. The program recognizes that faculty need a flexible schedule to continue pursuing creative, scholarly, and other professional development projects. And while the university's character as a teaching institution emphasizes classroom instruction and pedagogical innovation, the program also recognizes that such independent scholarship has a positive effect on teaching and course content. In 2011, the program reduced service requirements for faculty and built flexibility into the assigning of quarterly teaching schedules, and both actions give faculty more time to develop as professionals.

The 2010 visiting team did note the program's small class sizes and suggested, as a way to allow faculty to have more time to pursue their own projects, "one reasonably sized class instead of two extremely small classes." Although the university recognizes the rationale behind the recommendation, the effects

inherent in such a change do risk undermining the university's mission, vision, and values – specifically, the institution's emphasis on "individual attention" for students. Small class sizes are a hallmark of the university and are especially conducive to architecture education and studio environments. At the same time, the university and program have implemented new means for ensuring that faculty members have sufficient time for individual development, including:

- Reduced Council Service. The number of SCAD faculty councils, institution-wide, has been reduced since the 2010 site visit, reducing overall service hours across the university and affording more time for faculty to devote to professional development activities.
- More Flexible Teaching Schedules. Faculty teaching schedules are created eight to ten months in advance, and Chair Greg Hall meets with all architecture faculty before these schedules are submitted to the institution, to assess individual faculty needs: e.g., Prof. Melanie Parker, as part of her advancement toward licensure as a structural engineer, is on staff at a local engineering firm, and the program has worked with her to create a schedule that makes it possible for Prof. Parker to prepare for the licensure examination while continuing to teach.
- Option for Sabbatical Leave. Further, the new sabbatical policy, discussed earlier in this section, allows faculty to seek sabbatical awards that include valuable paid leave time for the completion of independent projects. Prof. Hsu-Jen Huang, for example, has already been awarded five weeks of paid leave for his research in Tibet.

Additionally, given the university's quarter system, the two long breaks within the academic year – in winter (6-7 weeks) and summer (approximately 15 weeks) – are significant in duration and afford many opportunities for faculty to pursue research, practice, and other independent projects. The winter break that commences at the end of the fall 2012 quarter, for example, is a full seven weeks long, far longer than winter breaks at most universities, allowing faculty to travel, write, and engage in other individual development activities.

Leadership Development. While the number of departmental committees have increased by one, institutional faculty council assignments have been reduced.The remaining committees and councils provide valuable professional opportunities for architecture faculty who desire leadership roles and development. These councils, in particular, foster significant collegiality across the institution. The following architecture faculty have served on SCAD-wide councils since the last site visit:

Council for Academic Support and Libraries	Prof. Samuel Olin
Council for Career and Alumni Services	Prof. Hsu-Jen Huang
Council for Diversity	Prof. Carole Pacheco
Council for Graduate Studies	Prof. Arpad Ronaszegi
Council for Undergraduate Studies	Prof. Matthew Dudzik
Council for Admission, Enrollment, Advisement	Prof. Huy Sinh Ngo
Council for Collaborative Learning	Prof. Julie Rogers Varland
Council for Sustainability and Physical Plant	Prof. Mohamed Elnahas

Faculty Productivity. The university's Scholarship, Performance, and Research Policy states:

> "Scholarship, performance or research are integral parts of the practical knowledge of the faculty and should enhance their teaching abilities. SCAD expects faculty members to develop instruction based on the integration of active research/scholarship/performance and service that affords the overall academic environment the depth, specialization, and creative independence that will allow students to contribute to a profession or field of scholarship. Presentations of faculty professional work are to be documented; made available to the SCAD community; published in professional journals, where appropriate; and presented at professional conferences, where appropriate. Faculty are encouraged to pursue their own professional interests, especially when those interests enhance learning, expand knowledge, and enhance the reputation of the faculty member and of the university. Support for faculty development and research is provided

through presidential fellowships, travel and conference funding, sabbatical awards, American Academy in Rome affiliate residency, and other means."

In addition to the Sabbatical Awards, Presidential Fellowships, and other scholarly and creative projects outlined here and in Sections I.2.1 (Human Resources and Human Resources Development) and 4.4 (Faculty Résumés), the following publications and organizations have featured and/or recognized the work of architecture faculty since the 2010 site visit:

Freegreen Who's Next 2.0 Competition – Amy Wynne, finalist
The New York Times – "Go Figure" – Timothy Woods, cited
AIA – National Honor Award for Urban Design – Craig Clements
Congress for the New Urbanism – Charter Award – Craig Clements
AIAS – National Educator Honor Award – Andrew Payne
Architectural Record – "Savannah's Civic Master Plan" – Christian Sottile
Architecture Week – "Savannah East Riverfront Extension" – Christian Sottile

As well, the new SCAD Museum of Art (SCADMOA), designed by program alumnus and Dean of the School of Building Arts Christian Sottile with three other architecture faculty members and completed in fall 2011, earned significant praise among a number of organizations within the discipline, as well as in cultural publications of note:

Architect Magazine	*Architectural Digest*
Blueprint (United Kingdom)	Congress for the New Urbanism – Charter Award
*Wallpaper** Magazine	AIA South Atlantic Region Design Award
Preservation Magazine	*The Architect's Newspaper*
Architects and Artisans.com	*Il Giornale dell'Architettura* (Torino, Italy)

The program has crossed a threshold into a new era of excellence, where faculty members model a new vibrancy and rigor of professional and scholarly engagement. This transformation has energized the department, elevated the educational environment of the program, and advances the professional career preparation of all architecture students.

Condition 3.12 – 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. The number of credit hours for each degree is specified in the following paragraphs:

- *Doctor of Architecture—Accredited degree programs awarding the D. Arch. degree must require either an undergraduate baccalaureate degree or a minimum of 120 undergraduate semester credit hours, or the undergraduate-level quarter hour equivalent and a minimum of 90 graduate-level semester credit hours, or the graduate-level quarter-hour equivalent, in academic coursework in professional studies and electives.*
- *Master of Architecture—Accredited degree programs awarding the M. Arch. degree must require a minimum of 168 semester credit hours, or the quarter-hour 10 equivalent, of which 30 semester credit hours, or the quarter-hour equivalent, must be at the graduate level, in academic coursework in professional studies and electives.*
- *Bachelor of Architecture—Accredited degree programs awarding the B. Arch. degree must require a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in professional studies and electives. Every existing accredited program must conform to the above minimum credit hour requirements by January 1, 2015.*

Comment from previous VTR [2010]:

"SCAD's M.Arch. degree requirements are substantially short of those required by the 2004 NAAB Conditions for Accreditation. The same number of required hours continues in the 2009 NAAB Conditions. The team understands that the minimum hourly requirements have a compliance deadline of 1/1/2015. Given the lack of a NAAB definition, SCAD has interpreted compliance to be publication and matriculation by that date, rather than graduates having the required number of hours by that date.

"The team has strong cause for concern about the ability of the program to meet this deadline, given the lack of recognition or progress toward compliance in the past six years, the lack of a strategic plan to meet the requirements, the magnitude of the challenge and the inevitable time required to effectively develop, refine and implement any significant curricular change. This is particularly true when considering such adjustment should not be made via current course credit hour manipulation, but rather must be accommodated through expanded curricular content.

"NAAB Conditions require a total of 252 quarter hours for an M.Arch degree. SCAD's current 5 year M.Arch. program requires only 225. SCAD's required 45 quarter hours of graduate work complies with NAAB requirements, however, hours in non-architectural courses are between 2.5 and 37.5 quarter hours short of the 67.5 quarter hours required by NAAB, depending on course interpretation. Meeting the required curriculum content expansion within the 15 quarters currently available in the program presents a significant challenge. (note: Two very different conversion ratios are used for converting semester hours to quarter hours in the 2010 APR, neither of which seems to be correct. The APR also has no department interpretation of the distribution of current course work among architectural and non-architectural course content.)

"As acknowledged by the college administration, the degree of curricular 'rearrangement' necessary to address this mandate will take several years to craft, evaluate and execute. The team has found no evidence of a strategy to effect this transformation.

"There are a number of institutional obstacles to accomplishing this goal, chief among them the five-credit hour assignment to all courses throughout SCAD, regardless of their seminar, lecture, or lab/studio structure. Of particular concern, is that the college may attempt to rectify this deficiency without giving due consideration to the intent of the requirement: to insure the breadth of general, liberal and professional education implied by the graduate degree designation. The APR suggests that the requirement could be met by doubling the credit hour assignment to studio classes, which would be gross credit inflation.

"A source of this problem could be found in the current B.F.A. curriculum that constitutes the first four years of the five-year M.Arch. degree. The stated strength and identity of SCAD's architecture program is its place within a college of art and design, which offers a diversity of degree offerings in disciplines affiliated with art and architecture. All SCAD students participate in a similar course of study in foundation studies. Yet beyond the first year of the BFA curriculum architecture students have only a small number of selective coursework in art/architecture history, behavioral/science, English and ELDS. On the other hand, the current curriculum is lacking in rigorous intermediate level courses in the history/theory of architecture or contemporary practice. There are only two open opportunities for electives, both available in the final quarter of the curriculum and required to be graduate level courses. Prerequisites necessitate that these electives will almost always be in architecture. The M.Arch. program affords one technology and two open electives.

"The team recognizes that because this change will require additional curricular content and a rethinking of the entire curriculum, there is extraordinary opportunity that accompanies this challenge. The team notes that considerable resources and expertise in curriculum development will be required to accomplish this task and strongly encourages the college to commit the resources needed to ensure that this not be an opportunity lost."

Response from Program [2012]:

The program, in partnership with the institution, has marshaled its energies since the 2010 site visit to develop, implement, and assess an enhanced professional M.Arch. curriculum that meets all 2009 NAAB Conditions, with no deficiencies. This multifaceted process of developing the enhanced curriculum – which included critical leadership and input from architecture faculty, staff, and students over a two-year period – has strengthened the department and increased rigor and breadth of the student academic experience at both the undergraduate and graduate levels. The new curriculum, highlighted below and outlined in Section 2.2 (Curricular Framework), now exceeds the 252 minimum quarter hours required by the 2009 NAAB Conditions:

Degree Program	Quarter Credit Hours
Bachelor of Fine Arts in architecture (B.F.A.)	180
Master of Architecture (M.Arch.)	90
Total	**270**

The Process. The creation of this curriculum demanded collaboration from across the department, as well as partnership with the office of academic services, the deans' council, the curriculum council, and other offices, all of which work together to help the institution's programs manage and publish curricula. Faculty members and consultants were advised to ensure that the curriculum prepared students for careers in architecture and addressed the five perspectives, and staff expertise included aid from the university's director of curriculum management and curriculum management analyst. Following, please find a summary of steps taken throughout this process, designed to include broad-based input from all program stakeholders.

- In 2009, the department conducted a multi-year self-evaluation process based on the NAAB Conditions and the program's strategic priorities. This review included an analysis of the current curriculum and procedures; examination of faculty evaluations; a series of external review visits by invited consultants; and critical input from faculty committees on the program's mission statement, philosophy, and curriculum content. At the conclusion of this process, the program recognized and embraced the need to meet the NAAB credit-hour requirements by the 2015 deadline and developed a strategic plan to meet that goal.
- In 2010, the NAAB visiting team made it clear that significantly more progress needed to be made toward the creation and implementation of the enhanced curriculum. In response, the program and the university provided the additional resources necessary, in the words of the team, "to ensure that this not be an opportunity lost." Work continued with renewed vigor.
- In 2010 and 2011, the program chair solicited input from the department's committees on their recommendations for curricular innovations, including the student representatives within these leadership groups. As well, the program chair hosted informal sessions with architecture students each quarter, seeking input on their experience within the program and any curricular needs they felt needed to be better addressed.
- In winter 2011, after two quarters of course research and development, the program convened in a retreat to formally propose a new B.F.A. and M.Arch. curricula. Following this retreat, the enhanced curriculum was endorsed by the university's curriculum council and approved by the chief academic officer. The curriculum was published in the 2011-2012 catalog.
- In fall 2011, the curriculum began to be offered to students in the program. See Section I.1.5 (Program Self-Assessment) for more information on the assessment of the new curriculum.

(NOTE: The program has interpreted compliance with the 2009 NAAB Conditions to mean that students enrolling in the architecture program beginning in fall 2011 are required to meet the requirements of the enhanced M.Arch. program. In accordance with best practices and the university's regional accreditation, the program is unable to require students who enrolled prior to fall 2011 to meet program requirements other than those under which they initially enrolled, although students enrolled prior to fall 2011 have the

option to transition to the current curriculum. The last group of students to which the previous M.Arch. degree program requirements are applicable will graduate in 2015.)

The Enhanced M.Arch. The curriculum now extends the professional M.Arch. program beyond a one-year curriculum, paralleling the two-year Masters of Fine Arts (M.F.A.) degree programs within the university's other departments, and which are recognized as the terminal degree for most art and design professions (e.g., fashion, industrial design, writing). Similar to the new M.Arch. curriculum, the university's 90-credit hour M.F.A. programs require graduate-level courses in art history and theory, a teaching or field internship, and a thesis exhibition. Thus, the M.Arch. curriculum now parallels the university's other graduate degree programs in length and breadth. The following new courses were created to enhance the professional M.Arch. program, increasing the required graduate credit hours from 45 to 90:

Three New Studio Courses. ARCH 727 and 737 have been developed as a new graduate-level comprehensive design sequence. Due to the compressed length of the individual ten-week quarter, this new 20-week two-quarter sequence provides the opportunity for advanced project development. ARCH 747 (a "focus studio") was designed to partner with a diversified elective course to expand specialized learning within a design studio context. These unique offerings are offered annually to facilitate collaboration between disciplines. The focus studio linkage with an elective provides an opportunity for faculty to express personal research and development interests through a studio or elective course offering, as well as providing graduate students a chance to align with an area of expertise that may be of interest for their future development, particularly in the same quarter as pre-thesis graduate seminar and the quarter prior to thesis development courses.

Evidence of this new studio linkage includes the collaboration between Profs. LaRaine Montgomery (architecture) and David Gobel (architectural history), whose "paired" classes will examine the relationship of slow design to urban development and, specifically, to the evolution of Savannah's city center. Graduate student work resulting from this investigation will be exhibited at the Italian Cultural Institute in New York in winter 2013. These alignments take full advantage of the wide array of programs and multi-disciplinary collaborations available at the institution.

ARCH 727 Graduate Architecture Studio II (5 hours)
ARCH 737 Graduate Architecture Studio III (5 hours)
ARCH 747 Graduate Architecture Studio IV (5 hours)

One New Electronic Design Course. This newly required course exposes all students to advance digital practice and management methodologies, including utilization of BIM. The course immediately follows ARCH 706 Architectural Practices and builds upon subjects such as contracts, project management, and integrated project delivery utilizing current industry software.

ELDS 727 Electronic Design Practice and Project Management (5 hours)

One New Graduate Internship Course. Students have the opportunity to select either a graduate field internship course or a graduate teaching internship course to fulfill the new internship requirement. The teaching internship allows students an opportunity to refine their capacities in analysis, critical thinking, and communication. The field internship provides hands-on experience and is registered with NCARB to allow students to receive IDP credit as well as academic credit.

ARCH 779F Graduate Field Internship (5 hours), or
ARCH 779T Graduate Teaching Internship (5 hours)

Four New Elective Opportunities: 20 credit hours

One architecture, architectural history, or art history elective (5 hours)
One historic preservation or urban design elective (5 hours)
Two other diversified, non-architecture electives (10 hours)

No courses from the previous graduate-level curriculum were retired, and all of the additional courses are seen as an enhancement. The expansion of curricular content is thus achieved while maintaining continuity between the previous curriculum and the enhanced curriculum.

The Enhanced B.F.A. The program is also offering a more rigorous pre-professional curriculum, which includes the following revisions and enhancements:

Fundamentals Studios. In order to ensure that students have the time to develop comprehensive studio projects, the program increased all three fundamentals studios from a course that meets 5 hours per week to a studio that meets 10 hours per week, allowing more contact time with faculty and allowing more comprehensive project development and presentation earlier in the program. The additional studio time has accelerated student outcomes and heightened the studio culture embedded in the second year of the B.F.A. curriculum:

DSGN 223 Architectural Fundamentals Studio I (5 hours)
DSGN 224 Architectural Fundamentals Studio II (5 hours)
DSGN 225 Architectural Fundamentals Studio III (5 hours)

Additional Exposure to Global Traditions. As also discussed later in this section, ARLH 211 Survey of World Architecture and Urbanism was added to the curriculum as a means of expanding student exposure to global traditions.

ARLH 211 Survey of World Architecture and Urbanism (5 hours)

Evaluation of Curricular Innovations. Since implementing the enhanced curriculum in fall 2011, the department and the institution have assessed the curricular changes and new courses with diligence, creating new assessment tools to map to the enhanced curriculum. Also, to help faculty members share best practices, Chair Greg Hall has convened working groups of faculty who are teaching different sections of new courses – an initiative that helps ensure assignments and reading amounts are equitably distributed across sections. As well, faculty of new courses meet with faculty who teach prerequisite courses to ensure a smooth and logical transition between lower- and higher-level courses. Every quarter, the program chair and dean the visit class meetings of new courses to perform a first-hand, on-the-ground assessment of the new offerings.

The first and most immediate form of assessment for the enhanced curriculum is through **student course evaluations**, completed each quarter for all program courses and available online for all students. In 2011-2012, the department gathered feedback from 247 different architecture classes, with approximately 40 percent of students responding to the online evaluation. Students were overwhelming positive in their assessment, with 88 percent of survey items rates positively. Architecture faculty members use these course evaluations to help them assess, every quarter, the quality of their instruction, their course schedules and assignments, and more. Below are a few examples of recent innovations, based on student feedback from both new and existing courses:

- In his teaching of ARCH 404 Architecture Design Studio IV and linked comprehensive design studios ARCH 727 Graduate Architecture Studio II and ARCH 737 Graduate Architecture Studio III, Prof. Andrew Payne pays close attention to student course evaluations, particularly in regard to student reactions to the scale and scope of final design projects. Based on recent feedback, he

now focuses on contemporary examples of like building types and case study exercises, building a resource library for future students.

- Prof. Melanie Parker continues to evolve her courses based on comments in student course evaluations, as well as assessing student behavior and performance throughout the quarter. Innovations based on these assessments include: adding small group assignments in class (mirroring future homework and exam problems), adding PowerPoint and short video presentations in class (to reinforce structural concepts from static models), adding discussions and in-class model-building (to augment conventional quizzes and exams).

To date, no substantial changes or corrections have been made to the revised curriculum since its launch in fall 2011, and architecture faculty continue to monitor coursework, student outcomes, and student evaluations. Additionally, the department is supported by professional assessment staff to determine opportunities for improvement and is prepared to make further improvements as deemed necessary by future assessments. Care is taken to ensure that any modifications requiring review and approval by the NAAB are noted and brought to the NAAB's attention through appropriate approval processes.

Student Performance Criteria 9 – Non-Western Traditions.

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

Comment from previous VTR [2010]:

"The team sees only scattered evidence of non-Western architecture or urbanism in required courses in the curriculum. Both the required two-quarter art and architecture survey and the two-quarter History of Modern Architecture survey are explicitly focused on Western art and architecture. The syllabus for Art History 100 states: 'This course is the first half of a two-part survey designed to introduce students to the historical and intellectual content of Western Art. This course focuses on painting, sculpture and architecture from the Paleolithic to the Late Gothic period in Europe as presented in terms of history, style, meaning, and social context.' Although a week is devoted to 'Art of the Near East Mesopotamia' in the trajectory of the class it is clear that this material is presented as a precursor to the development of Western art and architecture. Similarly, the content of the Modern Architecture survey courses does not move beyond Europe or North America.

"A similar orientation can be seen in the single class session devoted to 'Mesopotamian, Egyptian, Greek, and Roman Architecture' in the required Introduction to Architecture class. Although examples of vernacular and non-Western architecture can be seen sporadically throughout a number of class lectures, these are always used as singular examples in the context of a larger conceptual framework such as 'Elements of Architecture' or 'Proportion.

"This omission is particularly striking given the strength of the Art and Architectural History Department and its diverse offerings. Students have access to these courses through their required Architectural History or SCAD electives, but these opportunities are limited, and students are not required to opt for courses in non-Western traditions. Additionally, individual students exhibit clear interest in these areas as evidenced by the research, geographical location, and topics of thesis work."

Response from Program [2012]:

In light of the university's own international presence that spans three continents, the program has recognized its need to address global architecture and urbanism more fully in its curriculum and now meets all NAAB Conditions. The results of these efforts include the development of a new three-course sequence in architectural history, as well as other changes that are aligned with the NAAB's current student performance criteria for historical traditions and global culture.

ARLH 206 Modern Architecture I: 1750-1900. This course focuses on architecture and urbanism in Europe and North America.

ARLH 208: Modern Architecture II: 1900-Present. This course now has an expanded focus on global traditions, including the emergence of global cities and the spread of modernity across cultures. For example, lectures in this course include: "The Post-Industrial Landscape: Globalization and Urbanism in the Welfare State," "The Global City in the 21st Century: Modernization and the Hunger of the Developing World," and "Globalizing Trends."

ARLH 2011 Survey of World Architecture and Urbanism. This new course is now a requirement of the pre-professional curriculum. Its content focuses exclusively on global traditions, with attention given to regions outside Europe and North America, ensuring that students are systematically exposed to global traditions through the course sequence. In particular, this course surveys the architecture and urbanism of China, Japan, Africa, India, the Muslim world, the South Pacific, and native cultures of the Americas from prehistory to present day. A comparative approach is used to illustrate how different cultural, religious, and philosophical values and goals shape the built environment. Emphasis is placed on the social and historical context of the sites discussed.

The program has also expanded elective opportunities so that students can explore global architectural issues more deeply. Relevant courses include:

ARLH 308 History of Urban Form
ARLH 325 Islamic Art and Architecture
ARLH 344 African Art and Architecture
ARLH 363 World Vernacular Architecture
ARLH 739 History of Urban Form
ARLH 743 Islamic Art and Architecture
ARLH 744 African Art and Architecture
ARLH 757 The Islamic City
ARLH 763 World Vernacular Architecture

Additionally, and as detailed more fully in Section I.1.4 (Long Range Planning), one of the program's recently articulated long-term objectives is to "provide 100 percent of architecture students with global educational and professional experiences, utilizing SCAD's international footprint." To achieve this objective, in part, the program has already planned and organized the program's first study abroad experience at SCAD Hong Kong, to take place in December 2012, when approximately 20-25 students and faculty members will take part in this intensive, two-week for-credit elective course. Students and faculty will interact with local architects, interns, students, and professors from local institutions and visit offices, construction sites, and completed buildings. Additional strategies include the utilization of the SCAD Atlanta location to engage students with the international design community in Atlanta and increasing enrollment of the program's students at SCAD Lacoste.

The International Savannah Symposium and Lectures on Globalism. The program ensures that students are exposed to a broad array of professionals and visiting lecturers, including those with international backgrounds and expertise in global canons and traditions. These lectures are hosted through the **School of Building Arts Lecture Series** and the **International Savannah Symposium**, a biannual colloquy and lecture series sponsored by the architectural history department. The close proximity of the architectural history department to the architecture department – in both administrative structure and physical setting within Eichberg Hall – allows the program students to interact with SCAD's diverse faculty in architectural history, who have significant expertise in global traditions and culture. The theme of the 8th International Savannah Symposium, next scheduled for winter 2013, is "Modernities Across Time and Space." Recent symposia, with a focus on world heritage sites, have included speakers such as Zahi Hawass (renowned Egyptologist and Secretary General of the Supreme Council of Antiquities in Egypt) and Harold Kalman (prominent Canadian architectural historian and member of the Historic Sites and Monuments Board of Canada). Other recent lectures and events, from 2010 to 2012, addressing global, non-Western issues include:

- "Interpreting and Visualizing the Villas of Early Islamic Spain" – Glaire Anderson (University of North Carolina, Chapel Hill)
- "Heritage Without Borders: International Preservation and Heritage Development in the 21st Century" – Don Jones (Director, U.S./The International Council on Monuments and Sites)
- "Eastern Needs and American Desires: Impact of the Open Economy to Domestic Architecture in Sri Lanka" – Yasasmala Widyalankara (Visiting Fulbright Scholar from Sri Lanka hosted by the institution)
- "Pilgrimage Sites for Buddhists, Christians and Muslims" – Virginia Raguin (College of the Holy Cross)
- "Heritage Sites as Places of Spiritual Pilgrimage: A Case Study of World Heritage Site Makli Hills, Sindh, Pakistan" – Zulfiqar Ali Tariq (National Engineering Services, Pakistan, Lahore)
- "Sacred Trees, Holy Land" – Nurit Lissovsky (Technion-Israel Institute of Technology, Haifa)
- "Religious Buildings and Changing Urban Identities in Postwar Bosnian Cities" – Emily Gunzburger Makas (University of North Carolina at Charlotte)
- "A Mediterranean Circle: Placemaking in Sephardic Salonica, 1492-1683" – Peter Christensen (Harvard University)
- "The Spirit of a Place: An Ancient Indian Perspective" – Vinay Mohan Das and Maulana Azad (National Institute of Technology, Bhopal)
- "Mosque as the City's Core in Islamic Urban Planning: a Case Study of Shiraz, Iran" – Khosro Movahed (Islamic Azad University)
- "The Cosmological Influence of the Amazonian 'malocas' on the Interior Design of Contemporary Brazil" – Rosane Badan (College of Visual Arts-Brazil)
- "Paradise on Earth: Technological Modernism as Religion Kemalist Turkey" – Nathan Walker (Brown University)

Student Performance Criteria 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 and building assemblies and the principles of sustainability.*

Comment from previous VTR [2010]:

"While evidence exists that students are exposed to the individual issues that comprise a complete architectural solution, the evidence is not compelling that once exposed to these requirements, all students incorporate this knowledge in their projects, or in their on-going work. Hence the retention and integration of information seems to be lacking as students advance through higher design studio levels and the ability to pull all of the components together into a truly comprehensive design is not demonstrated.

"The various comprehensive design project types each incorporate some of the planning and design elements required for a comprehensive design project, however, the requirements of this criterion are not demonstrated evenly and consistently across the entire body of evidence. Project process, scope, scale, complexity and level of final detail vary widely from section to section.

"In general, it might be assumed that a project that would not typically require a licensed architect in most states would be considered too small to fully demonstrate ability in comprehensive design and a project that requires a large, multidisciplinary team for schematic design would be too complex to effectively demonstrate an ability to produce a complete comprehensive design in a 20 week studio process.

"The team wishes to acknowledge what they consider to be an appropriate curricular chance that has shifted comprehensive design studio work to a two-quarter sequence in the fourth year. The short

duration of quarters limits the ability to adequately develop projects to the level required to demonstrate Comprehensive Design. However, the lack of coordination between requirements of the various project sections and the disparity of what should be equivalent student outcomes provide evidence that not every student meets the requirements of this criterion. SCAD values the individuality afforded its faculty and students and the team wants to emphasize that this approach need not be limited by the requisite for consistent and comparative educational experiences. Year masters and 4th year faculty need to develop curricular guidelines so that each section will provide equivalent student outcomes within the individual approach afforded each professor and student."

Response from Program [2012]:

The program has recognized its need, particularly in the context of an institution whose stated mission is to prepare students for professional careers, to ensure all architecture students can integrate and synthesize architectural design, assemblies, and systems into a single, unified, comprehensive design. Such a skill is necessary to advance toward licensure and practice, which the program prioritizes. To address comprehensive design, the department has:

1) Developed and implemented requirements for comprehensive studios that ensure consistency of project process, scope, scale, complexity, and level of final detail; and
2) Created processes that ensure project expectations and student outcomes are coordinated and equivalent between course sections.

As noted earlier in this section, the focused 10-week quarter does present a challenge to students in their development of comprehensive studio projects. And so, the program has added another linked two-quarter studio sequence at the graduate level, where students now complete a two-quarter comprehensive design sequence during the final year of the B.F.A. program and during the first year of the M.Arch. program. This enrichment creates a continuous 20-week period, within the regular academic calendar, for students to delve more deeply into their projects. Together with the new 10-hour fundamentals studios discussed earlier in this section (i.e., DSGN 223 Architectural Fundamentals I, DSGN 224 Architectural Fundamentals II, and DSGN 225 Architectural Fundamentals III), the program is now offering a curriculum where students can better prepare and execute comprehensive design projects, with both expanded studio time in a single quarter and 20 weeks of linked studio time across two quarters (details below).

The New Comprehensive Design Sequence. The comprehensive design sequence occurs at two levels through the curricula: first, as the capstone in the B.F.A. program, and second, during the first year of the M.Arch program. The placement of these studio sequences ensures consistency of the architecture curriculum; further, this structure means that students who do not continue to the M.Arch. program at the institution have completed a comprehensive design sequence upon graduating with their B.F.A. and that students who have completed a pre-professional degree at a different institution complete a comprehensive studio prior to their thesis project:

The B.F.A. Sequence
ARCH 405 Architecture Design Studio V
ARCH 406 Architecture Design Studio VI

The M.Arch. Sequence
ARCH 727 Graduate Architecture Studio II
ARCH 737 Graduate Architecture Studio III

As part of these new approaches to comprehensive design, students are now required to develop and produce a process book: i.e., a set of design-development documents. To ensure consistency of outcomes, **specific guidelines** for the process book are outlined in the requirements for comprehensive studios. This documentation must include the following, as a collective benchmark to measure the

student's ability to synthesize design influences, elements, assemblies, and systems into a comprehensive outcome:

- Case studies and research
- Ordering system analysis and application
- Historical traditions and global culture influences
- Precedent studies for typology, program, client, and site
- Schematic design and design process (including site design and technical documentation)
- Accessibility evaluation
- Sustainability applications
- Environmental systems applications
- Life safety evaluation and plans
- Structural systems analyses and applications

Syllabi for the studio sequences reinforce the increased rigor of projects and contain appropriate project requirements and consistent student outcomes, assignments, and schedules across each studio level. Further, faculty members who teach the ARCH 405/ARCH 406 sequence or the ARCH 727/ARCH 737 sequence meet in advance of the studio to ensure that their projects meet the objectives of the comprehensive studio requirements and are aligned with syllabi. They also meet throughout the quarter, including the Class 19 review, to ensure the integrity of studio requirements and monitor consistency of student progress. Such checkpoints enable faculty to identify any specific issues related to implementation and student progress and to guarantee consistent opportunities, support, and resources for all students.

