

Savannah College of Art and Design

Interim Progress Report 2015

Instructions and Template

Date submitted to the NAAB: **November 30, 2015**

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1. INSTRUCTIONS AND TEMPLATE GUIDELINES

Purpose

Continuing accreditation is subject to the submission of interim progress reports at defined intervals after an eight-year or four-year term of continuing accreditation is approved.

This narrative report, supported by documentation, covers three areas:

1. The program's progress in addressing not-met Conditions, Student Performance Criteria, or Causes of Concern from the most recent Visiting Team Report.
2. Significant changes to the program or the institution since the last visit.
3. Responses to changes in the NAAB Conditions since your last visit (Note: Only required if Conditions have changed since your last visit)

Supporting Documentation

1. The narrative should describe in detail all changes in the program made in response to not-met Conditions, Student Performance Criteria, and Causes of Concern.
2. Provide information regarding changes in leadership or faculty membership. Identify the anticipated contribution to the program for new hires and include either a narrative biography or one-page CV.
3. Provide detailed descriptions of changes to the curriculum that have been made in response to not-met Student Performance Criteria. Identify any specific outcomes expected to student performance. Attach new or revised syllabi of required courses that address unmet SPC.
4. Provide additional information that may be of interest to the NAAB team at the next accreditation visit.

Outcomes

IPRs are reviewed by a panel of three: one current NAAB director, one former NAAB director, and one experienced team chair.¹ The panel may make one of three recommendations to the Board regarding the interim report:

1. Accept the interim report as having demonstrated satisfactory progress toward addressing deficiencies identified in the most recent VTR.
2. Accept the interim report as having demonstrated progress toward addressing deficiencies but require the program to provide additional information (e.g., examples of actions taken to address deficiencies).
3. Reject the interim report as having not demonstrated sufficient progress toward addressing deficiencies and advance the next accreditation sequence by at least one calendar year but not more than three years, thereby shortening the term of accreditation. In such cases, the chief academic officer of the institution will be notified and a copy sent to the program administrator. A schedule will be determined so that the program has at least six months to prepare an Architecture Program Report. The annual statistical report (see Section 9 of the 2014 Conditions) is still required.

Deadline and Contacts

IPRs are due on November 30. They are submitted through the NAAB's Annual Report System (ARS). Contact Kesha Abdul Mateen (kabdul@naab.org) with questions.

Instructions

1. Type all responses in the designated text areas.
2. Reports must be submitted as a single PDF following the template format. Pages should be numbered.
3. Reports are limited to 25 pages/10 MBs.
4. Supporting documentation should be included in the body of the report.
5. Student work is not to be submitted as documentation for a two-year IPR.

2. EXECUTIVE SUMMARY OF 2013 NAAB VISIT

¹ The team chair will not have participated in a team during the year in which the original decision on a term of accreditation was made.

CONDITIONS NOT MET

2013 VTR
None

STUDENT PERFORMANCE CRITERIA NOT MET

2013 VTR
B.4 Site Design

CAUSES OF CONCERN

2013 VTR
Advising
Student Participation in Program Governance
Diversity of Faculty
Building Systems Integration

3. TEMPLATE

Interim Progress Report
Savannah College of Art and Design
Architecture Department
M. Arch. [Pre-professional degree + 90 credits]
Last APR submission: September 7, 2012
Year of the previous visit: 2013

Please update contact information as necessary since the last APR was submitted.

Chief administrator for the academic unit in which the program is located: Christian Sottile, AIA, NCARB

Provost: Gokhan Ozaysin, M.F.A., Ph.D.

President of the institution: Paula Wallace

Individual submitting the Interim Progress Report: Ivan Chow, AIA, NCARB

Name of individual(s) to whom questions should be directed: Ivan Chow, AIA, NCARB

Current term of accreditation: 8-year term

Text from the most recent VTR or APR is in the gray text boxes. Type your response in the designated text boxes.

a. Progress in Addressing Not-Met Conditions and Student Performance Criteria

B.4 Site Design

2013 Visiting Team Assessment: The team found evidence of the students' ability to respond to site characteristics and context in the development of a design project at the graduate level (ARCH 717: Graduate Architecture Studio I & ARCH 727: Graduate Architecture Studio II). However, the team did not find evidence of topographical modifications to accommodate a proposed project.

2015 Program Response: Since 2013, the SCAD architecture department has elevated its focus on site design within the program, in particular topography and its modifications to accommodate a project. Through curricular enhancements, SCAD architecture students work on diverse project sites and building programs that further their understanding of topographical modification as a facet of site design, with extended learning opportunities providing additional exposure to this design component. The program has addressed the concern with enthusiasm and seriousness of purpose to fully satisfy NAAB Conditions in this area.

Site Design Workshop

To ensure all students receive a directed, specialized exposure to site design, the architecture department implemented an annual site design workshop as part of ARCH 717 *Graduate Architecture Studio I: Urban Design and Development*. Since Fall 2013, 100 percent of first-year M.Arch. students enrolled in ARCH 717 travel to the university's Atlanta location to participate in a two-day intensive workshop and charrette that features a site-specific problem involving terracing and landscape design, culminating in a winning selection by a jury of faculty and alumni. In 2015, students were asked to design an eco-friendly urban recreation area for the site located at 1600 Peachtree St NW. Through their design development, students sought to overcome a variety of challenges, including heat island effect, storm water runoff, and maintenance and life cycle costs, while incorporating barrier-free/universal design elements and presenting possibilities to forge stronger social ties with the community.

Over the course of the workshop, students attend lectures and receive advice from Atlanta-based architecture and site design professionals. The visiting professionals are asked to speak on four topics related to site design — topography, vegetation, watershed and soils — and choose examples from their own practices to best illustrate these subject areas. Recent guests include:

Stephen Brooks, PLA, LEED AP

Registered landscape architect and a LEED Accredited Professional; principal at Solidago Design Solutions, Inc.; .

Alfred Vick, PLA, LEED AP BD+C

Registered landscape architect and a LEED Accredited Professional; Georgia Power Professor in Environmental Ethics at the University of Georgia.

Michael Kidd, LEED AP

Registered landscape architect; principal of Root Design Studio, Tucker, GA.

Pamela Little, PE, LEED AP

Civil engineer; president of EcoWise Civil Design and Consulting, Inc., Norcross, Georgia

Maxine Coleman, LEED AP

Landscape architect; director of operations, Atlanta International School, Atlanta and former project manager and senior landscape architect at Perkins + Will.

Enhanced Program Coursework

Enhancements have been applied across the architecture program's curriculum to reinforce students' ability to respond to site characteristics and context in the development of a design project.

Within the first three classes of the M.Arch. program's studio sequence, faculty members have incorporated unique projects in accordance with the curricular focus of each course. For example, in Fall 2015, one section of ARCH 717 *Graduate Architecture Studio I: Urban Design and Development* required students to design pedestrian paths for Cheonggyecheon urban park in Seoul, South Korea that featured greater than 20-foot elevation changes while maintaining ADA compliant slopes. Another section of ARCH 717 required students to re-grade a pedestrian hiking trail that was destroyed by a mudslide in order to restore access from Wulai, Taipei to the village's hot springs river basin.

In a Winter-Spring 2015 offering of ARCH 727 *Graduate Architecture Studio II: Comprehensive Design and Programming* and ARCH 737 *Graduate Architecture Studio III: Comprehensive Detailing and Systems*, students were required to design an urban farming solution for a high-rise residential project situated on a challenging urban site: Manhattan's High Line. The dense urban site — a linear park built on an elevated section of disused New York Central Railroad — challenged students to maximize access to daylight for urban farming at the lower levels of the High Line and the city's street level. Student work involved appropriate site modifications for high-rise building massing and access to the elevated High Line promenade. The work shows various ways of connecting to the busy High Line promenade, including outdoor public and commercial spaces.

In a Spring 2013 section of ARCH 727/ARCH 737, students were tasked with designing a library project in response to the 2014-15 prompt for the Association of Collegiate School of Architecture's 15th Annual Steel Design Student Competition. Students were required to design a library guided by the principles of innovation, creativity, identity, sustainability, functionality, and efficiency. They developed a multi-story public library project set in Asheville, NC that engaged a site at the ground level to create public spaces that are connected to the physical characteristics and context of the project site. Students determined precise site modifications to accommodate building massing, including ground and sub-ground levels, on a dense urban site; the project work demonstrated integration of landscape design, outdoor public spaces, and accessible green roofs.

In addition to graduate-level enhancements, the program recognized the value of incorporating more in-depth analysis of site design in the undergraduate capstone courses.

Within the B.F.A. architecture program, two fourth-year studios — ARCH 405 *Architecture Design Studio V: Capstone I – Research and Schematic Design* and ARCH 406 *Architecture Design Studio VI: Capstone II – Comprehensive Design Development* — now incorporate more explicit exposure to topographical modification. In Winter and Spring 2015, an Odyssey Community School project involved a 3-4-story educational building on a topographically complex site in Asheville, NC. The project employed multiple sustainable design strategies that engage the site in various ways, including water collection and recycling systems and solar-electric power generation. Student work shows creative landscape design, building terracing, and accessible green roofs.

Also in Winter-Spring 2015 was a Doha Community College project that involved a 3-4-story higher education building in Doha, Qatar. A rigorous site selection process involved research and evaluation of various sites, leading to three project site options, with students developing individual projects on their selected site. Student work showed inspiration by the natural landscapes of the desert and sand dunes and the use of ground-sheltered levels to reduce mechanical cooling loads. Doha's arid climatic conditions and scarcity of fresh water resources inspired many possibilities for employing sustainable design strategies that engaged the site in various ways, including water desalination and recycling systems, double solar shaded enclosures, and solar-electric power generation.

Other examples for ARCH 405 and ARCH 406 include a River Arts District project and French Broad Recreational Community Center project — both situated on a topographically complex site in Asheville, NC — and a conference center on a large, non-urban site in Milledgeville, GA. All projects involved a 3-4-story building that required students to employ site design strategies that engage each location in practical and creative ways, resulting in highly detailed plans for outdoor and landscape designs.

In addition to the fourth-year course enhancements, several third-year studio courses have been updated to build students' knowledge of topographical modification: ARCH 301 *Architecture Design Studio I: Human-centered Design* and ARCH 302 *Architecture Design Studio II: Site and Environmental Context*, and ARCH 303 *Architecture Design Studio III: Structural Applications*.

In Fall 2014, ARCH 301 was offered in Lacoste, France, providing students with the opportunity to tailor a project to the site design characteristics of that region. Students were asked to design a visitors' research center for an ancient Roman winemaking community in Tourville, France. The site was being archaeologically excavated at the time and dropped significantly from the uppermost elevations to the lowest level at the access street. Within their designs, students negotiated the drop by digging into the site, raising the buildings, and connecting the structures with ramps and walkways. In 2015, the Industrial Adventure Museum in Apt requested that the students' solutions be included with the in-house exhibition of the Tourville archaeological site.

Another Fall 2014 section of ARCH 301 focused on an archaeological site in a Roman wine-making community that is still in the process of being excavated. The elongated site included a significant elevation change, which the students had to negotiate in their designs. Similarly, in Spring 2014, ARCH 302 used a monastery on a sloped site in a mountainous area as the project basis, and in Spring 2015, ARCH 303 used as its site location a quarry in Lacoste, France that had substantial topographical variation for students to coordinate with project.

New Elective Opportunities

Seminar courses further augment student understanding and ability within the area of site design. Since the last team visit, the department has implemented ARCH 735 *Site Plan Design and Development* to focus on project sites in varied landscapes — urban and non-urban — that illustrate the importance of topography on building design, water management, and vehicular and pedestrian access. The course is structured to impart to students an understanding of the physical considerations normally included in a site development plan and the process of conducting site analysis and creating a site development plan, as well as the relevant codes, regulations, and standards that are commonly applied to site planning.

Coursework covers site development and design from the conception of a project through to the final site stage, beginning with site selection and progressing through sediment and erosion requirements, building location, parking and ADA requirements, storm runoff, and landscape requirements. Students are assigned a large land parcel and must employ topographical mapping methods to demonstrate variations in elevation. Students map and shape contours while maintaining an efficient hydrology system, re-grading the topography to minimize off-site runoff. Students also create drawings and models to demonstrate their knowledge of cut-and-fill grading.

Similar to its graduate-level counterpart (ARCH 735), ARCH 435 *Site Plan Design and Development* has been implemented as an undergraduate course. Offered in Fall 2015 and taught by a faculty member who is a registered engineer, this course covers site development and design from the conception of a project through to the final stages of site design. The project begins with site selection and progresses through sediment and erosion requirements, building location, parking and ADA requirements, storm runoff, and landscape requirements. The course specifically includes instruction on grading, cut and fill sections, and ground slope analysis.

Extended Learning Opportunities

Architecture students broaden their understanding and ability within the discipline through learning experiences that extend beyond the classroom. In addition to the annual site workshop, the architecture department is a host of the SCAD School of Building Arts Lecture Series. This is an annual series focused categorically on connecting students and the larger design community with industry professionals who exemplify the future of building arts. Within this robust annual schedule of lectures, architecture students are exposed to a broad array of current issues and specialized topics relevant to the field. Recent and upcoming lectures related to site design include:

2013

- “New Haven and the 4th Age of the American City” – Alan Plattus (professor of architecture, Yale University)
- “Drawing Analogies – Reinventing Townscapes” – Andrea Ponsi (architect and city planner, Florence, Italy)

- “The Art of Placemaking – Mastering the Interstitial Zone” – Christopher Budd (principal, STUDIOS, Washington, D.C.)

2014

- “The Art of Street Design” – Victor Dover (principal, Dover, Kohl & Partners, Coral Gables, FL)
- “Current Work: Flowing Between Inside and Outside” – Joey Shimoda AIA, IIDA (chief creative, Shimoda Design Group, Los Angeles, CA)
- “Reality Augmented/Immersive Design” – Timothy Mansfield (architect, Cambridge Seven Associates, Boston, MA)

2015

- “Making Sense: Intersecting Lines of Investigation in Design and Technology” – Thomas Schroepfer (professor of architecture and sustainable design, Singapore University of Technology and Design)
- “Atlanta 4.0” – Tim Keane (commissioner, department of planning and city development, Atlanta, GA)

b. Plans for/Progress in Addressing Causes of Concern

- **Advising**

2013 Visiting Team Comments: The visiting team heard from students that most faculty advising occurs through informal means. Such advising can lead to inequities in student access and potentially inconsistencies in advice. The program is encouraged to explore a more formal system of faculty advising to increase student access and improve the quality of faculty advice to students about careers and course selection.

2015 Program Response: All SCAD students benefit from comprehensive advising and support services by professional staff, available through the office of student success and advising and the graduate studies office. These advisers assist students in progressing through their program, including course sequencing and registration, and providing students with accurate information about SCAD academic and financial policies, procedures, and resources. Additionally, each student is assigned a faculty adviser within their major area — all architecture students benefit from one-on-one advising and mentorship by architecture professors.

Since the site visit, the architecture department has implemented several measures to promote greater consistency and clarity in the student advising experience. This began by evaluating students’ access to, and the quality of, academic advising within the department, and establishing enhancements through the administration of surveys, improved communication of advising opportunities for students, and more uniform application of advising policies and procedures.

SCAD’s institutional data indicates advising efforts have yielded favorable results. From the 2012-13 academic year to the 2014-15 academic year, the department increased individualized academic advising from 94 percent to 100 percent of all architecture students. The following measures outline the department’s enhanced advising process, demonstrating its achievement of a supportive, formalized framework for students to progress in the architecture program.

Graduate Orientation Program

In a newly implemented orientation program for incoming graduate students, the department designates select professors as graduate coordinators. These faculty members are assigned the responsibility of acclimating students to the department culture and resources, which includes ensuring that students receive a copy of the program flow-chart and speaking to students about the academic advising process.

Requirement to Discuss Advising

To promote greater student awareness of advising opportunities, the architecture department drafted new guidelines that require faculty members to discuss advising as they present course syllabi in their classes during the first week of each quarter. Faculty inform students of the availability of professors, the department chair, and CAS advisers, and encourage students to call upon their assigned academic advisers as needed. All faculty members receive a digital and hard copy of a

memorandum detailing the Architecture Program Course Sequencing Guide, which includes the advising policy in addition to other applicable information.

Documentation of Office Hours/Conferences

An existing policy that requires faculty members to be available, and document, a minimum of one hour a week for office hours and student conferences has been enhanced for the architecture department to require faculty advisers to hold four office hours per week. Increased faculty office hours include an open door policy to accommodate student schedules, providing students with multiple dedicated times to discuss and review their academic progress and career development with faculty.

Department Chair Advising Attendance

To provide additional assurance that students' expectations are being met with regard to their academic advisement, and to ensure advising policies are being uniformly applied, the chair of the architecture department is available for scheduled student appointments. This practice aligns with the university's academic leadership practices to complement faculty availability and support students in their education. From Fall 2014 through Spring 2015, the chair met with and advised over 60 students.

CAS Placement in Department

The university's office of career and alumni success (CAS) provides a wide array of career development services, including individual career counseling, internship assistance, and exploration of professional opportunities in art and design. Since the site visit, CAS instituted the new practice of stationing one of its career advisers within the architecture building, Eichberg Hall, every Wednesday over the course of the academic quarter. All architecture students receive a message informing them of the CAS adviser's weekly visits and offering the opportunity to sign up for one-on-one sessions to discuss career and employment-related matters.

- **Student Participation in Program Governance**

2013 Visiting Team Comments: The visiting team did not find any formal means for the program administration to obtain feedback from students on governance and program issues. Students did not know how to play an active role in activities such as curriculum development, faculty searches, and the other important governance issues of the program.

2015 Program Response: The architecture department, since the last site visit, has enriched students' awareness of, and representation in, a variety of initiatives that contribute to a robust architecture program and overall SCAD student experience. These opportunities to contribute, sponsored by both the department and the university, include the feedback mechanisms evidenced below.

Student Representation on Department Committees

The architecture department maintains five faculty committees — Curriculum and Assessment Committee, Accreditation Committee, Faculty Development and Outreach Committee, Admission and Internship Committee, and Technology Committee — to provide platforms for addressing matters of importance to the program and its ongoing success. To account for the student perspective across the spectrum of program topics, one student representative is now appointed to each of the five faculty committees. Student representatives are selected through a collaborative process involving both faculty and students. Each faculty committee first nominates three student candidates who are then narrowed down to one student per committee by input from three student groups: AIAS, NOMAS, and ASHRAE.

Student feedback is not only solicited through committee participation, but by providing an approachable atmosphere. Through a recent department effort, architecture students from each studio year were invited to provide feedback to the chair and faculty regarding the effectiveness of the studio selection process. The studio selection process, conducted in collaboration with the registrar's office, launches on the first day of classes during fall and winter quarters with a gathering of all architecture students, during which faculty members present succinct outlines of their proposed studio projects. It serves as a primary opportunity for students to learn more about upcoming studio sections in order to make informed

decisions about their coursework in alignment with their interests. As a result of recent student feedback, the studio selection process has been modified to reflect a more efficient process, shortening the time allotted for faculty presentations and allowing registrations on a first-come, first-served basis, thereby maximizing the time students have with their selected professors on the first day of class. This modified procedure will be implemented in Winter 2016.

As another example, SCAD AIAS leadership requested a meeting with the department chair in 2014-15 to discuss ways to improve and maintain student energy during the most busy time of the quarter (Weeks 8-10). They suggested a variety of activities and supplies, and suggested storage space dedicated to these ideas, which the department was able to provide.

Student Involvement in Faculty Searches

Faculty hiring searches constitute a tremendous opportunity for students to provide input as relates to program leadership. All architecture faculty candidates being seriously considered for appointment are invited to guest lecture in student-attended scenarios. Recent candidate lecture topics include establishing an architectural practice, the urbanization of two transatlantic cities, and perceptions of architecture as an increasingly interdisciplinary and diverse profession.

Students are asked to provide feedback on their observations through faculty-peer discussion, which is factored into the department's candidacy evaluation and the final hiring decision.

Student Organizations – Chapters and Clubs

The SCAD office of student involvement exists to provide and promote a variety of ways for students to become active members of the university community, including student clubs, leadership programs, and student media outlets. Organized under the office of student involvement, the architecture department has long-established student-governed chapters of AIAS, ASHRAE, and NOMAS. Each of these organizations contributes significantly to the studio culture in the SCAD architecture program, as well as to the sponsoring organizations' broader agendas. The department also has multiple student representatives who attend the monthly meetings of the Savannah Chapter of AIA and report back to the university's AIAS chapter on relevant information.

Many student organizations have a student representative who serves on the SCAD Inter Club Council (ICC) to communicate needs and interests to the university's student services department. For example, ASHRAE has a student officer appointed as the ICC liaison. On a quarterly and annual basis, the ICC representative is responsible for registering the student club, including elected officers; meeting with student officers to plan activities; submitting budget requests to ICC to secure necessary funds; and participating in ICC meetings to report on club activities and plans.

Additionally, SCAD supports diverse student clubs and extracurricular activities in response to student demand, allowing students to participate and hold leadership positions in specific areas of interest. Participation and offices held within these clubs and activities serve an important role in contributing to the fabric of the university and its academic programs.

Student Surveys and Assessment

SCAD maintains a strong culture of assessment, with student surveys serving as a primary means of monitoring and measuring student satisfaction. Both the National Survey of Student Engagement (NSSE; administered every other year) and the Noel-Levitz Student Satisfaction Inventory (NL-SSI; administered annually) address a wide range of campus-related topics on which students provide feedback — for example, the NL-SSI queries students about involvement in student organizations. The university utilizes survey results to adapt to the needs and interests of students and contribute to an enhanced educational experience.

Students also complete evaluations for each course in which they are enrolled, providing individual professors and the program with direct feedback with regard to classroom learning. Students are asked to rate a variety of criteria ranging from course content to delivery of course content to the academic experience. Responses are aggregated and evaluated for insights about professor and program strengths and opportunities for growth.

Recent enhancements to the program as a result of gathered insights include replacing the 22-inch teacher workstation monitors with 80-inch flats-screen monitors suspended above studio desks to facilitate more effective student, faculty, and guest presentations; establishing a dual-monitor computer lab for the purpose of testing beta software (e.g., Grasshopper,

Butterfly, Dynamo) at the leading edge of electronic design; and offering a Hong Kong immersion program over the university's extended winter break to expose architecture students to a vastly different culture, provide access to international design firms, and broaden their learning experience.

- **Diversity of Faculty**

2013 Visiting Team Comments: The team found that since the last visit the student body has increased in diversity while faculty diversity has decreased. Faculty hiring should reflect the diversity of the general student population as measured by gender and race. The program is encouraged to pay particular attention to faculty hiring in an effort to bring this discrepancy into a better balance.

2015 Program Response: The department recognizes the importance of a faculty that brings unique backgrounds and perspectives to the program to balance the strengths of the program and augment the diversity of its population.

The SCAD architecture department features a diverse faculty that in turn fosters a culturally rich learning environment centered upon the exchange of distinct ideas and experiences. The program includes faculty members from Egypt, Hungary, Vietnam, and Taiwan, and who hold citizenship in Romania and France. Their backgrounds and professional experiences present an ideal parallel to the program's diverse student population, of which more than 20 percent self-report as a minority ethnicity. The department has also hired three new female faculty members, increasing the number of female faculty members by 10 percent since the 2013 site visit to more closely align with the gender composition of the student population.

To further acknowledge the influence of diversity on the learning experience, the architecture department invited the director of the SCAD Language Studio — the university's English as a Second Language program — to hold faculty workshops focused on equipping professors to deliver more effective educational training for international students.

- **Building Systems Integration**

2013 Visiting Team Comments: The visiting team found inconsistency in the comprehensive design student process workbooks. A more formalized process for the accounting of items such as the integration of building systems, building envelope design, and use of precedents will enhance the demonstration of student achievement.

2015 Program Response: To promote greater consistency in the presentation of students' comprehensive designs, the department revised requirements for deliverables in ARCH 406 *Architecture Design Studio VI: Capstone II – Comprehensive Design Development* and ARCH 737 *Graduate Architecture Studio III: Comprehensive Detailing and Systems*.

An additional assignment component — a building systems integration matrix — has been added to the requirements for the process book that all students complete for their comprehensive design final projects in ARCH 406 and ARCH 737. This component provides a checklist and cross-reference mechanism to ensure that students address all elements of building systems integration. The assignment supplement requires students to demonstrate their understanding and the application of building systems such as plumbing, electrical, vertical transportation, security, and fire protection, and to account for embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics.

To further student understanding and ability in this area, a new elective course was also added to the architecture curriculum: ARCH 716 *Architectural Lighting Design*. While ARCH 461 *Environmental Controls II* covers lighting as a topic, this course expands the architectural focus of lighting study to include aesthetic and sustainable principles, design application, and the future of lighting in architectural exteriors, interiors, and urban and landscape scenes.

c. Changes or Planned Changes in the Program

Please report such changes as the following: faculty retirement/succession planning; administration changes (dean, department chair, provost); changes in enrollment (increases, decreases, new external pressures); new opportunities for collaboration; changes in financial resources (increases, decreases, external pressures); significant changes in educational approach or philosophy; changes in physical resources (e.g., deferred maintenance, new building planned, cancellation of plans for new building).

2015 Program Response: With a focus on professional preparation, the SCAD architecture department continues to provide and allocate appropriate academic, administrative, financial, and physical resources to meet student needs and assure their success.

Faculty members and key academic administrators — including the dean and chief academic officer — have remained in their roles and continue to be indispensable to program and student success. A change in leadership has occurred at the department level with SCAD Director of the School of Building Arts Ivan Chow, AIA, NCARB, assuming the role of interim department chair. At the faculty level, Professor Fernando Munilla retired after 27 years and Professor Judith Reno retired after nearly 24 years as SCAD educators, and two other professors, Jean Jaminet and Mohammed Elnahas, departed the faculty.

To account for this change and faculty succession planning, and to continue to strengthen the program's expertise in architectural practice, the department has hired three new full-time faculty members since 2014: Elaine Adams, Tammy Thompson, and Alice Guess. All three professors are registered architects and bring extensive experience across a wide range of architectural practice. Elaine Adams, AIA, brings 25 years of experience and knowledge in global sustainability, historic preservation, and business development from the Rocky Mountain Institute and the University of Colorado in Denver and Boulder; Alice Guess, RA, has 22 years of experience in commercial and residential design, historic preservation and academia from Louisiana to South Carolina; and Tammy Thompson, AIA, brings a wealth of healthcare knowledge and expertise from having founded the Institute for Patient Centered Design, which recently launched its inaugural global summit in Charleston, SC. Both Adams and Thompson are SCAD alumni. Ivan Chow, RA has also been added to the faculty roster as a part-time professor since expanding his role as director of the School of Building Arts to include the department chair responsibilities.

d. Summary of Activities in Response to Changes in the NAAB Conditions

2015 Program Update: Through its commitment to provide SCAD architecture students with an exceptional education, the program strives to anticipate and align itself with the most current accreditation standards and expectations of professional practice. Program faculty and administrators have met and discussed current efforts and future plans to provide students with the requisite knowledge and skills to address the NAAB perspectives and secure a strong foundation for their careers. To this end, careful attention has been given to changes in the NAAB Conditions I.1.1-I.1.5 and the program acknowledges that three of the conditions (I.1.1 History and Mission, I.1.2 Learning Culture, and I.1.5 Long-Range Planning) have been revised for clarity and to eliminate redundancy with other conditions. Noting the re-establishment of Social Equity as a separate element of program identity (I.1.3) and the addition of the five Defining Perspectives (I.1.4) as a way for programs to define their approach to common professional values and principles, the program has given particular attention to those areas.

Social Equity

Diversity is a defining characteristic of SCAD, enrolling students from across the entire United States and more than 100 countries worldwide. The architecture program mirrors this diversity, as noted in response to the Visiting Team Report's comment on faculty diversity, and as is evident in student demographics: 21.98 percent minority, 33.52 percent white/non-Hispanic, 40 percent non-resident, and 4.51 percent unknown. The program recognizes the value of diverse backgrounds and perspectives in architectural practice and seeks to model that diversity within its own community.

To foster a positive experience for all members of the program across the spectrum of their SCAD experience, the program abides by the institutional nondiscrimination policy. This policy, which endorses the equal and fair treatment of all students, faculty, and staff, extends to all rights, privileges, programs, activities, and opportunities regardless of gender, race, color,

national or ethnic origin, and religion. To ensure all current and prospective faculty, students, and staff have access to this statement on diversity, the policy is published on the SCAD website and in the SCAD Catalog, SCAD Staff Handbook, SCAD Faculty Handbook, and SCAD Student Handbook.

Defining Perspectives

Collaboration and Leadership

Leadership and collaboration are hallmarks of the SCAD education, and are deeply ingrained in the architecture program. Within its curriculum and culture, the program seeks to mirror the purpose and rigor of the architecture profession. This can be clearly observed in the Learning Culture Credo, the architecture department's studio culture policy, which articulates the program's commitment to the fundamental values of optimism, respect, engagement, collaboration, and creativity among all faculty, staff, and students. With faculty as exemplars of these principles, the architecture department seeks to elevate students' expectations of themselves and their collective dedication to leadership and collaboration in architecture, art, and design.

Faculty Leadership in Architecture. Active professional practice and ongoing development by faculty is integral to the SCAD mission of preparing talented students for professional careers. The architecture department extends this professional focus in its own mission to promote knowledge, skills, and judgment that culminate in a career that emphasizes experience, leadership, critical thinking, global awareness, ethical values, and communication.

SCAD architecture faculty members remain active in the field through leadership roles in relevant professional organizations, firms, and scholarly pursuits. Following is a sampling of SCAD faculty leadership in architecture:

Tammy Smith Thompson

- Professional fellow for the Center for Health Systems & Design at Texas A&M.
- Advisory committee member for the Healthcare Design Conference.
- Contributed to the new (third) edition of the Joint Commission's book *Planning, Design, and Construction of Health Care Facilities*, published August 2015.
- Contributed to the book *Nurses as Leaders in Health Care Design*, published October 2015.
- Co-chair and charter member of AIA Academy of Architecture for Health of Georgia.
- Director of Patient-Centered Design Innovation Summit.
- Recipient of 2014/15 AAUW (American Association of University Women) Community Action Grant.
- Named in the Top 20 Under 40 by Engineering News Record for southeast division in 2013.
- Named in the 10 Most Influential in Health Facility Design (HCD10) by Healthcare Design Magazine for the Foundation Executive Category in 2013.
- Published in Healthcare Design Magazine in 2012, 2013, 2014, 2015.
- Published in the Health Environment Research & Design Journal in 2011.
- President of the Institute for Patient-Centered Design.

Scott Singeisen

- Owner of the private design firm, Jasper Design Studios.
- Co-host of Savannah episodes for Fix It & Finish It, the nationally syndicated television program on design.
- Editor of *Forma Civitatis: International journal of urban and territorial morphological studies*.
- Collocutor (since 2013) for an annual multi-disciplinary symposium with faculty from graphic design, art history, liberal arts, urban design, and architecture: "Critical analyses of art, architecture, design, and media praxes and the role of discourse in understanding, interpreting, evaluating, generating, and experiencing visual artifacts, environments, and media processes in the information age is the ideational framework of this symposium."
- Received 2015 SCAD Presidential Fellowship to study the role of the human figure in architectural presentation and representation.

Carole Pacheco

- Active member of AIA and NCARB.
- Appointed by governor to serve on the Georgia State Board of Architects and Interior Designers.

- Licensed in Colorado, Georgia, and New Mexico, and remains active in practice and consultation in those states of licensure.
- Serves on the Board of Directors for the Architectural Foundation of Georgia.
- IDP mentor/supervisor for students and alumni.
- Active Member of Foundations in Art Theory and Education.
- Received 2013 SCAD Presidential Fellowship to attend the International Conference of Interdisciplinary Social Sciences, Prague, Czech Republic for the presentation of the NCARB Award for Integration of Practice and Education (Disentanglement and Gates, an Interactive Game of Professional Practice).

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. More than 20 years later, SCAD served as host to the AIAS FORUM 2012, and SCAD-AIAS is preparing to host the 2016 South Quad Conference. 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), continuing the program's tradition of advancing professional interests and awareness. These organizations continue to thrive with robust memberships across the architecture student body.