Other Initiatives to Address Comprehensive Design. As an additional initiative to ensure consistent integration of the many elements of design into a single studio project, faculty with expertise in specific areas – e.g., structural design – serve as consultants across studio classes, visiting with students throughout the quarter to offer their insights on student work. For example, during the 2011-2012 academic year, Prof. Melanie Parker received a course release to serve as a technology consultant for both studio sequences, regularly visiting with students to address structural design issues and the interrelationship between technological issues and design; to deliver presentations; and to conduct individual critiques of student work. As a result, students demonstrated a greater and more thorough ability to integrate and respond to a variety of technology issues in their projects. Based on the success of this initiative, the department plans to introduce faculty technology consultants as a regular component of the studio sequences in the 2012-2013 academic year.

Summary. This new, broad-based focus on comprehensive design – including the linked, 20-week studio sequence at the graduate level – ensures that studio projects are consistent across sections and that students are better prepared with a cumulative set of skills to apply to subsequent design projects and the next studio level. The quality of student work and level of detail achieved demonstrates the benefit of this strategy. Faculty members have embraced the development, especially as it has allowed them to draw upon their individual professional experience. And although comprehensive design projects occur in upper-level studios, the program has also focused on preparing students' abilities to undertake comprehensive design projects by laying the groundwork for such projects early in the educational experience.

B. Responses to Causes of Concern

VTR [2010] Item A: Consistency of Academic Rigor and Equivalent Student Outcomes

Comment from previous VTR [2010]:

"An overriding concern for the team is the inconsistency of scholarly rigor observed in the same class offering from section to section and year to year. The lack of consistent expectations deprives students of an equivalent educational experience. As one student observed, "If I am to fail, I would like it to be because. I could not do the work, not because I was not given the opportunity to do the work.

"Achieving a consistently high level of rigor benefits both faculty and students. The team observed that classes with the same course descriptions could require significantly different levels of reading quality and quantity and/or research requirements.

"In addition, uneven expectations and disparate project types produced wide variations in student outcomes, especially in studio courses. The absence of equivalent and measurable student outcomes across all offerings in a single course virtually ensures inconsistent results.

"Efforts taken by the program to coordinate curriculum through the work of a standing curriculum committee, the establishment of 'Year Masters' to oversee portions of the curriculum, and the development of a standard syllabus form are a good start but as yet have produced only marginal results.

"As noted in the discussion of criterion 13.28 Comprehensive Design, the incongruity between project types in what was represented as a comprehensive design studio questions whether coordination between sections was undertaken, and if it had been, how equivalent student outcomes were envisioned to occur.

"The use of a single syllabus form is an advantageous step toward course consistency, but only if there is training and review of its use and intent. A rote 'fill-in-the-blank' process without thoughtful and objective consideration renders the form of little use. Examples such as: different course descriptions having the exact same syllabi; unrelated course goals, learning objectives, and student outcomes within the same course syllabi; or student outcomes listed as 'meet NAAB criterion' or 'pass ARE' do not represent a functional vehicle for development, comparison and coordination of course offerings. In addition, repetitious boilerplate renders that verbiage functionally moot as a definitive course description.

"This may be a by-product of the program's assessment process, whereby 'Through a qualitative data gathering process (in this case, interviews with faculty), the department gleaned 96 dimensions of development in architectural expertise. These dimensions formed the basis of the department's 'collective theory of education' assessment rubrics.' (Program Self-Assessment, APR, section 1.5). The team believes that 96 dimensions cannot show sufficient focus to define a 'collective theory of education' from which to develop pedagogy.

"A further concern for this team is that additional inconsistencies not be introduced to the program without a clear understanding of how proposed equivalencies are achieved. For example, the Program Self-Assessment (APR Section 1.5) introduces a proposed 'creation of a parallel 'Practicum' option for the fifth year.' Many of the NAAB student performance criteria currently met within the 5th year thesis (ex: critical thinking, research skills, programming, etc.) may be difficult to address and evaluate in a practicum situation. Although the APR states 'Both options continue to address the NAAB criteria, albeit in different manners, with different application' there must be a very clear proposal as to how this will be accomplished.

"The team wants to emphasize that consistency need not compromise individuality, and equivalency does not deny creativity. The same level of required reading does not mean identical books, but instead the

same exposure to primary text and the same quantity of reading and quality of scholarly inquiry. Equivalent student outcomes do not require the same project type, but instead the same scope and complexity of design decisions."

Response from Program [2012]:

The program has developed and implemented several means to ensure consistency of academic rigor and student outcomes, including: A) formalizing of a uniform set of process book guidelines across all studios; B) establishing a quarterly, department-wide review of all projects during the 19th class meeting of each studio course, by architecture faculty, as well as visiting critics; and C) creating academic coordinator positions to facilitate course consistency throughout every quarter. As a result of these efforts, the program meets all NAAB Conditions, with no deficiencies, in this area.

Student Process Book Guidelines. As discussed earlier in this section, students are required to complete a process book for all comprehensive design sequences at the 400-level and 700-level. These books have **uniform guidelines** across sections – e.g., requiring case studies, historical traditions and global culture influences, an accessibility evaluation, sustainability applications. As well, in addition to ensuring that students demonstrate comprehensive design skills, the guidelines ensure equivalency across studios. During the department-wide, Class 19 Studio Review Sessions (as well as throughout the year), these process books serve as evidence for the program to assess quality and consistency.

Class 19 Studio Review Sessions. In the quarter system, the program's courses each have 20 class meetings. The program has now created a collective "review session" for all comprehensive studio sequences during the 19th class meeting, every quarter. This department-wide event, which occurs on the Monday of week ten, allows faculty to review student work both jointly and independently, inviting them to gauge the consistency of student work between each level and from one year to the next year and to note any incongruities among sections – which can then be addressed through dialogue and planning for subsequent quarters. Also, outside professionals are invited to participate in this review to bring an objective and professional viewpoint. Recent visiting critics to the Class 19 Review Sessions have included:

- Sean Brandon, Management Services Bureau Chief, City of Savannah (Savannah, GA)
- Shedrick Coleman, AIA, SHEDDarchitecture (Savannah, GA)
- Carmen Evans, AIA, LEED AP, The Epsten Group (Atlanta, GA)
- David Green, AIA, Perkins+Will (Atlanta, GA)
- Jerry Lominack, AIA, Kolman Smith Architects (Savannah, GA)
- Andrew Lynch, AIA, LEED AP, Lynch Architects (Savannah, GA)
- Patrick Phelps, AIA, LEEP AP, Hansen Architects, P.C. (Savannah, GA)
- Greg Skinner, AIA, LEED AP BD+C, Cooper Carry Architecture (Atlanta, GA)
- Cody Tharpe, PE, Principal at Tharpe Structural Design Group, LLC (Savannah, GA)

After Class 19, all student work is displayed and reviewed by the faculty of that studio sequence, as well as by the chair and dean. This review occurs without students present and allows faculty to evaluate student work and observe the outcomes of their peer studio instructors. It also provides an opportunity for faculty to review consistency of student outcomes and pedagogy. This review has proven especially important as faculty prepare for the subsequent studio sequence.

Academic Coordinators. For each year of the undergraduate and graduate architecture curriculum, a designated faculty member facilitates discussion across all studio sections (within each year of the professional degree sequence), working with the program chair to ensure consistency across studios in the undergraduate and graduate program. During the quarter planning process, before syllabi are submitted to chairs for review, the academic coordinators meet with faculty members to:

- Help ensure consistent design project assignments and final project requirements across sections;
- Help ensure equitable reading and writing assignments across sections, including a comparable academic rigor to said assignments; and
- Facilitate discussion to enable faculty members make the necessary adjustments before syllabi are submitted to the program chair for approval.

In particular, these changes have significantly increased the academic quality, consistency, and rigor of the two comprehensive studio sequences of ARCH 405/ARCH 406 and ARCH 727/ARCH 737. These means to ensure consistency between other classes have been implemented by requiring faculty members teaching different sections of a class to review class assignments collectively, reading assignments, and reference materials.

Quarterly Review of Syllabi and Outcomes. In addition to those actions described above, the program chair serves as a constant frontline assessor, working to ensure consistency of rigor across multiple sections of the same course by reviewing all syllabi every quarter through the Course Syllabus Application on the university's intranet. This application allows the chair to review grade weights, required texts, assignments, a complete course schedule, etc., and to return the syllabus to the faculty member for revision, as necessary. Only when the chair approves the syllabus does it populate the BlackBoard system that all students use to access their course materials. The course outcomes stated within each syllabus – once proposed by the program and ultimately endorsed by the curriculum council – are fixed and cannot be changed by individual faculty members, unless a formal **course revision** process is initiated.

During review of each faculty member's syllabus, the program chair ensures consistency of assignments and rigor, guaranteeing an equivalent educational experience for all architecture students in the program. Syllabus development is addressed during new faculty orientation and at quarterly faculty meetings, as well as during quarterly meetings between the chair and individual faculty (e.g., faculty members with poor student evaluations meet with the program chair to address any areas of concern and develop a teaching plan).

(NOTE: In recognition of the inherent challenges in ensuring consistency across courses within the curriculum, the program has elected not to pursue an earlier proposed practicum option for the fifth year – i.e., which was mentioned in the program's previous APR and which was referred to by the 2010 visiting team – but rather chose to focus on implementation of the enhanced M.Arch. curriculum. The elimination of this proposed track has also helped the program remain focused on maintaining consistency across its current B.F.A. and M.Arch. curricula.)

VTR [2010] Item B: Effectiveness of Assessment Processes

Comment from previous VTR [2010]:

"SCAD has devoted an admirable amount of resources and attention to assessment process and procedure. However, having put the framework in place, the thoughtful application of the processes and a critical evaluation of the usefulness of the results must be undertaken.

"The team is concerned about the ultimate yield and effectiveness of some of the extensive SCAD assessment procedures. There is a significant disconnect in the several assessment processes from SCAD-wide, through school based, to departmental and to the courses themselves leaving the individual efforts lacking in coordination, format and consistent conclusions. This in turn produces unnecessary pressure and unproductive time devoted to "assessments" by faculty and administration. (see Condition #2 Self Assessment Procedures in this VTR).

"As an example of the observed disconnect, the Program Self-Assessment document included in Section 1.5 the APR is typically expected to anticipate the findings of the VTR and to be a critical evaluation of the program's strengths, weaknesses, strategic planning and positioning for the future. However, what should be a comprehensive assessment and strategic planning document seems to be virtually unrelated to the robust assessment procedures described in section 3.2 of the APR. Of the three challenges facing the program as listed in the Program Self-Assessment document, one (ARE Pass Rates) was mentioned by no individual or group interviewed at SCAD and the others (Curricular Integration and Integrative Design) were generally identified to the visiting team as having been addressed.

"Issues identified in annual reports, issues brought forth in faculty retreats or provided by faculty committee reports, issues of institution growth and expansion, issues of space and issues raised in team interviews and identified by the visiting team were not even mentioned in the Program Self-Assessment. Of special concern is that the Program Self Assessment did not recognize ongoing human resource and curriculum concerns that have been identified in repeated accreditation reports, nor the significant challenge of addressing the credit hour shortfall.

"In expressing this concern, the team wants to emphasize that additional procedures or time devoted to assessment are not suggested. Instead, more efficient procedures that yield more usable and informative data, which can positively affect short term action plans and long term strategic planning, should be developed."

Response from Program [2012]:

The program has recognized a need to make self-assessment more efficient, thoughtful, and helpful – and that a simpler, smarter assessment process creates the best experience and education for our students. Since the 2010 site visit, the program has governed its assessment process, taking leadership of: A) the program's application of the Five Perspectives; B) the program's long-range planning in regard to those perspectives; and C) the program's self-assessment to determine the efficacy of that plan. As a result of these efforts, the program meets all NAAB Conditions and believes it has no deficiencies in this area.

The centerpiece of this new leadership of the department's assessment practices is the annual faculty retreat, where all architecture faculty members come together to assess their work from the previous year, from the course to the program level, and to plan for the future. All assessment "roads" lead to, and from, this important annual event. For example, in 2011, the department hosted a faculty retreat led by James Cramer and Jonathan Bahe of Greenway Group, publishers of *DesignIntelligence,* who facilitated discussions designed to help the program finalize a strategic plan, revisit the mission statement of the department, and identify values and vision statements for the department in support of the mission. This retreat, which took place several months before the rollout of the enhanced professional curriculum in fall 2011, included work sessions for committees to strategize plan implementation and assessment of the new courses.

The 2012 Architecture Faculty Retreat. Appropriately designated a "**Program-Planning Charrette**" by Dean of the School of Building Arts Christian Sottile, this event took place on February 24 and 25, 2012, at the SCAD Clarence Thomas Center for Historic Preservation. The charrette was organized to evaluate critical areas of the program, to assess the progress of the enhanced curriculum after the first full quarter of its implementation, and to develop a faculty-driven strategic plan to integrate preparation for the 2013 re-accreditation visit into the upcoming academic schedule. This process built on the 2011 architecture faculty retreat, where faculty members refined core values for the program, identified current trends, and approved the mission statement for the department. This retreat and additional faculty meetings throughout the winter, spring, and summer quarters of 2012 have revealed a number of opportunities for the program to advance its mission more fully and effectively. For more detail see Section I.1.4 (Long Range Planning). Additional items from this retreat includes the creation of a new program planning and resource library as a teaching resource for faculty and students and plans for a faculty mentorship

program as a way to provide support for new faculty to make their classroom instruction more meaningful and effective.

Streamlined Institutional Practices. The university has a well-staffed office of institutional assessment (OIA), which supports academic departments' continual improvement. In the last academic year, the OIA has significantly simplified the "**Program Design Logic Model**," discussed earlier in this report. This new model includes three straightforward phases, simplified from the earlier process managed by the institution at the time of the last site visit. The model includes the "Design" phase, "Apply" phase, and "Revise" phase; the architecture program now uses this model to guide the implementation of the enhanced M.Arch. curriculum. Having completed the first full year of its new professional curriculum, the program completed the "Design" and "Apply" phases and developed and tested a new scoring guide for student work. (For more information on this process, see Section I.1.5 (Program Self-Assessment).

New Leaders in Architecture. A significant change since the last visit is the appointment of a new dean of the School of Building Arts and a chair of the architecture program, both of whom are registered architects with extensive professional and educational credentials and experience. The appointments of Dean Christian Sottile, AIA, NCARB, and Chair Greg Hall, Ph.D., AIA, NCARB, evidence the university's acknowledgement of the need to keep the program relevant to the profession, current in architecture education best practices and the mission of the university.

2. Summary of Responses to Changes in the NAAB Conditions

Below, please find a summary of the program's responses to changes in the 2009 NAAB Conditions for Accreditation from the 2004 NAAB Conditions for Accreditation that were in effect at the time of the last site visit in April 2010:

- The 2009 NAAB Conditions require a minimum 252 quarter hours for an accredited M.Arch. program. The program has implemented a 270 quarter hour enhanced M.Arch. curriculum that commenced in fall 2011.
- The 2009 NAAB Conditions have consolidated multiple sub-sections found in the 2004 Section 1 (Introduction to the Program) into one subsection, I.1.1 (History and Mission). The program has used this new structure for the writing of this section explaining and describing the history, mission, and culture of the program.
- The 2009 NAAB Conditions have consolidated multiple sub-sections found in the 2004 Section 1 (Introduction to the Program) into one subsection, I.1.4 (Long Range Planning). The program has used this new structure for the writing of this section explaining and describing the history, mission, and culture of the program.
- The 2009 NAAB Conditions have further defined the Self-Assessment Procedures, and request these be presented in I.1.5 (Program Self-Assessment). The program has used this new structure to demonstrate self-assessment procedures, processes, and institutional requirements and to describe the manner in which results from self-assessment are used to inform the department's long-range planning.
- The changes regarding Public Information reorganized in the 2009 NAAB Conditions into a subsection of Part I have been incorporated into the program's report.
- The changes regarding Social Equity reorganized in the 2009 NAAB Conditions into a subsection of Human Resources and Human Resource Development has been incorporated into the program's report.
- The changes and consolidation of 2004 Sections 3.6 (Human Resources) and 3.7 (Human Resource Development), reorganized in the 2009 NAAB Conditions into one section, I.2.1 (Human Resources and Human Resource Development) have been incorporated into the program's report.
- The changes regarding Physical Resources reorganized in the 2009 NAAB Conditions into a subsection of Part I have been incorporated into the program's report.

- The changes regarding Information Resources reorganized in the 2009 NAAB Conditions into a subsection of Part I have been incorporated into the program's report.
- The changes regarding Financial Resources reorganized in the 2009 NAAB Conditions into a subsection of Part I have been incorporated into the program's report.
- The changes regarding Administrative Structure reorganized in the 2009 NAAB Conditions into subsections of Part I have been incorporated into the program's report.
- The 2009 NAAB Conditions have further defined the expectations of II.2.2 (Professional Degrees and Curriculum) by adding subsection II.2.3 (Curriculum Review and Development). Both the institution and the program have an existing process in place to meet these criteria and will use this new structure for the writing of this section demonstrating the process by which the curriculum is evaluated and how modifications are identified, developed, approved, and implemented.
- The changes regarding Student Performance Criteria reorganized in the 2009 NAAB Conditions into a subsection of Part II have been incorporated into the program's report.
- The addition of Student Performance Criterion C.4 (Research) has been incorporated into the curriculum of the program, and is demonstrated in the exhibit of student work in the criteria matrix.
- The elevation of Student Performance Criterion B.3 (Sustainable Design from Understanding to Ability) has been incorporated into the curriculum of the program, particularly in the courses teaching comprehensive design: 1) ARCH 405 Architecture Design Studio V and ARCH 406 Architecture Design Studio VI and 2) ARCH 727 Graduate Design Studio II and ARCH 737 Graduate Architecture Design Studio III.
- The elevation of Student Performance Criterion B.5 (Life Safety from Understanding to Ability) has been incorporated into the curriculum of the program, particularly in the courses teaching comprehensive design: 1) ARCH 405 Architecture Design Studio V and ARCH 406 Architecture Design Studio VI and 2) ARCH 727 Graduate Design Studio II and ARCH 737 Graduate Architecture Design Studio III.
- The combination of Student Performance Criterion B.10 (Building Envelope Systems) and B.11 (Building Service Systems from Understanding to Ability) has been incorporated into the curriculum of the program, particularly in the courses teaching comprehensive design: 1) ARCH 405 Architecture Design Studio V and ARCH 406 Architecture Design Studio VI and 2) ARCH 727 Graduate Design Studio II and ARCH 737 Graduate Architecture Design Studio III.
- The redistribution of the 2004 Student Performance Criterion 31 (Professional Development) into the 2009 criterion C.4 (Project Management) and C.8 (Legal Responsibilities) has been incorporated into the curriculum of the program, particularly in the courses teaching professional practices, including, but not limited to, ARCH 101 Introduction to Architecture, ARCH 706 Architectural Practices, and ELDS 727 Electronic Design Practice and Project Management.

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Part Four (IV). Supplemental Information

4.1. Course Descriptions

ARCH 101 Introduction to Architecture
ARCH 241 Construction Technology I
ARCH 301 Design Studio I
ARCH 302 Design Studio II
ARCH 303 Design Studio III
ARCH 319 Structures: General Structure
ARCH 341 Construction Technology II
ARCH 361 Environmental Controls I
ARCH 404 Design Studio IV
ARCH 405 Design Studio V
ARCH 406 Design Studio VI
ARCH 421 Advanced Architectural Presentation
ARCH 454 Architecture Seminar
ARCH 461 Environmental Control I
ARCH 465 Sustainable Design
ARCH 471 Architectural Practice
ARCH 480 Master Builder
ARCH 481 Landscape Design
ARCH 484 Nascent Materials and Construction Technologies
ARCH 490 Portfolio Preparation and Presentation
ARCH 495 Special Topics in Architecture
ARCH 706 Architectural Practices
ARCH 715 Construction Management
ARCH 717 Graduate Architecture Studio I
ARCH 719 Structures: Lateral Forces
ARCH 727 Graduate Architecture Studio II
ARCH 729 Real Estate Financing and Development
ARCH 730 Architecture Design Management
ARCH 737 Graduate Architecture Studio III
ARCH 745 Graduate Seminar in Architecture
ARCH 747 Graduate Architecture Studio IV
ARCH 754 Architecture Seminar
ARCH 760 Sustainable Design
ARCH 765 Emerging Urban Issues
ARCH 770 Graduate Architecture Portfolio
ARCH 775 Global Architecture Practice
ARCH 779F/T Graduate Field/Teaching Internship
ARCH 798 Graduate Architecture Studio: Thesis I
ARCH 799 Graduate Architecture Studio: Thesis II
ARLH 206 Modern Architecture I: 1750–1900
ARLH 208 Modern Architecture II: 1900–Present
ARLH 211 Survey of World Architecture and Urbanism
ARTH 100 Survey of Western Art I
ARTH 110 Survey of Western Art II
DRAW 100 Drawing I
DRAW 115 Graphics for the Building Arts
DSGN 100 Two-Dimensional Design
DSGN 102 Three-Dimensional Design
DSGN 223 Architectural Fundamentals I
DSGN 224 Architectural Fundamentals II

DSGN 225 Architectural Fundamentals III
ELDS 205 Computer-aided Product Design
ELDS 225 Electronic Design I
ELDS 306 Electronic Implementation for Urban Design
ELDS 325 Electronic Design II
ELDS 330 Visualization in Electronic Design
ELDS 425 Electronic Design Practice and Project Management
ELDS 430 Visualization in Electronic Design
ELDS 450 Spatial Simulation in Electronic Design
ELDS 475 Electronic Design Simulation and Communication
ELDS 713 Visualization in Electronic Design I
ELDS 716 Visualization in Electronic Design II
ELDS 720 Electronic Implementation for Urban Design
ELDS 727 Electronic Design Practice and Project Management
ELDS 750 Spatial Simulation for the Building Arts
ELDS 775 Electronic Design Simulation and Communication
ELDS 780 Special Topics in Electronic Design
MATH 201 Applied Mathematics
PHYS 201 Applied Physics

Number and Title: ARCH 101 Introduction to Architecture, 5 credits.

Course Description: Introduction to Architecture introduces architectural theory and explores the abstract, spatial, social/cultural, environmental and tectonic concepts that affect the built environment.

Course Goals and Objectives:

- Students will research and analyze the basic principles governing the formation of diverse cultures and human behavior.
- Students will gather and analyze information about the diversity of architectural history and traditions the impact of various cultural roles throughout the world.
- Students will increase their understanding of the impact of various cultural values and societal settings on the social responsibilities and the role of the architect.
- Students will increase their understanding of history, theories and principles that are the basic form making of architecture and the urban form.
- Students will develop their abilities to write, speak and listen effectively.

Student Performance Criterion/a addressed:

A.1. Communication Skills
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity
C.2. Human Behavior
C.6. Leadership
C.7. Legal Requirements
C.8. Ethics and Professional Judgment
C.9. Community and Social Responsibility

Topical Outline:

Research and analysis (65%)
Presentation and communication skills (35%)

Prerequisites:

None

Textbooks/Learning Resources:

Ching, Francis D.K. *Architecture: A Visual Dictionary* (Wiley, 2012)
Ching, Francis D.K. *Form, Space and Order* (Wiley, 2007)
Frederick, Matthew. *101 Things I Learned in Architecture School* (MIT Press, 2007)
Porter, Tom. *Archispeak: An Illustrated Guide to Architectural Terms* (Spon Press, 2005)
Rasmussen, Steen Eiler. *Experiencing Architecture* (MIT Press, 1964)
Roth, Leland. *Understanding Architecture: Its Elements, History, and Meaning* (Westview Press, 1993)
Unwin, Simon. *Analyzing Architecture,* Second Edition (Routledge, 2003)
William, Curtis. *Modern Architecture Since 1900* (Phaidon, 1996)

Offered:

fall, winter, spring, summer

Faculty Assigned:

Julia Granacher (F/T)
Hsu-Jen Huang (F/T)
Sam Olin (F/T)
Scott Singeisen (F/T)
Christine Wacta (F/T)

Number and Title: ARCH 241 Construction Technology I, 5 credits.

Course Description: Construction Technology I introduces building materials and constructed assemblies, structural and nonstructural, which, when combined, form a complete building.

Course Goals and Objectives:

- Students will demonstrate understanding of the influence of economic and environmental factors on construction materials availability, selection, cost and usage.
- Students will identify and describe the manufacturing/fabrication processes and the performance of various building materials and assemblies, how they function structurally and technically, their durability, how they age, how they separate the interior and exterior environment and relative costs.
- Students will identify and describe the principles, standards and conventions associated with the formation and manufacture, sizes, applications and restrictions governing uses of common materials in construction.
- Students will demonstrate understanding of a designer's legal and ethical responsibilities to provide for safety and accessibility and to incorporate appropriate codes, ordinances, regulations and standards in design as set by various governmental authorities.
- Students will identify a variety of major codes.

Student Performance Criterion/a addressed:

A.1. Communication Skills
A.4. Technical Documentation
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity
B.10. Building Envelope Systems
B.12. Building Materials and Assemblies

Topical Outline:
Construction techniques (50%)
Drafting skills (50%)

Prerequisites:
ARCH 101 Introduction to Architecture or INDS 110 Interior Design Studio I
DRAW 115 Graphics for the Building Arts

Textbooks/Learning Resources:
Ching, Francis D. K. *Building Constructed Illustrated,* Fourth Edition (Wiley, 2008)
Wakita, Osamu A., Bakhoum, Nagy R., & Linde, Richard M. *The Professional Practice of Architectural Working Drawings,* Fourth Edition (Wiley, 2012)

Offered:
fall, winter, spring, summer

Faculty Assigned:
Ryan Bacha (F/T)
Daniel Brown (F/T)
Julia Granacher (F/T)
Alexis Gregory (F/T)
Fernando Munilla (F/T)
Andrew Payne (F/T)
Scott Sworts (F/T)

Number and Title: ARCH 301 Design Studio I (previous catalog: ARCH 300 Design Studio I), 5 credits.

Course Description: Design Studio I develops abilities to create meaningful architectural design solutions and concentrates on the ways basic human factors affect and inform architectural design.

Course Goals and Objectives:

- Students will research and analyze human behavior data related to given design problems and develop simple functional programs.
- Students will demonstrate understanding of the basic ordering principles of design and of the interrelationship of form, space and human function.
- Students will develop an ability to make simple design judgments and synthesize the process of conceptualization with the results of the analyses and the spatial/formal considerations into architectural designs.
- Students will demonstrate their ability to represent their design solutions, both graphically and verbally.

Student Performance Criterion/a addressed:

A.1. Communication Skills
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity
A.11. Applied Research
B.2. Accessibility
C.2. Human Behavior

Topical Outline:

Design integration skills (25%)
Development of programs (25%)
Presentation skills (25%)
Research and analysis (25%)

Prerequisites:

ARCH 101 Introduction to Architecture
ARCH 241 Construction Technology I
ARCH 252 Structures I
ARLH 208 Modern Architecture II: 1900–Present
ARTH 100 Survey of Western Art I
DSGN 224 Architectural Fundamentals II
DSGN 225 Architectural Fundamentals III
ELDS 225 Electronic Design I

Textbooks/Learning Resources:

Onouye, Barry, & Kevin Kane. *Statics and Strength of Materials for Architecture and Building Construction (*Prentice Hall, 2002)
Shaeffer, R.E. *Elementary Structures for Architects and Builders* (Prentice Hall, 2002)

Offered:

fall, winter, spring, summer

Faculty Assigned:

Matthew Dudzik (F/T)
Mohamed Elnahas (F/T)
LaRaine Montgomery (F/T)
Huy Ngo (F/T)
Algar Thagne (F/T)
Christine Wacta (F/T)
Timothy Woods (F/T)

Number and Title: ARCH 302 Design Studio II, 5 credits.

Course Description: Design Studio II focuses on site and environmental context, simple site analyses, making design decisions, creating meaningful design solutions and fulfilling simple programmatic requirements.

Course Goals and Objectives:

- Students will research sites and environmental contexts and prepare formal site analyses.
- Students will analyze given functional programs.
- Students will increase their understanding of basic ordering principles and demonstrate an understanding of the interrelationship of form, space, human function and environmental context.
- Students will develop an ability to synthesize conceptualization and spatial/formal analyses into architectural designs.
- Students will become familiar with the basic technological components of architecture.
- Students will refine abilities to represent their design solutions both graphically and verbally.

Student Performance Criterion/a addressed:

A.1. Communication Skills
A.3. Visual Communication Skills
A.5. Investigative Skills
A.6. Fundamental Design Skills
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity
B.3. Sustainability
B.4. Site Design
C.2. Human Behavior
C.3. Client Role in Architecture
C.6. Leadership

Topical Outline:

Research and analysis (40%)
Analysis and synthesis (20%)
Design integration skills (20%)
Presentation skills (20%)

Prerequisites:

ARCH 301 Architectural Design Studio I

Textbooks/Learning Resources:

Bell, Bryan. *Good Deeds, Good Design: Community Service Through Architecture* (Princeton Architectural Press, 2004)
Cofaigh, Eoin O., Olley, John A., & Lewis, J. Owen. *The Climatic Dwelling: An Introduction to Climate-Responsive Residential Architecture* (James & James, 1996)
Linstroth, Tommy, & Bell, Ryan. *Local Action: The New Paradigm in Climate Change Policy* (University of Vermont Press, 2007)
McDonough, William. *Cradle to Cradle: Remaking the Way we Make Things* (North Point Press, 2002)
Palleroni, Sergio, & Merkelbach, Christina Eichbaum. *Studio at Large: Architecture in Service of Global Communities* (University of Washington Press, 2004)
Steffen, Alex, & Gore, Albert. *Worldchanging: A User's Guide for the 21st Century* (Abrams, 2008)
Thackara, John. *In the Bubble: Designing in a Complex World* (MIT Press, 2005)

Offered:

winter, summer

Faculty Assigned:

Craig W. Clements (P/T)
Matthew Dudzik (F/T)
Mohamed Elnahas (F/T)
LaRaine Montgomery (F/T)
Scott Singeisen (F/T)
Catalina Strother (F/T)
Algar Thagne (F/T)
Christine Wacta (F/T)
Timothy Woods (F/T)
Dihua Yang (F/T)

Number and Title: ARCH 303 Design Studio III, 5 credits.

Course Description: Design Studio III focuses on how the nature of structural systems affects and informs architectural design. Students design projects that address tectonic and structural issues.

Course Goals and Objectives:

- Students will research sites, structure typologies and functional programs for given design problems and site analyses.
- Students will increase their understanding of the basic ordering principles of design and demonstrate an understanding of the interrelationship of form, space, human function environmental context and tectonics.
- Students will develop an ability to make design judgments and synthesize the process of conceptualization, the results of the structural analyses and material decisions with the spatial/formal considerations into architectural designs.
- Students will demonstrate an understanding of the basic technological components of architecture and integrate those components in the designs.
- Students will refine abilities to represent their design solutions both graphically and verbally.

Student Performance Criterion/a addressed:

A.1. Communication Skills
A.2. Design Thinking Skills
A.3. Visual Communication Skills
A.7. Use of Precedents
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity
A.11. Applied Research
B.5. Life Safety
B.9. Structural Systems

Topical Outline:

Principles, theories and laws (50%)
Design skills (25%)
Integration of systems (25%)

Prerequisites:

ARCH 302 Design Studio II

Textbooks/Learning Resources:

Allen, Edward, & lana, Joseph. *The Architect's Studio Companion* (Wiley, 2002)
Buchanan, Peter. *Renzo Piano Building Workshop complete work*s (Phaidon Press, 2008)
Ching, Francis D. K. *Building Constructed Illustrated*, Fourth Edition (Wiley, 2008)
Ford, Edward R. *The Details of Modern Architecture volume 1 + volume 2* (MIT Press, 2003)
Hodge, Brooke, Mears, Patricia, & Sidlauskas, Susan. *Skin + Bones: Parallel Practices in Fashion and Architecture* (Museum of Contemporary Art, 2006)
Moore, Fuller. *Understanding Structures* (WCB/McGraw Hill, 1998)

Offered:

spring, summer

Faculty Assigned:

Craig Clements (P/T)
Matthew Dudzik (F/T)
Mohamed Elnahas (F/T)
Jean Jaminet (F/T)
LaRaine Montgomery (F/T)
Scott Singeisen (F/T)
Catalina Strother (F/T)
Algar Thagne (F/T)

Number and Title: ARCH 319 Structures: General Structure (previous catalog: ARCH 252 Structures I and ARCH 352 Structures II), 5 credits.

Note: Course will be offered for first time in 2012-13. Provisional information; subject to review by office of institutional assessment (OIA).

Course Description: Basic principles of strength of materials, applied mechanics and structural theory used for design and analysis of simple frames and simple beams for wood and steel structures.

Course Goals and Objectives:

- Students will understand the principles embodied in the natural laws affecting the science of building and the basic theories of structures and the behavior of typical structural systems.
- Students will be able to organize and design simple structural systems to withstand gravity loads.
- Students will learn about structural/material properties and the relationship between stress and strain and how to solve stress and deformation/deflection problems.
- Students will learn how to analyze steel and wood beams, columns and trusses.
- Students will develop a working knowledge of structural theories and terminology and its importance to the professional responsibilities of architects.

Student Performance Criterion/a addressed:
A.1. Communication Skills
B.9. Structural Systems

Topical Outline:
Principles, Theories and Laws (30%)
Design Skills (15%)
Problem-Solving Skills (20%)
Critical Thinking (15%)
Analysis (20%)

Prerequisites:
MATH 201 Applied Mathematics
PHYS 201 Applied Physics

Textbooks/Learning Resources:
Onouye, Barry, & Kane, Kevin. *Statics and Strength of Materials for Architecture and Building Construction*, Third Edition (Prentice Hall, 2006)
Ambrose, James, & Tripeny, Patrick. *Building Structures* (Wiley, 2012)
O'Hara, Steven E., & Kent, David. *Ballast Architecture Exam Review Volume 1: Structural Topics Sixth Edition* (Professional Publications, 2005)

Offered:
Course will be offered for first time in winter quarter 2012-13; to be offered every quarter subsequently.

Faculty Assigned:
Thomas Hoffman (F/T)
Melanie Parker (F/T)

Number and Title: ARCH 341 Construction Technology II, 5 credits.

Course Description: Construction Technology II focuses on existing and emerging technologies, materials, assemblies; influences of building codes, industry standards and programmatic requirements; and introduces drawings and detailing.

Course Goals and Objectives:

- Students will be able to assess, select, configure and detail building materials, components and assemblies.
- Students will be able to make precise descriptions and documentation of a design as well as produce comprehensive architectural drawings for a project.

Student Performance Criterion/a addressed:

A.1. Communication Skills
A.4. Technical Documentation
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity
B.7. Financial Considerations
B.10. Building Envelope Systems
B.12. Building Materials and Assemblies

Topical Outline:

Design and drawing skills (34%)
Codes, regulations and standards (33%)
Principles, theories and laws (33%)

Prerequisites:

ARCH 241 Construction Technology I

Textbooks/Learning Resources:

Allen, Edward, & Iano, Joseph. *The Architect's Studio Companion: Rules of Thumb for Preliminary Design* (Wiley, 2012)
Allen, Edward, & Iano, Joseph. *Fundamentals of Building Construction Materials & Methods*, Fifth Edition (Wiley, 2009)
Ching, Francis D.K., & Winkel, Steven R. *Building Codes Illustrated: A Guide to Understanding the 2012 International Building Code* (Wiley, 2012)
Frampton, Kenneth, & Cava, John. *Studies in Tectonic Culture: The Poetics of Construction in Nineteenth and Twentieth Century Architecture* (MIT Press, 1995)
Kalin, Mark, Weygant, Robert S., Rosen, Harold J., & Regener, John R. *Construction Specifications Writing: Principles and Procedures*, Sixth Edition (Wiley, 2010)
Ramsey, Charles, Sleeper, Harold, & Bassler, Bruce. *Architectural Graphic Standards*, Student Edition (Wiley, 2008)
Simmons, H. Leslie. *Construction: Principles, Materials, and Methods* (Wiley, 2001)

Offered:

fall, winter, spring, summer

Faculty Assigned:

Daniel Brown (F/T)
Julia Granacher (F/T)
Alexis Gregory (F/T)
Fernando Munilla (F/T)
Scott Sworts (F/T)
Brian Wishne (F/T)

Number and Title: ARCH 361 Environmental Controls I, 5 credits.

Course Description: Environmental Controls I introduces environmental control systems for buildings, thermal control of the built environment and principles of energy economics.

Course Goals and Objectives:

- Students will demonstrate an understanding of elementary environmental control, communication, lighting, acoustics, life safety and other building subsystems and their implications in architectural design.
- Students will be prepared to take related sections in the Architect Registration Examination (ARE).

Student Performance Criterion/a addressed:

A.1. Communication Skills
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity
B.3. Sustainability
B.5. Life Safety
B.8. Environmental Systems
B.10. Building Envelope Systems
B.11. Building Service Systems

Topical Outline:

Analysis (50%)
Codes, regulations and standards (25%)
Design skills (25%)

Prerequisites:

PHYS 201 Applied Physics

Textbooks/Learning Resources:

Lechner, Norbert. *Heating Cooling Lighting: Design Methods for Architects* (Wiley, 2001)
Stein, Benjamin, Reynolds, John S., Grondzik, Walter T., & Kwok, Allison G. *Mechanical and Electrical Equipment for Buildings* (Wiley, 2010)

Offered:

fall, winter, spring, summer

Faculty Assigned:

Daniel Brown (F/T)
Mohamed Elnahas (F/T)

Number and Title: ARCH 404 Design Studio IV, 5 credits.

Course Description: Design Studio IV focuses on creating well-developed and artistically meaningful solutions to moderately complex architectural problems and preparing formal building type analyses.

Course Goals and Objectives:

- Students will create meaningful solutions to moderately complex architectural problems in relation to the site, structure, systems and program requirements.
- Students will prepare formal building type analyses of the tradition of building in the city.
- Students will demonstrate an understanding of a specific building type and incorporate that understanding into a particular solution.
- Students will complete and submit their finished projects according to the given schedule.
- Students present their final projects to a jury in a formal presentation format.

Student Performance Criterion/a addressed:

A.1. Communication Skills
A.2. Design Thinking Skills
A.5. Investigative Skills
A.7. Use of Precedents
A.8. Ordering System Skills
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity
A.11. Applied Research
B.2. Accessibility
B.5. Life Safety
B.7. Financial Considerations
B.10. Building Envelope Systems
B.11. Building Service Systems
B.12. Building Materials and Assemblies
C.2. Human Behavior
C.6. Leadership

Topical Outline:

Research and analysis (50%)
Design skills (25%)
Presentation skills (25%)

Prerequisites:

ARCH 303 Design Studio III
ARCH 319 Structures: General Structure
ARCH 341 Construction Technology II
ARCH 361 Environmental Controls I
ARLH 211 Survey of World Architecture and Urbanism
Social/Behavioral Sciences

Textbooks/Learning Resources: (abbreviated list)

Allen, Edward, & Iano, Joseph. *Fundamentals of Building Construction Materials & Methods* (Wiley, 2009)
Ching, Francis D.K., & Winkel, Steven R. *Building Codes Illustrated: A Guide to Understanding the 2012 International Building Code* (Wiley, 2012)
Urban Design Associates. *The Urban Design Handbook: Techniques and Working Methods* (Norton, 2003)
Wakita, Osamu A., Bakhoum, Nagy R., & Linde, Richard M. *The Professional Practice of Architectural Working Drawings* (Wiley, 2012)
Yalom, Marilyn. *The American Resting Place: Four Hundred Years of History Through Our Cemeteries and Burial Grounds* (Houghton Mifflin, 2008)

Offered:

fall, summer

Faculty Assigned:

Amy Wynne (P/T)
Emad Afifi (F/T)
Ryan Bacha (F/T)
Daniel Brown (F/T)
Scott Dietz (F/T)
Mohamed Elnahas (F/T)
Julia Granacher (F/T)
Alexis Gregory (F/T)
Samuel Olin (F/T)
Andrew Payne (F/T)

Number and Title: ARCH 405 Design Studio V, 5 credits.

Course Description: Design Studio V focuses on moderately complex architectural problems in large nonurban and natural sites, including building types, complex functional programs and structural systems.

Goals and Objectives:

- Students will develop practical architectural solutions in response to a moderately complex program.
- Students will address issues of complex building site development, spatial quality and the integration of structural and environmental systems.
- Students will further refine their ability to present design solutions both graphically and verbally.
- Students complete and submit their finished projects according to the given schedule.
- Students present their final projects to a jury in a formal presentation format.

Student Performance Criterion/a addressed:

A.1. Communication Skills
A.2. Design Thinking Skills
A.4. Technical Documentation
A.5. Investigative Skills
A.7. Use of Precedents
A.8. Ordering System Skills
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity
B.3. Sustainability
B.6. Comprehensive Design
B.11. Building Service Systems
C.3. Client Role in Architecture

Topical Outline:

Research and analysis (50%)
Design skills (25%)
Presentation skills (25%)

Prerequisites:

ARCH 404 Design Studio IV

Textbooks/Learning Resources:

Allen, Edward, & Iano, Joseph. *The Architect's Studio Companion: Rules of Thumb for Preliminary Design* (Wiley, 2006)
Allen, Edward, & Iano, Joseph. *Fundamentals of Building Construction Materials & Methods* (Wiley, 2009)
Ching, Francis D. K. *Building Constructed Illustrated* (Wiley, 2008)
Ching, Francis D.K., & Winkel, Steven R. *Building Codes Illustrated: A Guide to Understanding the 2012 International Building Code* (Wiley, 2012)
Nesbitt, Kate. *Theorizing a New Agenda for Architecture: An Anthology of Architectural Theory 1965-1995* (Princeton Architectural Press, 1996)
Ramsey, Charles, Sleeper, Harold, & Bassler, Bruce. *Architectural Graphic Standards* (Wiley, 2008)
Wakita, Osamu A., Bakhoum, Nagy R., & Linde, Richard M. *The Professional Practice of Architectural Working Drawings* (Wiley, 2012)

Offered:

winter, summer

Faculty Assigned:

Gerald Cowart (P/T)
Alejandro Silva (P/T)
Ryan Bacha (F/T)
Daniel Brown (F/T)
Julia Granacher (F/T)
Alexis Gregory (F/T)
Samuel Olin (F/T)
Andrew Payne (F/T)
Scott Sworts (F/T)
Brian Wishne (F/T)

Number and Title: ARCH 406 Design Studio VI, 5 credits.

Course Description: Design Studio VI focuses on holistic and integral architectural design, making theoretical and technical judgments and producing highly sophisticated design solutions.

Course Goals and Objectives:

- Student will develop synthesized design theory and practical architectural solutions including technical considerations, materials, detailing and building systems.

Student Performance Criterion/a addressed:

A.1. Communication Skills
A.2. Design Thinking Skills
A.4. Technical Documentation
A.5. Investigative Skills
A.8. Ordering System Skills
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity
B.2. Accessibility
B.3. Sustainability
B.4. Site Design
B.5. Life Safety
B.6. Comprehensive Design
B.8. Environmental Systems
B.9. Structural Systems
B.10. Building Envelope Systems
B.11. Building Service Systems
B.12. Building Materials and Assemblies

Topical Outline:

Analysis skills (50%)
Presentation and communication skills (50%)

Prerequisites:

ARCH 405 Design Studio V

Textbooks/Learning Resources:

Allen, Edward, & Iano, Joseph. *The Architect's Studio Companion: Rules of Thumb for Preliminary Design* (Wiley, 2006)
Allen, Edward, & Iano, Joseph. *Fundamentals of Building Construction Materials & Methods* (Wiley, 2009)
Architecture for Humanity, Stohr, Kate, & Sinclair, Cameron. *Design Like You Give a Damn: Architectural Responses to Humanitarian Crises* (Thames & Hudson, 2006)
Bachman, Leonard. *Integrated Buildings: The Systems Basis of Architecture* (Wiley, 2002)
Ching, Francis D. K. *Building Constructed Illustrated* (Wiley, 2008)
Ching, Francis D.K., & Winkel, Steven R. *Building Codes Illustrated: A Guide to Understanding the 2012 International Building Code* (Wiley, 2012)
Frampton, Kenneth, & Cava, John. *Studies in Tectonic Culture: The Poetics of Construction in Nineteenth and Twentieth Century Architecture.* (MIT Press, 1995)
Nesbitt, Kate. *Theorizing a New Agenda for Architecture: An Anthology of Architectural Theory 1965-1995* (Princeton Architectural Press, 1996)
Ramsey, Charles, Sleeper, Harold, & Bassler, Bruce. *Architectural Graphic Standards* (Wiley, 2008)
Wakita, Osamu A., Bakhoum, Nagy R., & Linde, Richard M. *The Professional Practice of Architectural Working Drawings* (Wiley, 2012)

Offered:

spring, summer

Faculty Assigned:

Gerald Cowart (P/T)
Alejandro Silva (P/T)
Ryan Bacha (F/T)
Daniel Brown (F/T)
Julia Granacher (F/T)
Alexis Gregory (F/T)
Samuel Olin (F/T)
Andrew Payne (F/T)
Scott Sworts (F/T)
Brian Wishne (F/T)

Number and Title: ARCH 421 Advanced Architectural Presentation, 5 credits.

Course Description: Advanced Architectural Presentation explores traditional and contemporary methods of advanced graphic presentation as means of communication in architectural design.

Course Goals and Objectives:

- Students will demonstrate knowledge and experience in various media and multimedia presentation techniques, their development and use, their limitations and the ability to be reproduced.
- Students will gain visual communication skills through architectural drawings.
- Students will compile a collection of well-formulated development presentations, which evidence sound compositional skills, and uses of graphics and text.
- Students will explore methods of organizing and constructing materials, both manually and digitally.
- Students will communicate designs visually through a variety of media, such as drawing, sketching, drafting, AutoCAD and graphic identification and lettering.
- Students will study various layout techniques for presentations with image and text.
- Students will employ both verbal and graphic communications to strive for professional standards and personal excellence.
- Students will demonstrate knowledge and experience in various media and mixed media presentation techniques, their development and uses, their limitations and the ability to represent them.

Student Performance Criterion/a addressed:
N/A

Topical Outline:
Design and drawing skills (50%)
Drafting skills (25%)
Presentation and communication skills (25%)

Prerequisites:
ARCH 101 Introduction to Architecture
DRAW 115 Graphics for the Building Arts

Textbooks/Learning Resources:
Varies: The class uses published articles, books and readings that explore new and emergent materials and technologies.

Offered:
winter, spring

Faculty Assigned:
Algar Thagne (F/T)

Number and Title: ARCH 454 Architecture Seminar, 5 credits.

Course Description: Architecture Seminar focuses on new and emerging issues in the field of architecture, including computer-aided design, architectural technologies, sustainability, design method and urban design.

Course Goals and Objectives:
Special Topics Seminar: Goals and objectives vary depending on seminar topic.

Student Performance Criterion/a addressed:
N/A

Topical Outline:
Special Topics Seminar: Topics vary depending on seminar topic.

Prerequisites:
None

Textbooks/Learning Resources:
Off Campus Seminar: Resources vary depending on seminar topic.

Offered:
Not offered in the past two years

Faculty Assigned:
Not offered in the past two years

Number and Title: ARCH 461 Environmental Control I, 5 credits.

Course Description: Environmental Control I focuses on illumination and lighting systems, electricity and systems, architecture acoustics, water supply and waste systems and fire protection and alarm systems.

Course Goals and Objectives:

- Students will demonstrate an understanding of elementary environmental control, communication, lighting, acoustics, life safety and other building subsystems and their implications in architectural design.
- Students will be prepared to take the related sections in the Architect Registration Examination (ARE).

Student Performance Criterion/a addressed:

A.1. Communication Skills
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity
B.3. Sustainability
B.5. Life Safety
B.8. Environmental Systems
B.10. Building Envelope Systems
B.11. Building Service Systems

Topical Outline:

Analysis (50%)
Codes, regulations and standards (50%)

Prerequisites:

PHYS 201 Applied Physics

Textbooks/Learning Resources:

Bachman, Leonard. *Integrated Buildings: The Systems Basis of Architecture* (Wiley, 2002)
Ching, Francis D.K., & Winkel, Steven R. *Building Codes Illustrated: A Guide to Understanding the 2012 International Building Code* (Wiley, 2012)
Edward, Allen. *How Buildings Work*, Third Edition (Oxford Press, 2002)
Egan, M. David. *Concepts in Architectural Acoustics* (McGraw-Hill, 1972)
Egan, M. David. *Concepts in Architectural Lighting* (McGraw-Hill, 1983)
Lechner, Norbert. *Heating Cooling Lighting: Design Methods for Architects* (Wiley, 2001)
Stein, Benjamin, Reynolds, John S., Grondzik, Walter T., & Kwok, Allison G. *Mechanical and Electrical Equipment for Buildings* (Wiley, 2010)

Offered:

fall, winter, spring

Faculty Assigned:

Emad Afifi (F/T)
Daniel Brown (F/T)
Mohamed Elnahas (F/T)

Number and Title: ARCH 465 Sustainable Design, 5 credits.

Course Description: Sustainable Design introduces critical developments in sustainable building design strategies by examining environmental problems and possible solutions through design.

Course Goals and Objectives:

- Students will demonstrate understanding of the environmental impact of current unsustainable practices.
- Students will become familiar with established recommendations and standards for green architecture.
- Students will investigate sustainable building methods and approaches.
- Students will implement LEED systems.
- Students will learn to research prominent examples of sustainable design.

Student Performance Criterion/a addressed:
N/A

Topical Outline:

Analysis (25%)
Codes, regulations and standards (25%)
Problem-Solving skills (35%)
Research skills (15%)

Prerequisites:
ARCH 461 Environmental Control I

Textbooks/Learning Resources:

Braungart, Michael and William McDonough. *Cradle to Cradle: Remaking the Way We Make Things* (North Point Press, 2002)
McLellan, Jason F. *Philosophy of Sustainable Design*. (Ecotone Publishing, 2004)

Offered:
Not offered in the past two years

Faculty Assigned:
Not offered in the past two years

Number and Title: ARCH 471 Architectural Practice, 5 credits.

Course Description: Architectural Practice focuses on professionalism and ethics and includes practice and corporate structure, administration, project management, compensation and public, client, consultant, and contractor relations.

Course Goals and Objectives:

- Students will apply concepts such as seeking space, hiring employees, figuring overhead expenses, acquiring a client, producing contracts and administering a construction project, not only as the owner's advocate but as professional liaison to the community of design, building and construction.
- Students will compile a working notebook to document various aspects of this process throughout the quarter.

Student Performance Criterion/a addressed:
N/A

Topical Outline:
Presentation skills (25%)
Problem-Solving skills (25%)
Professional practices (25%)
Research and writing skills (25%)

Prerequisites:
ARCH 341 Construction Technology II

Textbooks/Learning Resources:
The American Institute of Architects. *The Architecture Student's Handbook of Professional Practice* (Wiley, 2009)
Segal, Paul. *Professional Practice* (Norton, 2006)

Offered:
Not offered in the past two years

Faculty Assigned:
Not offered in the past two years

Number and Title: ARCH 480 Master Builder, 5 credits.

Course Description: Master Builder focuses on sequential building construction moving systematically through the logical proceedings of building. Students design and build from their own ideas of architecture.

Course Goals and Objectives:

- Students will develop collaborative skills.
- Students will demonstrate understanding of legal responsibilities, building code compliance, building materials and assemblies, building economics, cost control, the legal context of architectural practice and the context of architecture.
- Students will participate in program preparation.
- Students will be able to practice organization management and create contracts and documentation.
- Students will be able to complete a professional internship and develop skills in the architect's leadership roles, ethics and professional judgment.

Student Performance Criterion/addressed:
N/A

Topical Outline:
Professional practices (30%)
Codes, regulations and standards (20%)
Collaboration (10%)
Presentation skills (10%)
Research and writing skills (10%)
Analysis (5%)
Construction materials (5%)
Context of architecture (5%)
Management skills (5%)

Prerequisites:
ARCH 303 Design Studio III
ARCH 341 Construction Technology II
ARCH 352 Structures II

Textbook(s) and Learning Resource(s):
Adler**,** Mortimer J. *Aristotle for Everybody* (Touchstone, 1997)
Frampton, Kenneth, & Cava, John. *Studies in Tectonic Culture: The Poetics of Construction in the Nineteenth and Twentieth Century Architecture* (MIT Press, 2001)
Pye, David. *The Nature and Art of Workmanship* (Cambridge University Press, 1978)
Frascari, Marco. *The Tell-the-Tale Detail* (MIT Press, 1984)
Carpenter, William J. *Learning by Building: Design and Construction in Architectural Education* (Wiley,1997)

Offered:
Not offered in the past two years

Faculty Assigned:
Not offered in the past two years

Number and Title: ARCH 481 Landscape Design, 5 credits.

Course Description: Landscape Design introduces the study of exterior spaces. The course explores the historical background of landscape design, theory, site analysis, environmental issues and plant materials.

Course Goals and Objectives:

- Students will demonstrate understanding of the ecological impact of buildings and their occupants.
- Students will be able to design the site to accommodate those with varying physical abilities.
- Students will demonstrate understanding of the natural laws affecting the science of ecology.

Student Performance Criterion/a addressed:
N/A

Topical Outline:
Analysis and synthesis (75%)
Design skills (15%)
Ecology and environment (10%)

Prerequisites:
None

Textbooks/Learning Resources:
Birksted, Jan. *Relating Architecture to Landscape* (Taylor & Francis, 1999)
Jackson, John Brinckerhoff. *Discovering the Vernacular Landscape* (Yale University Press, 1986)
Jellicoe, Geoffrey, & Jellicoe, Susan. *The Landscape of Man: Shaping the Environment from Prehistory to the Present Day* (Thames and Hudson, 1995)
Mann, William A*. Landscape Architecture: An Illustrated History in Timelines. Site Plans and Biography (*Wiley, 1993)
Motloch, John L. *Introduction to Landscape Design*, Second Edition (Wiley, 2001)

Offered:
Not offered in the past two years

Faculty Assigned:
Not offered in the past two years

Number and Title: ARCH 484 Nascent Materials and Construction Technologies, 5 credits.

Course Description: Nascent Materials and Construction Technologies investigates the development of new material technologies and fabrication techniques, positioned within an architectural context.

Course Goals and Objectives:

- Students will develop critical thought processes.
- Students will explore and create complete proposals for new architectural materials, fabrications and construction techniques.
- Students will document new architectural opportunities and reevaluate the principles of construction.
- Students will fabricate a new construction technique and material relationship.

Student Performance Criterion/a addressed:
N/A

Topical Outline:
Analysis (20%)
Critical thinking skills (20%)
Design skills (20%)
Research and analysis (20%)
Writing skills (20%)

Prerequisites:
None

Textbooks/Learning Resources:
The class uses published articles, books and readings that explore new and emergent materials and technologies. A bibliography is distributed the first day of class, and readings are either distributed or on reserve in the library.

Offered:
Not offered in the past two years

Faculty Assigned:
Not offered in the past two years

Number and Title: ARCH 490 Portfolio Preparation and Presentation, 5 credits.

Course Description: Portfolio Preparation and Presentation focuses on the development and production of a portfolio, letterhead and mailing package, business card and resume.

Course Goals and Objectives:

- Students will produce business cards, resumes, cover letters and references.
- Students will produce graphic reproductions, text, layouts and formats.
- Students will produce a mini portfolio.
- Students will produce a custom design portfolio.

Student Performance Criterion/a addressed:
N/A

Topical Outline:
Presentation skills (100%)

Prerequisites:
ARCH 303 Design Studio III

Textbooks/Learning Resources:
Varies: The class uses published articles, books and readings that explore new and emergent materials and technologies.

Offered:
fall, summer

Faculty Assigned:
Matthew Dudzik (F/T)
Hsu-Jen Huang (F/T)
Algar Thagne (F/T)

Number and Title: ARCH 495 Special Topics in Architecture, 5 credits.

Course Description: Special Topics in Architecture focuses on issues in the field of architecture and allows students to pursue individual projects related to the subject.

Course Goals and Objectives:
Special Topics Seminar: Goals and objectives vary depending on seminar topic.

Student Performance Criterion/a addressed:
N/A

Topical Outline:
Special Topics Seminar: Topics vary depending on seminar topic.

Prerequisites:
Vary according to topic

Textbooks/Learning Resources:
Special Topics Seminar: Resources vary depending on seminar topic.

Offered:
Not offered in the past two years

Faculty Assigned:
Not offered in the past two years

Number and Title: ARCH 706 Architectural Practices (previous catalog: ARCH 771 Architectural Practices), 5 credits.

Course Description: Architectural Practice focuses on professionalism and ethics and includes practice and corporate structure, administration, project management, compensation and public, client, consultant, and contractor relations.

Course Goals and Objectives:

- Students will demonstrate effective communication skills in writing, speaking and mixed media presentations.
- Students will demonstrate an understanding of professional practice set by the National Architectural Accrediting Board (NAAB) for student knowledge.
- Students will begin preparing for the Architect Registration Examination (ARE).
- Students will demonstrate ecological literacy.

Student Performance Criterion/a addressed:

B.7. Financial Considerations
C.1. Collaboration
C.3. Client Role in Architecture
C.4. Project Management
C.5. Practice Management
C.6. Leadership
C.7. Legal Responsibilities
C.8. Ethics and Professional Judgment
C.9. Community and Social Responsibility

Topical Outline:

Ethics and professional judgment (50%)
Presentation skills (40%)
Ecology and environment (10%)

Prerequisites:

None

Textbooks/Learning Resources:

The American Institute of Architects. *The Architecture Student's Handbook of Professional Practice* (Wiley, 2009)
Segal, Paul. *Professional Practice: A Guide to Turning Designs into Buildings* (Norton, 2006)

Offered:

fall, winter, spring, summer

Faculty Assigned:

Neil Dawson (P/T)
Fernando Munilla (F/T)
Andrew Payne (F/T)
Arpad Ronaszegi (F/T)

Number and Title: ARCH 715 Construction Management, 5 credits.

Course Description: Construction Management focuses on the skills and knowledge to plan, estimate, prepare working budgets and contracts, schedule and manage construction projects.

Course Goals and Objectives:

- Students will demonstrate adequate skills used for taking off materials, labor and equipment needs from contract documents for a construction project.
- Students will demonstrate the skill required to estimate the costs for residential and commercial construction projects.
- The student will be able to prepare a bar chart and CPM schedule for a construction project.
- The student will be able to prepare field reports to track progress of a construction project.