Following are recent examples of SCAD student leadership in architecture, facilitated by the department's financial support and faculty mentorship:

- Eight student leaders traveled to D.C. to attend the 2015 AIAS Grassroots Conference and presented a proposal to AIAS National to host the 2016 AIAS South Quad Conference. SCAD-AIAS, which includes 24 student members, was selected to host the South Quad Conference in Spring 2016.
- Ten student members of the SCAD NOMAS club traveled to Atlanta, GA to attend the 43rd Annual NOMA Conference.
- Twenty students from the SCAD ASHRAE club traveled to Charleston, SC to attend the annual Building Enclosure Council meeting, entitled "Don't Do Stupid Things: Lessons in Building Science." The invitation and discounted registrations were extended by a SCAD alum who works for Applied Building Sciences.

Collaborative Studios. The profession of architecture is collaborative by nature, and the program's studio projects model this character, illustrating the value of collaboration across the SCAD community. In the past three years, the program has engaged in studio collaborations with the departments of fashion, fibers, design management, furniture design and production design, as well as more closely affiliated departments including interior design and historic preservation. Through these studio collaborations, students grow their understanding of the distinct features of the architecture profession and the architecture design process, 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.

The Collaborative Learning Center. The program's emphasis on collaboration integrates seamlessly with the highly collaborative culture of the university as a whole. Centralized in the SCAD Collaborative Learning Center (CLC), students work with external partners to define a design challenge and take a for-credit course through which they seek imaginative, practicable solutions. During a CLC course, students learn to work with real clients to meet deadlines, present project concepts and progress, and produce design deliverables. Following is a selection of CLC projects that architecture students have participated in since 2013.

Ben Carter Enterprises – Fall 2013

A two-week student design course with Ben Carter Enterprises to develop concepts and communications pieces for the conceptual design of the façade and building envelope of a proposed new development project at 230-240 W. Broughton Street, Savannah, GA. Students designed under the guidelines of the appropriate city ordinances, such as the City of Savannah Historic District Ordinance, Landmark and Broughton Street Sign Ordinances, and the Secretary of the Interior's Standards for Rehabilitation.

Green Choice Custom Homes – Winter 2014

A 10-week student design course with Green Choice Custom Homes, LLC to develop concepts and communications pieces for the design of a custom residential home on a suburban site in the Savannah, GA area. Students generated conceptual design proposals that explored the themes of site analysis, solar design, orientation, passive systems, use of materials, and site grading, as well as innovative energy-efficient features in site and building design.

Disney Imagineering – Winter and Spring 2015

A multi-quarter, multidisciplinary design studio devoted to Phase Two development of Hong Kong Disneyland. The project was produced by the School of Building Arts and the School of Entertainment Arts, with the studio anchored in architecture, urban design, and entertainment design programs.

Wharton Equity Partners – Winter 2015

A three-day design challenge to research and develop design concepts for the courtyard façade of Wharton Equity Partners' property, Two Addison Place, Pooler, GA, to create architectural elements that increase community awareness of the high-end residential complex. The project included SCAD students representing multiple disciplines from the School of Building Arts and the School of Communication Arts.

Design

Design excellence is central to the SCAD architecture department's mission, evident in notable and award-winning projects derived from program coursework. For example, in Summer 2015, seven students enrolled in ARCH 428/728 *Architectural Craft and Tectonics* entered the NASA 3-D Printed Habitat Challenge to design accommodations for four astronauts on the surface of Mars. The SCAD student team placed among the top 30 out of 162 entries worldwide and were invited to display the SCAD-printed model of their design at the 2015 World Maker Faire in New York. This excellence is mirrored in architecture students' active participation in design charrettes and awards — in 2015, three students from the B.F.A. and M.Arch programs won first place in the National AIA Student Legacy Charrette.

The program's contributions to design extend beyond SCAD and into the greater community. In Summer 2015, the SCAD AIAS chapter initiated BeeArchitects in conjunction with AIA Savannah and the Savannah Young Architects Forum. This program provides design learning opportunities for surrounding local schoolchildren to introduce architecture for their future career and interests. Also in 2015, SCAD AIAS and the nonprofit design organization GoDesign Inc. hosted Africa Day – Humanitarian Design Charrette. This collaborative design day involved SCAD students and faculty and outside professionals for the purpose of producing four schematic designs for a mental health and disability center in Ethiopia. The SCAD architecture program is committed to cultivating architecture professionals who promote and deliver effective solutions across every aspect of design.

The architecture program is supported in its design pursuits by a university-wide emphasis on cross-disciplinary learning experience in an art-enriched context. As a result, SCAD is consistently recognized at local, national, and international levels for achievement in art and design. SCADpad stands as a prime example of the university's depth of design inspiration and multidisciplinary innovation: In 2014, 75 students, 37 alumni, and 12 professors from 12 academic degree programs, including architecture, worked together to conceptualize, design, and create a unique micro-housing solution. SCADpad is leading the next generation of urban housing design in a parking structure on the SCAD Atlanta campus, garnering recognition from AIA Georgia, IIDA Georgia, and World Architecture News.

Professional Opportunity

Professional opportunities are interwoven throughout the SCAD education and that of the architecture department. The university's signature events, held at all SCAD locations throughout the year, serve as leading opportunities for professional engagement, inviting luminaries in every field to visit SCAD, interface with students, and impart their knowledge and experience.

School of Building Arts Lecture Series. To focus professional connections on architecture and allied disciplines, the School of Building Arts created a custom annual lecture series. Each year building arts professionals come to SCAD to lecture on topics related to a specific theme of the built environment — for the 2015-16 academic year, the series is focused on global practice. Since 2013, notable guest lecturers include Frank Ching, Andrea Ponsi, Christopher Budd, Glenn Cranz, and David Green. For 2016, Elizabeth Chu Richter, Agatha Kessler, and Doo Ho Lee are confirmed as lecturers.

In addition to lecture series guests, architecture faculty regularly invite professionals to be a part of the classroom experience. Since January 2015, more than 40 professionals have participated in classes and engaged with students. Recent guests include Hernan Orbea, architect and professor at Catholic University of Ecuador and OBRA Taller de Arquitectura; Susan LeBer, director of operations for Walt Disney Imagineering; Daniel Carey, president and CEO of the Historic Savannah Foundation; and Mostapha Sadeghipour Roudsary, integration applications developer at Thornton Tomasetti; among many others.

Alumni Mentors. The architecture department expands upon professional exposure through the appointment of alumni mentors, inviting students to learn about professional practice in a personalized way. In Winter 2015, April Horvath AIA, LEED AP (M.Arch., 2001) served as an architecture department mentor, engaging in multiple visits to studios, seminars, and informal sessions with students. These interactions help students establish an appreciable connection between the education and guidance they receive in the program and the opportunities that await them upon graduation.

Design Review Council. Since 2012, SCAD has maintained a Design Review Council composed of local and regional architecture professionals committed to assisting the students in their professional education by participating in SCAD events, classes, and studios and serving as guest reviewers for student projects. The following is a list of the professionals currently serving a two-year term on the 2015-2016 SCAD Architecture Design Review Council:

Thomas Angell, ASLA, Principal, Verdant Enterprises
Denise R. Grabowski, AICP, LEED AP, Principal, Symbioscity
John Hughes, AIA, Dawson Architects
Michael C. Johnson, AIA, Principal, Shah Architecture
Jerry Lominack, AIA, Principal, Lominack Kolman Smith, Architects
Erik Puljung, AIA, Hansen Architects
Adam Ragsdale, ASLA, Chair, Metropolitan Planning Commission
C. Kenneth Spriggs, AIA, LEEDAP BD+C, Principal, The Spriggs Group P.C.
Steven G. Stowers, AIA, LEED AP, Lott Barber Architects

To expand the department's professional connections, SCAD frequently hosts professionally relevant events. In February 2015, SCAD hosted a certificate training session for the National Charrette Institute (NCI) and the Form-based Codes Institute (FBCI) with opportunities for both faculty and students to receive certifications. SCAD also hosted the Savannah AIA Spring 2015 Conference and will host the NCARB Regional Summit in Spring 2016.

AIA National Conference. The program recognizes the importance of student access to these events, both in augmenting students' education and instilling a commitment to the lifelong learning that is a constituent feature of professional architectural practice. In 2015, Interim Chair Ivan Chow, AIA, NCARB, along with 10 faculty members and two support staff, brought 150 architecture students to attend the AIA National Convention in Atlanta, GA. Students observed and learned about more than 800 product and service exhibits and had the opportunity to network with more than 7,000 attendees. They also participated in educational sessions and the National AIA Student Legacy Charrette — with SCAD students winning first place — and attended the keynote plenary session featuring President Bill Clinton.

Career and Alumni Success. The department's commitment to fostering professional opportunities is strongly reinforced by the SCAD office of career and alumni success (CAS), which offers tailored individual career advisement as well as a wide range of career preparation services — from portfolio review sessions to résumé and cover letter workshops, and more. CAS sponsors professionals' visits throughout the year and hosts a career fair annually to provide students with interview experience and direct access to job opportunities. For the 2014-15 academic year, the annual Career Fair in Savannah connected more than 2,600 talented SCAD artists and designers with top global employers, including Gensler, Hirsch Bedner Associates, Perkins + Will, and many others.

The strength of the department's career preparation is in the results. For SCAD architecture, 99 percent of students who graduated in Spring 2014 were employed, pursuing further education, or both within 10 months of graduation. Further, SCAD architecture student Jeremy Hughes was selected as the first-ever student member of the AIA-Georgia board, and SCAD alumna and professor Carole Pacheco, AIA was recently appointed to the Georgia State Board of Architects and Interior Designers.

Stewardship of the Environment

The department recognizes the need to integrate sustainability and environmental concerns across all levels of course and program work. Embedding this perspective into curriculum ensures that students are prepared for the challenges of professional practice. This includes teaching design practices that seek to minimize environmental impact and to connect people with the natural environment. Stewardship serves as a primary theme in studio coursework in the site selection, site planning design, building materials choices, and construction processes students apply to their projects. Each year, capstone projects receive external validation for their stewardship concepts and planning through the local U.S. Green Building Council (USGBC) chapter, which extends an award to an outstanding project that demonstrates a design solution that most exemplifies stewardship of the environment. A committee from the chapter reviews top student work on display in the department, after which a final selection is made.

In the comprehensive design studio sequences — ARCH 405 *Architecture Design Studio V: Capstone I - Research and Schematic Design* / ARCH 406 *Architecture Design Studio VI: Capstone II - Comprehensive Design Development* and ARCH 727 *Graduate Architecture Studio II: Comprehensive Design and Programming* / ARCH 737 *Graduate Architecture Studio III: Comprehensive Detailing and Systems* — students are required to incorporate sustainable design and environmental stewardship components into the design. Students submit case studies reflecting research of successful precedence — for example, one student analyzed sustainable practices in renowned architect Renzo Piano's California Academy of Sciences.

Students also have access to a wide range of additional course offerings focused on environmental controls, sustainable design, and urban ecology, among other topics, that contribute to their environmental consciousness. For example, ARCH 760 *Sustainable Design* is solely dedicated to the teaching of environmental stewardship. The syllabus states that the course provides an overview of critical developments in sustainable building design strategies by examining environmental problems and possible solutions through design. Course goals articulate the general objectives and purpose of this course:

1. Students will explore the principles of sustainability
2. Students will develop skills in the application of green building practices in design
3. Students will examine critical analysis of the current and future trends in sustainable design.

Readings, lectures, guest speaker presentations, and class discussions inform students of the needs and possibilities for effective green builders and architects. Many students enrolled in ARCH 760 elect to take the professional LEED Green Associate certification exam. Since 2014, 10 graduate students and eight undergraduate students have attained the LEED Green Associate professional credential, not including four students who are signed up to take the exam in Portuguese upon returning home to Brazil.

Many students parlay their classroom learning into competition projects, such as the Leading Edge Architecture Student Design Competition where the challenge in Spring 2013 was to design a net-zero co-housing retirement community. Students across a number of studios enter the ACSA/AISC Steel Competition each year, which includes a strong environmental stewardship component, asking students to design in a socially and environmentally responsible manner that responds to physical context, climate, and culture. Projects are also encouraged to include the integrated resolution of

structural, tectonic, and technical issues, and to demonstrate reduced dependency on non-renewable resources and the integration of environmental responsibility with the architectural vocabulary of the proposal. Last year, students were challenged with designing a border crossing station on a rural site with no utilities, requiring the generation of on-site energy. These competitions open students to different design priorities and new understanding of architectural practice, inspiring them to create compelling and refined work that is portfolio-ready.

Community and Social Responsibility

The architecture program consistently engages students and faculty in collaborative and community-based activities. This project-based learning approach dynamically advances students' social awareness, preparing them to lead as architects, designers, and professionals.

As a curricular option, the program offers ARCH 438 *Urban Issues Seminar*, which grants students the opportunity to investigate physical and socio-economic factors that affect the city, and ARCH 765 *Emerging Urban Issues*, which examines pressing contemporary technological, cultural, theoretical, and economically driven issues related to urban design and development. For more hands-on investigation, architecture students may elect to take ARCH 403 *Story Savannah: Designing Relationships* or ARCH 703 *Advanced Story Savannah: Designing Relationships*. These two courses present a window to the unique stories that express the architecture of people and what they achieve during challenging periods to construct racial justice, preservation, and neighborhood empowerment in Savannah. In the Fall 2013 offering of ARCH 703, students worked with the local non-profit Blessings in a Bookbag to develop donation information materials, banners, and food barrels that could be reused for Blessings' food drives.

As students acquire the knowledge and experience needed to address economic and social challenges in coursework, civic engagement is further facilitated in collaborative charrettes and projects with diverse partners. Following is a selection of community and socially based projects that architecture students have worked on since the site visit.

- In 2015, SCAD AIAS collaborated with a waste management company to design kiosks for their nature trail. A day-long design charrette exercise included students, professors, and representatives from the company; the result was a successful installation of a new nature wayfinding system at the facility.
- In 2015, SCAD AIAS students participated in a day-long charrette with SCAD architecture faculty and Katie Godkin Morales (M.Arch., 2012) and Jonathan Leonardo Morales Medina, co-founders of The Batey Rehab Project, for the design of a plug-in and stand-alone kitchen prototype for feeding children and families in the Dominican Republic. The charrette, which required utilization of a 60-liter institutional cook stove, was conducted in collaboration with the non-profit humanitarian organization InStove.
- In 2015, SCAD AIAS and the nonprofit design organization GoDesign Inc. hosted Africa Day – Humanitarian Design Charrette for students, faculty, and architecture professionals for the purpose of producing four schematic designs for a mental health and disability center in Ethiopia.
- In 2014, architecture students studying at the university's abroad location in Lacoste, France collaborated with the local community to design and implement a new children's playground for an elementary school as part of an international AIAS Freedom by Design project. The project, Le Jardin des L'Ecoles, was subsequently presented at the AIA National Grassroots Leadership Conference in Washington D.C.

The program further benefits from a far-reaching collaborative culture endorsed by the university. Through the SCAD Collaborative Learning Center (CLC) students work with external partners in for-credit courses to define a design obstacle and seek imaginative, practicable solutions, many of which connect to communities far beyond SCAD's locations. In Winter 2015, architecture students participated in a collaboration with the Texas-based grocery company HEB to develop affordable housing concepts for wounded war veterans that could be shared with the many foundations, agencies, and others who work to provide veterans with resources.

The program provides opportunities for students to experience firsthand the value and satisfaction of public service while balancing the needs of clients with those of the larger community.

e. Appendix (include revised curricula, syllabi, and one-page CVs or bios of new administrators and faculty members; syllabi should reference which NAAB SPC a course addresses)

2015 Program Update: The SCAD architecture program's compliance with the NAAB Conditions is a foremost priority for both the department and the university, acknowledging the value of this compliance in effectively preparing students to become practicing architecture professionals. The program has taken a focused lens to the terms of its 2013 reaccreditation and the feedback from the Visiting Team Report, and has sought to systematically address all expectations. The curricular, extracurricular, administrative, and other measures outlined within this report represent SCAD's commitment to comprehensive programmatic achievement.

SCAD is dedicated to continually enhancing education and services offered to its students, and the architecture department looks forward to supporting the NAAB in accomplishing mutual goals in excellence.