Student Performance Criterion/a addressed:
N/A

Topical Outline:
Research, analysis and writing skills (50%)
Performing calculations (25%)
Presentation skills (25%)

Prerequisites:
None

Textbooks/Learning Resources:
Gould, Frederick E. *Managing the Construction Process (*Prentice Hall, 2005)

Offered:
winter, spring

Faculty Assigned:
Thomas Hoffman (F/T)
Joseph Keuler (P/T)

Number and Title: ARCH 717 Graduate Architecture Studio I (previous catalog: ARCH 707 Design Studio VII), 5 credits.

Course Description: Design Studio VII focuses on solutions to complex and large-scale architectural problems in an urban setting.

Course Goals and Objectives:

- Students will develop a design that responds to defined issues and parameters associated with a large-scale urban design project.

Student Performance Criterion/a addressed:

A.1. Communication Skills
A.3. Visual Communication Skills
A.7. Use of Precedents
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity
A.11. Applied Research
B.4. Site Design
C.1. Collaboration
C.2. Human Behavior
C.3. Client Role in Architecture
C.6. Leadership
C.7. Legal Responsibilities
C.9. Community and Social Responsibility

Topical Outline:

Analysis and synthesis (20%)
Collaboration (20%)
Design skills (20%)
Presentation and communication skills (20%)
Research and analysis (20%)

Prerequisites:

None

Textbooks/Learning Resources:

American Planning Association. *Planning and Urban Design Standards* (Wiley, 2006)
Caro, Robert A. *The Powerbroker-Robert Moses and the fall of New York* (Random House, 1975)
Duany, Andres, Plater-Zyberk, Elizabeth, & Speck, Jeff. *Suburban Nation: The Rise of Sprawl and the Decline of the American Dream* (North Point Press, 2000)
Ford, Larry R. *America's New Downtowns* (Johns Hopkins University Press, 2003)
Frieden, Bernard J., & Sagalyn, Lynne B. *Downtown, Inc.: How America Rebuilds Cities* (MIT Press, 1989)
Friedman, Thomas L. *The World Is Flat: A Brief History of the Twenty-first Century* (Farrar, Straus and Giroux, 2005)
Gratz, Roberta Brandes. *Back From the Edge: New Life for Downtown* (Wiley, 1998)
Vance, James E. Jr. *The Continuing City: Urban Morphology in Western Civilization* (Johns Hopkins University Press, 1990)

Offered:

fall

Faculty Assigned:

Craig Clements (P/T)
Hsu-Jen Huang (F/T)
Fernando Munilla (F/T)
Andrew Payne (F/T)
Judith Reno (F/T)
Scott Singeisen (F/T)
Julie Rogers Varland (F/T)
Arpad Ronaszegi (F/T)

Number and Title: ARCH 719 Structures: Lateral Forces (previous catalog: ARCH 753 Structures Ill), 5 credits.

Course Description: Structures Ill focuses on solving complex structural problems and making informed selections involving steel and reinforced concrete systems in large, complex and/or multistory buildings.

Course Goals and Objectives:

- Students will demonstrate an understanding of the fundamental principles of static structures and basic calculations for a variety of situations pertaining to the specific content areas of reinforced/pre-stressed concrete, foundations, lateral forces and simple statically indeterminate structures.
- Students will demonstrate an understanding of the principles embodied in the natural laws affecting the science of building.
- Students will demonstrate an understanding of the basic theories of structures and the behavior of typical structural systems.
- Students will be able to organize and design simple structural systems to withstand gravity and lateral forces.
- Students will demonstrate an understanding of the relevant codes, regulations and standards and their application to physical and environmental systems.

Student Performance Criterion/a addressed:
B.9. Structural Systems
B.12. Building Materials and Assemblies

Topical Outline:
Principles, theories and laws (50%)
Codes, regulations and standards (50%)

Prerequisites:
None

Textbooks/Learning Resources:
Ambrose, James, & Tripney, Patrick. *Building Structures* (Wiley, 2012)
American Society of Civil Engineers Staff, ASCE. *Minimum Design Loads for Buildings and Other Structures* (American Society of Civil Engineers, 2005)
O'Hara, Steven, & Ballast, David. *Architecture Exam Review Volume 1: Structural Topics*, Sixth Edition (Professional Publications, 2005)
Onouye, Barry, & Kane, Kevin. *Statics and Strength of Materials for Architecture and Building Construction Fourth Edition* (Prentice Hall, 2011)
Schodek, Daniel L., & Bechthold, Martin. *Structures* (Pearson/Prentice Hall, 2008)

Offered:
fall, winter, spring

Faculty Assigned:
Thomas Hoffman (F/T)
Melanie Parker (F/T)

Number and Title: ARCH 727 Graduate Architecture Studio II, 5 credits.

Course Description: Graduate Architecture Studio II emphasizes holistic and integral architectural design and integrates knowledge gained in other architecture courses. The studio requires students to advance their architectural design skills to include the highest achievable level of detail in a moderately complex architectural problem. Students develop the ability to make theoretical and technical judgments and produce sophisticated design solutions.

Course Goals and Objectives:

- Students will be able to create comprehensive architectural design solutions.
- Students will develop synthesized design theory and practical architectural solutions.
- Students will create designs that address issues of materiality, detailing and building systems.
- Students will create architecture that fully addresses issues of life safety and accessibility.
- Students will develop a preliminary budget for the building, and understand the relationship between cost and feasibility.
- Students will be able to create technical documentation of their designs.
- Students will be able to produce a comprehensive architectural solution for a moderately complex architectural problem.

Student Performance Criterion/a addressed:

A.1 Communication Skills
A.2. Design Thinking Skills
A.5. Investigative Skills
A.8. Ordering System Skills
A.9. Historical Traditions and Global Culture
A.10 Cultural Diversity
B.2. Accessibility
B.3. Sustainability
B.4. Site Design
B.11. Building Service Systems

Topical Outline:

Research and analysis (50%)
Design skills (25%)
Presentation skills (25%)

Prerequisites:

ARCH 717 Graduate Architecture Studio I

Textbooks/Learning Resources:

Allen, Edward, & Iano, Joseph. *The Architect's Studio Companion: Rules of Thumb for Preliminary Design* (Wiley, 2006)
Allen, Edward, & Iano, Joseph. *Fundamentals of Building Construction Materials & Methods* (Wiley, 2009)
Ching, Francis D. K. *Building Constructed Illustrated* (Wiley, 2008)
Ching, Francis D.K., & Winkel, Steven R. *Building Codes Illustrated: A Guide to Understanding the 2012 International Building Code* (Wiley, 2012)
Nesbitt, Kate. *Theorizing a New Agenda for Architecture: An Anthology of Architectural Theory 1965-1995* (Princeton Architectural Press, 1996)
Ramsey, Charles, Sleeper, Harold, & Bassler, Bruce. *Architectural Graphic Standards* (Wiley, 2008)
Wakita, Osamu A., Bakhoum, Nagy R., & Linde, Richard M. *The Professional Practice of Architectural Working Drawings* (Wiley, 2012)

Offered:

winter

Faculty Assigned:

Andrew Payne (F/T)
Amy Wynne (F/T)

Number and Title: ARCH 729 Real Estate Financing and Development, 5 credits.

Course Description: Real Estate Financing and Development introduces private development for the city through finance, real estate, historic certification, equity structuring, and debt financing and property management.

Course Goals and Objectives:

- Students will demonstrate understanding of the basic concepts of real estate markets and real estate financing.
- Students will apply the strategies and mechanics of residential real estate financing.
- Students will describe the real estate valuation process.
- Students will distinguish between commercial real estate financing and construction financing strategies.
- Students will anticipate the basic tax consequences of typical real estate transactions.
- Students will identify the effects of land use regulations on real estate markets and values.
- Students will achieve ecological literacy.

Student Performance Criterion/a addressed:
N/A

Topical Outline:
Analysis and synthesis (30%)
Codes, regulations and standards (25%)
Research and writing skills (25%)
Ecology and environment (10%)
Performing calculations (10%)

Prerequisites:
URBA 715 Real Estate Law and Urban Development

Textbooks/Learning Resources:
Clauretie, Terrence M. & Sirmans, G. Stacy. *Real Estate Finance: Theory & Practice (*Thompson Southwestern, 2003)

Offered:
Not offered in the past two years

Faculty Assigned:
Not offered in the past two years

Number and Title: ARCH 730 Architecture Design Management, 5 credits.

Course Description: Architecture Design Management focuses on the building design process, construction process, design management principles and case studies.

Course Goals and Objectives:

- Students will demonstrate understanding of the market factors that affect the availability, supply and cost of resources.
- Students will assess critical building resources for specific building design projects during various stages of the design process.
- Students will demonstrate understanding of the potential effect(s) that resource constraints may have on a building design project during design and during construction.
- Students will consider and propose acceptable resource substitutions at various stages of the architectural design process and construction process.
- Students will develop and propose design modifications related to and resulting from resource substitutions.
- Students will assess and project the effect these substitutions may have on the final building (architectural design, construction quality, construction quantity, schedule, cost and building performance, for example).

Student Performance Criterion/a addressed:
N/A

Topical Outline:
Construction materials and techniques (25%)
Critical thinking skills (25%)
Design skills (25%)
Research and analysis (25%)

Prerequisites:
None

Textbooks/Learning Resources:
Allen, E. & Lana, J. *Fundamentals of Building Construction, Materials and Methods* (Wiley, 2004)
Bon, R. *Building as an Economic Process* (Prentice-Hall, 1989)
Ching, F. D. K. & Adams, C. *Building Construction Illustrated* (Wiley, 2001)
Garb, P. *Design Management (*Architecture Design and Technology Press, 1990)
Groak, S. *The Idea of Building* (E. & F.N. Span, 1992)
Hill, R. *Designs and Their Consequences* (Yale University Press, 1999)
Oakley, Mark. *Design Management: A Handbook of Issues and Methods* (Basil Blackwell, 1990)
Ramsey, Charles George & Sleeper, Harold Reeve. *Architectural Graphic Standards*, Student Edition (Wiley, 2000)
Rowe, P. G. *Design Thinking* (MIT Press, 1987)
Turk, C. & Turabian, K. *Effective Writing (*E. & F.N. Span, 1989)
Wakita, O. A. & Linde, R. M. *The Professional Practice of Architectural Working Drawings* (Wiley, 2003)

Offered:
Not offered in the past two years

Faculty Assigned:
Not offered in the past two years

Number and Title: ARCH 737 Graduate Architecture Studio III, 5 credits.

Course Description: Graduate Architecture Studio III emphasizes holistic and integral architectural design and requires students to continue development of a design that includes a high level of detail in a moderately complex architectural problem. Students develop the ability to make theoretical and technical judgments and produce sophisticated design solutions.

Course Goals and Objectives:

- Students will develop synthesized design theory and practical architectural solutions including technical considerations, materials, detailing and building systems.
- Students will develop ecological literacy in design.

Student Performance Criterion/a addressed:

A.2. Design Thinking Skills
A.4. Technical Documentation
A.8. Ordering System Skills
A.9. Historical Traditions and Global Culture
A.10 Cultural Diversity
B.2. Accessibility
B.3. Sustainability
B.4. Site Design
B.5. Life Safety
B.6. Comprehensive Design
B.8. Environmental Systems
B.9. Structural Systems
B.10. Building Envelope Systems
B.11. Building Service Systems
B.12. Building Materials and Assemblies

Topical Outline:

Analysis skills (50%)
Presentation and communication skills (50%)

Prerequisites:

ARCH 727 Graduate Architecture Studio II

Textbooks/Learning Resources:

Allen, Edward, & Iano, Joseph. *The Architect's Studio Companion: Rules of Thumb for Preliminary Design* (Wiley, 2006)
Allen, Edward, & Iano, Joseph. *Fundamentals of Building Construction Materials & Methods* (Wiley, 2009)
Bachman, Leonard. *Integrated Buildings: The Systems Basis of Architecture* (Wiley, 2002)
Ching, Francis D. K. Building Constructed Illustrated (Wiley, 2008)
Ching, Francis D.K., & Winkel, Steven R. *Building Codes Illustrated: A Guide to Understanding the 2012 International Building Code* (Wiley, 2012)
Frampton, Kenneth, & Cava, John. *Studies in Tectonic Culture: The Poetics of Construction in Nineteenth and Twentieth Century Architecture* (MIT Press, 1995)
Nesbitt, Kate. *Theorizing a New Agenda for Architecture: An Anthology of Architectural Theory 1965-1995* (Princeton Architectural Press, 1996)
Ramsey, Charles, Sleeper, Harold, & Bassler, Bruce. *Architectural Graphic Standards* (Wiley, 2008)
Wakita, Osamu A., Bakhoum, Nagy R., & Linde, Richard M. *The Professional Practice of Architectural Working Drawings* (Wiley, 2012)

Offered:

spring

Faculty Assigned:

Andrew Payne (F/T)
Amy Wynne (F/T)

Number and Title: ARCH 745 Graduate Seminar in Architecture (previous catalog: ARCH 712 Graduate Seminar in Architecture), 5 credits.

Course Description: Graduate Seminar in Architecture focuses on issues in the field of architecture, such as computer-aided design, architectural technologies, sustainability, design method and urban design.

Course Goals and Objectives:

- Students will provide critical evaluation of multiple topics and readings.
- Students will discuss structuring issues and information in linear and non-linear organizations on an individual and team basis.
- Students will develop a design thesis strategy that may be based on research or process.
- Students will construct a .bibliography and develop primary resources.
- Students will form an alliance with and application of other fields of study to architectural design.

Student Performance Criterion/a addressed:

A.1. Communication Skills
A.5. Investigative Skills
A.7. Use of Precedents

Topical Outline:

Communication skills (25%)
Research skills (25%)
Architects' leadership roles (10%)
Context of architecture (10%)
Critical thinking skills (10%)
Ethics and professional judgment (10%)
Non-Western traditions (10%)

Prerequisites:

ARCH 708 Design Studio VIII
ARCH 709 Design Studio IX: Thesis II

Textbooks/Learning Resources:

Groat, Linda, & Wang, David. *Architectural Research Methods* (Wiley, 2002)
Jones, David Lloyd, & Hudson, Jennifer. *Architecture and the Environment Bioclimatic Building Design* (Laurence King, 1998)

Offered:

fall, summer

Faculty Assigned:

Alexis Gregory (F/T)
Hsu-Jen Huang (F/T)
Andrew Payne (F/T)
Judith Reno (F/T)
Julie Rogers Varland (F/T)

Number and Title: ARCH 747 Graduate Architecture Studio IV, 5 credits.

Course Description: Graduate Architecture Studio IV centers on a variety of topics within or related to the School of Building Arts and builds upon selected student electives in architectural history, digital design, design management, historic preservation, interior design, sustainability, architectural history or urban design. Focus areas for the studio include architecture and topics from students' selected area of elective coursework.

Course Goals and Objectives:

- Students will seek the common ground of allied fields with architecture in cross-discipline studio investigations.
- Students will apply the language and principles of allied fields from elective focus seminars to an architectural design.
- Students will discern the diverse roles of architects and those in related disciplines.
- Students will incorporate the tools and skills of an allied field in the architecture studio.
- Students will apply architecture design processes to an allied field.

Student Performance Criterion/a addressed:

A.1. Communication Skills
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity
C.1. Collaboration

Topical Outline:

Analysis and synthesis (20%)
Collaboration (20%)
Design skills (20%)
Presentation and communication skills (20%)
Research and analysis (20%)

Prerequisites:

ARCH 706 Architectural Practices
ARCH 719 Structures: Lateral Forces
ELDS 727 Electronic Design Practice and Project Management

Textbooks/Learning Resources:

Varies

Offered:

fall

Faculty Assigned:

LaRaine Montgomery (F/T)
Algar Thagne (F/T)

Number and Title: ARCH 754 Architecture Seminar, 5 credits.

Course Description: Architecture Seminar explores the leading edge of design through visits in New York City to architects, galleries and institutions that inspire and shape architectural design.

Course Goals and Objectives:
Special Topics Seminar: Goals and objectives vary depending on seminar topic.

Student Performance Criterion/a addressed:
N/A

Topical Outline:
Off-Campus Seminar: Topics vary depending on seminar topic.

Prerequisites:
None

Textbooks/Learning Resources:
Special Topics Seminar: Resources vary depending on seminar topic.

Offered:
winter

Faculty Assigned:
Ryan Madson (F/T)

Number and Title: ARCH 760 Sustainable Design, 5 credits.

Course Description: Sustainable Design examines current and projected environmental issues, problems and solutions impacting the building arts profession.

Course Goals and Objectives:

- Students will demonstrate understanding of the environmental impact of current non-sustainable practices and the implementation of the LEED Rating System
- Students will develop familiarization with and application of established recommendations and standards for green architecture.
- Students will perform critical analyses of sustainable building methods and approaches.
- Students will research and integrate prominent examples of sustainable design.

Student Performance Criterion/a addressed:
N/A

Topical Outline:
Codes, regulations and standards (40%)
Analysis (20%)
Ecology and environment (20%)
Research and writing skills (20%)

Prerequisites:
None

Textbooks/Learning Resources:
Varies: The class uses published articles, books and readings that explore new and emergent materials and technologies.

Offered:
spring

Faculty Assigned:
Mohamed Elnahas (F/T)

Number and Title: ARCH 765 Emerging Urban Issues, 5 credits.

Course Description: Emerging Urban Issues examines pressing contemporary technological, cultural, theoretical and economic issues relevant to urban design and development.

Course Goals and Objectives:

- Students will demonstrate awareness of the use of criticism as a means of approaching and evaluation urban design and development issues.
- Students will understand the complex relationships between history, culture, ecology, economics, politics and buildings of a city.
- Students will evaluate value in urban issues of design and development

Student Performance Criterion/a addressed:
N/A

Topical Outline:
Analysis (45%)
Critical thinking skills (45%)
Research and writing skills (10%)

Prerequisites:
None

Textbooks/Learning Resources:
Kunstler, James Howard. *Home from Nowhere: Remaking Our Everyday World for the 21st Century* (Simon & Schuster, 1996)

Offered:
winter

Faculty Assigned:
Ryan Madson (F/T)
Catalina Strother (F/T)

Number and Title: ARCH 770 Graduate Architecture Portfolio, 5 credits.

Course Description: Graduate Architecture Portfolio focuses on the development and production of an economically feasible and reproducible portfolio and supports graduate digital portfolio construction.

Course Goals and Objectives:

- Students will demonstrate proficiency in graphic reproduction, text, layout and format.
- Students will create a mass-produced mini portfolio.
- Students will develop a custom design portfolio.

Student Performance Criterion/a addressed:
N/A

Topical Outline:
Presentation skills (100%)

Prerequisites:
None

Textbooks/Learning Resources:
Half, Robert. *Robert Half on Hiring* (Crown, 1985)
Half, Robert. *The Robert Half Way to Get Hired in Today's Job Market* (Bantam, 1983)
Linton, Harold. *Portfolio Design* (Norton, 2003)
Mann, Thorbjoern. *Time Management for Architects and Designers* (Norton, 2003)
Marjanovic, Igor, Ryedi, Katerina Ray, & Lokko, Lesley Naa Norle. *The Portfolio: An Architecture* Student's Handbook. (Architectural Press, 2003)

Offered:
winter, spring, summer

Faculty Assigned:
Matthew Dudzik (F/T)
Hsu-Jen Huang (F/T)
Arpad Ronaszegi (F/T)

Number and Title: ARCH 775 Global Architecture Practice, 5 credits.

Course Description: Global Architecture Practice focuses on working within cultural, political, economic and professional constraints and development of sensitivities essential to collaboration between global and intercultural design.

Course Goals and Objectives:

- Students will demonstrate understanding of the ways in which designers and design professions are adapting to the development of global markets.
- Students will demonstrate understanding of the issues and constraints affecting global practice and global projects.
- Students will develop an ability to assess the feasibility and viability of participation in global projects.
- Students will develop skills and sensitivities necessary to participate in intercultural design teams and in global projects.
- Students will develop an understanding of the importance of applying the skills and sensitivities to projects within other countries and/or cultures as well as within one's own country and/or culture.

Student Performance Criterion/a addressed:
N/A

Topical Outline:
Analysis (50%)
Collaboration (25%)
Critical thinking skills (25%)

Prerequisites:
None

Textbooks/Learning Resources:
Varies: The class uses published articles, books and readings that explore new and emergent materials and technologies.

Offered:
Not offered in the past two years

Faculty Assigned:
Not offered in the past two years

Number and Title: ARCH 779F Graduate Field Internship, 5 credits.

Course Description: Students in this course undertake a field assignment under the supervision of a faculty member.

Course Goals and Objectives:

- Students will demonstrate effective communication skills in writing, speaking and mixed media presentations.
- Students will demonstrate an understanding of professional practice set by the National Architectural Accrediting Board (NAAB) for student knowledge.
- Students will begin preparing for the Architect Registration Examination (ARE).

Student Performance Criterion/a addressed:

C.1. Collaboration
C.3. Client Role in Architecture
C.4. Project Management

Topical Outline:

Ethics and professional judgment (50%)
Presentation skills (40%)
Ecology and environment (10%)

Prerequisites:

15 graduate credit hours
Good academic standing

Textbooks/Learning Resources:

The American Institute of Architects. *The Architecture Student's Handbook of Professional Practice* (Wiley, 2009)
Segal, Paul. *Professional Practice: A Guide to Turning Designs into Buildings* (Norton, 2006)

Offered:

spring

Faculty Assigned:

Scott Dietz (F/T)
Hsu-Jen Huang (F/T)
Huy Ngo (F/T)
Scott Singeisen (F/T)

Number and Title: ARCH 779T Graduate Teaching Internship, 5 credits.

Course Description: Students in this course undertake a teaching assignment under the supervision of a faculty member.

Course Goals and Objectives:

- Students will demonstrate effective communication skills in writing, speaking and mixed media presentations.
- Students will demonstrate an understanding of professional practice set by the National Architectural Accrediting Board (NAAB) for student knowledge.

Student Performance Criterion/a addressed:

A.1. Communication Skills
A.2. Design Thinking Skills
A.5. Investigative Skills
A.11. Applied Research
C.1. Collaboration

Topical Outline:

Ethics and professional judgment (50%)
Presentation skills (50%)

Prerequisites:

15 graduate credit hours
Good academic standing

Textbooks/Learning Resources:

Allen, Edward, & Iano, Joseph. *The Architect's Studio Companion: Rules of Thumb for Preliminary Design* (Wiley, 2012)
Ching, Francis D.K., & Winkel, Steven R. *Building Codes Illustrated: A Guide to Understanding the 2012 International Building Code* (Wiley, 2012)

Offered:

spring

Faculty Assigned:

Daniel Brown (F/T)
Scott Dietz (F/T)
Huy Ngo (F/T)
Arpad Ronaszegi (F/T)
Scott Sworts (F/T)

Number and Title: ARCH 798 Graduate Architecture Studio: Thesis I (previous catalog: ARCH 708 Design Studio VIII), 5 credits.

Course Description: Design Studio VIII focuses on the conceptualization, research, program analysis, documentation and development of a schematic architectural design solution.

Course Goals and Objectives:

- Students will compile and summarize the research and pre-design information accumulated prior to the beginning of the course and organize it in a concise and coherent manner into the various sections of their thesis book as indicated in the thesis guidelines.
- Students will provide written and verbal presentations of their projects.
- Students will begin to develop their projects at a schematic development level.

Student Performance Criterion/a addressed:

A.1. Communication Skills
A.5. Investigative Skills
A.7. Use of Precedents
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity
A.11. Applied Research
B.1. Pre-Design

Topical Outline:

Research and writing skills (50%)
Analysis (25%)
Presentation skills (25%)

Prerequisites:

ARCH 707 Design Studio VII

Textbooks/Learning Resources:

Pena, William M., Parshall, Steven A., & Kelly, Kevin. *Problem Seeking: An Architectural Programming Primer* (Wiley, 2001)

Students develop individual lists of references related to their thesis projects. These lists are developed throughout the quarter and reviewed at the final presentations.

Offered:

winter

Faculty Assigned:

Amy Wynne (P/T)
Scott Dietz (F/T)
Hsu-Jen Huang (F/T)
Fernando Munilla (F/T)
Huy Ngo (F/T)
Judith Reno (F/T)
Julie Rogers Varland (F/T)
Arpad Ronaszegi (F/T)

Number and Title: ARCH 799 Graduate Architecture Studio: Thesis II (previous catalog: ARCH 709 Architecture Design Studio IX: Thesis II), 5 credits.

Course Description: Architecture Design Studio IX: Thesis II focuses on design and documentation of building systems and the preparation of a major final presentation.

Course Goals and Objectives:

- Students will demonstrate progress toward completion of a comprehensive thesis project including its presentation and documentation in their thesis books.
- Students will demonstrate ecological literacy.

Student Performance Criterion/a addressed:

A.1. Communication Skills
A.2. Design Thinking Skills
A.3. Visual Communication Skills
A.5. Investigative Skills
A.8. Ordering System Skills
A.10. Cultural Diversity
A.11. Applied Research
B.1. Pre-Design
B.2. Accessibility
B.3. Sustainability
B.5. Life Safety

Topical Outline:

Analysis and synthesis (50%)
Presentation skills (25%)
Research and writing skills (15%)
Ecology and environment (10%)

Prerequisites:

ARCH 708 Design Studio VIII

Textbooks/Learning Resources:

Allen, Edward, & Iano, Joseph. *The Architect's Studio Companion: Rules of Thumb for Preliminary Design* (Wiley, 2012)
Ching, Francis D.K., & Winkel, Steven R. *Building Codes Illustrated: A Guide to Understanding the 2012 International Building Code* (Wiley, 2012)

Offered:

spring, summer

Faculty Assigned:

Amy Wynne (P/T)
Scott Dietz (F/T)
Hsu-Jen Huang (F/T)
Fernando Munilla (F/T)
Huy Ngo (F/T)
Judith Reno (F/T)
Julie Rogers Varland (F/T)
Arpad Ronaszegi (F/T)

Number and Title: ARLH 206 Modern Architecture I: 1750–1900 (previous catalog: 19th Century Architecture), 5 credits.

Course Description: Modern Architecture I: 1750–1900 focuses on progress of theory and design through the end of the 19th century including urban planning and technological advances in architecture.

Course Goals and Objectives:

- Students will demonstrate understanding of the major historical forces that shaped the course of early modern architecture.
- Students will strengthen their awareness of architectural terminology, typology, technology, materials and symbolism.
- Students will strengthen their ability to discuss, analyze and interpret works of architecture and urban design.

Student Performance Criterion/a addressed:

A.1. Communication Skills
A.2. Design Thinking Skills
A.5. Investigative Skills
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity

Topical Outline:
Research, analysis and writing skills (100%)

Prerequisites:
ARTH 110 Survey of Western Art II
ENGL 123 Composition

Textbooks/Learning Resources:
Bergdoll, Barry. *European Architecture: 1750-1890*. (Oxford University Press, 2000)
Middleton, Robin, & Watlkin, David. *Neoclassical and 19th-Century Architecture* (Electa/Rizzoli, 1987)
Roth, Leland. *A Concise History of American Architecture* (Harper & Row, 1979)
.

Offered:
fall, winter, spring

Faculty Assigned:

Jeffrey Eley (F/T)
Celeste Guichard (F/T)
Patrick Haughey (F/T)
Jeffrey Hamilton (F/T)
E.G. Rossell (F/T)
Robin Williams (F/T)

Number and Title: ARLH 208 Modern Architecture II: 1900–Present (previous catalog: 20th Century Architecture), 5 credits.

Course Description: Modern Architecture II: 1900–Present focuses on the evolution of modern architectural design including Wright, radical manifestoes of Europe, Expressionism, international Modernism and post-World War II phenomena.

Course Goals and Objectives:

- Students will identify and discuss the major architects, designers and monuments of the 20th century.
- Students will differentiate major artistic movements and philosophical premises behind each.
- Student will demonstrate knowledge of the types of materials and techniques used in the architecture of the 20th century.
- Students will be able to explain and document the major sources that played a formative role in developing the styles and monuments of the time.

Student Performance Criterion/a addressed:

A.1. Communication Skills
A.2. Design Thinking Skills
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity
A.5. Investigative Skills

Topical Outline:

Research, analysis and writing skills (100%)

Prerequisites:

ARLH 206 Modern Architecture I: 1750–1900 or FURN 120 Survey of Furniture Design
ENGL 123 Composition

Textbooks/Learning Resources:

Butchart, Ronald E. *Local Schools: Exploring Their History* (AltaMira Press, 1986)
Colquhoun, Alan. *Modern Architecture* (Oxford University Press, 2002)
Conrads, Ulrich. *Programs and Manifestoes on Twentieth-Century Architecture* (MIT Press, 1971)
Curtis, William J. R.. *Modern Architecture since 1900* (Phaidon, 1996)
Danzer, Gerald. *Public Places: Exploring Their History* (AltaMira Press, 1987)
Doordan, Dennis P., *Twentieth-Century Architecture* (Abrams, 2002)
Frampton, Kenneth. *Modern Architecture: A Critical History* (Thames & Hudson, 2007)
Howe, Barbara J., Fleming, Dolores A., Kemp, Emory L., & Overbeck, Ruth Ann. *Houses and Homes: Exploring Their History* (AltaMira Press, 1987)
Kerr, Kathel Austin, Loveday, Amos J., & Blackford, Mansel G. *Local Businesses: Exploring Their History* (American Association for State and Local History, 1990)
Kyvig, David E. & Marty, Myron A. *Nearby History: Exploring the Past Around You* (AltaMira Press, 1987)
Turabian, Kate L., *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers* (University of Chicago Press, 2007)
Wind, James P. *Places of Worship: Exploring Their History* (AltaMira Press, 1997)

Offered:

fall, winter, spring

Faculty Assigned:

David Gobel (F/T)
Patrick Haughey (F/T)
E.G. Rossell (F/T)
Julia Walker (F/T)
Robin Williams (F/T)

Number and Title: ARLH 211 Survey of Western Architecture and Urbanism, 5 credits.

Course Description: Survey of Western Architecture and Urbanism surveys the architecture and urbanism of China, Japan, Africa, India, the Muslim world, the South Pacific and the native cultures of the Americas from prehistory to the present. A comparative approach is used to illustrate how different cultural, religious and philosophical values and goals greatly affect built form. Emphasis is placed on the social and historical context of the sites discussed.

Course Goals and Objectives:

- Students will strengthen their awareness of varied architectural traditions found throughout the world.
- Students will demonstrate an understanding of ways in which differences in culture, religion, philosophy, and regional politics shape the development of the built environment.
- Students will gain an appreciation for the diversity of cultures which make up the global community, and an awareness of the significance of non-Western cultures' building traditions, architectural monuments, and urban centers.

Student Performance Criterion/a addressed:

A.1. Communication Skills
A.5. Investigative Skills
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity

Topical Outline:
Research, analysis and writing skills (100%)

Prerequisites:
ARTH 110 Survey of Western Art II
ENGL 123 Composition

Textbooks/Learning Resources:
Comprehensive collection of articles, chapters, and other references and digital images is made available in digital format through Blackboard.

Offered:
fall, winter, spring

Faculty Assigned:
Thomas Gensheimer (F/T)
E.G. Rossell (F/T)

Number and Title: ARTH 100 Survey of Western Art I, 5 credits.

Course Description: Survey of Western Art I introduces historical and intellectual content including painting, sculpture and architecture from the Paleolithic to the late Gothic period in Europe.

Course Goals and Objectives:

- Students will demonstrate understanding and enjoyment of the art and architecture of this period.
- Students will be able to analyze stylistic changes and to interpret messages that art forms convey.

Student Performance Criterion/a addressed:

A.1. Communication Skills
A.9. Historical Tradition and Global Culture

Topical Outline:

Research, analysis and writing skills (100%)

Prerequisites:

None

Textbooks/Learning Resources:

Janson, Hortst Woldemar & Anson, Anthony F. *History of Art: The Western Tradition* (Pearson/Prentice Hall, 2004)

Pierce, James Smith & Janson, Hortst Woldemar. *From Abacus to Zeus: A Handbook of Art History* (Pearson/Prentice Hall, 2004)

Offered:

fall, winter, spring, summer

Faculty Assigned:

Patricia Butz (F/T)
Arthur DiFuria (F/T)
Beverly Elson (F/T)
Thomas Gensheimer (F/T)
David Gobel (F/T)
Celeste Guichard (F/T)
Jeffrey Hamilton (F/T)
Edwin Johnson (F/T)
Daniel Levine (F/T)
Lesa Mason (F/T)
Michael Moford (F/T)
Christine Neal (F/T)
Jane Rehl (F/T)
Karl Schuler (F/T)
Rebecca Turner (F/T)
Stephen Wagner (F/T)

Number and Title: ARTH 110 Survey of Western Art II, 5 credits.

Course Description: Survey of Western Art II introduces historical and intellectual content including painting, sculpture and architecture from the Renaissance to the European and American Modern period.

Course Goals and Objectives:

- Students will demonstrate understanding and enjoyment of the art and architecture of this period.
- Students will analyze stylistic changes and to interpret messages that art forms convey.

Student Performance Criterion/a addressed:

A.1. Communication Skills
A.9. Historical Tradition and Global Culture

Topical Outline:

Research, analysis and writing skills (100%)

Prerequisites:

ARTH 100 Survey of Western Art I

Textbooks/Learning Resources:

Barnet, Sylvan. *A Short Guide to Writing about Art* (Prentice Hall, 2004)
Stokstad, Marilyn. *Art History* (Prentice Hall, 2007)

Offered:

fall, winter, spring, summer

Faculty Assigned:

Rihab Bagnole (F/T)
Cynda Benson (F/T)
Margaret Betz (F/T)
Beverly Elson (F/T)
James Janson (F/T)
Edwin Johnson (F/T)
Daniel Levine (F/T)
Lesa Mason (F/T)
Allison Moore (F/T)
Andrew Nedd (F/T)
Jane Rehl (F/T)
Capri Rosenberg (F/T)
Rebecca Trittel (F/T)

Number and Title: DRAW 100 Drawing I, 5 credits.

Course Description: Drawing I focuses on basic skills and techniques in drawing from direct observation of still life, landscape and architecture.

Course Goals and Objectives:

- Students will demonstrate visual language skills through sighting and measuring 3-dimensional forms and creating the illusion of volume, space and light on two-dimensional surfaces.
- Students will work from direct observation with a variety of black-and-white media to create compositions.
- Students will demonstrate critical thinking via research, critique and class discussions.

Student Performance Criterion/a addressed:
A.3. Visual Communication Skills

Topical Outline:
Drafting and drawing skills (60%)
Communication skills (10%)
Measurement skills (10%)
Presentation skills (10%)
Research and analysis (10%)

Prerequisites:
None

Textbooks/Learning Resources:
St. Aubyn, Jacklyn. *Drawing Basics* (Wadsworth Thomson Learning, 2007)

Offered:
fall, winter, spring, summer

Faculty Assigned:
Manuel Aja-Herrera (F/T)
Beth Baronian (F/T)
Anne Bessac (F/T)
Richard Bjornseth (F/T)
Jeremy Bradley (P/T)
Adriana Burgos (F/T)
Henry Dean (F/T)
Sherran Deems (F/T)
Nancy Doolan (F/T)
Mary Evans (P/T)
Carl Fougerousse (P/T)
Stephen Gardner (F/T)
Maureen Garvin (F/T)
Amanda Hanlon (P/T)
Krista Harberson (F/T)
John Harkins (F/T)
Jeffrey Hicks (F/T)
Elsie Hill (P/T)
Jason Hoelscher (P/T)
Sara Hoffman (F/T)
Bertha Husband (P/T)
Henry Johnson (F/T)
Christopher Kienke (F/T)
Jeffrey Markowsky (F/T)
Patrick McKinnon (F/T)
Sharon McNeil (F/T)
Terry Moeller (F/T)
Patrick Mohr (F/T)
Christopher Olszewski (P/T)
Periklis Pagratis (F/T)
Benjamin Phillips (F/T)
Vanessa Platacis (P/T)
Nan Rainey (F/T)
Steven Ramsey (F/T)
Sandra Reed (F/T)
John Rise (F/T)
Andrea Roundtree (F/T)
Ryan Sanchez (F/T)
Kebedech Tekleab (F/T)
Laura Victore (P/T)
Roger Walton (F/T)
Benjamin Ward (F/T)
Jason Zimmer (F/T)

Number and Title: DRAW 115 Graphics for the Building Arts, 5 credits.

Course Description: Graphics for the Building Arts introduces technical graphic representation techniques of design in mechanical drawing, freehand sketching, and various means of rendering.

Course Goals and Objectives:

- Students will demonstrate understanding of the methodologies and techniques used in the communication and presentation of ideas.
- Students will use appropriate representational media to convey information about the built environment.
- Students will use appropriate representational techniques such as orthographic, paraline and perspective, to enhance graphic communication.
- Students will use appropriate analytical techniques such as diagramming to understand the basic ordering principles of design.
- Students will demonstrate ecological literacy.

Student Performance Criterion/a addressed:
A.3. Visual Communication Skills

Topical Outline:
Drafting and drawing skills (60%)
Presentation skills (30%)
Ecology and environment (10%)

Prerequisites:
DRAW 100 Drawing I

Textbooks/Learning Resources:
Burden, Ernest. *Entourage (*McGraw-Hill, 2003)
Burnes, John. *Recording Historic Structures* (Wiley, 2000)
Ching, Francis. *Design Drawing* (Wiley, 1998)
Pause, Michael & Clark, Roger. *Precedents in Architecture* (Wiley, 2005)

Offered:
fall, winter, spring, summer

Faculty Assigned:
Emad Afifi (F/T)
Daniel Brown (F/T)
Anthony Cissell (P/T)
Matthew Dudzik (F/T)
Jean Jaminet (F/T)
LaRaine Montgomery (F/T)
Julie Rogers Varland (F/T)
Scott Singeisen (F/T)
Catalina Strother (F/T)
Scott Sworts (F/T)
Amy Wynne (P/T)

Number and Title: DSGN 100 Two-Dimensional Design, 5 credits.

Course Description: Two-Dimensional Design focuses on designing for the flat surface and the development of ideas, problem-solving skills and understanding design concepts.

Course Goals and Objectives:

- Students will demonstrate understanding of the elements and principles of design.
- Students will identify, interpret and utilize terminology and its practice.
- Students will demonstrate effective visual communication using a limited use of color media.
- Students will explore various organizational systems available in designing for the flat surface, which will exclude observational drawing.

Student Performance Criterion/a addressed:

A.3. Visual Communication Skills

Topical Outline:

Design and drawing skills (40%)
Analysis (20%)
Presentation skills (20%)
Communication skills (20%)

Prerequisites:

None

Textbooks/Learning Resources:

Dondis, Donis A. *Primer for Visual Literacy* (MIT Press, 1973)
Hanks, Kurt & Parry, Jay A. *Wake Up Your Creative Genius* (Crisp Learning, 1992)
Kitaoka, Akiyoshi. *Trick Eyes* (Barnes & Noble, 2005)
Lauer, David & Pentak, Stephan. *Design Basics* (Wadsworth, 2011)
Martinez, Benjamin & Block, Jacqueline. *Visual Forces* (Prentice Hall, 1994)
Matsuya Piece-Goods Store. *Japanese Design Motifs: 4,260 Illustrations of Japanese Crests* (Dover, 1972)
Stewart, Mary. *Launching the Imagination* (McGraw-Hill Humanities/Social Sciences/Languages, 2007)

Offered:

fall, winter, spring, summer

Faculty Assigned:

Sarah Arkins (P/T)
Louis Baker (F/T)
Edward Barbier (F/T)
Patrick Bollin (P/T)
Kristie Bruzenak (F/T)
Carlos Colon (P/T)
Laurie Darby (P/T)
Karen Davies (F/T)
Sherran Deems (F/T)
Heather Deyling (F/T)
Mary Evans (P/T)
Gayle Fichtinger (F/T)
Stephen Gardner (F/T)
Michelle Goodwin (P/T)
Lois Gruberger (F/T)
Krista Harberson (F/T)
John Harkins (F/T)
Wynne Hodges (F/T)
Jason Hoelscher (P/T)
Henry Johnson (F/T)
Christopher Kienke (F/T)
Patrick Mohr (F/T)
Deborah Mosch (F/T)
Marcia Neblett (F/T)
Christopher Nitsche (F/T)
Karen Norgard (F/T)
Christopher Olszewski (P/T)
Dawn Peterson (F/T)
Steven Ramsey (F/T)
Margaret Rich (P/T)
Gene Robbins (P/T)
David Rousseau (P/T)
Morgan Santander (F/T)
Matthew Stromberg (F/T)
Heather Szatmary (F/T)
Simoni Trapsioni (P/T)
Joel Varland (F/T)
Ashley Waldvogel (F/T)
Christopher Williams (F/T)

Number and Title: DSGN 102 Three-Dimensional Design, 5 credits.

Course Description: Three-Dimensional Design focuses on design in the three dimensions, working with media and complete sculptural and architectural projects and constructing and analyzing 3-D forms.

Course Goals and Objectives:

- Students will learn the basic principles and elements of design to three-dimensional form and space.
- Students will work in a variety of media, forming techniques and color applications.
- Students will demonstrate a fundamental understanding of the basic design principles by the development of visual, verbal, analytical, technical and writing skills.

Student Performance Criterion/a addressed:
A.3. Visual Communication Skills

Topical Outline:
Design and drawing skills (40%)
Analysis (20%)
Critical thinking skills (10%)
Presentation skills (10%)
Analysis (10%)
Communication skills (10%)

Prerequisites:
DSGN 100 Two-Dimensional Design

Textbooks/Learning Resources:
Zelanski, Paul & Fisher, Mary Pat. *Shaping Space* (Wadsworth, 2006)

Offered:
fall, winter, spring, summer

Faculty Assigned:
Edward Barbier (F/T)
George Bauer (F/T)
Jessica Broad (F/T)
Cynthia Crane (P/T)
Karen Davies (F/T)
Gayle Fichtinger (F/T)
Krista Harberson (F/T)
Christopher Kienke (F/T)
Kelley McClung (F/T)
Patrick Mohr (F/T)
Christopher Nitsche (F/T)
Karen Norgard (F/T)
Christopher Olszewski (P/T)
Nan Rainey (F/T)
Steven Ramsey (F/T)
Matthew Stromberg (F/T)
Heather Szatmary (F/T)
Matthew Toole (F/T)
Joel Varland (F/T)
Christopher Williams (F/T)

Number and Title: DSGN 223 Architectural Fundamentals I, 5 credits.

Course Description: Architectural Fundamentals I focuses on space and its delineators as abstract entities, theoretical development of design concepts and design analysis of notable works of architecture.

Course Goals and Objectives:

- Students will demonstrate a blend of their design and drawing experiences with architectural design processes, vocabulary and skills.
- Students will analyze notable works of architecture.
- Students will explore basic architectural principles and systems of space, form and order through a series of two- and three-dimensional exercises.
- Students will discuss readings about significant design methodologies and their application to architectural design.
- Students will demonstrate ecological literacy.

Student Performance Criterion/a addressed:

A.3. Visual Communication Skills
A.6. Fundamental Design Skills
A.8. Ordering System Skills
B.4. Site Design

Topical Outline:

Analysis (50%)
Design skills (40%)
Ecology and environment (10%)

Prerequisites:

ARCH 101 Introduction to Architecture
DRAW 115 Graphics for the Building Arts

Textbooks/Learning Resources:

Baker, Geoffrey H. *Design Strategies in Architecture: An Approach to the Analysis of Form* (Taylor & Francis, 1996)
Ching, Francis D. K. *Architecture: Form, Space and Order* (Wiley, 2007)
Friedman, Jonathan B. *Creation in Space: A Course in the Fundamentals of Architecture: Architectonics* (Kendall Hunt, 2000)
Pause, Michael & Clark, Roger. *Precedents in Architecture* (Wiley, 2005)

Offered:

fall, winter, spring

Faculty Assigned:

Matthew Dudzik (F/T)
Jean Jaminet (F/T)
LaRaine Montgomery (F/T)
Fernando Munilla (F/T)
Arpad Ronaszegi (F/T)
Christine Wacta (F/T)
Timothy Woods (F/T)

Number and Title: DSGN 224 Architectural Fundamentals II, 5 credits.

Course Description: Architectural Fundamentals II focuses on the physical environment as a design factor with emphasis on the visual definition of space and on related design concepts.

Course Goals and Objectives:

- Students will demonstrate understanding of basic geophysical and climatic aspects of site.
- Students will demonstrate understanding of environmental factors, the sun's path, and seasons.
- Students will demonstrate understanding of reciprocities between context and architectonics of building.
- Students will demonstrate understanding of movement between outside and inside conditions.
- Students will demonstrate understanding of a variety of alternative design processes.

Student Performance Criterion/a addressed:

A.3. Visual Communication Skills
A.6. Fundamental Design Skills
A.8. Ordering System Skills
B.3. Sustainability
B.4. Site Design
B.10. Building Envelope Systems

Topical Outline:

Analysis (50%)
Design and drawing skills (25%)
Design skills (25%)

Prerequisites:

DSGN 223 Architectural Fundamentals I

Textbooks/Learning Resources:

Bloomer, Kent C. & Moore, Charles W. *Body, Memory, and Architecture* (Yale University Press, 1978)
Brown, G. Z. & DeKay, Mark. *Sun, Wind & Light: Architectural Design Strategies* (Wiley, 2000)
Ching, Frank. *Architectural Graphics* (Wiley, 2009)
Ching, Frank. *Building Construction Illustrated* (Wiley, 2008)
Krier, Rob. *Architectural Composition* (Axel Menges, 2010)
Laseau, Paul. *Graphic Problem Solving for Architects and Builders* (Reed Business Information, 1975)
Lynch, Kevin. *The Image of the City* (MIT Press, 1960)
Norberg-Schulz, Christian. *The Concept of Dwelling* (Rizzoli, 1993)
Pause, Michael & Clark, Roger. *Precedents in Architecture* (Wiley, 2005)

Offered:

winter, spring, summer

Faculty Assigned:

Matthew Dudzik (F/T)
Judith Reno (F/T)
Scott Singeisen (F/T)
Julie Rogers Varland (F/T)
Christine Wacta (F/T)
Timothy Woods (F/T)

Number and Title: DSGN 225 Architectural Fundamentals Ill, 5 credits.

Course Description: Architectural Fundamentals Ill investigates choreographed movement through sequences of architectural space and perceptual dynamics of configuration, light, view, frame, image, motility, posture, surface and transparency.

Course Goals and Objectives:

- Students will demonstrate understanding of the interplay between concept and perception in the design of space.
- Students will demonstrate understanding of the interaction of visual, haptic and auditory senses in the design of space.
- Students will compose a choreographed sequence of horizontally and vertically linked spaces.
- Students will demonstrate understanding of the influence of structure and materiality on spatial delineation.

Student Performance Criterion/a addressed:

A.3. Visual Communication Skills
A.6. Fundamental Design Skills
A.8. Ordering System Skills
B.4. Site Design
B.12. Building Materials and Assemblies
C.2. Human Behavior

Topical Outline:

Analysis and synthesis (25%)
Context of architecture (25%)
Critical thinking skills (25%)
Presentation and communication skills (25%)

Prerequisites:

DSGN 224 Architectural Fundamentals II

Textbooks/Learning Resources:

Bachelard, Gaston. *The Poetics of Space* (Beacon Press, 1994)
Clark, Roger H. & Pause, Michael. *Precedents in Architecture* (Wiley, 2012)
Moore, Charles; Allen, Gerald & Lyndon, Donlyn. *Place of Houses* (University of California Press, 2000)
Pallasmaa, Juhani. *The Eyes of the Skin: Architecture and the Senses* (Academy Press, 2005)
Porter, Tom. *Archispeak: An Illustrated Guide to Architectural Terms* (Routledge, 2004)
Zevi, Bruno. *Architecture as Space* (Da Capo Press, 1993)

Offered:

spring, summer

Faculty Assigned:

Scott Dietz (F/T)
Jean Jaminet (F/T)
Judith Reno (F/T)
Arpad Ronaszegi (F/T)
Algar Thagne (F/T)
Christine Wacta (F/T)
Tim Woods (F/T)

Number and Title: ELDS 205 Computer-aided Product Design, 5 credits.

Course Description: Computer-aided Product Design introduces operating systems, email, word processing and digital manipulation of scanned images, 2-D drafting and 3-D modeling to communicate product-oriented form.

Course Goals and Objectives:

- Students will produce computer-aided engineering drawings.
- Students will demonstrate understanding of the use and application of the computer as a drafting tool and as a design tool.
- Students will demonstrate understanding of the application of the computer in the design industry including 3-D techniques.

Student Performance Criterion/a addressed:
N/A

Topical Outline:
Computer and technology skills (50%)
Design and drawing skills (25%)
Drafting skills (25%)

Prerequisites:
None

Textbooks/Learning Resources:
Varies: The class uses published articles, books and readings that explore new and emergent materials and technologies.

Offered:
fall, winter, spring

Faculty Assigned:
John Morris (F/T)

Number and Title: ELDS 225 Electronic Design I, 5 credits.

Course Description: Electronic Design I introduces operating systems, email, word processing, digital manipulation of scanned images, 2-D drafting and 3-D modeling to communicate building-oriented form.

Course Goals and Objectives:

- Students will demonstrate proficiency using operating systems and programs, Windows-based commands, Windows Explorer, Microsoft Word, emailing, scanning and simple graphics, and AutoCAD.
- Students will become familiar with elements of hardware, peripheral devices (internal and external) and software systems.
- Students will demonstrate skill in building form and space communication; AutoCAD's interface; optimizing thinking while exploring AutoCAD; 2-D detailing and construction documentation; 3-D computer modeling; structural, interior and envelope systems; comprehensive design; conversion of decimal system and the architectural system; X-reference and file management; plot settings and line weight control.

Student Performance Criterion/a addressed:

A.3. Visual Communication Skills
A.4. Visual Communication Skills
B.12. Building Materials and Assemblies

Topical Outline:

Computer and technology skills (45%)
Research, analysis and writing skills (20%)
Design skills (15%)
Communication skills (10%)
Communication skills (10%)

Prerequisites:

DRAW 115 Graphics for the Building Arts or FURN 232 Drawing and Presentation for Furniture Design

Textbooks/Learning Resources:

Finkelstein, Ellen. *AutoCAD 2008 and AutoCAD LT 2008 Bible*, First Edition (Wiley, 2007)
Shrock, Cheryl R. *Exercise Workbook for Beginning AutoCAD* (Industrial Press, 2006)

Offered:

fall, winter, spring, summer

Faculty Assigned:

Bryan Harder (P/T)
Alejandro Silva (P/T)
Amy Wynne (P/T)
Ryan Bacha (F/T)
Scott Dietz (F/T)
Jean Jaminet (F/T)
Huy Ngo (F/T)
Christine Wacta (F/T)
Dihua Yang (F/T)

Number and Title: ELDS 306 Electronic Implementation for Urban Design, 5 credits.

Course Description: Electronic Implementation for Urban Design introduces computers for assessment and representation of environmental landscapes, the GIS system, ArchiCad and Form Z.

Course Goals and Objectives:

- Students will demonstrate awareness of a range of electronic techniques for assessment and representation of the environmental landscape.
- Students will demonstrate understanding of data collection, assessment and synthesis capacity of current software.
- Students will apply electronic technology to the urban design and development process.

Student Performance Criterion/a addressed:
N/A

Topical Outline:
Research and analysis (33%)
Analysis and synthesis (33%)
Design skills (33%)

Prerequisites:
ELDS 225 Electronic Design I

Textbooks/Learning Resources:
Gorr, Wilpen & Kurland, Kristen S. GIS *Tutorial: Workbook for ArcView 9.0* (ESRI Press, 2005)

Offered:
fall, winter, spring, summer

Faculty Assigned:
Huy Ngo (F/T)
Catalina Strother (F/T)

Number and Title: ELDS 325 Electronic Design II, 5 credits.

Course Description: Electronic Design II focuses on data, tools and presentation information during the three phases of the design process: programmatic design, schematic design and design development.

Course Goals and Objectives:

- Students will demonstrate understanding of the synthesis involved in the usage of MicroStation v8 and other graphic software.
- Students will use MicroStation v8 and other graphic software to explore, test and virtually experience architectural forms and product designs.
- Students will design and present architectural, interior and product designs utilizing 3-D modeling software with corresponding rendering, communication and animation tools.

Student Performance Criterion/a addressed:
N/A

Topical Outline:
Computer and technology skills (33%)
Design skills (33%)
Research skills (33%)

Prerequisites:
ELDS 205 Computer-aided Product Design or ELDS 225 Electronic Design I

Textbooks/Learning Resources:
Conforti, Frank. *Inside Microstation* (OnWord Press, 2002)

Offered:
fall, winter, summer

Faculty Assigned:
Ryan Bacha (F/T)
Christine Wacta (F/T)

Number and Title: ELDS 330 Visualization in Electronic Design I, 5 credits.

Course Description: Visualization in Electronic Design I focuses on the use of visualization and 3-D design-based software and their applications within the building arts.

Course Goals and Objectives:

- Students will demonstrate understanding of terms and concepts of digital image.
- Students will develop Photoshop skills.
- Students will develop basic skills in Adobe InDesign and Adobe Illustrator.

Student Performance Criterion/a addressed:
N/A

Topical Outline:
Computer and technology skills (33%)
Design skills (33%)
Research skills (33%)

Prerequisites:
ELDS 225 Electronic Design I

Textbooks/Learning Resources:
Wooldridge, Michael & Wooldridge, Linda. *Teach Yourself VISUALLY Adobe Photoshop CS3* (Visual, 2007)

Offered:
fall, spring

Faculty Assigned:
Jean Jaminet (F/T)
Scott Sworts (F/T)
Christine Wacta (F/T)

Number and Title: ELDS 425 Electronic Design Practice and Project Management, 5 credits.

Course Description: Electronic Design Practice and Project Management introduces the principles of practice and project management related to product and/or building documentation.

Course Goals and Objectives:

- Students will demonstrate an understanding of Building Information Modeling software in the design process.
- Students will demonstrate an understanding of the design process in the development of a building document.
- Students will utilize standards in the development of a document set.
- Students will demonstrate an awareness of the elements of project management.
- Students will evaluate design based on scenario-based inquiry.
- Students will evaluate design and develop design with respect to building cost.

Student Performance Criterion/a addressed:
N/A

Topical Outline:
Analysis (35%)
Design skills (35%)
Codes, regulations and standards (15%)
Management skills (15%)

Prerequisites:
ELDS 225 Electronic Design I

Textbooks/Learning Resources:
Finkelstein, Ellen. *AutoCAD 2008 and AutoCAD LT 2008 Bible* (Wiley, 2007)
Shrock, Cheryl R. *Exercise Workbook for Beginning AutoCAD* (Industrial Press, 2006)

Offered:
fall, winter

Faculty Assigned:
Bryan Harder (P/T)
Scott Dietz (F/T)
Christine Wacta (F/T)

Number and Title: ELDS 430 Visualization in Electronic Design, 5 credits.

Course Description: Visualization in Electronic Design focuses on the development of electronic-based design documentation, presentation and communication, including Web design and authoring and Web-based animation.

Course Goals and Objectives:

- Students will demonstrate skill in using multimedia and online visual communication.
- Students will demonstrate understanding of terms in the digital world, concept for color system, resolution, and compression and file format.
- Students will demonstrate skill with the concept of multimedia applications for building arts and technique for Web-based visualization.
- Students will demonstrate skill using Macromedia Studio MX tools, including combining CAD program with Macromedia Studio MX; interface design in presentation; Web graphic editing in Firework; creating HTML Web page with Dream Weaver; 2-D Animation and effects in Flash; and authoring rich media and video streaming within Flash.

Student Performance Criterion/a addressed:
N/A

Topical Outline:
Computer and technology skills (60%)
Presentation and communication skills (40%)

Prerequisites:
ELDS 330 Visualization in Electronic Design

Textbooks/Learning Resources:
Varies: The class uses published articles, books and readings that explore new and emergent materials and technologies.

Offered:
Not offered in the past two years

Faculty Assigned:
Not offered in the past two years

Number and Title: ELDS 450 Spatial Simulation in Electronic Design, 5 credits.

Course Description: Spatial Simulation in Electronic Design focuses on virtual 3-D design, including building-related modeling, environment lighting, interior/exterior materials, mapping, rendering, interactive 3-D and Web publishing.

Course Goals and Objectives:

- Students will visualize building construction, building materials and lighting effects in a 3-D virtual environment.
- Students will communicate building forms and space with Web 3-D.
- Students will integrate the content learned into the design studio setting.
- Students will apply the knowledge in other CAD program (3D Studio VIZ, Micro Station and AutoCAD) in conjunction with Maya, viewpoint and latest Web 3-D technologies.

Student Performance Criterion/a addressed:
N/A

Topical Outline:
Analysis and synthesis (20%)
Computer and technology skills (20%)
Construction techniques (20%)
Construction materials (20%)
Design integration skills (20%)

Prerequisites:
ELDS 225 Electronic Design I

Textbooks/Learning Resources:
Varies: The class uses published articles, books and readings that explore new and emergent materials and technologies.

Offered:
winter, spring

Faculty Assigned:
Andrew Scott (F/T)

Number and Title: ELDS 475 Electronic Design Simulation and Communication, 5 credits.

Course Description: Electronic Design Simulation and Communication focuses on 3-D modeling, simulation-orientated rendering and animation tools, and digital image manipulation tools.

Course Goals and Objectives:

- Students will demonstrate understanding of in-depth techniques for 3-D modeling, simulation-orientated rendering, animation tools and digital image manipulation tools.
- Students will produce presentations for the three phases of an electronic design process: programmatic, schematic and design development.
- Students will apply their knowledge in 3D Studio VIZ, DPS Velocity, Audio Grabber.
- Students will demonstrate skill in building form and space communication, CAD File Management, 3D VIZ file structure, 3-D oriented complex modeling, image manipulation, digital compiling, digital editing and sound.

Student Performance Criterion/a addressed:
N/A

Topical Outline:
Analysis and synthesis (25%)
Computer and technology skills (25%)
Design integration skills (25%)
Design skills (25%)

Prerequisites:
ELDS 325 Electronic Design II or ELDS 425 Electronic Design Practice and Project Management

Textbooks/Learning Resources:
Omura, George. *Mastering 3D Studio MAX* (Sybex, 2000)

Offered:
winter, spring, summer

Faculty Assigned:
Huy Ngo (F/T)
Scott Sworts (F/T)

Number and Title: ELDS 713 Visualization in Electronic Design I, 5 credits.

Course Description: Visualization in Electronic Design I focuses on integrating electronic tools to communicate and promote individual design concepts and approaches, including imaging, rendering and image manipulations.

Course Goals and Objectives:
- Students will lay out a visual presentation.
- Students will communicate a building form through the presentation of its visual images.
- Students will input vector images and add texture.
- Students will blend rendering images with photographic images.

Student Performance Criterion/a addressed:
N/A

Topical Outline:
Critical thinking skills (33%)
Design integration skills (33%)
Computer and technology skills (33%)

Prerequisites:
ELDS 704 Electronic Design

Textbooks/Learning Resources:
Wooldridge, Michael & Wooldridge, Linda. *Teach Yourself VISUALLY Adobe Photoshop CS3* (Visual, 2007)

Offered:
fall

Faculty Assigned:
Scott Sworts (F/T)

Number and Title: ELDS 716 Visualization in Electronic Design II, 5 credits.

Course Description: Visualization in Electronic Design II focuses on advanced development of professional quality electronic-based design documentation, presentation and communication techniques, including Web-based design, authoring and animation.