The following appendix items provide additional evidence to the program responses contained within this report:

Appendix 1: Samples of Student Work Addressing b.4 Site Design can be found at <ftp://NAAB@ftp.scad.edu/> with username "NAAB" and password "filesfromscad"

Appendix 2: List of Department Committees and Student Representatives

Appendix 3: Syllabi for ARCH 406/ARCH 737 with Building Systems Integration Matrix

Appendix 4: Syllabi for ARCH 302/ARCH 727 with Site Design Coursework

Appendix 5: Site Design Workshop Agenda

Appendix 6: New Faculty Résumés

- Professor Elaine Adams, AIA, NCARB
- Interim Chair Ivan Chow, AIA, NCARB
- Professor Alice Guess, RA, NCARB
- Professor Tammy Thompson, AIA, NCARB

Appendix 1

For examples of student work demonstrating understanding and application of B.4 Site Design, click [here](ftp://NAAB@ftp.scad.edu) (ftp://NAAB@ftp.scad.edu) with password "filesfromscad."

Appendix 2

2015-16 Department Committees

Student Representatives

Accreditation Committee

Student representative: Jonah Hudy

Admissions and Transfer Committee

Student representative: Ragon Dickard

Curriculum and Assessment Committee

Student representative: Jordan Rich

Faculty Development and Outreach Committee

Student representative: Tygue Weirda

Technology Committee

Student representative: Hunter Wells

Syllabus

Spring 2015
Daniel Brown
Office building, room: Eichberg301
Phone: 912.525.688
Office hours: t&th10-11
Email: dbrown@scad.edu
Building/Room: EICHBE 303F
Meeting Times: Tuesday / Thursday
11:00 AM - 4:30 PM

SCAD®

The University for Creative Careers®

School of Building Arts, Department of Architecture, Savannah

ARCH 406 - Architecture Design Studio VI: Capstone II - Comprehensive Design Development Section: 04 CRN: 31334

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.

School of Building Arts Mission Statement:

The mission of the School of Building Arts is to prepare students to be leaders in their professions. With intellectual curiosity, creativity and technical expertise, we seek to prepare young women and men to be lifelong stewards of the built environment in a manner sensitive to place, culture, and to environmental impact.

Mission of the Department of Architecture:

The Savannah College of Art and Design Architecture Program provides a cross-disciplined learning experience within an art-enriched context. This 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.

Department of Architecture Studio Culture Policy

The Studio Culture Policy emphasizes the importance of the studio-based organizational structure of the curriculum and the architecture program's commitment to the fundamental values of optimism, respect, engagement, collaboration, and creativity among all students, faculty, and staff.

The policy aids the department in promoting these values and encouraging students to adopt these 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, Dialogue Within Studios, Studio Ownership, Diversity and Integrity, and Study Abroad.

The complete policy is available on the [department's website](#) and on the department's intranet. As well, faculty members refer to the policy in quarterly studios. In order to ensure its relevance and effectiveness, the policy is reviewed and reaffirmed or revised annually by students and faculty.

Course Description:

This studio course focuses on building systems analysis and integration. It involves adaptive reuse of existing structures and work with a real client to develop a program of moderate complexity that responds to project objectives and exceeds the client needs. Students are required to make decisions relative to the client's needs and desires and respond to the various requirements of users, stakeholders and the public domain. Students are expected to develop the ability to make theoretical and technical judgments with confidence and produce sophisticated design solutions. Lectures include topics such as the client's role in architecture; materiality; environmental control systems; building service systems; adaptive reuse; and community and social responsibility. Prerequisite(s): ARCH 405.

Course Goals: The following course goals articulate the general objectives and purpose of this course:

1. Students will understand the client's role in architecture.
2. Students will learn how to develop a program that meets project objectives and exceeds based on a client's needs.
3. Students will learn how to respond to user needs, as well as the needs of the community at large.
4. Students will understand how to reuse existing building stock and integrate it into a new design.
5. Students will understand how to integrate complex environmental and mechanical systems into an architectural solution.

Student Learning Outcomes: The following course outcomes indicate competencies and measurable skills that students develop as a result of completing this course:

1. Students will demonstrate an 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.
2. Students will demonstrate an 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.
3. Students will demonstrate an 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.
4. Students will demonstrate an 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.
5. Students will demonstrate an understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.
6. Students will demonstrate an 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.

Schedule of Classes:

Key events including assignments, projects due dates/exam dates:

Class 1: Tue, March 24, 2015	Intro, Syllabus, pre-test, building systems matrix Programing Lecture on life safety, interstitial space, bay spacing and general structure
Class 2: Thu, March 26, 2015	Case Studies Programing Schematic development
Class 3: Tue, March 31, 2015	Lecture on Mechanical systems Design Development
Class 4: Thu, April 2, 2015	Egress design Design Development
Class 5: Tue, April 7, 2015	Lecture on Electrical, Plumbing and fire supersion systems Design Development
Class 6: Thu, April 9, 2015	Design Development For building programing and life-safety

Class 7: Tue, April 14, 2015	Sustainable systems Design Development
Class 8: Thu, April 16, 2015	Design Development for Building Codes
Class 9: Tue, April 21, 2015	Design Development for Building Codes
Class 10: Thu, April 23, 2015	Midterm Pinup
Class 11: Tue, April 28, 2015	Design Development - Elevation Studies
Class 12: Thu, April 30, 2015	Design Development - Elevation Studies
Class 13: Tue, May 5, 2015	Final design Full details
Class 14: Thu, May 7, 2015	Final Design- Full Details due
Class 15: Tue, May 12, 2015	construction documents
Class 16: Thu, May 14, 2015	Initial board layout Due
Class 17: Tue, May 19, 2015	Final Design Check of Boards and Comprehensive Design
Class 18: Thu, May 21, 2015	Pre-Final
Class 19: Tue, May 26, 2015	Final Presentation
Class 20: Thu, May 28, 2015	Gallery pin up

Grading Opportunities:

Your overall course grade will be computed according to the following breakdown:

Assignment	Weight
1st pin up	20.00 percent
midterm	30.00 percent
assignments	10.00 percent
final jury	40.00 percent

Total Weight	100 percent
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Grading Standards	Range
Letter grade: A = excellent	90 — 100 %
Letter grade: B = good	80 — 89 %
Letter grade: C = *	70 — 79 %
Letter grade: D = *	60 — 69%
Letter grade: F = failing	0 — 59%

*Refer to the student handbooks and departmental standards for minimal acceptance for passing grade.

Course Information:

Field Trip(s):

Travel to Atlanta for Case Studies
 Site Visits to understand construction

Extra Help Session(s):

office hours

Extended Learning Opportunities:

Eichberg Hall Model Shop Policy:

Students cannot use the Eichberg model shop unless they have taken the Certification class and passed the test. Certification class and test takes about two hours and is given in the model shop on the first four Fridays of every quarter. Student only need to take this test once.

Other Course Information:

SBA Learning Units:

School of Building Arts Learning Units School of Building Arts Learning Units are independent learning opportunities for you to further your educational experience. One learning unit may be obtained by attending any of the following: SCAD ASID/IIDA meeting with guest lecturer Local ASID/IIDA professional meeting ARCH, ARLH, HIPR, INDS, and URBA lectures SCAD guest speakers at pre-approved events Graduates may attend undergraduate critiques as jurors All students are required to write a short statement on each event attended. Each student is responsible for final submittal of stamped SBALU sheets to professors at the end of the term. Late sheets will be given zero credit. All stamps must be completed. In addition, you are also required to log in one hour of departmental service to the Eichberg Hall Model Shop, the Eichberg Hall Materials Resource Room, or the Thomas Center Workshop. 2. Please add the Eichberg building policy per the building manage

Course Materials:

Required Text(s):

heating cooling and lighting, Nobert Lechner, isbn 978-0-470-04809-2

Recommended Text(s):

studio companio handbook, Patterson

building codes illustrated, Ching
building construction illustrated, Ching
plus minus 20degrees/40degrees latitude, Hindrichs

Required Material(s):

all drawing material need to produce final product

University Policies:

Academic Integrity:

Under all circumstances, students are expected to be honest in their dealings with faculty, administrative staff and other students.

In class assignments, students must submit work that fairly and accurately reflects their level of accomplishment. Any work that is not a product of the student's own efforts is considered dishonest. Students must not engage in academic dishonesty; doing so can have serious consequences.

Academic dishonesty includes, but is not limited to, the following:

1. 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.
2. Plagiarism, which 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.
3. Submission of the same work in two or more classes without prior written approval of the professors of the classes involved.
4. 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.

Attendance and Personal Conduct:

Only students who are properly registered for a course may attend and participate in that class. Students are expected to attend and participate in all scheduled classes and examination periods. Absences in excess of four class periods per quarter, or 20 percent of the course, result in the student receiving a failing grade for the course. Tardiness, early departure or other time away from class in excess of 15 minutes per class session is considered absence for the class session.

The student's appearance and conduct should be appropriate and should contribute to the academic and professional atmosphere of SCAD. The university reserves the right at its sole discretion to withdraw the privilege of enrollment from any student whose conduct is detrimental to the academic environment or to the well-being of other students, faculty or staff members, or to the university facilities.

Enrollment policies:

Students are responsible for assuring proper enrollment. See the SCAD catalog for information on add/drop, withdrawals, incompletes, and academic standing.

Midterm Conference(s) and Advising:

Each student enrolled in the course will have a midterm conference scheduled outside of class time with the professor. Students are expected to keep this appointment. In addition, students may seek academic or career advice from representative of the Office of Career and Alumni Success by appointment in Eichberg Hall or at https://my.scad.edu/scaddocs/departments/career_services/appointment.cfm, or from a student success adviser in Bradley Hall or at advisement@scad.edu.

Academic Support and Tutoring:

Academic support for students at all SCAD locations can be found in MySCAD, under the Student Workspace tab, Department Directory, Academic Resources.

Course Evaluations:

SCAD offers students the opportunity to evaluate all scheduled courses during each quarter term. Student feedback is essential to continuously improve academic services at SCAD. Evaluations will be available the end of each quarter at the beginning of Week 8 and must be completed online by the Monday following Week 10. A sample course evaluation for on-ground courses is available [here](#).

In order to access course evaluations, the student should take the following steps:

1. Log on to MySCAD
2. Click on the Student Workspace Tab
3. Locate the Course Evaluations link under My Courses channel
4. This will bring up a page that says current surveys and lists all the courses that are currently available for evaluation.

For more information or questions, contact us at evaluations@scad.edu.

Student Surveys:

The SCAD Student Survey and the Noel-Levitz Student Satisfaction Inventory will both be administered in Week 4 of spring quarter. SCAD's office of institutional effectiveness is responsible for gathering and delivering survey results to decision-makers on campus. For more information or questions, contact surveys@scad.edu.

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Department of Architecture

Building Systems Integration Design Matrix

This project relates to your comprehensive design project and reinforces the conceptualization process introduced in earlier studios, as well as integrating 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 are expected to develop the ability to make theoretical and technical judgments with confidence and produce integrated design solutions. The following matrix has been created to assist students in monitoring their learning and application of building systems integration in their design projects and process books. Specifically, students should create comprehensive architectural design solutions that demonstrate their understanding and application of the following building systems and requirements and then document the recording and development of these project components in the appropriate graphic format.

BUILDING SYSTEMS	DOCUMENT LOCATION													
	Site Plan	Floor Plans	Plan/Diagram	Roof Plan	Reflected Ceiling Plan	Elevations	Sections	Details	Analysis Diagrams	Process Book	Physical Site Model	Physical Building Model	Digital Model	Other Exhibit
Building Systems														
Building Envelope														
Structural systems														
Mechanical system - zoning and delivery														
Plumbing system diagram														
Electrical system diagram														
Vertical transportation														
Security system														
Life-safety systems - emphasis on egress														
Environmental Systems														
Embodied energy														
Active and passive heating and cooling														
Indoor air quality														
Solar orientation														
Daylighting and artificial illumination														
Acoustics														
Other Systems and Requirements														
Site design														
Design Precedents														
ADA requirements														

Syllabus

Spring 2015
Arpad Ronaszegi
Eichberg Hall 301
Office building, room:
Phone: 525-6885
Office hours: Tuesday and Thursday 1:30-3:30pm
Email: aronasze@scad.edu
Building/Room: EICHBE 303J
Meeting Times: Monday / Wednesday
11:00 AM - 4:30 PM

SCAD®

The University for Creative Careers®

School of Building Arts, Department of Architecture, Savannah

ARCH 737 - Graduate Architecture Studio III: Comprehensive Detailing and Systems Section: 03 CRN: 32626

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.

School of Building Arts Mission Statement:

The mission of the School of Building Arts is to prepare students to be leaders in their professions. With intellectual curiosity, creativity and technical expertise, we seek to prepare young women and men to be lifelong stewards of the built environment in a manner sensitive to place, culture, and to environmental impact.

Mission of the Department of Architecture:

The Savannah College of Art and Design Architecture Program provides a cross-disciplined learning experience within an art-enriched context. This 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.

Department of Architecture Studio Culture Policy

The Studio Culture Policy emphasizes the importance of the studio-based organizational structure of the curriculum and the architecture program's commitment to the fundamental values of optimism, respect, engagement, collaboration, and creativity among all students, faculty, and staff.

The policy aids the department in promoting these values and encouraging students to adopt these 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, Dialogue Within Studios, Studio Ownership, Diversity and Integrity, and Study Abroad.

The complete policy is available on the [department's website](#) and on the department's intranet. As well, faculty members refer to the policy in quarterly studios. In order to ensure its relevance and effectiveness, the policy is reviewed and reaffirmed or revised annually by students and faculty.

Course Description:

This course is a continuation of Graduate Architecture Studio II and requires successful completion of the preceding studio. This studio course emphasizes holistic and integral architectural design. The studio requires students to continue the development of a design that includes the highest achievable level of detail in a moderately complex architectural problem. Students are expected to develop the ability to make theoretical and technical judgments with confidence and produce highly sophisticated design solutions. Topics include programming, materiality, details and connections, building systems integration, energy simulation and construction cost control. Prerequisite(s): ARCH 727.

Course Goals: The following course goals articulate the general objectives and purpose of this course:

1. Students will be able to create comprehensive architectural design solutions.
2. Students will develop synthesized design theory and practical architectural solutions.
3. Students will create fully visualized designs that address issues of materiality, detailing and building systems.
4. Students will create architecture that fully addresses issues of life, safety and accessibility.
5. Students will develop a preliminary budget for the building and understand the relationship between cost and feasibility.
6. Students will be able to create technical documentation of designs.
7. Students will be able to produce a comprehensive architectural solution for a moderately complex architectural problem.

Student Learning Outcomes: The following course outcomes indicate competencies and measurable skills that students develop as a result of completing this course:

1. Students will demonstrate an 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.
2. Students will demonstrate an 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.
3. Students will demonstrate an ability to gather, assess, record, apply, and evaluate relevant information within architectural coursework and design processes.
4. Students will demonstrate an understanding of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.
5. Students will demonstrate an understanding of parallel and divergent canons and traditions of architecture, landscape and urban design, including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.
6. Students will demonstrate an understanding the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.
7. Students will demonstrate an 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.
8. Students will demonstrate an ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.
9. Students will demonstrate an 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.
10. Students will demonstrate an ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.
11. Students will demonstrate an ability to apply principles of life-safety systems with an emphasis on egress.
12. Students will demonstrate an understanding 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.
13. Students will demonstrate an understanding of 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.
14. Students will demonstrate an understanding of the principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.
15. Students will demonstrate an ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales.