Course Goals and Objectives:

- Students will demonstrate understanding of multimedia and online visual communication, terms in the digital world, concept for color system, resolution, and compression and file format.
- Students will demonstrate skill with the concept of multimedia applications for building arts.
- Students will demonstrate understanding of the technique for Web-based visualization.
- Students will demonstrate skill using Macromedia Studio MX tools.

Student Performance Criterion/a addressed:
N/A

Topical Outline:
Analysis and synthesis (25%)
Computer and technology skills (50%)
Presentation skills (25%)

Prerequisites:
ELDS 713 Visualization in Electronic Design

Textbooks/Learning Resources:
Varies: The class uses published articles, books and readings that explore new and emergent materials and technologies.

Offered:
Not offered in the past two years

Faculty Assigned:
Not offered in the past two years

Number and Title: ELDS 720 Electronic Implementation for Urban Design, 5 credits.

Course Description: Electronic Implementation for Urban Design focuses on the use of computers for assessment and representation of the environmental landscape, data collection, assessment and synthesis.

Course Goals and Objectives:

- Students will demonstrate awareness of range of electronic techniques for assessment and representation of the environmental and landscape.
- Students will demonstrate understanding of data collection, assessment and synthesis capacity of current software.
- Students will demonstrate ability to apply electronic technology to the urban design and development process.

Student Performance Criterion/a addressed:
N/A

Topical Outline:
Analysis and synthesis (33%)
Computer and technology skills (33%)
Research and analysis (33%)

Prerequisites:
None

Textbooks/Learning Resources:
Gorr, Wilpen & Kurland, Kristen S. GIS *Tutorial: Workbook for Arc View 9.0* (ESRI Press, 2005)
Hanna, Karen Calhoon. *GIS for Landscape Architects* (ESRI Press, 1999)

Offered:
fall, winter, summer

Faculty Assigned:
Huy Ngo (F/T)
Catalina Strother (F/T)

Number and Title: ELDS 727 Electronic Design Practice and Project Management, 5 credits.

Course Description: Electronic Design Practice and Project Management applies the principles of practice and project management related to product and/or building documentation.

Course Goals and Objectives:

- Students will demonstrate the application of Building Information Modeling software in the design process.
- Students will synthesize the application of the design process in the development of a building document.
- Students will evaluate the standards utilized in the development of a document set.
- Students will explain the elements of project management.
- Students will evaluate design based on scenario-based inquiry.
- Students will evaluate design and develop design with respect to building costs.

Student Performance Criterion/a addressed:

A.4. Technical Documentation
C.3. Client Role in Architecture
C.4. Project Management

Topical Outline:

Analysis and synthesis (20%)
Codes, regulations and standards (20%)
Communication skills (20%)
Computer and technology skills (20%)
Research and analysis (20%)

Prerequisites:
ELDS 704 Electronic Design

Textbooks/Learning Resources:
American Institute of Architects. *Architectural Graphic Standards* (Wiley, 2007)
Ching, Francis O. *Building Construction Illustrated*, Fourth Edition (Wiley, 2008)
Krygiel, Eddy, Demchak, Greg & Dzambazova, Tatjana. *Introducing Revit Architecture 2009* (Sybex, 2008)
Krygiel, Eddy, Demchak, Greg & Dzambazova, Tatjana. *Mastering Revit Architecture 2009* (Sybex, 2009)

Offered:
winter, spring

Faculty Assigned:
Bryan Harder (P/T)
Huy Ngo (F/T)

Number and Title: ELDS 750 Spatial Simulation for the Building Arts, 5 credits.

Course Description: Spatial Simulation for the Building Arts focuses on advanced 3-D simulation, including advanced building modeling, lighting and fenestration, interior/exterior materials, mapping and rendering.

Course Goals and Objectives:

- Students will demonstrate and evaluate building design and construction and the visualization of building materials in a 3-D virtual environment.
- Students will demonstrate, evaluate and visualize various exterior and interior lighting effects in the virtual environment.
- Students will communicate the building forms and space with virtual reality technologies.
- Students will demonstrate the synthesis of various 3-D CAD and visualization programs with current virtual reality technologies.

Student Performance Criterion/a addressed:
N/A

Topical Outline:
Presentation skills (70%)
Analysis (20%)
Computer and technology skills (10%)

Prerequisites:
ELDS 704 Electronic Design

Textbooks/Learning Resources:
Varies: The class uses published articles, books and readings that explore new and emergent materials and technologies.

Offered:
winter, spring

Faculty Assigned:
Andrew Scott (F/T)

Number and Title: ELDS 775 Electronic Design Simulation and Communication, 5 credits.

Course Description: Electronic Design Simulation and Communication focuses on experimentation, analysis, synthesis and application of existing and emerging digital applications for enhancing digital visualization and design communication.

Course Goals and Objectives:

- Students will define, test and apply digital design tools to achieve a professional-quality product.
- Students will research and synthesize aesthetic and technical aspects of design and the digital representation to define new concepts and applications.
- Students will apply their knowledge in 3D Studio VIZ, DPS Velocity, Audio Grabber, CAD File Management, 3D VIZ file structure, 3-D oriented complex modeling, image manipulation, digital editing and Sound.

Student Performance Criterion/a addressed:
N/A

Topical Outline:
Computer and technology skills (50%)
Presentation skills. (50%)

Prerequisites:
ELDS 704 Electronic Design

Textbooks/Learning Resources:
Omura, George. *Mastering 3D Studio MAX* (Sybex, 2000)

Offered:
winter, spring, summer

Faculty Assigned:
Huy Ngo (F/T)
Scott Sworts (F/T)

Number and Title: ELDS 780 Special Topics in Electronic Design, 5 credits

Course Description: Special Topics in Electronic Design focuses on issues in electronic design and allows students to pursue projects related to the subject of the course.

Course Goals and Objectives:
Special Topics Seminar: Goals and objectives vary depending on seminar topic.

Student Performance Criterion/a addressed:
N/A

Topical Outline:
Special Topics Seminar: Topics vary depending on seminar topic.

Prerequisites:
ELDS 704 Electronic Design

Textbooks/Learning Resources:
Special Topics Seminar: Resources vary depending on seminar topic.

Offered:
Not offered in the past two years

Faculty Assigned:
Not offered in the past two years

Number and Title: MATH 201 Applied Mathematics (previous catalog: Math for Architecture), 5 credits.

Course Description: Applied Mathematics focuses on number systems, fractions, percentages, measurement and fundamentals of algebra, plane geometry and trigonometry.

Course Goals and Objectives:

- Students will demonstrate an understanding of number systems, multiple measurements systems, linear equations and the basic principles of geometry.
- Students will perform calculations in the aspects of algebra.
- Students will use the law of sine and cosine to compute scalene triangles.
- Students will calculate sides and angles in a right triangle.

Student Performance Criterion/a addressed:

A.2. Design Thinking Skills
B.8. Environmental Systems
B.9. Structural Systems

Topical Outline:

Analysis (25%)
Computer and technology skills (25%)
Critical thinking skills (25%)
Problem-Solving skills (25%)

Prerequisites:

MATH 101 Intermediate Mathematics or SAT math score of at least 450 or ACT math score of at least 23

Textbooks/Learning Resources:

Ewen, Dale, Gary, Joan S. & Trefzger, James E. *Technical Mathematics* (Prentice Hall, 2004)

Offered:

fall, winter, spring, summer

Faculty Assigned:

Karim Ladha (F/T)
Marvin McClendon (F/T)
Weisheng Yang (F/T)

Number and Title**:** PHYS 201 Applied Physics (previous catalog: Physics for Architecture), 5 credits.

Course Description: Applied Physics introduces the mechanics of light, sound and electricity.

Course Goals and Objectives:

- Students will demonstrate understanding of vectors, moments, static equilibrium, pressures, density, relative humidity, static and dynamic fluids, heat and thermodynamics, acoustics, illumination and photometry and simple circuits.
- Students will demonstrate ecological literacy.

Student Performance Criterion/a addressed:

A.2. Design Thinking Skills
B.8. Environmental Systems
B.9. Structural Systems

Topical Outline:

Analysis (50%)
Principles, theories and laws (50%)

Prerequisites:

MATH 201 Applied Mathematics

Textbooks/Learning Resources:

Bueche, Frederick & Hecht, Eugene. *Schaum's Outline of College Physics* (McGraw-Hill, 2005)
Bloomfield, Louis A. *How Things Work: The Physics of Everyday Life* (Wiley, 2009)

Offered:

fall, winter, spring, summer

Faculty Assigned:

Thomas Hoffman (F/T)
John Longworth (F/T)

4.2. Faculty Résumés

Resumes for the following faculty members are included:

Emad M. Afifi
Ryan Bacha, Assoc. AIA
Daniel Brown, Assoc. AIA
Anthony Cissell, Assoc. AIA
Craig W. Clements, AIA, NCARB
Gerald D. Cowart, AIA, LEED AP
Neil Dawson, AIA, NCARB, LEED AP
Scott Dietz
Matthew Dudzik, LEED AP
Mohamed Elnahas, Ph.D.
Julie Granacher, Assoc. AIA
Alexis Gregory, AIA
Greg G. Hall, Ph.D., AIA, NCARB
Bryan Harder, AIA
Thomas M. Hoffman, PE
Hsu-Jen Huang, Ph.D., Assoc. AIA
Jean Jaminet
Joseph Keuler
Ryan Madson, Assoc. ASLA
LaRaine Montgomery, Assoc. AIA, LEED AP
Fernando A. Munilla, AIA, LEED AP
Huy Sinh Ngo
Samuel Olin, RA, LEED AP
Melanie Parker, EIT
Andrew Phillip Payne, Ph.D., Assoc. AIA
Judith Reno
Julie Rogers Varland
Arpad Ronaszegi, RA, NCARB
Alejandro Silva, Assoc. AIA
Scott Singeisen, Assoc. AIA
Christian Sottile, AIA, NCARB
Catalina Strother, Int'l. Assoc. AIA
Scott Sworts, Assoc. AIA
Algar Thagne, LEED AP
Christine Wacta, Architecte DPLG
Brian Wishne, Assoc. AIA
Tim Woods
Amy Wynne, RA, NCARB, LEED AP
Dihua Yang, RA, NCARB, LEED AP

Professional memberships of all faculty are included on individual resumes. In addition to individual memberships, all faculty members are institutional members of the following organizations: Association of Collegiate Schools of Architecture (ACSA) and United States Green Building Council (USGBC).

Name: Emad M. Afifi

Courses Taught (Two academic years prior to current visit):
ARCH 404 Architecture Design Studio IV
ARCH 406 Architecture Design Studio VI
ARCH 461 Environmental Control II
DRAW 115 Graphics for the Building Arts

Educational Credentials:
B.Arch., Cairo University, Egypt, 1980
M.S., Cairo University, Egypt, 1985
D.Arch., University of Michigan, 1994

Teaching Experience:
Professor, Savannah College of Art and Design, 1990–present

Professional Experience:
Practical Training in Architecture, DAAD, Landbauamt, Munich, Germany, 1979
Internship Practice, Integrated Building Design, Cairo, Egypt, 1980–1985
Chair, Architecture Department, Savannah College of Art and Design, Savannah, GA, 1996–2001
Interim Dean, School of Building Arts, Savannah College of Art and Design, Savannah, GA, 2008

Selected Recent Research:
Recent and ongoing research includes investigation of integrated building systems including solar, wind, geothermal, and hydro power technology and methods to incorporate these technologies and professional engineers in architectural education and studio projects in order to simulate professional environments and prepare students for integrated practice. This research was first implemented in the "BSI+P STUDIO: Opening New Windows for Architecture and the Allied Professions," which was awarded an NCARB Prize in 2008.

"Hybrid Environmental Control Systems: Thermal Performance of an Integrated Double-Envelope Building Model," Doctoral dissertation, University of Michigan, 1994.

Professional Memberships:
Member, American Society of Heating, Refrigeration and Air-Conditioning Engineers (ASHRAE)
Professional Member, American Solar Energy Society (ASES)
Voting Member, Society of Building Science Educators (SBSE)

Name: Ryan Bacha, Assoc. AIA

Courses Taught (Two academic years prior to current visit):
ARCH 241 Construction Technology I
ARCH 301 Architecture Design Studio I
ARCH 404 Architecture Design Studio IV
ARCH 405 Architecture Design Studio V
ARCH 406 Architecture Design Studio VI
ELDS 225 Electronic Design I
ELDS 325 Electronic Design II
ELDS 445 Digital Prototyping and Fabrication Methods
ELDS 708 Communication in Electronic Design
ELDS 745 Digital Prototyping and Fabrication Methods

Educational Credentials:
B.S., Fairmont State University, 1995
M.Arch., Virginia Polytechnic Institute and State University, 2003

Teaching Experience:
Assistant Professor, Fairmont State University, 1998–2001
Professor, Savannah College of Art and Design, 2003–present

Professional Experience:
Apprentice, Leonard Construction Company, Charlotte, NC, 1986
Supervisor, Bartlett Building Company, Benwood, WV, 1987–1988
Intern Architect, WYK and Associates, Clarksburg, WV, 1993–1995
Intern Architect, Dunay & Associates, Blacksburg VA, 2001–2002
Principal Partner, Bacha Koslosky Design Works, Savannah, GA, 2005–2009

Selected Recent Research:
"Urban Mapping," photographic and 2D mapping of European cities including London, Paris and Barcelona, summer 2012.
Recent research has focused on systems integration of buildings and net zero energy buildings using a range of software (e.g., Revit, Vasari, Climate Consultant, and Ecotect) implemented in comprehensive studios ARCH 405 Architecture Design Studio V & ARCH 406 Architecture Design Studio VI and digital prototyping and fabrication methods using a range of software (e.g., Rhino, Grasshopper, and Revit) implemented in ELDS 445 Digital Prototyping and Fabrication Methods, ELDS 745 Digital Prototyping and Fabrication Methods and design build projects for local non-profit organizations.
Professional research has focused on programs to partner with national and international communities in need of architectural services and development of methods to design and build with local and regional materials.

Professional Memberships:
Associate Member, American Institute of Architects (AIA)

Name: Daniel Brown, Assoc. AIA

Courses Taught (Two academic years prior to current visit):
ARCH 241 Construction Technology I
ARCH 341 Construction Technology II
ARCH 361 Environmental Control I
ARCH 404 Architecture Design Studio IV
ARCH 405 Architecture Design Studio V
ARCH 406 Architecture Design Studio VI
ARCH 779T Graduate Teaching Internship
DRAW 115 Graphics for the Building Arts

Educational Credentials:
B.S., Lynn University, 1998
M.Arch., The Catholic University of America, 2001

Teaching Experience:
Adjunct Professor, Savannah College of Art and Design, 2008–2009
Professor, Savannah College of Art and Design, 2009–present

Professional Experience:
Intern Architect, Fowler Design Associates, Atlanta, GA 2001–2004
Intern Architect, Cogdell and Mendrala, Savannah, GA 2004–2008
Principal, CED Architecture and Interiors, Savannah, GA 2008–present
Founding Partner, Footprint Recycling, LLC, Savannah, GA, 2011–present

Selected Recent Research:
"The Energy Of Architecture: Bioclimatic, Carbon Neutral, and Energy Efficient Design in Europe," SCAD Presidential Fellowship, summer 2012.
Recent research includes investigation of special topics in preparation for architecture courses and design studios; urban design and city planning focusing on Washington, DC for ARCH 404 Architecture Design Studio IV, fall 2011 and museum design and curating for ARCH 405 Architecture Design Studio V and ARCH 406 Architecture Design Studio VI, winter 2011.
Research undertaken in preparation for a conference presentation included investigation of the history of city planning in Savannah for "Building for the Future in the Historic City: A SCAD Colloquium on the Study of Urbanism in Paris, Barcelona, and Beyond," Savannah College of Art and Design, 2010.

Professional Memberships:
Associate Member, American Institute of Architects (AIA)

Name: Anthony Cissell, Assoc. AIA

Courses Taught (Two academic years prior to current visit):
DRAW 115 Graphics for the Building Arts

Educational Credentials:
B.F.A., Savannah College of Art and Design, 2007
M.Arch., Savannah College of Art and Design, 2008

Teaching Experience:
Adjunct Professor, Savannah College of Art & Design, 2010–present

Professional Experience:
Construction Testing Manager, Applied GeoSciences, Chicago IL, 2003–2004
Designer, Adrian Smith + Gordon Gill Architecture, Chicago, IL, 2008
Senior Associate, Sottile & Sottile, Urban Design and Civic Architecture, Savannah, GA, 2006–present

Selected Recent Research:
Recent research includes investigation of urban design issues and traffic patterns within the context of Savannah and in relation to redesign of interstate highway systems.

Professional Memberships:
Associate Member, American Institute of Architects (AIA)

Name: Craig W. Clements, AIA, NCARB

Courses Taught (Two academic years prior to current visit):
ARCH 302 Architecture Design Studio II
ARCH 303 Architecture Design Studio III
ARCH 717 Graduate Architecture Studio I (in previous catalog: ARCH 707 Architecture Design Studio VII)

Educational Credentials:
M.Arch., Savannah College of Art and Design, summa cum laude, 1997

Teaching Experience:
Adjunct Professor, Savannah College of Art and Design, 2009–present

Professional Experience:
Design Draftsman, American Steel Fabrication, Architectural Graphics Incorporated, The Yates Group, Architects, Portsmouth, VA, 1989–1994
Intern Architect, CMSS Architects, Virginia Beach, VA, 1995–1996
Architect, Lominack Kolman Smith Architects, Savannah, GA, 1997–2006
Intern Architect, Sottile & Sottile, Urban Design and Civic Architecture, Savannah, GA, 2006–2008
Principal Architect, Sottile & Sottile, Urban Design and Civic Architecture, Savannah, GA, 2008–present

Licenses/Registration:
RA, Georgia #RA012376
NCARB Certificate #87974

Selected Recent Research:
Currently researching and developing architecture studio design exercises with an urban design focus utilizing real-world, publicly adopted planning initiatives as design parameters.
Recent consulting work has involved significant research into the history urban settlement patterns in the United States and the implications of these patterns on current directions in sustainable urbanism. This research has been used extensively in the development of ARCH 302 Architecture Design Studio II and ARCH 717 Graduate Architecture Studio I course materials.
Other research includes implications of urban and architectural design on public health which culminated in an urban design bus tour and lecture to visiting officials as well as a public forum lecture, both conducted for the Healthy Savannah Initiative and extensive research on urban ownership patterns, and public and private realm distinctions within Savannah. The resulting narrative was included in support of a winning 2010 AIA National Urban Design Award submission.

Professional Memberships:
Architect Member, American Institute of Architects (AIA)

Name: Gerald D. Cowart, AIA, LEED AP

Courses Taught (Two academic years prior to current visit):
ARCH 405 Architecture Design Studio V
ARCH 406 Architecture Design Studio VI

Educational Credentials:
B.S., Georgia Institute of Technology, 1979
M.Arch., Georgia Institute of Technology, 1985

Teaching Experience:
Adjunct Professor, Savannah College of Art and Design, 2012–present

Professional Experience:
Intern Architect Lominack/Jewett/Spencer, Architects 1981–1986
Project Architect Lominack/Jewett/Spencer, Architects 1986–1987
Principal Architect Cowart Group, PC, Architects, President, Savannah, GA, 1987–present
Principal Architect Cowart Coleman Group, LLC, Architects & Interior Designers, Savannah, GA, 2004–2011

Licenses/Registration:
ID, Georgia #ID000240
RA, Florida #RA0017255
RA, Georgia #RA006289
RA, South Carolina #4011

Selected Publications:
"Preserving the Past," In *Low Country Home,* (Island Real Estate. 13th edition, 2007-2008).
"Tybee Island," Schiff Residence, In *Coastal Living*, (Time Inc. Lifestyle Group. fall, 2008).
"Up a Lazy River," Sales Residence, In *Savannah Magazine*, (Morris Publishing. summer 2008).
"Lowcountry Living," In *At Home Tennessee*, (At Home Tennessee. March 2010).
"Fresh Squeeze," In *Better Homes & Gardens*, (Meredith Corporation. February 2011).

Selected Recent Research:
Recent research includes investigation of the field of biomimicry, sustainability, and building code requirements in preparation for ARCH 405 Architecture Design Studio V and ARCH 406 Architecture Design Studio VI

Professional Memberships:
Architect Member, American Institute of Architects (AIA)
Preserver Member, Historic Savannah Foundation (HSF)

Name: Neil Dawson, AIA, NCARB, LEED AP

Courses Taught (Two academic years prior to current visit):
ARCH 706 Architectural Practices (ARCH 771 Architectural Practices)

Educational Credentials:
B.Des., University of Florida, magna cum laude, 1985
M.B.A., University of Illinois at Urbana-Champaign, 1988
M.Arch, University of Illinois at Urbana-Champaign, 1988

Teaching Experience:
Adjunct Professor, Savannah College of Art and Design, 1992–present

Professional Experience:
Architect, LS3P Architects, Charleston, SC, 1988–1991
Project Manager, City of Savannah-Department of Housing, Savannah, GA, 1991–1994
Project Architect, Lott+Barber Architects, Savannah, GA 1994–1999
Principal, Dawson Wissmach Architects, Savannah, GA, 1999–2008
Principal, Dawson Architects, Savannah, GA, 2008–present

Licenses/Registration:
RA, Florida #AC6114794
RA, Georgia #RA9731
RA, South Carolina #4305
NCARB Certificate #44805

Selected Publications:
"Natural Wonder," In *Good House Keeping*, (Hearst Corporation. November 2011).
"The Expanded SCAD Museum of Art," In *Architectural Digest*, (Condé Nast. February 2012).
"SCAD Museum of Art," In *Architect Magazine*, (Hanley Wood. May 2012).

Selected Recent Research:
Recent research includes investigation of standards for academic building and facilities and relevance/application to renovation of historic buildings, new and innovative sustainable materials and construction methods acceptable by historic review boards for renovation and restoration of historic buildings and code- and regulatory-issues related to gray water use in urban areas leading to the City of Savannah becoming the first municipality in Georgia to adopt appendix C of the International Plumbing Code to allow gray water systems, academic design standards for university facilities.

Professional Memberships:
Architect Member, American Institute of Architects (AIA)

Name: Scott Dietz

Courses Taught (Two academic years prior to current visit):
ARCH 404 Architecture Design Studio IV
ARCH 414 Parametric and Generative Design Strategies for the Building Arts
ARCH 714 Advanced Parametric and Generative Design Strategies for the Building Arts
ARCH 717 Graduate Architecture Studio I (ARCH 707 Architecture Design Studio VII)
ARCH 745 Graduate Seminar in Architecture (ARCH 712 Graduate Seminar in Architecture)
ARCH 779F Graduate Field Internship
ARCH 779T Graduate Teaching Internship
ARCH 791 Postprofessional Architecture Design Studio: Thesis I
ARCH 792 Postprofessional Architecture Design Studio: Thesis II
ARCH 798 Graduate Architecture Studio: Thesis I (ARCH 708 Architecture Design Studio VIII: Thesis I)
ARCH 799 Graduate Architecture Studio: Thesis II (ARCH 709 Architecture Design Studio IX: Thesis II)
DSGN 225 Architectural Fundamentals III
ELDS 225 Electronic Design I
ELDS 425 Electronic Design Practice and Project Management
ELDS 440 Digital Applications for Building Performance
ELDS 445 Digital Prototyping and Fabrication Methods
ELDS 740 Digital Applications for Building Performance
ELDS 745 Digital Prototyping and Fabrication Methods

Educational Credentials:
B.Des., University of Florida, 1996
M.Arch., University of Florida, 1998

Teaching Experience:
Visiting Assistant Professor, University of Florida, 2000–2003
Professor, Savannah College of Art and Design, 2003–present

Professional Experience:
Intern Architect, Karl Thorne Associates, Inc., Gainesville, FL, 1998–2001
Designer/Project Manager, Facilities Planning and Construction, University of Florida, 2003
Principal, Dietz Consultant Group, Inc., Gainesville, FL and Savannah, GA, 2001–present

Selected Recent Research:
Currently researching and developing exercises for an architectural design problem in a regional urban setting.
Continuing research focuses on Building Information Modeling as it relates to evolving design and delivery processes and the architecture curriculum and investigation of parametric and generative modeling with an emphasis on complex and high performance building envelopes as they relate to building performance, generative methods, and digital prototyping and fabrication.

Name: Matthew Dudzik, LEED AP

Courses Taught (Two academic years prior to current visit):
ARCH 301 Architecture Design Studio I (ARCH 300 Architecture Design Studio I)
ARCH 302 Architecture Design Studio II
ARCH 303 Architecture Design Studio III
ARCH 490 Portfolio Preparation and Presentation
ARCH 770 Portfolio Preparation and Presentation
DRAW 115 Graphics for the Building Arts
DSGN 223 Architectural Fundamentals Studio I
DSGN 224 Architectural Fundamentals Studio II

Educational Credentials:
B.A., Miami University, 2005
M.Arch., Washington University in St. Louis, 2007

Teaching Experience:
Studio Teaching Assistant, Washington University in St. Louis, 2005–2007
Professor, Savannah College of Art and Design, 2007–present

Professional Experience:
Intern Architect, Wigen Tincknell Meyer & Associates, Saginaw, MI, 2005
Intern Architect, Austin Tao & Associates, St. Louis, MO, 2006

Selected Publications:
Architectural photography, "Best of College Photography," In *Photographers' Forum*, (Serbin Communications. 2005).
"Architectural Archive," In *Approach,* (Washington University Press. 2005, 2006).
"Architectural Archive," In *Revista Pós,* (Faculdade de Aruitetura, Universidade de Sào Paolo. No. 20, December 2006).
"ARCHITECTURE is a Thing of Art I," (Association of Collegiate Schools of Architecture. fall 2009).
"Review of *Ladies and Gents: Public Toilets and Gender,*" In *Interiors, Design, Architecture, and Culture* (Temple University Press. spring 2010).
"Fortification and the Increasing Interior Realm," In *IDEA Journal*, (Interior Design/Interior Architecture Educator Association. 2010).

Selected Recent Research:
"The Physiology of Place and the Abandoned American Family Farm," SCAD Presidential Fellowship, summer 2012.
Recent research focuses on the psychology of space in the culture of fear in São Paulo, Brazil and issues of socio spatial justice, sustainable building practice, emerging materials, and visual culture, especially as they pertain to the Southern Hemisphere.

Name: Mohamed Elnahas, Ph.D.

Courses Taught (Two academic years prior to current visit):
ARCH 301 Architecture Design Studio I (ARCH 300 Architecture Design Studio I)
ARCH 302 Architecture Design Studio II
ARCH 303 Architecture Design Studio III
ARCH 404 Architecture Design Studio IV
ARCH 461 Environmental Control II
ARCH 760 Sustainable Design

Educational Credentials:
B.Arch., Ain Shams University, Cairo, Egypt, honors, 1986
M.S., Ain Shams University, Cairo, Egypt, 1992
Ph.D., The University of Adelaide, South Australia, 1997

Teaching Experience:
Lecturer, Ain Shams University, Cairo, Egypt, 1998–2001
Assistant Professor, North Dakota State University, 2001–2007
Professor, Savannah College of Art and Design, 2008–present

Professional Experience:
Graduate Architect, PUD International, Cairo, Egypt, 1986–1988
Licensed Architect, Elnahas Architects, Cairo, Egypt, 1989–1992
Building Energy Researcher, University of Adelaide, South Australia, 1992–1997
Senior Architect, AMAR Consult, Cairo, Egypt, 1998–2000

Licenses/Registration:
Egypt

Selected Publications:
"Reconfiguring Traditional Studio: Responses to Concerns expressed," In *Faculty of Engineering Scientific Bulletin*, (Ain Shams University. 43:3, 2008).
"Problem-Based Learning (PBL) as a Teaching Approach at Design Studio," In *Faculty of Engineering Scientific Bulletin*, (Ain Shams University. 43:3, 2008).
"Urbanization Effects on Building Energy Simulations," In *Building Enclosure Sustainability Symposium (BESS) 2011: Integrating Design & Building Practices Conference Proceedings*, (California State Polytechnic University, Pomona. and Simpson Gumpertz & Heger Inc. 2011).

Selected Recent Research:
"European Discovery: Are Europeans Greener Than We Are?" SCAD Presidential Fellowship, summer 2012.
Recent collaborative research projects include work with a SCAD Motion Media professor to research and develop innovative media and display installations for fashion design emphasizing viewer interaction and engagement at various distances and heights.