Schedule of Classes:

Key events including assignments, projects ~~due dates/exam dates~~:

<p>Class 1: Mon, March 23, 2015</p>	<p>Course introduction building systems integration matrix form review groups Lecture and discussion: Design, function and codes Assign: <i>Design Development 1-3</i> Work review: Group I - Design Development 1 - schematic design and codes</p>
<p>Class 2: Wed, March 25, 2015</p>	<p>Work review: Group II - Design Development 1 - schematic design and codes</p>
<p>Class 3: Mon, March 30, 2015</p>	<p>Lecture and discussion: Structure and design Work Review: Group I - Design Development 2 - form and structure</p>
<p>Class 4: Wed, April 1, 2015</p>	<p>Work Review: Group II - Design Development 2 - form and structure</p>
<p>Class 5: Mon, April 6, 2015</p>	<p>Lecture and discussion: Materials, Systems and Design Work Review: Group I - Design Development 3 - materials and systems</p>
<p>Class 6: Wed, April 8, 2015</p>	<p>Work Review: Group II - Design Development 3 - materials and systems</p>
<p>Class 7: Mon, April 13, 2015</p>	<p>Assign: <i>Design Development Synthesis</i> Due: Design Development 1-3 - Group I Work review and workshop: Group II reviews Group I</p>
<p>Class 8: Wed, April 15, 2015</p>	<p>Due: Design Development 1-3 - Group II Work review and workshop: Group I reviews Group II</p>
<p>Class 9: Mon, April 20, 2015</p>	<p>Work review: Design Development Synthesis</p>
<p>Class 10: Wed, April 22, 2015</p>	<p>Due and presentation: Design Development Synthesis Presentation</p>
<p>Class 11: Mon, April 27, 2015</p>	<p>Work review: Design Development revisions - Group I</p>
<p>Class 12: Wed, April 29, 2015</p>	<p>Work review: Design Development revisions - Group II</p>
<p>Class 13: Mon, May 4, 2015</p>	<p>Lecture and discussion: Final Presentation techniques and examples Assign: <i>Final Presentation documentation</i> Assign: <i>Final Process Book</i> Work review: Final Presentation documentation - Group I</p>
<p>Class 14: Wed, May 6, 2015</p>	<p>Work review: Final Presentation documentation - Group II</p>
<p>Class 15: Mon, May 11, 2015</p>	<p>Due: Final Presentation drawings draft - Group I</p>

Class 16: Wed, May 13, 2015	Due: Final Presentation drawings draft - Group II
Class 17: Mon, May 18, 2015	Work Review: Final model and Process Book - Group I
Class 18: Wed, May 20, 2015	Work Review: Final model and Process Book - Group II
Class 19: Mon, May 25, 2015	Final Presentation Due: Final Presentation Documents Due: Process Book
Class 20: Wed, May 27, 2015	Conclusion and reflection Due: Digital submissions

Grading Opportunities:

Your overall course grade will be computed according to the following breakdown:

Assignment	Weight
Design Development 1-3	10.00 percent
Design Development Synthesis	10.00 percent
Final Presentation	50.00 percent
Process Book	20.00 percent
Participation	10.00 percent
Total Weight	100 percent

Grading Standards	Range
Letter grade: A = excellent	90 —100 %
Letter grade: B = good	80 — 89 %
Letter grade: C = *	70 — 79 %
Letter grade: D = *	60 — 69%
Letter grade: F = failing	0 — 59%

*Refer to the student handbooks and departmental standards for minimal acceptance for passing grade.

Grading Information:

No late submission is accepted except for legitimate medical or emergency reasons and unless stated otherwise in assignment handout.

Course Information:

Field Trip(s):

SCAD SBA Lecture, Tuesday April 28, 5:30pm: Ken Wampler *Creating beauty, changing lives - The Alpha Workshops*

SCAD SBA Lecture, Tuesday May 14, 5:30pm: Robert George *A conversation about life, liberty and human-centered design*

Additional opportunities to attend SCAD, SBA or Department of Architecture guest lectures may arise; date will be announced during class.

Extra Help Session(s):

Friday, April 24, 12:30 - 1:30pm

Friday, May 15, 12:30 - 1:30pm

Additional help session is available and can be scheduled during office hours

Extended Learning Opportunities:

Visit to SCAD Museum of Art

SCAD SBA Lecture, Tuesday May 5, 5:30pm: Josh Safdie *[Non]competing agendas: Identifying synergies between historic preservation and universal design*

Eichberg Hall Model Shop Policy:

Students cannot use the Eichberg model shop unless they have taken the Certification class and passed the test.

Certification class and test takes about two hours and is given in the model shop on the first four Fridays of every quarter.

Student only need to take this test once.

Other Course Information:

Eichberg Hall Building Policy

The following items (including but not limited to) are not permitted inside Eichberg Hall: Small Appliances such as coffee makers, hot plates, microwaves, toasters, Lamps, christmas lights, lava lamps, Bicycles, skateboards, Bedding materials, air mattresses, cots, Blow torches, welders Power tools outside the model shop, Any items that is highly flammable

General Conduct Guidelines (included but not limited to):

Spray painting /spray mounting is not permitted inside the building (except in model shop spray booth). Cutting on desks, floors or other unprotected surfaces is not permitted; the floors are not self healing. *Placing down chip board or masonite to protect your desk is highly encouraged. Intrusive actions or projects that cause modification or damage to the building will not be permitted under any circumstances. Tape is not permitted on walls, windows, and glass. Pinning is only permitted on homosote and tackable surfaces. Only pins may be used in these tackable surfaces i.e. no nails, staples or any other attachments are permitted. Using plaster and concrete is not permitted inside. *Use the dirty spaces outside Windows are sealed shut and may not be opened. Do not work in studio space that is not your designated studio. You must have your ID with validated sticker to enter the building. Your ID must remain on you at all times. Security or administration has the right to ask to see your ID at any time or to refuse access without proper validated ID. See the Student Handbook for more information. Look for information posted on the "Eichberg Message Board" located on each floor for important building updates and information. Eichberg Hall Model Shop Policy: Students cannot use the Eichberg model shop unless they have taken the Certification class and passed the test.

Course Materials:

Required Text(s):

Allen, Edward and Iano, Joseph. *The Architect's Studio Companion: Rules of Thumb for Preliminary Design*. John Wiley and Sons, 2006. ISBN-10: 0471736228

The American Institute of Architects (2008). *Ramsey/Sleeper Architectural Graphic Standards: Student Edition*, Eleventh Edition. John Wiley & Sons, Inc., Hoboken, New Jersey. ISBN-10: 0470085460

Ching, Francis D.K. and Steven Winkel, FAIA. *Building Codes Illustrated, A Guide to Understanding the International Building Code*. 2nd edition. John Wiley and Sons, Inc. Ny,NY., 2007. ISBN-10: 0470191430

Recommended Text(s):

Herzog, Thomas. *Facade Construction Manual*. Birkhäuser Basel, 2000. ISBN-10: 3764371099

Habermann, Schultiz. Steel Construction Manual. Birkhäuser Basel, 2000. ISBN-10: 3764361816

Schittich, Christian and Staib, Gerald (Author), Balkow, Dieter and Matthias Schuler and Werner Sobek. Glass Construction Manual. Birkhäuser Basel, 2003. ISBN-10: 3764382902

Required Material(s):

Sketchbook, studio drawing, presentation and model making materials and tools

University Policies:

Academic Integrity:

Under all circumstances, students are expected to be honest in their dealings with faculty, administrative staff and other students.

In class assignments, students must submit work that fairly and accurately reflects their level of accomplishment. Any work that is not a product of the student's own efforts is considered dishonest. Students must not engage in academic dishonesty; doing so can have serious consequences.

Academic dishonesty includes, but is not limited to, the following:

1. 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.
2. Plagiarism, which 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.
3. Submission of the same work in two or more classes without prior written approval of the professors of the classes involved.
4. 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.

Attendance and Personal Conduct:

Only students who are properly registered for a course may attend and participate in that class. Students are expected to attend and participate in all scheduled classes and examination periods. Absences in excess of four class periods per quarter, or 20 percent of the course, result in the student receiving a failing grade for the course. Tardiness, early departure or other time away from class in excess of 15 minutes per class session is considered absence for the class session.

The student's appearance and conduct should be appropriate and should contribute to the academic and professional atmosphere of SCAD. The university reserves the right at its sole discretion to withdraw the privilege of enrollment from any student whose conduct is detrimental to the academic environment or to the well-being of other students, faculty or staff members, or to the university facilities.

Enrollment policies:

Students are responsible for assuring proper enrollment. See the SCAD catalog for information on add/drop, withdrawals, incompletes, and academic standing.

Midterm Conference(s) and Advising:

Each student enrolled in the course will have a midterm conference scheduled outside of class time with the professor. Students are expected to keep this appointment. In addition, students may seek academic or career advice from representative of the Office of Career and Alumni Success by appointment in Eichberg Hall or at https://my.scad.edu/scaddocs/departments/career_services/appointment.cfm, or from a student success adviser in Bradley Hall or at advisement@scad.edu.

Academic Support and Tutoring:

Academic support for students at all SCAD locations can be found in MySCAD, under the Student Workspace tab, Department Directory, Academic Resources.

Course Evaluations:

SCAD offers students the opportunity to evaluate all scheduled courses during each quarter term. Student feedback is essential to continuously improve academic services at SCAD. Evaluations will be available the end of each quarter at the beginning of Week 8 and must be completed online by the Monday following Week 10. A sample course evaluation for on-ground courses is available [here](#).

In order to access course evaluations, the student should take the following steps:

1. Log on to MySCAD
2. Click on the Student Workspace Tab
3. Locate the Course Evaluations link under My Courses channel
4. This will bring up a page that says current surveys and lists all the courses that are currently available for evaluation.

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Department of Architecture

Building Systems Integration Design Matrix

This project relates to your comprehensive design project and reinforces the conceptualization process introduced in earlier studios, as well as integrating 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 are expected to develop the ability to make theoretical and technical judgments with confidence and produce integrated design solutions. The following matrix has been created to assist students in monitoring their learning and application of building systems integration in their design projects and process books. Specifically, students should create comprehensive architectural design solutions that demonstrate their understanding and application of the following building systems and requirements and then document the recording and development of these project components in the appropriate graphic format.

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Security system														
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Embodied energy														
Active and passive heating and cooling														
Indoor air quality														
Solar orientation														
Daylighting and artificial illumination														
Acoustics														
Other Systems and Requirements														
Site design														
Design Precedents														
ADA requirements														



Syllabus

Winter 2015
Scott Singeisen
Office building, room: Eichberg Hall 401
Phone: 912-525-6871
Office hours: Monday/Wednesday: 1:30-2:30
Tuesday/Thursday: 10:00-11:00
Email: ssingeis@scad.edu
Building/Room: EICHSH 117B
Meeting Times: Tuesday / Thursday
11:00 AM - 4:30 PM

SCAD®

The University for Creative Careers®

School of Building Arts, Department of Architecture, Savannah

ARCH 302 - Architecture Design Studio II: Site and Environmental Context

Section: 03 CRN: 21363

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Department of Architecture Studio Culture Policy

The Studio Culture Policy emphasizes the importance of the studio-based organizational structure of the curriculum and the architecture program's commitment to the fundamental values of optimism, respect, engagement, collaboration, and creativity among all students, faculty, and staff.

The policy aids the department in promoting these values and encouraging students to adopt these 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, Dialogue Within Studios, Studio Ownership, Diversity and Integrity, and Study Abroad.

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Course Description:

This studio course concentrates on the ways in which a building's site and environmental context influence architectural design. Students conduct simple site analyses and make design decisions on that basis. The ability to create meaningful design solutions and fulfill simple programmatic requirements also is emphasized. Lectures include topics such as environmental and site issues and the meaning of places. Prerequisite(s): ARCH 301

Course Goals: The following course goals articulate the general objectives and purpose of this course:

1. Students will research sites and environmental contexts for given design problems, prepare formal site analyses and analyze given functional programs.
2. Students will further develop problem-solving skills introduced in earlier courses.
3. Students will further increase an understanding of the basic ordering principles of design.
4. Students will develop an understanding of the interrelationship of form, space, human function and environmental context.
5. Students will develop an ability to make design judgments as well as synthesize the process of conceptualization with the results of the analyses and the spatial/formal considerations into architectural designs.
6. Students will explore the technological components of architecture.
7. Students will refine the ability to represent design solutions both graphically and verbally.

Student Learning Outcomes: The following course outcomes indicate competencies and measurable skills that students develop as a result of completing this course:

1. Students will learn how to research and analyze sites and environmental contexts.
2. Students will analyze functional programs of approximately 10,000-15,000 sq. ft.
3. Students will integrate form, space, human function, and environmental context in design.
4. Students will apply analysis and synthesis in architectural design.
5. Students will represent design graphically and verbally.

Schedule of Classes:

Key events including assignments, projects due dates/exam dates:

<p>Class 1: Tue, January 6, 2015</p>	<p>Phase I: CONCEPTUAL DESIGN (Class 1 - Class 5)</p> <p>In class: Introduction</p> <ul style="list-style-type: none"> • Introduction to class • Syllabus • Pretest • Process book requirements • Process and rigor <p>Explanation of expectations</p> <p>Discussion of course/studio goals and intent based on studio project.</p> <p>Reading: Reading/Essay 1</p> <p>Assignment: Brief 1 A Time Machine & Brief 2 Working Site Model</p>
<p>Class 2: Thu, January 8, 2015</p>	<p>In class: Desk critiques to review status of Brief 1 and Brief 2.</p> <p>Reading: Reading/Essay 2</p> <p>Assignment: Complete Brief 1 and Brief 2.</p> <p>Visit to site for initial observation.</p>
<p>Class 3: Tue, January 13, 2015</p>	<p>Lecture: Site Analysis</p> <ol style="list-style-type: none"> 1. Site, Topography, Geology, Vegetation, Weather 2. Physical, Environmental, Socio-political, Historical, and Contextual 3. Project Program and Formulation of Spatial Adjacency <p>In class: Present Brief 1 and Brief 2</p> <p>Assignment:</p> <ul style="list-style-type: none"> • Brief 3 Site Analysis

<p>Class 4: Thu, January 15, 2015</p>	<p>In class: Independent Work and Desk Critiques Reading: Reading/Essay 3 Assignment: Brief 4 Conceptual Development</p>
<p>Class 5: Tue, January 20, 2015</p>	<p>Lecture: Master Planning - Parking, Site Circulation and Building Placement In class: <ul style="list-style-type: none"> • Independent Work and Desk Critiques • Present Brief 3 Site Analysis • Discussion of reading/essay Reading: Assignment: Complete Brief 4 Conceptual Development</p>
<p>Class 6: Thu, January 22, 2015</p>	<p>Phase II: SCHEMATIC DESIGN (Class 6 - Class 12) In class: <ul style="list-style-type: none"> • Present Brief 4 Conceptual Development • Independent Work and Desk Critiques Reading: Reading/Essay 4 Assignment: <ul style="list-style-type: none"> • Brief 6 Schematic Design </p>
<p>Class 7: Tue, January 27, 2015</p>	<p>Lecture: <ul style="list-style-type: none"> • Micro-climates and environmental responsiveness • Coastal construction In class: <ul style="list-style-type: none"> • Present Brief 4 • Discussion of reading/essay • Independent Work and Desk Critiques Assignment: <ul style="list-style-type: none"> • Continue working on Brief 6 </p>
<p>Class 8: Thu, January 29, 2015</p>	<p>Lecture: In class: <i>Independent Work and Desk Critiques</i> Reading: Reading/Essay 5 Assignment: Continue working on Brief 6</p>
<p>Class 9: Tue, February 3, 2015</p>	<p>In class: <ul style="list-style-type: none"> • Discussion of reading/essay • Independent Work and Desk Critiques • Draft Process Books Due Assignment: Continue working on Brief 6</p>
<p>Class 10: Thu, February 5, 2015</p>	<p>In class: <ul style="list-style-type: none"> • Presentation of Brief 6 • Discussion of reading/essay • Independent Work and Desk Critiques • Draft Process Books Due Assignment: Brief 7 Design Development</p>

<p>Class 11: Tue, February 10, 2015</p>	<p>In Class:</p> <ul style="list-style-type: none"> • Comments and feedback from midterm • One-on-one midterm conferences • Work session and desk critiques <p>Assignment:</p> <ul style="list-style-type: none"> • Continue Design Development Phase • Research
<p>Class 12: Thu, February 12, 2015</p>	<p>Phase III: DESIGN DEVELOPMENT (Class 12 - Class 19)</p> <p>Due:</p> <ul style="list-style-type: none"> • Per assigned briefs. • Final revisions to Schematic Design <p>In Class:</p> <ul style="list-style-type: none"> • Demonstration of incorporation of midterm comments • Finalize revisions from midterm feedback • Begin to develop Design Development further refining design strategies. • Work session and desk critiques <p>Assignment:</p> <ul style="list-style-type: none"> • Continue to develop Design Development further refining design strategies. • Research
<p>Class 13: Tue, February 17, 2015</p>	<p>Due:</p> <ul style="list-style-type: none"> • Per assigned briefs. • Developing Design Development for further refining and design strategies. • Draft Process Books <p>In Class:</p> <ul style="list-style-type: none"> • Work session and desk critiques <p>Assignment:</p> <ul style="list-style-type: none"> • Continue to develop Design Development further refining design strategies. • Research
<p>Class 14: Thu, February 19, 2015</p>	<p>Due:</p> <ul style="list-style-type: none"> • Per assigned briefs. • Developing Design Development documents for further refining and design strategies. <p>In Class:</p> <ul style="list-style-type: none"> • Work session and desk critiques <p>Reading:</p> <ul style="list-style-type: none"> • TBD <p>Assignment:</p> <ul style="list-style-type: none"> • Continue to develop Design Development documents further refining design strategies. • Research
<p>Class 15: Tue, February 24, 2015</p>	<p>Due:</p> <ul style="list-style-type: none"> • Per assigned briefs. • Developing Design Development documents for further refining and design strategies. <p>In Class:</p> <ul style="list-style-type: none"> • Finalize design decisions to begin working toward final presentation. • Work session and desk critiques <p>Reading:</p> <ul style="list-style-type: none"> • TBD

	<p>Assignment:</p> <ul style="list-style-type: none"> • Continue to develop Design Development documents further refining design strategies. • Research
<p>Class 16: Thu, February 26, 2015</p>	<p>Due:</p> <ul style="list-style-type: none"> • Per assigned briefs. • Developing Design Development documents for further refining and design strategies. <p>In Class:</p> <ul style="list-style-type: none"> • Work sessions and desk critiques • Design communication and presentation <p>Reading:</p> <ul style="list-style-type: none"> • TBD <p>Assignment:</p> <ul style="list-style-type: none"> • Continue to develop Design Development documents further refining design strategies. • All draft/mock materials due for pin-up and review Class 17 • Research
<p>Class 17: Tue, March 3, 2015</p>	<p>Due:</p> <ul style="list-style-type: none"> • Per assigned briefs. • Draft Presentation Materials • Draft Process Book • Developing Design Development documents for further refining and design strategies. <p>In Class:</p> <ul style="list-style-type: none"> • One-on-one critique and review of each student draft presentation material and process book. • Work session and desk critiques <p>Reading:</p> <ul style="list-style-type: none"> • TBD <p>Assignment:</p> <ul style="list-style-type: none"> • Continue to develop Design Development documents further refining design strategies and work toward final documents • Research
<p>Class 18: Thu, March 5, 2015</p>	<p>Due:</p> <ul style="list-style-type: none"> • Per assigned briefs. • Developing Design Development documents for further refining and design strategies. <p>In Class:</p> <ul style="list-style-type: none"> • Work session and desk critiques <p>Reading:</p> <ul style="list-style-type: none"> • None. <p>Assignment:</p> <ul style="list-style-type: none"> • Continue to develop Design Development documents further refining design strategies and work toward final documents • Prepare for FINAL PRESENTATION

Class 19: Tue, March 10, 2015	Phase IV: PRESENTATION/FEEDBACK/REVIEW (Class 19 & Class 20) Due: <ul style="list-style-type: none"> • Final presentation of all project development from the quarter for review and critique. In Class: n/a Reading: n/a Assignment: <ul style="list-style-type: none"> • Students make changes to design proposals before Class #20 final display for gallery. • Complete process books for final submission on Class 20. • Revise and finish Process Book, Due Class 20
Class 20: Thu, March 12, 2015	Due: <ul style="list-style-type: none"> • Process Books In Class: <ul style="list-style-type: none"> • Course objectives achieved • Student Course Evaluation Surveys Reading: <ul style="list-style-type: none"> • Reading assignments for break before winter quarter begins. Assignment: <ul style="list-style-type: none"> • IN CLASS STUDIO CLEANUP

Grading Opportunities:

Your overall course grade will be computed according to the following breakdown:

Assignment	Weight
The following categories are observed and recorded as a weekly grade: <ol style="list-style-type: none"> 1. Results of in-class work sessions, participation in class conversations and work ethic 2. Reading discussion (both in class and blackboard) 3. School of Building Arts Learning Units (SBALU's) 	15.00 percent
The following deliverables are measured against the department of architecture rubric: <ol style="list-style-type: none"> 1. Development of process/design methodology 2. Studnet development 3. Essays 4. Accessibility workshop results 5. Process book 	15.00 percent
Briefs	15.00 percent
Mid-term deliverables: <ol style="list-style-type: none"> 1. Quality of material presented during mid-term critique 2. Completeness of material presented during mid-term critique 3. Critical self-evaluation of process, method, and work arriving at deliverables 	25.00 percent

Final Presentation deliverables: 1. Refinement since mid-term 2. Quality of material presented during mid-term critique 3. Completeness of material presented during mid-term critique 4. Critical self-evaluation of process, method, and work arriving at deliverables 5. Design communication and presentation	30.00 percent
Total Weight	100 percent

Grading Standards	Range
Letter grade: A = excellent	90 — 100 %
Letter grade: B = good	80 — 89 %
Letter grade: C = *	70 — 79 %
Letter grade: D = *	60 — 69%
Letter grade: F = failing	0 — 59%

*Refer to the student handbooks and departmental standards for minimal acceptance for passing grade.

Course Information:

Field Trip(s):

NOAA Tidal Station Fort Pulaski, GA

Skidaway Island State Park, GA

Skidaway Institute of Oceanography, GA

Extra Help Session(s):

Extra help sessions will be scheduled by the professor as need exists. These sessions will be communicated to the students with enough notice that schedule adjustments can be made as necessary. Additionally, these sessions will be scheduled based on pace of studio and demand for assistance.

Extended Learning Opportunities:

The SCAD distributed Extended Learning Opportunities handout is placed on the course T drive Materials folder.

Eichberg Hall Model Shop Policy:

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Student only need to take this test once.

Other Course Information:

School of Building Arts Learning Units:

School of Building Arts Learning Units are independent learning opportunities for you to further your educational experience. One learning unit may be obtained by attending any of the following:

1. SCAD ASID/IIDA meeting with guest lecturer
2. Local ASID/IIDA professional meeting
3. ARCH, ARLH, HIPR, INDS, and URBA lectures
4. SCAD guest speakers at pre-approved events
5. Graduates may attend undergraduate critiques as jurors

All students are required to write a short statement on each event attended. Each student is responsible for final submittal of stamped SBALU sheets to professors at the end of the term. Late sheets will be given zero credit. All stamps must be completed. In addition, you are also required to log in one hour of departmental service to the Eichberg Hall Model Shop, the Eichberg Hall Materials Resource Room, or the Thomas Center Workshop.

Eichberg Hall Building Policy:

Eichberg Hall Building Conduct

The following items (including but not limited to) are not permitted inside Eichberg Hall: Small Appliances such as coffee makers, hot plates, microwaves, toasters, Lamps, christmas lights, lava lamps, Bicycles, skateboards, Bedding materials, air mattresses, cots, Blow torches, welders Power tools outside the model shop, Any items that is highly flammable
General Conduct Guidelines (included but not limited to):

Spray painting /spray mounting is not permitted inside the building (except in model shop spray booth). Cutting on desks, floors or other unprotected surfaces is not permitted; the floors are not self healing. *Placing down chip board or masonite to protect your desk is highly encouraged. Intrusive actions or projects that cause modification or damage to the building will not

be permitted under any circumstances. Tape is not permitted on walls, windows, and glass. Pinning is only permitted on homosote and tackable surfaces. Only pins may be used in these tackable surfaces i.e. no nails, staples or any other attachments are permitted. Using plaster and concrete is not permitted inside. *Use the dirty spaces outside Windows are sealed shut and may not be opened. Do not work in studio space that is not your designated studio. You must have your ID with validated sticker to enter the building. Your ID must remain on you at all times. Security or administration has the right to

ask to see your ID at any time or to refuse access without proper validated ID. See the Student Handbook for more information. Look for information posted on the "Eichberg Message Board" located on each floor for important building updates and information.

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Course Materials:

Required Text(s):

Site Analysis, Edward White

Building Construction Illustrated - by Francis Ching

Architectural Graphic Standards (Student Edition) - Ramsey/Sleeper, ISBN 0-471-34817-1

New York Times subscription - Students must demonstrate subscription by presenting receipt on Class 3.

Recommended Text(s):

Site Planning, Kevin Lynch and Gary Hack

Required Material(s):

University Policies:

Academic Integrity:

Under all circumstances, students are expected to be honest in their dealings with faculty, administrative staff and other students.

In class assignments, students must submit work that fairly and accurately reflects their level of accomplishment. Any work that is not a product of the student's own efforts is considered dishonest. Students must not engage in academic dishonesty; doing so can have serious consequences.

Academic dishonesty includes, but is not limited to, the following:

1. 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.
2. Plagiarism, which 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.
3. Submission of the same work in two or more classes without prior written approval of the professors of the classes involved.
4. 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.

Attendance and Personal Conduct:

Only students who are properly registered for a course may attend and participate in that class. Students are expected to attend and participate in all scheduled classes and examination periods. Absences in excess of four class periods per quarter, or 20 percent of the course, result in the student receiving a failing grade for the course. Tardiness, early departure or other time away from class in excess of 15 minutes per class session is considered absence for the class session.

The student's appearance and conduct should be appropriate and should contribute to the academic and professional atmosphere of SCAD. The university reserves the right at its sole discretion to withdraw the privilege of enrollment from any student whose conduct is detrimental to the academic environment or to the well-being of other students, faculty or staff members, or to the university facilities.

Enrollment policies:

Students are responsible for assuring proper enrollment. See the SCAD catalog for information on add/drop, withdrawals, incompletes, and academic standing.

Midterm Conference(s) and Advising:

Each student enrolled in the course will have a midterm conference scheduled outside of class time with the professor. Students are expected to keep this appointment. In addition, students may seek academic or career advice from representative of the Office of Career and Alumni Success by appointment in Eichberg Hall or at https://my.scad.edu/scaddocs/departments/career_services/appointment.cfm, or from a student success adviser in Bradley Hall or at advisement@scad.edu.

Academic Support and Tutoring:

Academic support for students at all SCAD locations can be found in MySCAD, under the Student Workspace tab, Department Directory, Academic Resources.

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SCAD offers students the opportunity to evaluate all scheduled courses during each quarter term. Student feedback is essential to continuously improve academic services at SCAD. Evaluations will be available the end of each quarter at the beginning of Week 8 and must be completed online by the Monday following Week 10. A sample course evaluation for on-ground courses is available [here](#).

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1. Log on to MySCAD
2. Click on the Student Workspace Tab
3. Locate the Course Evaluations link under My Courses channel
4. This will bring up a page that says current surveys and lists all the courses that are currently available for evaluation.

For more information or questions, contact us at evaluations@scad.edu.

Student Surveys:

The SCAD Student Survey and the Noel-Levitz Student Satisfaction Inventory will both be administered in Week 4 of spring quarter. SCAD's office of institutional effectiveness is responsible for gathering and delivering survey results to decision-makers on campus. For more information or questions, contact surveys@scad.edu.

Please refer to the college catalog or the student handbook for all college policies and procedures.

Syllabus

Winter 2015
Arpad Ronaszegi
Eichberg Hall 301
Office building, room:
Phone: 525-6885
Office hours: Tuesday and Thursday 10:30am -12:30pm
Email: aronasze@scad.edu
Building/Room: EICHBE 303J
Meeting Times: Monday / Wednesday
11:00 AM - 4:30 PM

SCAD®

The University for Creative Careers®

School of Building Arts, Department of Architecture, Savannah

ARCH 727 - Graduate Architecture Studio II: Comprehensive Design and Programming Section: 01 CRN: 21371

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.

School of Building Arts Mission Statement:

The mission of the School of Building Arts is to prepare students to be leaders in their professions. With intellectual curiosity, creativity and technical expertise, we seek to prepare young women and men to be lifelong stewards of the built environment in a manner sensitive to place, culture, and to environmental impact.

Mission of the Department of Architecture:

The Savannah College of Art and Design Architecture Program provides a cross-disciplined learning experience within an art-enriched context. This 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.

Department of Architecture Studio Culture Policy

The Studio Culture Policy emphasizes the importance of the studio-based organizational structure of the curriculum and the architecture program's commitment to the fundamental values of optimism, respect, engagement, collaboration, and creativity among all students, faculty, and staff.

The policy aids the department in promoting these values and encouraging students to adopt these 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, Dialogue Within Studios, Studio Ownership, Diversity and Integrity, and Study Abroad.

The complete policy is available on the [department's website](#) and on the department's intranet. As well, faculty members refer to the policy in quarterly studios. In order to ensure its relevance and effectiveness, the policy is reviewed and reaffirmed or revised annually by students and faculty.

Course Description:

This studio course emphasizes holistic and integral architectural design. The course reinforces the conceptualization process introduced in earlier studios 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 are expected to develop the ability to make theoretical and technical judgments with confidence and produce highly sophisticated design solutions. Lectures include topics such as programming, materiality, details and connections, building systems integration, energy simulation and construction cost control. Prerequisite(s): ARCH 717.

Course Goals: The following course goals articulate the general objectives and purpose of this course:

1. Students will be able to create comprehensive architectural design solutions.
2. Students will develop synthesized design theory and practical architectural solutions.
3. Students will create fully visualized designs that address issues of materiality, detailing and building systems.
4. Students will create architecture that fully addresses issues of life, safety and accessibility.
5. Students will develop a preliminary budget for the building and understand the relationship between cost and feasibility.
6. Students will be able to create technical documentation of their designs.
7. Students will be able to produce a comprehensive architectural solution for a moderately complex architectural problem.

Student Learning Outcomes: The following course outcomes indicate competencies and measurable skills that students develop as a result of completing this course:

1. Students will demonstrate an 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.
2. Students will demonstrate an 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.
3. Students will demonstrate an ability to gather, assess, record, apply, and evaluate relevant information within architectural coursework and design processes.
4. Students will demonstrate an understanding of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.
5. Students will demonstrate an understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.
6. Students will demonstrate an understanding the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.
7. Students will demonstrate an 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.
8. Students will demonstrate an ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.
9. Students will demonstrate an 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.
10. Students will demonstrate an ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.
11. Students will demonstrate an ability to apply the basic principles of life-safety systems with an emphasis on egress.
12. Students will demonstrate an understanding 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.
13. Students will demonstrate an understanding of 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.
14. Students will demonstrate an understanding of the principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.
15. Students will demonstrate an ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales.

Schedule of Classes:

Key events including assignments, projects due dates/exam dates:

Class 1: Mon, January 5, 2015	Review: Introduction to course, syllabus Lecture and discussion: Studio strategy formulation and design thinking Presentations: Research and case studies Assign: Preliminary research development 1 Site analysis and site model - work in teams Assign: Preliminary research development 2 Sustainability + Housing + High rise Vertical Farming - Architecture and Nature Work Together
Class 2: Wed, January 7, 2015	Lecture and discussion: Architecture examples: Sustainability and high rise Participation: Site analysis and design strategies - case studies Work review: Preliminary research development 1 and 2
Class 3: Mon, January 12, 2015	Work review: Preliminary research development 1 and 2
Class 4: Wed, January 14, 2015	Due and Presentations: Preliminary research development 1 - Site analyses and site model Due and Presentations: Preliminary research development 2 - Sustainability + Housing + High rise Vertical Farming Lecture and discussion: Concept development and Design methodologies Assign: Design research development 1 Concept development and design method
Class 5: Mon, January 19, 2015	MLK Holiday Make up day: Friday, January 23 Work review: Design research development 1 Visit exhibitions at SCAD MoA
Class 6: Wed, January 21, 2015	Participation: Conceptual and design process - case studies Work review: Design research development 1
Class 7: Mon, January 26, 2015	Due and Presentations: Design research development 3- Concepts and Conceptual intent Lecture and discussion: Program development strategies Assign: Design research development 2 Programming
Class 8: Wed, January 28, 2015	Due: Design research development 2 Programming Assign: Design research development 3 Conceptual design
Class 9: Mon, February 2, 2015	Due: Design research development 2 - Conceptual design Review: Design research development 1 - 3 Presentation intent
Class 10: Wed, February 4, 2015	Due and Presentation: Design research development 1 - 3 Site analyses + Site model + Concept + Programming + Conceptual Design

Class 11: Mon, February 9, 2015	Due: <i>Process Book</i> Reflection: Design research development presentations Review: Form review groups Assign: Schematic design development Work review: group 1 - Schematic design development
Class 12: Wed, February 11, 2015	Work review: group 2 - Schematic design development
Class 13: Mon, February 16, 2015	Work review: group 1 - Schematic design development Workshopping: group 2 - work reviewed by group 1 Consultant review: Structures Construction systems Environmental systems
Class 14: Wed, February 18, 2015	Work review: group 2 - Schematic design development Workshopping: group 1 - work reviewed by group 2 Consultant review: Structures Construction systems Environmental systems
Class 15: Mon, February 23, 2015	Lecture and discussion: Presentation requirements and examples Due and review: <i>Group 1 Schematic design development</i>
Class 16: Wed, February 25, 2015	Presentations: Graphic presentation examples Due and review: <i>Group 2 Schematic design development</i>
Class 17: Mon, March 2, 2015	Review: Group 1 Final design documentation layout
Class 18: Wed, March 4, 2015	Review: Group 2 Final design documentation layout
Class 19: Mon, March 9, 2015	Due and Presentations: <i>Final Presentation documents</i>
Class 20: Wed, March 11, 2015	Due: <i>Process book submission</i> Due: <i>Participation requirements submissions</i> Due: <i>digital submissions</i>

Grading Opportunities:

Your overall course grade will be computed according to the following breakdown:

Assignment	Weight
Preliminary research development 1 and 2 5% each	10.00 percent
Design reseach development	20.00 percent
Schematic design development + Final presentation	50.00 percent
Process book	10.00 percent

Participations	10.00 percent
Total Weight	100 percent

Grading Standards	Range
Letter grade: A = excellent	90 — 100 %
Letter grade: B = good	80 — 89 %
Letter grade: C = *	70 — 79 %
Letter grade: D = *	60 — 69 %
Letter grade: F = failing	0 — 59 %

*Refer to the student handbooks and departmental standards for minimal acceptance for passing grade.