Professional Memberships:
American Institute of Steel Construction (AISC)
Member, Association for the Advancement of Sustainability in Higher Education (AASHE)
Member, Society of Building Science Educators (SBSE)
Member, Southeastern College Art Conference (SECAC)
Member, The Masonry Society (TMS)

Name: Julie Granacher, Assoc. AIA

Courses Taught (Two academic years prior to current visit):
ARCH 101 Introduction to Architecture
ARCH 241 Construction Technology I
ARCH 341 Construction Technology II
ARCH 404 Architecture Design Studio IV
ARCH 405 Architecture Design Studio V
ARCH 406 Architecture Design Studio VI

Educational Credentials:
B.S., Architecture/Architectural History, University of Virginia, 1997
M. Arch., Savannah College of Art and Design, 2005

Teaching Experience:
Professor, Savannah College of Art and Design, 2008–2011

Professional Experience:
Intern Architect, Ross-Tarrant Architects, Lexington, KY, 1996
Intern Architect, PFVS Architects, Atlanta, GA, 1997–1999
Intern Architect, Stang & Newdow, Inc., Atlanta, GA, 1999–2000
Intern Architect/Manager, Lullwater Studio Architects, Atlanta, GA, 2000–2001
Carpenter's Apprentice/ Project Manager, Michelson Properties & Fine Carpentry, Atlanta, GA, 2002
Owner/Project Manager, Balance Design, LLC, Atlanta, GA, 2001–2005
Intern Architect, Modal Architectures and Interiors, Atlanta, GA, 2005
Intern Architect, Pimsler Hoss Architects, Atlanta, GA, 2005–2007
Owner/Project Manager, Balance Design, LLC, London, England, 2011–present

Professional Memberships:
Associate Member, American Institute of Architects (AIA)

Name: Alexis Gregory, AIA

Courses Taught (Two academic years prior to current visit):
ARCH 241 Construction Technology II
ARCH 313 Gender in Architecture Theory and Practice
ARCH 341 Construction Technology II
ARCH 404 Architecture Design Studio IV
ARCH 405 Architecture Design Studio V
ARCH 406 Architecture Design Studio VI
ARCH 713 Gender in Architecture Theory and Practice
ARCH 745 Graduate Seminar in Architecture (ARCH 712 Graduate Seminar in Architecture)
ARCH 785 Graduate Independent Study

Educational Credentials:
B.A., Architecture, Virginia Polytechnic Institute and State University, 1997
M.S., Architecture, Clemson University, 2006

Teaching Experience:
Graduate Assistant, Clemson University, 2004–2006
Professor, Savannah College of Art and Design, 2006–2011
Assistant Professor, Mississippi State University, 2011–present

Professional Experience:
Project Manager, Montage, Inc., 1996–1997
Intern Architect, George Sexton Associates, 1997
Intern Architect, Perkins + Will, Atlanta, GA, 1997–2000
Intern Architect, Envision Design, PLLC, 2000–2002
Intern Architect, Lorena Checa Associates, 2002
Intern Architect, MV+A Architects, 2003–2004

Licenses / Registration:
RA, Virginia #0401011629

Selected Publications:
"Architecture Looks to Its Feminine Side," In *South Carolina Architecture*, (American Institute of Architects, South Carolina Chapter. 2009).

Selected Recent Research:
Recent research includes gender and minority issues, sustainable design, low-cost/low-income housing and materials and methods of construction

Professional Memberships:
Architect Member, American Institute of Architects (AIA)
Member, Building Technology Educators Society (BTES)
Member, Society of Building Science Educators (SBSE)
Member, Southeastern College Art Conference (SECAC)

Name: Greg G. Hall, Ph.D., AIA, NCARB

Educational Credentials:
B.Arch., University of Texas at Austin, 1985
Ph.D., University of Hong Kong, Hong Kong, China, 1999

Teaching Experience:
Teaching Assistant, University of Texas at Austin, 1982
Teaching Assistant and Part-time Lecturer, University of Hong Kong, 1994–1996
Professor, Savannah College of Art and Design, 2004–2007; 2012–present

Professional Experience:
Undergraduate Intern, United States Department of State, Ouagadougou, Burkina Faso, 1983
Intern Architect, Avery Associates Architects, London, United Kingdom, 1985–1986
Intern Architect, Derek Walker Associates, Milton Keynes, United Kingdom, 1986
Intern Architect, Carlson Associates/Société Auxiliaire d'Entreprise (SAE), Atlanta, GA, 1986–1988
Intern Architect, Jean Nouvel et Associés, Paris, France, 1988–1989
Intern Architect, Massimiliano Fuksas Associés, Paris, France, 1989
Intern Architect/Project Manager, Renzo Piano Building Workshop, Paris, France; Genova, Italy; Osaka, Japan, 1989–1991
Project Manager, Takenaka Corporation, Osaka, Japan, 1991–1993
Project Manager/Consultant, Dennis Lau Ng Chun Man Architects and Engineers, Hong Kong, China, 1995–1996
Architect/Principal, Greg G. Hall, Architect, PC, Cashiers, NC; Savannah, GA, 1997–2007
Director, Education, National Council of Architectural Registration Boards (NCARB), Washington, DC, 2007–2012
Chair, Architecture Department, Savannah College of Art and Design, Savannah, GA, 2012–present

Licenses/Registration:
RA, North Carolina #7807
RA, South Carolina #AR5490
NCARB Certificate #44814

Selected Publications:
"Japanese Architecture-Construction Market for US Firms," In *International Design and Practice Conference Proceedings,* (American Institute of Architects. 1990).
"Japanese Architecture Profession and Building Industry," In *International Design and Practice Conference Proceedings,* (American Institute of Architects. 1992).
"Pacific Rim Country Report – China," In *Architectural Record*, (McGraw-Hill. July 1996).
Construction in Hong Kong: Technology Transfer and Labour Supply, co-author (Avebury Press. 1996).
"Building for Hong Kong's Modern Century," In *Time + Architecture*, (Tongji University. June 1997).
"Can We Increase Labour Productivity Further in Hong Kong?" co-author, In *Hong Kong Papers in Design and Development*, (University of Hong Kong. 1998).
"Defining Design," In *International Yearbook*, *Volume 4*, (Images Publishing. 1998).
"Issues in Professional Practice," (scheduled publication, 2013).

Selected Recent Research:
"Design Management of Mass Housing," Ph.D. Dissertation, University of Hong Kong, 1999.
Recent research includes organizational development, administration and policy in educational institutes and non-profit organizations and design management in architectural design and global practice.

Professional Memberships:
Architect Member, American Institute of Architects (AIA)
International Association for Continuing Education and Training (IACET)

Name: Bryan Harder, AIA

Courses Taught (Two academic years prior to current visit):
ELDS 225 Electronic Design I
ELDS 425 Electronic Design Practice and Project Management
ELDS 727 Electronic Design Practice and Project Management

Educational Credentials:
M. Arch., Savannah College of Art and Design, 1997

Teaching Experience:
Adjunct Professor, Savannah College of Art and Design, 1998–1999; 2009–present

Professional Experience:
Intern Architect, G+B Design Associates, Savannah, GA, 1997–1998
Intern Architect and Project Manager, Dawson + Wissmach Associates, Savannah, GA, 1999–2004
Intern Architect, Lott + Barber, Savannah, GA, 2005–2009
Architect, Lott + Barber, Savannah, GA, 2009–present

Licenses / Registration:
RA, Georgia #RA012564

Selected Publications:
"Timeless Savannah: A Southern City Believes in Maintaining its Historic Reputation," *Eco-Structure*, (American Institute of Architects. July/August 2004).

Selected Recent Research:
Recent research includes the integration of Building Information Modeling technologies to achieve better building performance analysis and simulation, more effective client, contractor, and consultant communication and collaboration and more effective allocation of resources from documentation to design and visualization.

Professional Memberships:
Architect Member, American Institute of Architects (AIA)

Name: Thomas M. Hoffman, PE

Courses Taught (Two academic years prior to current visit):
ARCH 252 Structures I
ARCH 352 Structures II
ARCH 715 Construction Management
ARCH 719 Structures: Lateral Forces (ARCH 753 Structures III)
PHYS 201 Applied Physics

Educational Credentials:
B.C.E., Villanova University, 1986

Teaching Experience:
Professor, Savannah College of Art and Design, 2006–present

Professional Experience:
Project Engineer, Northeast Utilities Service Co., Hartford CT, 1986–1989
Senior Construction Manager, Hill International, Inc, Willingboro, NJ, 1989–1994
President, Hoffman Engineering Group, Inc., Savannah, GA; Galveston, TX, 1994–present

Licenses/Registration:
PE, Delaware #8440
PE, Georgia #024921
PE, Pennsylvania #049471-R

Selected Publications:
"Isaiah Davenport: Portrait of a Master Builder," contributor to documentary film, (*Davenport House Museum.* 2012).

Selected Recent Research:
Recent research includes examination and documentation of traditional wooden bridges in the Northwest and the use of northern pine species of timber and glulam products in the modern bridge structures. Results of and documentation collected through the research were used in class lectures for ARCH 252 Structures I, ARCH 352 Structures II and ARCH 753 Structures III.

Professional Memberships:
Member, American Society of Civil Engineers (ASCE)

Name: Hsu-Jen Huang, Ph.D., Assoc. AIA

Courses Taught (Two academic years prior to current visit):
ARCH 101 Introduction to Architecture
ARCH 490 Portfolio Preparation and Presentation
ARCH 717 Graduate Architecture Studio I (ARCH 707 Architecture Design Studio VII)
ARCH 745 Graduate Seminar in Architecture (ARCH 712 Graduate Seminar in Architecture)
ARCH 769 Hybrid Media Presentation in Architecture
ARCH 770 Graduate Architecture Portfolio
ARCH 779F Graduate Field Internship
ARCH 798 Graduate Architecture Studio: Thesis I (ARCH 708 Architecture Design Studio VIII: Thesis I)
ARCH 799 Graduate Architecture Studio: Thesis II (ARCH 709 Architecture Design Studio IX: Thesis II)

Educational Credentials:
Arch. Engineering Diploma, Chung Kuo Institute of Technology and Commerce, Taipei, Taiwan, 1991
Ph.D., Glasgow University, Glasgow, United Kingdom, 1998

Teaching Experience:
Fellowship, Research and Training in Computer Visualization, Glasgow University, 1995–1996
Professor, Savannah College of Art and Design, 1998–present

Professional Experience:
Architectural Intern, KaiChuan Engineering Consultant Co. Ltd., Taiwan, 1990–1991
Project Manager, Ou & Architects Planners & Engineers, Taiwan, 1991–1993
Design Consultant/Computer Graphic, MO-KO-PO-RO Design, Taiwan, 2000
Design Consultant, Gingrich Associates, Architects PLLC, Savannah, GA, 2001–2002
Chair, Architecture Department, Savannah College of Art and Design, Savannah, GA, 2001–2005

Selected Publications:
"Acoustic Representation, Computer Visualization for Architectural Design and Presentation," In *InterSymp97 Conference Proceedings*, (International Institute for Advanced Studies in Systems Research and Cybernetics. 1997).
"Computer Daylight Simulation Systems: An Experimental Evaluation," In *La Sociedad Iberoamericana de Gráfica Digital (SIGRADI) Conference Proceedings,* (SIGRADI. 1999).
"Online Distance Learning in 3D Modeling," In *InterSymp2000 Conference Proceedings,* (International Institute for Advanced Studies in Systems Research and Cybernetics. 2000).
"The Garden City Principles and Public Housing Development in Savannah's Victorian District," In *Making Cities Livable Conference Proceedings,* (International Making Cities Livable Council. 2001)

Selected Recent Research:
"Modern Influences on Tibet: A case study of the QingZang Railway's impact on Tibet," SCAD Sabbatical Award, 2012
Recent research includes survey and analysis of graduate admission policies and guidelines and graduate thesis standards and guidelines
Ongoing research includes investigation of urban planning design standards for regional cities in preparation for design studio projects in Springfield, GA (2011) and Ridgeland, SC (2010).

Professional Memberships:
Associate Member, American Institute of Architects (AIA)
Member, Chinese-American Academic and Professional Association in Southeastern United States (CAPASUS)
Member, National Trust for Historic Preservation

Name: Jean Jaminet

Courses Taught (Two academic years prior to current visit):
ARCH 303 Architecture Design Studio III
DRAW 115 Graphics for the Building Arts
DSGN 223 Architectural Fundamentals Studio I
DSGN 225 Architectural Fundamentals Studio III
ELDS 330 Visualization in Electronic Design I
ELDS 225 Electronic Design I
ELDS 704 Electronic Design
ELDS 713 Visualization in Electronic Design

Educational Credentials:
B.S., Architecture, The Ohio State University, 1998
M.Arch., Princeton University, 2004

Teaching Experience:
Assistant Instructor, Princeton University, 2003
Visiting Assistant Professor, University of Arkansas, 2009–2010
Professor, Savannah College of Art and Design, 2011–present

Professional Experience:
Project Manager, Deborah Berke Architect PC, New York, NY, 1998–2000
Designer, Olsavsky-Jaminet Architects, Youngstown, OH, 2001–2002
Project Manager, Steven Harris Architects LLP, New York, NY, 2004–2009
Partner, RPDS, Mumbai, India, 2011–present

Selected Publications:
"Tectonic Signage," In *Sexy Machinery,* (Vol. 12, 2004).
"Thorncrown Chapel Site Plan, Fay Jones Collection," (University of Arkansas Libraries, 2010).

Selected Recent Research:
Recent research examines the assimilation of digital tools across a range of design disciplines to cultivate a larger design discourse and engage students in cross-disciplinary learning. Currently developing digital design and fabrication exercises for students using an array of digital tools and machines; these exercises allow students to seek insight into the conditions that now structure a designer's intellectual and tactile work.

Currently researching the integration of design technology and building intelligence to support development of comprehensive design studios, emerging forms of media and technology to report to academic committees on the future needs of student and faculty technology requirements and the congruities between classical conventions and digital techniques; this research has been used to introduce history and theory into the design curriculum.

Name: Joseph Keuler

Courses Taught (Two academic years prior to current visit):
ARCH 715 Construction Management

Education Credentials:
A.A.S., Nassau Community College, 1970
B.S., Pratt Institute, 1973
M.S., Rochester Institute of Technology, 1976
M.Engr., Manhattan College, 1978

Teaching Experience:
Associate Professor, Syracuse University, Syracuse, NY, 1988–1998
Associate Professor, Nassau Community College, Garden City, NY, 1975–1988; 1998–2002
Adjunct Professor, Suffolk County Community College, Selden, NY, 2001–2002
Professor, Savannah College of Art and Design, 2002–2010

Professional Experience:
Draftsman, U.S. Aluminum Extrusions Corporation, New York, NY, 1965–1967
Design-Draftsman, William L. Bonnell Corporation, New York, NY, 1966–1967
President, Keuler Construction Corporation, New York, NY, 1978–1982; 1984–1986
Consultant, Construction Management and Residential Building, New York, NY, 1978–1988
Vice President, Island Group Building Corporation, Long Island, New York, NY, 1982–1984

Professional Memberships:
Member, American Society of Civil Engineers (ASCE)

Name: Ryan Madson, Assoc. ASLA

Courses Taught (Two academic years prior to current visit):
ARCH 438 Urban Issues Seminar
ARCH 717 Graduate Architecture Studio I (ARCH 707 Architecture Design Studio VII)
ARCH 754 Architecture Seminar
ARCH 765 Emerging Urban Issues

Educational Credentials:
B.A., Georgia Southern University, 1999
M.U.E.P., University of Virginia, 2005
M.L.A., Harvard University, 2011

Teaching Experience:
Teaching Assistant, Harvard University, Cambridge, MA, 2009–2011
Graduate Research Assistant, Harvard University, Cambridge, MA, 2011
Professor, Savannah College of Art and Design, 2011–present

Professional Experience:
Campus Planner, University of Virginia, Charlottesville, VA, 2004–2005
Neighborhood Planner, City of Savannah, GA, 2005–2006
Planning Consultant, Lott + Barber Architects, Savannah, GA, 2006–2008
Intern Landscape Architect, Michael Van Valkenburgh Associates, Brooklyn, NY, 2009
Intern Designer, Solid Objectives – Idenburg Liu (SO-IL), Brooklyn, NY, 2010
Principal, Ryan Madson / City Workshop, Savannah, GA, 2012-present

Selected Publications:
"Guidelines for Sustainable Buildings and Environmental Design," *(University of Virginia's Office of the Architect*, *University of Virginia*, 2005).
"Reflections on Intangible Infrastructure in Mumbai," co-author with Bryan Bell, In *Extreme Urbanism: Reimagining Mumbai's Backbay*, (Harvard Graduate School of Design, 2012).
"The Boulevard and the Future of Adaptability: Lisbon's Segundo Circular," In *Rethinking Real and Virtual Infrastructures in the 21st Century: Innovative Boulevards in Lisbon,* (Harvard Graduate School of Design, forthcoming 2012).
"Dimitris Pikionis and the Acropolis Hill: Lessons for the 21st Century," (working title, article in-progress).

Selected Recent Research:
Recent research includes investigation of the history of urbanization in Savannah, which provided background information and resources for development of ARCH 717 Graduate Architecture Studio I and mid-century architectural avant-garde movements and experimental urbanism considered in the context of contemporary urban design in preparation for ARCH 754 Architecture Seminar and ARCH 765 Emerging Urban Issues.

Professional Memberships:
Associate Member, American Society of Landscape Architects (ASLA)
Member, International Federation of Landscape Architects (IFLA)

Name: LaRaine Papa Montgomery, Assoc. AIA, LEED AP

Courses Taught (Two academic years prior to current visit):
ARCH 301 Architecture Design Studio I (ARCH 300 Architecture Design Studio I)
ARCH 302 Architecture Design Studio II
ARCH 303 Architecture Design Studio III
ARCH 485 Undergraduate Independent Study
DRAW 115 Graphics for the Building Arts
DSGN 223 Architectural Fundamentals Studio I

Educational Credentials:
B.A., North Carolina State University, 1985
M.Arch., North Carolina State University, 1989

Teaching Experience:
Instructor, Cape Fear Technical College, Wilmington, NC, 1980–1984
Professor, Savannah College of Art and Design, 1995–present

Professional Experience:
Photographer/Owner, Front Street Gallery and Photography Studio, Wilmington, NC, 1976–1984
Architectural Surveyor and Draughtsman, Duke University/Hebrew University, Nazareth, Israel, 1986
Architectural Renderer, Professor Rob Krier, Vienna, Austria, 1987
Intern Architect and Project Renderer, Suter + Suter International Consultant Corporation, Basel, Switzerland, 1988
Intern Architect, National Park Service Internship Program, Cape Hatteras, NC, 1989
Intern Architect, F. Carter Williams Architects, Raleigh, NC, 1988–1990
Planner/Architect, Suter + Suter International Consultant Corporation, Basel, Zurich and Berne, Switzerland, 1990–1995
Editor/Manager of Communications for International Architectural Association, Berne, Switzerland, 1993–1995

Selected Recent Research:
"Post-Katrina Hurricane Reconstruction Efforts," SCAD Fellowship, summer 2011.
Currently researching building performance and generative parametric modeling and preparing design exercises for ARCH 301 Architecture Design Studio I, ARCH 302 Architecture Design Studio II and ARCH 303 Architecture Design Studio III to engage students with local residents, city officials and building industry professionals in the Upper Ninth Ward, New Orleans, LA.
Recent research has focused on the social/economical/ecological sustainability standards for community centers in low-income urban areas recovering from the natural, economic, and environmental damage from events such as the Deepwater Horizon BP oil spill, and the social and economic effects of the Great Recession.
"The Ideal City: Slow Design in the 21st Century", Sponsored Studio with the Italian Cultural Institute of New York City, summer and fall 2012, building upon research of the principles of Slow Design that will be integrated into a graduate studio and seminar.

Professional Memberships:
Associate Member, American Institute of Architects (AIA)
Founding Board of Directors, Member of Advisory Board of Savannah Chapter, United States Green Building Council (USGBC)

Name: Fernando A. Munilla, AIA, LEED AP

Courses Taught (Two academic years prior to current visit):
ARCH 241 Construction Technology I
ARCH 341 Construction Technology II
ARCH 717 Graduate Architecture Studio I (ARCH 707 Design Studio VII)
ARCH 745 Graduate Seminar in Architecture (ARCH 712 Graduate Seminar in Architecture)
ARCH 706 Architectural Practices (ARCH 771 Architectural Practices)
ARCH 798 Graduate Architecture Studio: Thesis I (ARCH 708 Architectural Design VIII: Thesis I)
ARCH 799 Graduate Architecture Studio Thesis II (ARCH 709 Architectural Design Studio IX: Thesis II)
DSGN 223 Architectural Fundamentals Studio I

Educational Credentials:
B.Des., University of Florida, 1976
M.Arch., Virginia Polytechnic Institute and State University, 1979

Teaching Experience:
Professor, Savannah College of Art and Design, 1988–present

Professional Experience:
Designer/Draftsman, Fred H. Curlin and Associates, Statesboro, GA, 1979–1981
Staff Architect/Office Manager, Edwin P. Akins, Architect and Associates, Inc., Statesboro, GA, 1982–1986
Principal/Owner, Fernando A. Munilla, AIA Architect, LEED AP, Statesboro, GA, 1986–present

Licenses/Registration:
RA, Georgia #RA005084

Selected Recent Research:
Recent research has focused on topics fundamental to urban design studios such as sustainable residential development, sustainable urbanism and mixed-use development and landscape urbanism.
Recent research related to architectural practice include integrated practice, life-cycle costing, project management, evidence-based design and contract documents, specifically a comparison of the AIA B101 Standard Form of Agreement Between Owner and Architect for Sustainable Projects in relation to the conventional version of the standard form of agreement.

Professional Memberships:
Architect Member, American Institute of Architects (AIA)

Name: Huy Sinh Ngo

Courses Taught (Two academic years prior to current visit):
ARCH 301 Architecture Design Studio I (ARCH 300 Architecture Design Studio I)
ARCH 717 Graduate Architecture Studio I (ARCH 707 Architecture Design Studio VII)
ARCH 745 Graduate Seminar in Architecture (ARCH 712 Graduate Seminar in Architecture)
ARCH 779F Graduate Field Internship
ARCH 779T Graduate Teaching Internship
ARCH 785 Graduate Independent Study
ARCH 798 Graduate Architecture Studio: Thesis I (ARCH 708 Architectural Design VIII: Thesis I)
ARCH 799 Graduate Architecture Studio Thesis II (ARCH 709 Architectural Design Studio IX: Thesis II)
ELDS 225 Electronic Design I
ELDS 475 Electronic Design Simulation and Communication
ELDS 704 Electronic Design
ELDS 720 Electronic Design Implementation in Urban Design
ELDS 727 Electronic Design Practice and Project Management
ELDS 775 Electronic Design Simulation and Communication

Educational Credentials:
B.Arch., Texas Tech University, 1989
M.Arch., Texas Tech University, 1992

Teaching Experience:
Visiting Professor, University of New Mexico, Albuquerque, NM, 1996
Visiting Professor, University of Detroit Mercy, Detroit, MI, 1997
Adjunct Professor, Texas Tech University, Lubbock, TX, 1992–1998
Professor, Savannah College of Art and Design, 1998–present

Professional Experience:
Chair, Architecture Department, Savannah College of Art and Design, Savannah, GA, 2005-2007

Selected Recent Research:
Ongoing research focuses on Building Information Modeling (BIM) and current methods to integrate BIM in educational settings.
Currently researching and developing urban design exercises for students in ARCH717 Graduate Architecture Studio to use interactive media to present proposals for the development of Hunter Army Airfield to the city officials of the City of Savannah and the US Army 3rd Infantry Division Public Relation Department.
Currently developing digital design exercises for student in the ELDS curriculum to use the latest gaming engine to power real-time animation and visualization of urban design and architecture projects.

Professional Memberships:
Steering Committee Member, Association of Computer Aided Design in Architecture (ACADIA)

Name: Samuel Olin, RA, LEED AP

Courses Taught (Two academic years prior to current visit):
ARCH 101 Introduction to Architecture
ARCH 404 Architecture Design Studio IV
ARCH 405 Architecture Design Studio V
ARCH 406 Architecture Design Studio VI

Educational Credentials:
B.A., University of Colorado Boulder, 1987
M.L.A., North Carolina State University, 1993
M.Arch., North Carolina State University, 1995

Teaching Experience:
Visiting Assistant Professor, North Carolina State University, 2002
Professor, Savannah College of Art and Design, 2003–present

Professional Experience:
Intern Architect, Cherry Huffman Architects, Raleigh, NC, 1996–1997
Intern Architect, Project Manager, Innovative Design Inc., Raleigh, NC, 1997–2000
Intern Architect, BJAC, PA, Raleigh, NC, 2000–2002
Owner, Olin Sustainable Residential Design, Raleigh, NC, 1995–2003

Licenses/Registration:
RA, Georgia #RA013056

Selected Publications:
*"*Texas Sustainable School Design Guidelines," co-author, In *Innovative Design*, (State Energy Conservation Office of the Texas General Services Commission and the McKinney Independent School District. 1999).
*"*Guidelines for Energy-Efficient Sustainable Schools, Clark Co. NV,*"* co-author In *Innovative Design*, (Clark County School District. 2000).

Selected Recent Research:
"Cultural influences on architectural (and landscape) details and materiality" SCAD Sabbatical Award, 2011); results of the research will be summarized in a paper, "The Details of Modernity," submitted for an upcoming symposium, 8th Savannah Symposium, 2013.
Recent research has focused on building systems analysis tools to achieve higher energy efficiency and environmental responses; this research provides for sustainable strategies used in comprehensive design studios.

Name: Melanie Parker, EIT

Courses Taught (Two academic years prior to current visit):
ARCH 252 Structures I
ARCH 352 Structures II
ARCH 436 Undergraduate Applied Structures
ARCH 719 Structures: Lateral Forces (ARCH 753 Structures III)
ARCH 736 Graduate Applied Structures

Educational Credentials:
B.S.C.E., Georgia Institute of Technology, 2004
M.S.C.E., Georgia Institute of Technology, 2006

Teaching Experience:
Graduate Teaching Assistant, Georgia Institute of Technology, 2004–2006
Professor, Savannah College of Art and Design, 2006–present

Professional Experience:
Structural Engineer, Hussey, Gay, Bell, & Deyoung, Savannah, GA, 2006–2008
Structural Engineer, Hargrove Engineers + Constructors, Savannah, GA, 2008–present

Licenses/Registration:
EIT, Georgia #EIT022152

Selected Publications:
"Flexural Response of Masonry Elements Strengthened with Epoxy-Bonded Elastomeric Fiber Reinforced Films," (*M.S. Thesis, Georgia Institute of Technology*, 2006).
"Integrating Structure and Architecture through Education: Haptic Learning in Structures and Construction Technology Courses," (*Proceedings of The Second International Conference on Structures and Architecture, Guimaraes, Portugal,* 2013).

Selected Recent Research:
Currently developing new hands-on learning exercises for structures courses, including several scale model beam, truss, and lateral force resisting system design-build projects. In addition to project assignments, testing equipment and methods are being researched to aid in the development of more successful experiments.
Recent consulting work includes the design of various structural systems in the military and industrial sectors, for projects as diverse as maintenance and repair of Department of Defense facilities and the design of structural components of integrated modular process systems used internationally as part of cutting-edge environmental remediation efforts by the petroleum industry.

Professional Memberships:
Member, Building Technology Educators Society (BTES)
Educator Member, American Institute of Steel Construction (AISC)
Professional Member, American Society of Civil Engineers (ASCE)

Name: Andrew Phillip Payne, Ph.D., Assoc. AIA

Courses Taught (Two academic years prior to current visit):
ARCH 241 Construction Technology I
ARCH 404 Architectural Design Studio IV
ARCH 405 Architectural Design Studio V
ARCH 406 Architectural Design Studio VI
ARCH 428 Undergraduate Architectural Craft and Tectonics
ARCH 728 Graduate Architectural Craft and Tectonics
ARCH 706 Architectural Practices (ARCH 771 Architectural Practices)
ARCH 717 Graduate Architecture Studio I (ARCH 707 Architecture Design Studio VII)
ARCH 727 Graduate Architecture Studio II
ARCH 737 Graduate Architecture Studio III
ARCH 745 Graduate Seminar in Architecture (ARCH 712 Graduate Seminar in Architecture)

Educational Credentials:
B.E.D., North Carolina State University, 2001
M.Arch., North Carolina State University, 2003
Ph.D., North Carolina State University, 2009
M.A., Historic Preservation Candidate, Savannah College of Art and Design, expected graduation in 2014

Teaching Experience:
Graduate Research/Teaching Assistant, North Carolina State University, 2001–2005
Professor, Savannah College of Art and Design, 2008–present

Professional Experience:
Design Intern, Goetz-Privette Architects PA, Fayetteville, NC, 1993–1995
Project Manager, Designed to Build, Fayetteville, NC, 1995–1998
Architect Intern, BOBBITT & Associates, Raleigh, NC, 1999–2000
Design Consultant, O'Brien – Atkins Associates, Raleigh, NC, 2000–2001
Project Manager, Ron Cox Architecture PA, Raleigh, NC, 2003–2008
Owner/Consultant, StudioGAP, Raleigh, NC, and Savannah, GA, 2001–present
Founding Partner, Footprint Recycling, LLC, Savannah, GA, 2011–present

Selected Recent Research:
"USABLE BY ALL: Evaluating Universal Design Principles on a Global Scale," SCAD Presidential Fellowship, summer 2012.

Recent research has focused on library and media center designs. This research and documentation obtained through site visits to local, national and international libraries has been valuable in developing design studios.

Ongoing research includes the study of construction materials and their application in wayfinding design. This research is actively incorporated into the Sight, Sound and Movement Accessibility Workshop presented to all students in ARCH 301 Architecture Studio I and ARCH 717 Graduate Architecture Studio I.

Professional Memberships:
Associate Member, American Institute of Architects (AIA)
Member, Design Research Society (DRS)

Name: Judith Reno

Courses Taught (Two academic years prior to current visit):
ARCH 717 Graduate Architecture Studio I (ARCH 707 Architecture Design Studio VII)
ARCH 745 Graduate Seminar in Architecture (ARCH 712 Graduate Seminar in Architecture)
ARCH 798 Graduate Architecture Studio: Thesis I (ARCH 708 Architecture Design Studio VIII: Thesis I)
ARCH 799 Graduate Architecture Studio: Thesis II (ARCH 709 Architecture Design Studio IX: Thesis II)
DSGN 224 Architectural Fundamentals Studio II
DSGN 225 Architectural Fundamentals Studio III

Educational Credentials:
A.B., Boston University, 1967
M.Arch., University of California, Los Angeles, 1983

Teaching Experience:
Lecturer, California Polytechnic State University, San Luis Obispo, 1983–1984
Assistant Professor, Auburn University, 1984–1985
Assistant Professor, The University of Tennessee, Knoxville, 1985–1991
Professor, Savannah College of Art and Design, 1991–present

Professional Experience:
Design Draftsman, Urban Innovations Group & Charles Moore, Los Angeles, CA, 1976–1977
Architectural Designer, City of Santa Monica, CA, 1977–1978
Designer and Draftsman, Charles Kober Associates, Los Angeles, CA, 1978–1979
Job Captain, Gelman and Greenberg Architects, Venice Beach, CA, 1980–1981
Architectural Designer, Dan Dworsky Associates, Los Angeles, CA, 1981–1982

Selected Publications:
"Constructing Beginnings, A Role for Technology in Architectural Education," In *Journal of Architectural Education,* (Association of Collegiate Schools of Architecture. Vol. 45. 1992).
"Otherside of Seaside, Foundations in Architecture: An Annotated Anthology of Beginning Design Projects," co-author. In *Fifth National Conference on the Beginning Student,* (*Van Nostrand Reinhold.* 1992).
"Metamorphosis of Cultural Dreams in the Los Angeles Avant-Garde House: Innovation and Consumption in a Capitalistic Economy," In *The Harvard Architecture Review,* (Princeton Architectural Press. Vol. 11. 1994).
"Sustainable Scenographies for Pendleton, SC and Savannah, GA: City as Farm House/Villa," co-author. In *ACSA SE Regional Conference Proceedings,* (Association of Collegiate Schools of Architecture. 2000).
"Savannah's Next 20 Years: 1. Give Midtown a Makeover," In *Savannah Magazine,* (Morris Publishing. January/February, 2010).