Course Information:

Field Trip(s):

Participation in a select SCAD or SBA guest lecture; date will be announced during class

Extra Help Session(s):

Friday, March 6, 3:30 pm

Additional help session is available by appointment during office hours.

Extended Learning Opportunities:

Adobe Indesign and Illustrator techniques workshop | Wednesday, January 14, 5:00-5:30pm

Online references and student work examples at website of Professor Ronaszegi | www.blog.scad.edu/aronasze

Visit exhibitions at SCAD MoA

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Student only need to take this test once.

Other Course Information:

Two course sequence: ARCH727 Graduate Architecture Studio II and ARCH737 Graduate Architecture Studio III are a two course sequence. As such students will continue developing one project during the two courses and the course goals and outcomes will be completed during the two terms.

Schedule change: Due to the nature of this course it is possible that schedule might change. All changes will be announced in class. It is the student's responsibility to see instructor about announcements missed due to an absence.

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Eichberg Hall Building Conduct

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- Lamps, christmas lights, lava lamps
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Course Materials:

Required Text(s):

Allen, Edward and Iano, Joseph. The Architect's Studio Companion: Rules of Thumb for Preliminary Design. John Wiley and Sons, 2006

ISBN-10: 0471736228

The American Institute of Architects (2008). Ramsey/Sleeper Architectural Graphic Standards: Student Edition, Eleventh Edition. John Wiley and Sons, Inc., Hoboken, New Jersey.

ISBN-10: 0470085460

Recommended Text(s):

White, Edward T. Site Analysis. Architectural Media Ltd., 1983

ISBN-10: 1928643043

Pens, W. M. & Parhsall, S. A. (2001). Problem Seeking: An Architectural Programming Primer. Fourth Edition. John Wiley and Sons, Inc., New York.

ISBN-10: 1118084144

Ching, Francis D.K. and Steven Winkel, FAIA. Building Codes Illustrated, A Guide to Understanding the International Building Code. 2nd edition. John Wiley and Sons, Inc. Ny,NY., 2007 I

SBN-10: 0470191430

Herzog, Thomas. Facade Construction Manual. Birkhäuser Basel, 2000

ISBN-10: 3764371099

Habermann, Schulitz. Steel Construction Manual. Birkhäuser Basel, 2000

ISBN-10: 3764361816

Kind-Barkauskas, Friedbert and Kauhsen, Bruno and Polonyi, Stefan and Brandt, Jörg . Concrete Construction manual. Birkhäuser Basel, 2000

ISBN-10: 3764367245

Schittich, Christian and Staib, Gerald (Author), Balkow, Dieter and Matthias Schuler and Werner Sobek. Glass Construction Manual. Birkhäuser Basel, 2003

ISBN-10: 3764382902

Required Material(s):

Sketchbook, studio drawing, presentation and model making materials and tools

University Policies:

Academic Integrity:

Under all circumstances, students are expected to be honest in their dealings with faculty, administrative staff and other students.

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Syllabus

Winter 2015

Sam Olin

Office building, room: EICHBE 305

Phone: solin@scad.edu

Office hours: TR 4:30pm - 6:30pm

Email: solin@scad.edu

Building/Room: EICHBE 303C

Meeting Times: Monday / Wednesday
11:00 AM - 4:30 PM

SCAD®

The University for Creative Careers®

School of Building Arts, Department of Architecture, Savannah

ARCH 727 - Graduate Architecture Studio II: Comprehensive Design and Programming Section: 02 CRN: 21372

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.

School of Building Arts Mission Statement:

The mission of the School of Building Arts is to prepare students to be leaders in their professions. With intellectual curiosity, creativity and technical expertise, we seek to prepare young women and men to be lifelong stewards of the built environment in a manner sensitive to place, culture, and to environmental impact.

Mission of the Department of Architecture:

The Savannah College of Art and Design Architecture Program provides a cross-disciplined learning experience within an art-enriched context. This 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.

Department of Architecture Studio Culture Policy

The Studio Culture Policy emphasizes the importance of the studio-based organizational structure of the curriculum and the architecture program's commitment to the fundamental values of optimism, respect, engagement, collaboration, and creativity among all students, faculty, and staff.

The policy aids the department in promoting these values and encouraging students to adopt these 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, Dialogue Within Studios, Studio Ownership, Diversity and Integrity, and Study Abroad.

The complete policy is available on the [department's website](#) and on the department's intranet. As well, faculty members refer to the policy in quarterly studios. In order to ensure its relevance and effectiveness, the policy is reviewed and reaffirmed or revised annually by students and faculty.

Course Description:

This studio course emphasizes holistic and integral architectural design. The course reinforces the conceptualization process introduced in earlier studios 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 are expected to develop the ability to make theoretical and technical judgments with confidence and produce highly sophisticated design solutions. Lectures include topics such as programming, materiality, details and connections, building systems integration, energy simulation and construction cost control. Prerequisite(s): ARCH 717.

Course Goals: The following course goals articulate the general objectives and purpose of this course:

1. Students will be able to create comprehensive architectural design solutions.
2. Students will develop synthesized design theory and practical architectural solutions.
3. Students will create fully visualized designs that address issues of materiality, detailing and building systems.
4. Students will create architecture that fully addresses issues of life, safety and accessibility.
5. Students will develop a preliminary budget for the building and understand the relationship between cost and feasibility.
6. Students will be able to create technical documentation of their designs.
7. Students will be able to produce a comprehensive architectural solution for a moderately complex architectural problem.

Student Learning Outcomes: The following course outcomes indicate competencies and measurable skills that students develop as a result of completing this course:

1. Students will demonstrate an 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.
2. Students will demonstrate an 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.
3. Students will demonstrate an ability to gather, assess, record, apply, and evaluate relevant information within architectural coursework and design processes.
4. Students will demonstrate an understanding of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.
5. Students will demonstrate an understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.
6. Students will demonstrate an understanding the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.
7. Students will demonstrate an 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.
8. Students will demonstrate an ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.
9. Students will demonstrate an 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.
10. Students will demonstrate an ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.
11. Students will demonstrate an ability to apply the basic principles of life-safety systems with an emphasis on egress.
12. Students will demonstrate an understanding 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.
13. Students will demonstrate an understanding of 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.
14. Students will demonstrate an understanding of the principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.
15. Students will demonstrate an ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales.

Schedule of Classes:

Key events including assignments, projects due dates/exam dates:

Class 1: Mon, January 5, 2015	Introduction Review Syllabi Review: Requirements for Comprehensive Studio Review Competition Assignment 1: Competition Interpretation Board
Class 2: Wed, January 7, 2015	Assignment 2: Program Analysis Assignment 3: Precedent Analysis - Historic, contemporary and steel <ul style="list-style-type: none"> As an introduction to similar building typologies, students select an architectural precedent that addresses the programmatic and spatial language, constraints and conceptual process. Site review and Assignment 4: Site Analysis/ Group Model Daily Assignment Introduction: <i>The ingress of knowledge</i> <ul style="list-style-type: none"> The student will be asked to demonstrate his/her preparedness and ability to critically analyze, make connections and further their thought process through the presentation of the Daily Assignment. Building Performance Analysis Certificate (BPAC) Introduction and schedule Assignment 1: Competition Interpretation Due
Class 3: Mon, January 12, 2015	Desk Crits - group site analysis work Assignment 2: Program Analysis Due
Class 4: Wed, January 14, 2015	Assignment 4: Preliminary Site Analysis/ Group Model Due
Class 5: Wed, January 21, 2015	NO CLASS JANUARY 19, MLK JR HOLIDAY Assignment 3: Precedent Analysis Due
Class 6: Fri, January 23, 2015	MLK JR HOLIDAY Make-up day Assignment 4: Final Site Analysis/ Group Model Due
Class 7: Mon, January 26, 2015	Assignment 5: Massing, Sustainable Systems, Program Desk Crits and individual work Schematic design development
Class 8: Wed, January 28, 2015	Desk Crits and individual work Schematic design development Building Performance Analysis I Due
Class 9: Mon, February 2, 2015	Desk Crits and individual work Schematic design development Assignment 5: Massing, Sustainable Systems, Program Due

Class 10: Wed, February 4, 2015	Desk Crits and individual work Schematic design development
Class 11: Mon, February 9, 2015	Desk Crits and individual work Schematic design development
Class 12: Wed, February 11, 2015	Desk Crits and individual work Schematic design development Building Performance Analysis II Due
Class 13: Mon, February 16, 2015	Desk Crits and individual work Schematic design development
Class 14: Wed, February 18, 2015	Site, Egress and ADA diagrammatic plans Systems analysis and selection Interim Review - Massing and Site
Class 15: Mon, February 23, 2015	Desk Crits and individual work Schematic design development
Class 16: Wed, February 25, 2015	Desk Crits and individual work Schematic design development Site, Egress and ADA diagrammatic plans due
Class 17: Mon, March 2, 2015	Desk Crits Building systems core and distribution diagrams due Systems analysis and selection due
Class 18: Wed, March 4, 2015	Desk Crits and individual work Presentation development
Class 19: Mon, March 9, 2015	Final Critique Formal Jury, Time TBA
Class 20: Wed, March 11, 2015	Class 20 gallery Process books due

Grading Opportunities:

Your overall course grade will be computed according to the following breakdown:

Assignment	Weight
Assignments: 1 and 2 Grading will reflect the level of research in the content of your presentation and the overall quality of your written, graphic and oral presentation.	8.00 percent

<p>Assignments: 3</p> <p>Grading will reflect the level of research in the content of your presentation and the overall quality of your written, graphic and oral presentation.</p>	8.00 percent
<p>Assignments: 4</p> <p>Grading is based on your group's level of:</p> <ul style="list-style-type: none"> • Depth of investigation • Completion of assigned criteria • Overall quality of your written, graphic and oral presentation. 	8.00 percent
<p>Assignments: 5</p> <p>Grading is based on your level of:</p> <ul style="list-style-type: none"> • Depth of investigation • Completion of assigned criteria • Overall quality of your written, graphic and oral presentation. 	8.00 percent
<p>BPAC,</p> <p>Grading will reflect the completion of the BPAC certificate</p>	10.00 percent
<p>Interim Review</p> <p>Grading is based on your level of:</p> <ul style="list-style-type: none"> • Depth of investigation • Completion of assigned criteria • Overall quality of your craft, graphic and oral presentation. 	18.00 percent
<p>Final Review</p> <p>Grading will be based on the following:</p> <ul style="list-style-type: none"> • Content - the level of resolution in meeting the course's "Student Learning Outcomes" through the execution and refinement of the project's design. • Presentation - the overall quality, success and care taken in communicating the scope and intent of the project - both graphically and verbally. 	30.00 percent
<p>Process Book and Digital Documentation</p> <p>Grading is based on the comprehensive quality of the process book in representing a full record of project process. Including the final presentation and all analysis, case studies, conceptual development, sketches, study models, scanned sketch book pages, etc.</p> <p>Participation, Development</p> <p>Grading is based on:</p> <ul style="list-style-type: none"> • Your willingness and preparedness to speak and be critical during class. • Your overall attitude in working with others on group project and informal critiques. • Your development as a designer and a professional. 	10.00 percent
Total Weight	100 percent

Grading Standards	Range
Letter grade: A = excellent	90 —100 %
Letter grade: B = good	80 — 89 %
Letter grade: C = *	70 — 79 %

Letter grade: D = *	60 — 69%
Letter grade: F = failing	0 — 59%

*Refer to the student handbooks and departmental standards for minimal acceptance for passing grade.

Course Information:

Field Trip(s):

It is strongly recommended that all students participate in the course field trips. The date will be announced at the beginning of the term, so that work/travel conflicts can be resolved well in advance.

Extra Help Session(s):

In addition to the scheduled help sessions, students wishing for individual help sessions with me outside of class time can schedule time with me in advance.

Extended Learning Opportunities:

Extended learning is an important part of the student's education; all scheduled opportunities will require your attendance whenever possible.

Eichberg Hall Model Shop Policy:

Students cannot use the Eichberg model shop unless they have taken the Certification class and passed the test. Certification class and test takes about two hours and is given in the model shop on the first four Fridays of every quarter. Student only need to take this test once.

Other Course Information:

At all times there must be an environment of mutual respect for each student and their work. All students are expected and required to be present for the entirety of class presentations and give each student their focused and undivided attention.

Eichberg Hall Building Conduct

The following items (including but not limited to) are not permitted inside Eichberg Hall:

Small Appliances such as coffee makers, hot plates, microwaves, toasters; Lamps, christmas lights, lava lamps; Bicycles, skateboards; Bedding materials, air mattresses, cots; Blow torches, welders; Power tools outside the model shop; Any items that is highly flammable

General Conduct Guidelines (included but not limited to):

- Spray painting /spray mounting is not permitted inside the building (except in model shop spray booth).
- Cutting on desks, floors or other unprotected surfaces is not permitted; the floors are not self healing - placing down chip board or masonite to protect your desk is highly encouraged.
- Intrusive actions or projects that cause modification or damage to the building will not be permitted under any circumstances.
- Pinning is only permitted on homosote and tackable surfaces. Only pins may be used in these tackable surfaces, i.e. no nails, staples or any other attachments are permitted; Tape is not permitted on walls, windows, and glass.
- Using plaster and concrete is not permitted inside - use the dirty spaces outside
- Do not work in studio space that is not your designated studio.
- You must have your ID with validated sticker to enter the building. Your ID must remain on you at all times. Security or administration has the right to ask to see your ID at any time or to refuse access without proper validated ID. See the Student Handbook for more information.
- Look for information posted on the "Eichberg Message Board" located on each floor for important building updates and information.

Course Materials:

Required Text(s):

Allen, Edward, and Iano, Joseph (2006). *Architect's Studio Companion*. Wiley
ISBN: 9780471736226

Ching, Francis D.K (2008). *Building Construction Illustrated*. Wiley
ISBN: 9780470087817

Lechner, Norbert (2008), *Heating, Cooling, Lighting, Sustainable Design Methods for Architects*, Wiley
ISBN: 9780470048092

Lovell, Jenny. *Building Envelopes, An Integrated Approach*. Princeton AP, 2010. Print.
ISBN-13: 978-1568988184

Moe, Kiel. (2008), *Integrated Design in Contemporary Architecture*. Princeton Architectural
ISBN: 9781568987453

Grondzik, Walter, and Kwok, Alison (2011). *Green Studio Handbook, Second Edition: Environmental Strategies for Schematic Design*, Architectural Press
ISBN: 978-0080890524

Recommended Text(s):

Murray, Scott. *Contemporary Curtain Wall Architecture*. Princeton AP, 2009. Print. ISBN: 978-1568987972

Bell, Victoria, and Rand, Patrick. *Materials for Design*. Princeton AP, 2006. Print. ISBN: 978-1568985589

Levy, Francois. *BIM in Small-Scale Sustainable Design*. Wiley; 1 edition, December 13, 2011. Print; ISBN-13:
978-0470590898

Moe, Kiel. *Thermally Active Surfaces in Architecture*. Princeton Architectural, March 24, 2010. Print; ISBN-13:
978-1568988801

Required Material(s):

All students will be responsible for purchasing their own textbooks, drawing and modeling materials for physical and digital presentations

University Policies:

Academic Integrity:

Under all circumstances, students are expected to be honest in their dealings with faculty, administrative staff and other students.

In class assignments, students must submit work that fairly and accurately reflects their level of accomplishment. Any work that is not a product of the student's own efforts is considered dishonest. Students must not engage in academic dishonesty; doing so can have serious consequences.

Academic dishonesty includes, but is not limited to, the following:

1. 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.
2. Plagiarism, which 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.
3. Submission of the same work in two or more classes without prior written approval of the professors of the classes involved.
4. 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.

Attendance and Personal Conduct:

Only students who are properly registered for a course may attend and participate in that class. Students are expected to attend and participate in all scheduled classes and examination periods. Absences in excess of four class periods per quarter, or 20 percent of the course, result in the student receiving a failing grade for the course. Tardiness, early departure or other time away from class in excess of 15 minutes per class session is considered absence for the class session.

The student's appearance and conduct should be appropriate and should contribute to the academic and professional atmosphere of SCAD. The university reserves the right at its sole discretion to withdraw the privilege of enrollment from any student whose conduct is detrimental to the academic environment or to the well-being of other students, faculty or staff members, or to the university facilities.

Enrollment policies:

Students are responsible for assuring proper enrollment. See the SCAD catalog for information on add/drop, withdrawals, incompletes, and academic standing.

Midterm Conference(s) and Advising:

Each student enrolled in the course will have a midterm conference scheduled outside of class time with the professor. Students are expected to keep this appointment. In addition, students may seek academic or career advice from representative of the Office of Career and Alumni Success by appointment in Eichberg Hall or at https://my.scad.edu/scaddocs/departments/career_services/appointment.cfm, or from a student success adviser in Bradley Hall or at advisement@scad.edu.

Academic Support and Tutoring:

Academic support for students at all SCAD locations can be found in MySCAD, under the Student Workspace tab, Department Directory, Academic Resources.

Course Evaluations:

SCAD offers students the opportunity to evaluate all scheduled courses during each quarter term. Student feedback is essential to continuously improve academic services at SCAD. Evaluations will be available the end of each quarter at the beginning of Week 8 and must be completed online by the Monday following Week 10. A sample course evaluation for on-ground courses is available [here](#).

In order to access course evaluations, the student should take the following steps:

1. Log on to MySCAD
2. Click on the Student Workspace Tab
3. Locate the Course Evaluations link under My Courses channel
4. This will bring up a page that says current surveys and lists all the courses that are currently available for evaluation.

For more information or questions, contact us at evaluations@scad.edu.

Student Surveys:

The SCAD Student Survey and the Noel-Levitz Student Satisfaction Inventory will both be administered in Week 4 of spring quarter. SCAD's office of institutional effectiveness is responsible for gathering and delivering survey results to decision-makers on campus. For more information or questions, contact surveys@scad.edu.

Please refer to the college catalog or the student handbook for all college policies and procedures.

Site Design Workshop, Fall Quarter 2015 – ITINERARY
October 23-24, 2015

SCAD Atlanta

Day 1 - Friday, October 23, 2015

Time	Event	Location	Description	Responsible/Note
6:30 am	Assemble for departure	Eichberg Hall Visitor Center Parking Lot	Car pool meets	•
7:00 am	Depart from Savannah			•
11:00 am	Arrive in Atlanta (tentative)	SCAD Atlanta 1600 Peachtree St. NE Atlanta GA 30309	Students and faculty disembark with all luggage and belongings • Park at SCAD Atlanta	• Luggage to be left in cars, be sure that all cars have SCAD parking decals
11:00 am - 12:30 pm	Lunch	The Hub SCAD Atlanta	Lunch for 45 students and 4 faculty Walk over to Spring House Magnolia Room	Ivan Chow Hsu-Jen Huang Huy Ngo • Tickets to hand out to students who will be eating lunch at The Hub
1:00 pm	Welcome and Program Introduction	SCAD Spring House Magnolia Room 1470 Spring St. Atlanta	Welcome to SCAD Atlanta • Welcome statement • Overview of Site Design Workshop • Faculty and staff introductions (SCAD Savannah & SCAD Atlanta) • Review of agenda • Firm and professional introductions • Description of activities • Housekeeping • Q&A	• Christian Sottile, dean of School of Building Arts • Ivan Chow, director of the School of Building Arts; interim chair of architecture department
1:10 pm	Project intro	SCAD Spring House Magnolia Room	Project introduction • Program • Site • Site conditions • Site analysis objectives	• Hsu-Jen Huang, professor of architecture

Site Design Workshop, Fall Quarter 2015– ITINERARY
October 23-24, 2015

Time	Event	Location	Description	Responsible/Note
1:15 pm - 2:00 pm	Site design presentation and workshop	SCAD Spring House Magnolia Room	Site Design Lecture <ul style="list-style-type: none"> • Overview of site design strategies with focus on topography and other key issues 	Lecture and workshop by <ul style="list-style-type: none"> • Pamela Little, PE, LEED AP president, EcoWise Civil Design and Consulting, Inc. Norcross, Georgia Lecture and workshop by • Maxine Coleman, LEED AP landscape architect, director of operations Atlanta International School, Atlanta
3:00 pm	Site visit and site analysis	Walk to site in groups led by faculty	Teams summarize site visit and site analysis led by faculty	
3:30 pm	Tour of SCADpad SCAD FASH Museum	SCAD Atlanta	SCADpad - the next generation of urban housing design in a parking structure. SCAD FASH- Museum of Fashion a 10,000 sq ft museum that consists of a public gallery space, a fashion conservation lab and a media library emphasizing film and digital elements	Ivan Chow Hsu-Jen Huang Huy Ngo Blayne McDonald
4:45 pm	Depart to School of Building Arts Lecture	SCAD Atlanta to SCADshow	Shuttle bus will be provided	
5:30 pm	School of Building Arts Lecture series	SCADShow Main Stage 173 14th St. NE Atlanta	Tim Keane “Atlanta 4.0” commissioner, department of planning & community development City of Atlanta	Hsu-Jen Huang Huy Ngo Blayne McDonald
6:30 pm	Return to SCAD Atlanta	SCAD Atlanta	Shuttle bus will be provided Obtain your vehicles and depart to hotel for check-in	Hsu-Jen Huang Huy Ngo Blayne McDonald

Site Design Workshop, Fall Quarter 2015– ITINERARY
October 23-24, 2015

7:00 pm	Students check in to Hotel	Ramada Plaza Atlanta Downtown Capitol Park 450 Capitol Avenue SE Atlanta, GA 30312		Hsu-Jen Huang Huy Ngo Blayne McDonald
8:00 pm		Dinner on your own		

Site Design Workshop, Fall Quarter 2015– ITINERARY
October 23-24, 2015

Day 2 - Saturday, October 24, 2015

Time	Event	Location	Description	Responsible/Note
7:00 am	Breakfast at hotel	Ramada Plaza Atlanta Downtown Capitol Park 450 Capitol Avenue SE Atlanta, GA 30312		
7:45 am	Hotel check out	Depart for SCAD Atlanta	Park your cars in SCAD Atlanta and Walk to SCAD Spring House Magnolia Room	Place luggage in cars, drive cars to SCAD Atlanta garage
8:45 am	Intro to charrette	SCAD Spring House Magnolia Room		<ul style="list-style-type: none"> • Ivan Chow, Director of the School of Building Arts; Interim Chair of Architecture Department
9:00 am	Charrette starts	SCAD Spring House Magnolia Room	Faculty facilitate design charrette between teams	<ul style="list-style-type: none"> • Ivan Chow • Hsu-Jen Huang • Huy Ngo
11:00 am	Working lunch	Catered by Bon Appetit SCAD Atlanta	Teams may continue work on design presentations during lunch	
1:00 pm	Team presentation and jury	SCAD Spring House Magnolia Room	Group presentations and critiques	10 minutes per team. Guest Jurors: TBD
2:30 pm	Closing	SCAD Spring House Magnolia Room	Closing <ul style="list-style-type: none"> • Summary of event • Appreciation to hosts and participants • Closing statement 	Ivan Chow, Director of the School of Building Arts; Interim Chair of Architecture Department
3:00 pm	Depart for Savannah			

Participants

SCAD Savannah students / SCAD Atlanta Interior Design students

- ARCH 717 Graduate Architecture Studio I
- SCAD Savannah faculty / SCAD Atlanta faculty

Emergency Contact:

Professor Hsu-Jen Huang Cell: 912-484-8787

Appendix 6 - Faculty Resumes

Name: Elaine Gallagher Adams, AIA, LEED AP BD+C

Courses Taught (Four semesters prior to current visit):

ARCH 301 Architecture Design Studio I
ARCH 361 Environmental Control I
ARCH 405 Architecture Design Studio V
ARCH 406 Architecture Design Studio VI
ARCH 760 Sustainable Design
ELDS 225 Electronic Design I
URBA 310 Urban Design Studio I
URBA 709 Urban Design Studio I
URBA 725 Urban Ecology
URBA 779T Graduate Teaching Internship

Educational Credentials:

B.A., Savannah College of Art and Design, 1987
B.Arch., University of Kansas, 1993
M. Arch., University of Kansas, 1994

Teaching Experience:

Adjunct Instructor, University of Colorado, 2007–2013
Professor, Savannah College of Art and Design, 2014–present

Professional Experience:

Project Architect, David Owen Tryba Architects, Denver, CO, 1998–2002
Principal Architect, Adams Architecture/Historic Preservation, Denver, CO, 2002–2004
Regional Historic Preservation Officer/Energy Officer/Regional Sustainability Advocate, U.S. General Services Administration, Lakewood, CO, 2003–2006
Principal Architect, Caryatid Studio, Denver, CO, and Savannah, GA, 2006–present
Senior Consultant/Architect/Senior Project Manager, Rocky Mountain Institute, Boulder, CO, 2008–2014

Licenses/Registration:

RA, Georgia #RA014102
RA, Colorado #00203416

Selected Publications and Recent Research:

“Finding Alignment in Sustainability and Historic Preservation,” ArchNewsNow.com, 2009
“Reducing VMTs through CMTs”, Yahoo Green, 2009
“Energy Apathy: The Price and the Cure.” (RMI Blog, widely reposted), 2012

Professional Memberships:

Architect Member, American Institute of Architects (AIA); National Council of Architectural Registration Boards (NCARB); Association for Preservation Technology (APT); US Green Building Council (USGBC); Living Building Institute; American Association for Sustainability in Higher Education (AASHE)

Name: Ivan S. Chow, AIA, NCARB

Courses Taught (Four semesters prior to current visit):

None

Educational Credentials:

B.A., University of California at Berkeley, highest honors, 1979

M.Arch., Harvard University Graduate School of Design, 1983

M.A., Gordon Conwell Theological Seminary, summa cum laude, 1992

Teaching Experience:

Design Instructor, Diablo Valley College, Pleasant Hill, CA, 1993–1996

Adjunct Lecturer, University of Massachusetts Amherst, Amherst, MA, 2012

Professional Experience:

Designer, Skidmore Owings & Merrill, San Francisco, CA, 1979–1981

Project Designer, Davies & Bibbins Architects, Cambridge, MA, 1982–1984

Project Designer, David Wade Byrens Architect, Oakland, CA, 1985

Project Manager, Architectural Dimensions Inc., Walnut Creek, CA, 1984 & 1986

Architect/Project Manager, Jerry Loving Architect & Associates, Walnut Creek, CA, 1986–1988

Principal Architect/Partner, Bedrock Themes, Inc., Oakland, CA, 1996–1997

Principal, Ivan S. Chow Architect, Pleasant Hill, CA, 1992–1996, 2006–present

Senior Architect, Loving & Campos architects, Inc., Walnut Creek, CA, 1997–1998

Managing Director/Senior Vice President, Oasis Development Enterprises, Inc, Boston, MA, 1998–2011

Capital Project Manager/Adjunct Lecturer, University of Massachusetts Amherst, Amherst, MA, 2011–2013

Director, School of Building Arts, and Interim Chair, architecture, Savannah College of Art and Design, 2013–present

Licenses/Registration:

RA, California #C17229

RA, Massachusetts #30024

RA, Georgia #014004

Selected Publications and Recent Research:

None

Professional Memberships:

American Institute of Architects (AIA)

National Council of Architectural Registration Boards (NCARB)

Name: Alice Guess, RA, NCARB

Courses Taught (Four semesters prior to current visit):

ARCH 241 Construction Technology I
ARCH 303 Architecture Design Studio III
ARCH 404 Architecture Design Studio IV
ARCH 706 Architectural Practice
URBA 320 Urban Design Studio II
URBA 729 Urban Design Studio II

Educational Credentials:

B.Arch., Tulane University, 1992
M.Arch., Tulane University, 1992
M.Arch., McGill University, 1999

Teaching Experience:

Adjunct Professor, Clemson Architecture Center, Charleston, SC, 2010–2012
Assistant Professor, Louisiana State University, Baton Rouge, LA, 2012–2013
Adjunct Professor, Savannah College of Art and Design, 2014–2015
Professor, Savannah College of Art and Design, 2015–present

Professional Experience:

Intern Architect, Frederick + Frederick Architects, Beaufort, SC, 1997–1999
Project Architect, Glenn Keyes Architects, Charleston, SC, 2000–2007
Partner, Gibson Guess Architects, LLC, Charleston, SC, 2000–2013
Principal, Alice Guess, Architect, 2013–present

Licenses/Registration:

RA, South Carolina #7649
RA, North Carolina #9519
NCARB Certificate #63269

Selected Publications and Recent Research:

“Present Imperfect,” co-author, in *Batture: the LSU School of Architecture Journal*, 2004
“The Kindness of Strangers - Charleston restaurants pitch in to save a New Orleans sister,” *Charleston City Paper*, Dec. 6, 2006
“Design Evolution,” *Charleston Home*, March 2009
“A Modern Fish Camp,” *Garden and Gun*, April-May 2010
“Honor Thy Neighborhood,” *Charleston Magazine*, October 2014

Raised Structures: An examination of the raised structure in flood-prone areas and how the interstitial space may act as a realm of acclimatization between both indoors and outdoors and public and private — a space that has the potential to act as both a frame and a filter for changes in the surrounding landscape and context

Professional Memberships:

Building Technology Educator’s Society
Vernacular Architecture Forum
Building Enclosure Council

Name: Tammy S. Thompson, AIA, NCARB, EDAC

Courses Taught (Four semesters prior to current visit):

ARCH 301 Architecture Design Studio I

Educational Credentials:

B.S., Georgia Institute of Technology, 1999

M.Arch., Savannah College of Art and Design, 2006

Teaching Experience:

Adjunct Professor, Savannah College of Art and Design, 2015–present

Professional Experience:

Architectural Team Member, CDH Partners Inc., Marietta, GA, 1998–2001

Project Engineer, H. J. Russell & Company, Atlanta, GA, 2002–2004

Assistant Project Developer, Integral Properties LLC, Savannah, GA, 2004–2005

Architectural Team Member, LS3P Associates LTD, Charleston, SC, 2005–2006

Assistant Project Manager, Heery International, N. Charleston, SC, 2006–2007

Medical Planner & Research Architect, Stanley Beaman & Sears, Atlanta, GA; 2007–2012

President, Institute for Patient-Centered Design Inc., Charleston, SC, 2010–present

Licenses/Registration:

RA, South Carolina AR.7622

RA, Georgia #012166

Selected Publications and Recent Research:

Nurses as Leaders in Health Care Design, contributor, 2015

Planning, Design, and Construction of Health Care Facilities (3rd ed.), contributor, 2015

"Simulating the NICU Experience," co-author, in *Healthcare Design Magazine*, 2014

"Take Five with Tammy Thompson," in *Healthcare Design Magazine*, 2013

"Design with Patients in Mind," in *Healthcare Design Magazine*, 2012

"Lactation Space Design: Supporting Evidence-Based Practice and The Baby-Friendly Hospital Initiative," co-author, in *Health Environments Research & Design (HERD) Journal*, 2011

"The Challenges of Extended Postpartum Recovery for NICU Mothers: A proposed architectural solution," co-author, in *AIA Academy Journal*, 2010

Professional Memberships:

National Council of Architecture Registration Boards (NCARB)

Healthcare Design Advisory Board

Board Chair, Institute for Patient-Centered Design, Inc

Executive Committee Co-Chair, American Institute of Architects (AIA) Academy of Architecture for Health (AAH) of Georgia

AIA South Atlantic Region Planning Committee Member, Chautauqua