Selected Recent Research:
"Urban Rivers: Flood Control, Clean Water, Public Space," SCAD Presidential Fellowship, 2012
Recent research includes Dutch strategies for rising sea levels, which provided resources for ARCH 717 Graduate Architecture Studio I.
Other recent research includes "Anthology of Analogies: Architecture and Film Arts," proposed collaboration between film and architecture programs at SCAD LaCoste for , foundation for DSGN 225 Architectural Fundamentals Studio III in 2011 and investigation of urban design curriculum requirements and programs.

Name: Julie Rogers Varland

Courses Taught (Two academic years prior to current visit):
ARCH 403 Story Savannah: Designing Relationships
ARCH 703 Story Savannah: Designing Relationships
ARCH 745 Graduate Seminar in Architecture (ARCH 712: Graduate Seminar in Architecture)
ARCH 717 Graduate Design Studio I (ARCH 707 Architecture Design Studio VII)
ARCH 798 Graduate Architecture Studio: Thesis I (ARCH 708 Architecture Design Studio VIII: Thesis I)
ARCH 799 Graduate Architecture Studio: Thesis II (ARCH 709 Architecture Design Studio IX: Thesis II)
DRAW 115 Graphics for the Building Arts
DSGN 224 Architectural Fundamentals Studio II
URBA 729 Urban Design Studio II
URBA 759 Urban Design Studio III

Educational Credentials:
B.A., spring Arbor University, 1982
M.Arch., Columbia University, 1991

Teaching Experience:
Clinical Assistant Professor, State University of New York at Buffalo, 1993–1999
Professor, Savannah College of Art and Design, 1999–present

Professional Experience:
Architectural Designer and Co-owner, Datum Design & Construction, Inc., Boston, MA; New York, NY; Buffalo, NY, 1986-1999
Intern Architect, William O'Neal Architect, New York, NY, 1990
Architectural Designer and Draftsperson, Fahy Engineers and Designers, Rochester, NY, 1992
Presentation Strategist and Commission Interview Team Member, Hamilton Houston & Lownie, Buffalo, NY, 1994
Intern Architect and Designer, B.O.A., Buffalo, NY, 1995

Selected Publications:
"The SPACE of Robert Wilson's Theatrical Works," In *Intersight*, (School of Architecture and Planning, University at Buffalo. 1997).
"Designing Relationships: Investigating Community and Constructed Environments," co-author with Dr. Susan falls, In *The International Journal for The Constructed Environment*, (Common Ground Publisher, anticipated 2012 publication).

Selected Recent Research:
"Interdisciplinary Research of Japanese Architecture, Materiality, Space and Design: Translations of the Traditional into the Contemporary," SCAD Presidential Fellowship, 2008.
Recent research includes investigation of relationships between architecture, urban design, the social sciences, social sustainability and space

Professional Memberships:
Member, Southeastern College Art Conference (SECAC)

Name: Arpad Ronaszegi, RA, NCARB

Courses Taught (Two academic years prior to current visit):
ARCH 706 Architectural Practices (ARCH 771 Architectural Practices)
ARCH 717 Graduate Architecture Studio I (ARCH 707 Architecture Design Studio VII)
ARCH 745 Graduate Seminar in Architecture (ARCH 712 Graduate Seminar in Architecture)
ARCH 770 Graduate Architecture Portfolio
ARCH 779T Graduate Teaching Internship
ARCH 798 Graduate Architecture Studio: Thesis I (ARCH 708 Architecture Design Studio VIII: Thesis I)
ARCH 799 Graduate Architecture Studio: Thesis II (ARCH 709 Architecture Design Studio IX: Thesis II)
DSGN 223 Architectural Fundamentals Studio I
DSGN 224 Architectural Fundamentals Studio II
DSGN 225 Architectural Fundamentals Studio III

Educational Credentials:
M.Arch., Technical University of Budapest, Hungary, 1983
M.Arch., University of Illinois at Chicago, 1994

Teaching Experience:
Assistant Professor, Andrews University, Berrien springs, MI, 1986–1995
Director, European Programs Abroad, Andrews University, Berrien springs, MI, 1993–2001
Associate Professor, Andrews University, Berrien springs, MI, 1996–2002
Professor, Savannah College of Art and Design, 2003–present

Professional Experience:
Intern Architect, Middough Associates, Cleveland, OH, 1984–1985
Intern Architect, Allegretti Architects, St. Joseph, MI, 1985–1986
Project Architect and Consultant, Allegretti Architects, St. Joseph, MI, 2002–2003
Arpad Daniel Ronaszegi, Berrien springs, MI; Savannah, GA, 1990–present

Licenses/ Registrations:
RA, Michigan #1301036630
RA, Wisconsin #6752-5
NCARB Certificate #58696

Selected Publications:
"Three-Point Perspective Construction Method," In *A Visual Compendium of Types and Methods,* (Wiley. 1997 and 2002).
"Interfacing Manual with Digital Media," In *Architectural Drawing: A Visual Compendium of Types and Methods*, (Wiley. 2007).

Selected Recent Research:
"An Exhibition of Process Work of Emerging Northern European Architects," SCAD Presidential Fellowship, summer 2012.
"Architecture in Central Europe: Less well-known projects in Switzerland, Germany, Netherlands and Austria," SCAD Sabbatical Award, 2011.

Name: Alejandro Silva, Assoc. AIA

Courses Taught (Two academic years prior to current visit):
ARCH 405 Architecture Design Studio V
ARCH 406 Architecture Design Studio VI
ELDS 225 Electronic Design I
ELDS 335 BIM for Interior Design

Educational Credentials:
M.Arch., Savannah College of Art and Design, 1996

Teaching Experience:
Adjunct Professor, Savannah College of Art and Design, 2007–present

Professional Experience:
Director of Visual Communications at Lott + Barber, Inc., Savannah, GA, 2001–present
CEO, ASilvas.com, LLC, Savannah, GA, 2011–present

Selected Recent Research:
Recent research includes investigation of current standards and utilization of BIM in the architecture profession and construction industry

Professional Memberships:
Associate Member, American Institute of Architects (AIA)

Name: Scott Singeisen, Assoc. AIA

Courses Taught (Two academic years prior to current visit):
ARCH 101 Introduction to Architecture
ARCH 301 Architecture Design Studio I (ARCH 300 Architecture Design Studio I)
ARCH 302 Architecture Design Studio II
ARCH 303 Architecture Design Studio III
ARCH 717 Graduate Design Studio I (ARCH 707 Architecture Design Studio VII)
ARCH 779F Graduate Field Internship
ARCH 799 Graduate Architecture Studio: Thesis II (ARCH 709 Architecture Design Studio IX: Thesis II)
DRAW 115 Graphics for the Building Arts
DSGN 224 Architectural Fundamentals Studio II

Educational Credentials:
M.Arch., Savannah College of Art and Design, 1994

Teaching Experience:
Adjunct Professor, Southern College, 1997–1998
Fellowship Teaching Appointment, University of Hawaii at Manoa, 2007
Professor, Savannah College of Art and Design, 2004–present

Professional Experience:
Job Captain, Forum Architecture & Interior Design, Inc, Altamonte Springs, FL, 1997–1997
Project Manager/Designer, Nudell Architects , Farmington Hills, MI, and Mount Dora, FL, 1997–1998
Project Manager/Designer, Associate, Burke, Hogue & Mills Associates, Inc., Lake Mary, FL, 1998–2003
Chair, Architecture Department, Savannah College of Art and Design, Savannah, GA, 2007–2012
Principal/Owner, Vo Singeisen Design, Savannah, GA, 2011–present

Selected Publications:
"Collaborative Education," co-author with Victor Ermoli, (*http://www.di.net/articles/archive/collab/*, 2010).

Selected Recent Research:
Recent research includes data visualization, infographics and the use of communication graphics to convey information-rich data sets.
Recent research focusing on public spaces within cities and the democratization of spaces provided resources for development of design studios and an application for national funding to pursue additional research.
Research focusing on energy efficiency and historic buildings addressed methodologies for property owners to conserve energy usage in historic structures was partially funded by a Preserve America Grant in 2012. Research was presented to the City of Sanford, FL.
Ongoing research focuses on contemporary critical discourse in practice and design research.

Professional Memberships:
Associate Member, American Institute of Architects (AIA)
Member, Southeastern College Art Conference (SECAC)

Name: Christian B. Sottile, AIA, NCARB

Educational Credentials:
M.Arch., Savannah College of Art and Design, summa cum laude, valedictorian, 1997
M.Arch. II, Urban Design, Syracuse University, cum laude, 1999

Teaching Experience:
Adjunct Professor, Savannah College of Art and Design, 1999–2011
Visiting Critic, Syracuse University in Florence, Italy, 2003; 2005

Professional Experience:
Apprentice, John C. Lebey, FAIA, Architect, Savannah, GA, 1989–1994
Principal, Sottile & Sottile, Urban Design and Civic Architecture, Savannah, GA, 2000–present
Dean, School of Building Arts, Savannah College of Art and Design, Savannah, GA, 2011–present

Licenses/Registration:
RA, Georgia #RA011289
NCARB Certificate #81677

Selected Publications:
"The Expanded SCAD Museum of Art," In *Architectural Digest*, (Condé Nast. February 2012).
"SCAD Museum of Art," In *Architect Magazine*, (Hanley Wood. May 2012).

Selected Recent Research:
Research has been in support of developing a new humanism and exploring its role in contemporary society. Results are evidenced in master planning, code writing and built work. Projects affected by research have been featured in exhibitions, press, presentations and awards. Selected examples follow:
ULI, Urban Land Institute, The Next Big Ideas, Presentation, 2008
Georgia Planning Association; Outstanding Planning Initiatives, 2008
AIA Georgia Honor Award; Outstanding Professional, 2008
Georgia Department of Community Affairs; Best Design Program in State, 2008
Historic Savannah Foundation; Urban Preservation Award; East Riverfront Civic Master Plan, 2008
Congress for the New Urbanism; Charter Award; East Riverfront Civic Master Plan, 2009
Government Finance Officers of the United States; Excellence in Government Finance, 2009
Historic Charleston Foundation; Caraolpolis Award, Best New Infill, 2009
AIAS South Quad Conference, Making the Grid, Presentation, 2009
New York PPS, Project for Public Spaces, Livability Forum, 2009
Georgia Conservancy, Blueprints for Successful Communities, 2009
Veritas Culture Symposium, Place Matters, 2009-2010
National AIA Honor Award for Urban Design; East Riverfront Civic Master Plan, 2010
National Council of Arts Administrators; Art Leadership and Artist Award, 2011
AIA Savannah; Honor Award; SCAD Museum of Art, 2011
Visionary Award; Thinc Savannah Inaugural Award, 2011
TEDx Conference, Recovering Humanity in the Built Environment, 2011
Congress for the New Urbanism; Charter Award; SCAD Museum of Art, 2012
AIA National, Emerging Professional; Curated Exhibit, Washington DC, 2012
International Interior Design Association, Georgia; Best of the Best; SCAD Museum of Art, 2012
Historic Savannah Foundation; Preservation Award; SCAD Museum of Art, 2012
Congress for the New Urbanism; Art of the New Urbanism; Curated Exhibit, 2012

Professional Memberships:
Architect Member, American Institute of Architects (AIA), Member, American Planning Association (APA), Member, National Charrette Institute (NCI), Member, Congress for the New Urbanism (CNU)

Name: Catalina Strother, Int'l. Assoc. AIA

Courses Taught (Two academic years prior to current visit):
ARCH 301 Architecture Design Studio I (ARCH 300 Architecture Design Studio I)
ARCH 302 Architecture Design Studio II
ARCH 303 Architecture Design Studio III
ARCH 765 Emerging Urban Issues
DRAW 115 Graphics for the Building Arts
ELDS 306 Electronic Implementation for Urban Design
ELDS 720 Electronic Implementation for Urban Design

Educational Credentials:
B.S., Ion Mincu Institute of Architecture, Bucharest, Romania, 1992
M.Arch., Ion Mincu Institute of Architecture, Bucharest, Romania, 1993
M.A., Savannah College of Art and Design, 1996
Ph.D. Candidate, Ion Mincu University of Architecture and Urbanism, Bucharest, Romania, 2011–present

Teaching Experience:
Professor, Savannah College of Art and Design, 2003–present

Professional Experience:
Architect and Planner, Concentric Design, Bucharest, Romania, 1994–1998
Intern Architect/Designer, Bazemore Mastrianni Wilson Architects, Savannah, GA, 1999–2002
Freelance residential designer and architectural illustrator, Savannah, GA, 2003–present

Licenses/Registration:
Registered Architect (Romania)

Selected Publications:
"Urban Space and Artificial Intelligence, Resilient Cities?" In *Urbanism & Urbanisation, VI International PhD Seminar Proceedings,* (Universita Iuav di Venezia, 2011).

Selected Recent Research:
"Contextual Perspectives of Sustainable Urban development. New Urban Form Models for Historic Cities," PhD dissertation, Ion Mincu University of Architecture and Urbanism, Bucharest, Romania
Dissertation research focuses on urban design, urban preservation, and urban development as an integrative platform for theoretical and practical GIS-supported responses to development of sustainable cities. The social dimension of urban space is explored as a frame of reference for suitable built environments.

Professional Memberships:
International Associate Member, American Institute of Architects (AIA)
Member, Union of Architects of Romania (UAR)

Name: Scott Sworts, Assoc. AIA

Courses Taught (Two academic years prior to current visit):
ARCH 241 Construction Technology I
ARCH 301 Architecture Design Studio I (ARCH 300 Architecture Design Studio I)
ARCH 341 Construction Technology II
ARCH 405 Architecture Design Studio V
ARCH 406 Architecture Design Studio VI
ARCH 779T Graduate Teaching Internship
DRAW 115 Graphics for the Building Arts
ELDS 330 Visualization in Electronic Design I
ELDS 475 Electronic Design Simulation and Communication
ELDS 713 Visualization in Electronic Design I
ELDS 775 Electronic Design Simulation and Communication

Educational Credentials:
B.E.D., University of Colorado at Boulder, 1992
M.Arch., University of Colorado at Denver, 2000

Teaching Experience:
Adjunct Instructor, Front Range Community College, Westminster, CO, 1997–1999
Teaching Assistant, University of Colorado, 1992–2000
Lecturer, University of Colorado, Boulder, 2001–2007
Professor, Savannah College of Art and Design, 2007–2011

Professional Experience:
Building design consultant, Private Practice, Boulder, CO, 2000–2007; 2011–2012
Building design consultant, Private Practice, Savannah, GA, 2007–2011
Owner, Avatar Design, Denver, CO, 2012–present

Selected Recent Research:
Recent research focuses on the role of architects in dynamic professional and industrial environments.

Professional Memberships:
Associate Member, American Institute of Architects (AIA)

Name: Algar Thagne, LEED AP

Courses Taught (Two academic years prior to current visit):
ARCH 301 Architecture Design Studio I (ARCH 300 Architecture Design Studio I)
ARCH 302 Architecture Design Studio II
ARCH 303 Architecture Design Studio III
ARCH 404 Architectural Design Studio IV: Focus Studio
ARCH 421 Advanced Architectural Presentation
ARCH 485 Undergraduate Independent Study
ARCH 490 Portfolio Preparation and Presentation
ARCH 769 Hybrid Media Presentation in Architecture
DSGN 224 Architectural Fundamentals Studio II
DSGN 225 Architectural Fundamentals Studio III

Educational Credentials:
M.Arch., Savannah College of Art and Design, 2004

Teaching Experience:
Adjunct Professor, Savannah College of Art and Design, 2009–2011
Professor, Savannah College of Art and Design, 2011–present

Professional Experience:
Intern Architect, Ogletree Design, Savannah, GA, 2000–2001
Intern Architect, Project Manager, Office Manager, Daniel E. Snyder, Architect, P.C., Savannah, GA, 2001–2011
Intern Architect, Daniel E. Snyder, Architect, P.C., Savannah, GA, 2011–present

Selected Recent Research:
Recent research focuses on materiality and its relation to the design process and critical thinking; this research has provided information used in the design and development of design studios and architectural communicative art studios.
Recent research of conceptual art and traditional and digital media has provided a detailed understanding of creative techniques and processes and architectural design methodology.
Ongoing research related to professional practice focuses on design firm management and client engagement and interaction throughout the design process, construction documentation, and construction contract administration; this provides pragmatic information for the organization of design studio projects as well as real-world examples to engage students in design thinking.

Name: Christine Wacta, Architecte DPLG

Courses Taught (Two academic years prior to current visit):
ARCH 301 Architecture Design Studio I (ARCH 300 Architecture Design Studio I)
ARCH 302 Architecture Design Studio II
ARCH 303 Architecture Design Studio III
DSGN 223 Architectural Fundamentals Studio I
DSGN 224 Architectural Fundamentals Studio II
DSGN 225 Architectural Fundamentals Studio III
ELDS 225 Electronic Design I
ELDS 330 Visualization in Electronic Design I
ELDS 325 Electronic Design II
ELDS 425 Electronic Design Practice and Project Management
ELDS 704 Electronic Design
ELDS 708 Communication in Electronic Design

Educational Credentials:
D.P.L.G., Ecole d'Architecture de Paris-La-Defense, Paris, France, 1997
M. Arch., University of Minnesota, 2001

Teaching Experience:
Faculty, The Art Institutes International Minnesota, 2002–2004
Professor, Savannah College of Art and Design, 2004–present

Professional Experience:
Intern Architect, DOMUS Massivhaus GmbH, Dresden, Germany, 1996
Intern Architect, Ellerbe Becket Architects, Minneapolis, MN, 2001

Licenses/Registration:
Architecte DPLG (France)

Selected Recent Research:
"The Art and Architecture in the Grasslands and North of Cameroon (Africa)," SCAD Presidential Fellowship, 2012.
Ongoing research includes investigation of the relationship between technological precision and tactile variation within architectural design and fabrication and the use of bamboo materials in architecture, which will be integrated into DSGN 223 Architectural Fundamentals Studio I, DSGN 224 Architectural Fundamentals Studio II and DSGN 225 Architectural Fundamentals Studio III as an example of a sustainable material.

Professional Memberships:
Member, American Society of Heating, Refrigeration and Air-Conditioning Engineers (ASHRAE)

Name: Brian Wishne, Assoc. AIA

Courses Taught (Two academic years prior to current visit):
ARCH 341 Construction Technology II
ARCH 405 Architecture Design Studio V
ARCH 406 Architecture Design Studio VI
ARCH 717 Graduate Architecture Studio I (ARCH 707 Architecture Design Studio VII)
ARCH 721 Landscape Design for Urban Design

Educational Credentials:
B.A., Knox College, 1971
M.Arch., Princeton University, 1980

Teaching Experience:
Graduate Teaching Assistant, Princeton University, 1978–1980
Assistant Professor, University of Cincinnati, 1982–1986
Associate Professor, University of Wisconsin-Milwaukee, 1990–2008
Professor, Savannah College of Art and Design, 2010–present

Professional Experience:
Graphic Design Assistant, Resource Planning Associates, Cambridge, MA, 1974–1977
Intern, The Hillier Group, Princeton, NJ, 1978–1979
Staff Designer, Michael Graves Architect, Princeton, NJ, 1980–1982
Consulting Architectural Designer, John C. Senhauser, AIA, Cincinnati, OH, 1983–1985
Project Designer, Space Design International, Cincinnati, OH, 1986–1988
Consulting Architectural Designer, Engberg Anderson Design Partnership, Milwaukee, WI, 1989–1991; 1998–2001
Self-Employed Architectural Designer, Brian Wishne Design Services, Milwaukee, WI, 1993–2004
Dean, School of Building Arts, Savannah College of Art and Design, Savannah, GA, 2008–2010
Chair, Urban Design Department, Savannah College of Art and Design, Savannah, GA, 2010–2011

Selected Publications:
"The Architecture of Herbert W. Tullgren," In *The Architecture of Herbert W. Tullgren*, (The Charles Allis Art Museum. 1992).
“Mr. and Mrs. Lloyd R. Smith House,” In *David Adler, Architect: The Elements of Style*, (Yale University Press. 2002).

Selected Recent Research:
Recent research includes investigation of sustainable practices for urban stormwater management and sustainable brownfield remediation with emphasis on practices suitable for Savannah, historic and recent innovative models of sustainable high-density low-rise development in the Netherlands and northern Europe and the transition from structure and enclosure systems to surface manipulation systems in contemporary architectural theory and practice.

Professional Memberships:
Associate Member, American Institute of Architects (AIA)
Member, American Planning Association (APA)
Member, Society of Architectural Historians (SAH)

Name: Tim Woods

Courses Taught (Two academic years prior to current visit):
ARCH 301 Architecture Design Studio I (ARCH 300 Architecture Design Studio I)
ARCH 302 Architecture Design Studio II
DSGN 223 Architectural Fundamentals Studio I
DSGN 224 Architectural Fundamentals Studio II
DSGN 225 Architectural Fundamentals Studio III

Educational Credentials:
A.A., University of Florida, 1977
B.Des., University of Florida, 1980
M.Arch., Virginia Polytechnic Institute and State University, 1985

Teaching Experience:
Assistant Professor, University of Louisiana, 1985–1989
Assistant Professor, University of South Florida, 1989–1990
Assistant Professor, University of North Carolina, 1990–1992
Professor, Savannah College of Art and Design, 1992–present

Professional Experience:
Designer, LOCI Design Gallery, Savannah, GA, 2004–present

Selected Publications:
"Skidaway Modern," In *Architecture Week*, (http://www.architectureweek.com/2005/1019/culture_1-1.html. 2005).
"Moon River House," In *Metropolis*, (Metropolis Magazine. 2005).
"The Future has Arrived," In *South Magazine*, (The South Magazine. 2006).
"LOCI MODular," In *Natural Life*, (Life Media. January/February, 2009).
"Moon River House," In *Southern Cosmopolitan*, (Rizzoli. 2009).
"Containers for a Cause," In *TED X Conference Proceedings*, (TED.com. 2010).

Selected Recent Research:
Recent research includes investigation of architectural theory, culture and sustainability.

Name: Amy Wynne, RA, NCARB, LEED AP

Courses Taught (Two academic years prior to current visit):
ARCH 404 Architecture Design Studio IV
ARCH 727 Graduate Architecture Studio II
ARCH 737 Graduate Architecture Studio III
ARCH 785 Graduate Independent Study
ARCH 798 Graduate Architecture Studio: Thesis I (ARCH 708 Architecture Design Studio VIII: Thesis I)
ARCH 799 Graduate Architecture Studio: Thesis II (ARCH 709 Architecture Design Studio IX: Thesis II)
DRAW 115 Graphics for the Building Arts
ELDS 225 Electronic Design I
ELDS 335 BIM for Interior Design
ELDS 704 Electronic Design

Educational Credentials:
B.A., Lehigh University, 1997
B.S.C.E., Lehigh University, 1997
M.Arch., University of Texas at Austin, 2006

Teaching Experience:
Studio Instructor, University of Texas at Austin, 2006
Professor, Savannah College of Art and Design, 2010–2012

Professional Experience:
Illustrator, Historic American Engineering Record, Roebling, NJ, 1996
Lead Designer, Page Southerland Page, Washington, DC, 1998–2004
Lead Designer, GreenHOME, Washington, DC, 1999–2002
Lead Designer, Page Southerland Page, Austin, TX, 2006
Lead Designer, Foundation Communities, Austin, TX, 2007
Lead Designer, Koning Eizenberg Architecture, Los Angeles, CA, 2007–2008
Project Architect, Corgan Associates Inc., Dallas, TX, 2008–2010

Licenses/Registration:
RA, Texas #20905
NCARB Certificate

Selected Recent Research:
"Lightness in Detail: Exploring the Constructs of Contemporary Japanese Architecture," SCAD Presidential Fellowship, 2011.

Name: Dihua Yang, RA, NCARB, LEED AP

Courses Taught (Two academic years prior to current visit):
ARCH 302 Architecture Design Studio II
ELDS 225 Electronic Design I
ELDS 704 Electronic Design

Educational Credentials:
B.Arch., Tsinghua University, Beijing, China, 1997
M.Arch., University of Maryland, 2001

Teaching Experience:
Professor, Savannah College of Art and Design, 2004-2011

Professional Experience:
Architectural Designer/Project Manager, The First Design Division, School of Architecture, Tsinghua University, Beijing, China, 1996–1997
Architectural Designer / Project Manager, Beijing Tsinghua Andi Architectural Design & Consultation Co., Ltd., Beijing, China, 1997–2000
Intern Architect, HOK Group Inc., Washington D.C., 2002–2004
Vice President, TY Studio, Beijing, China, and Mason, OH, 2008–present

Licenses/Registration:
RA, Georgia #RA011730
NCARB Certificate #108817

Selected Publications:
"Real Time Visualization," In *The Open House International*, (Open House International. 2007).
"Skyscraper Competition," In *L'ARCA*, (ARCADATA. 2007).
"Scion Show Room Design Competition,: In *Surface*, (Sandow Media. 2007).
"Reclaim Industrial Landscape," In *New Landscape*, (Urban Space Design China. 2007).

Selected Recent Research:
Recent research has focused on urban design and computer aided form generation in architecture and urban design.

4.3 Visiting Team Report [2010] (VTR)

The **2010 SCAD Visiting Team Report (VTR)** can be accessed via a secure website.

4.4 Catalog (or URL)

Please find the 2012-2013 SCAD Catalog online at **http://scad.edu/catalog**.

4.5 Offsite Program/Branch Campus Questionnaire

Name of Institution:		Savannah College of Art and Design (SCAD)
Title of Degree:		M.Arch.
Name of Program Administrator:		Greg G. Hall, PhD, AIA, NCARB; Chair, Architecture
Name of Person Completing this Form:		Greg G. Hall, PhD, AIA, NCARB; Chair, Architecture
Location of Branch Campus, Additional Site, Teaching Site, Online learning, or Study Abroad Program:		Lacoste, France
Distance from Main/Flagship Campus:		4,500 miles
Number of Courses from Curriculum Leading to a NAAB-Accredited Degree Offered at this site		Varies per quarter; courses offered since last site visit: 2010-11, spring quarter; 4 courses 2011-12, spring quarter, 1 course
List of all courses offered (number, credits offered, course title)		
2010-11 spring quarter		
Course Number	**Credits offered**	**Course Title**
ARCH 303-L01	5 hours	Architecture Design Studio III
ARCH 495F-L01	5 hours	Continuity and Discontinuity
DSGN 225-L01	5 hours	Architectural Fundamentals III
ELDS 225-L01	5 hours	Electronic Design I
2011-12 spring quarter		
Course Number	**Credits offered**	**Course Title**
ARCH 303-L01	5 hours	Architecture Design Studio III
Is attendance at the branch campus, additional site, teaching site, study abroad or online program required for completion of the NAAB-accredited degree program?		No
Who has administrative responsibility for the program at the branch campus?		Greg G. Hall, PhD, AIA, NCARB; Chair, Architecture
To whom does this individual report?		Christian Sottile, AIA, NCARB, Dean
Where are financial decisions made?		SCAD Savannah

Who has responsibility for hiring faculty?	SCAD Savannah. All of the architecture faculty at SCAD Lacoste are full-time SCAD professors from Savannah who travel to France as part of the SCAD Lacoste residential program; faculty are not hired specifically for SCAD Lacoste nor assigned to teach at SCAD Lacoste on an ongoing basis.
Who has responsibility for rank, tenure, and promotion of faculty at the branch campus?	N/A, see above
Does the branch campus have its own curriculum committee?	No
Does the branch campus have its own admissions committee?	No
Does the branch campus have its own grievance committee?	No
Does the branch campus have its own resources for faculty research and scholarship?	Yes. Library and information systems are provided at SCAD Lacoste and are consistent with the resources provided at SCAD Savannah.
Does the branch campus have its own AIAS or NOMAS chapter?	No
Does the branch campus maintain its own membership in ACSA?	No

Additional Comments:

SCAD Lacoste is a residential study-abroad location in Lacoste, France, offering immersion in the culture of Provence and across the continent. Course offerings each quarter are varied and are taught by SCAD faculty members. Architecture courses are typically offered one quarter and are taught by architecture faculty members from the SCAD Savannah. Participation in a SCAD Lacoste program is not required. On average, fifteen architecture students in their third year of study attend SCAD Lacoste for one quarter. In addition to the architecture courses offered, multiple courses are offered in historic preservation, architectural history, and drawing, including but not limited to:

DRAW 341 Travel Portfolio
ARTH 240 Treasures of Provence
ARLH 739 History of Urban Form and ARCH 308 History of Urban Form
ARLH 208 Modern Architecture II: 1900–Present
HIPR 407 Adaptive Rehabilitation
HIPR 360 International Preservation Techniques
DMGT 732 Facilitating Creative Thinking