The Southern California Institute of Architecture (SCI-Arc)
Department of Academic Affairs

Architecture Program Report for 2012 NAAB Visit for Continuing Accreditation

Bachelor of Architecture [165(+6) + 21 credit hours]
Master of Architecture
    M.Arch I [undergraduate degree plus 111 graduate credit hours]
    M.Arch II [undergraduate degree plus 75 graduate credit hours]

Year of the Previous Visit: 2006 (Focus Visit: 2008)
Current Term of Accreditation: [quote in full from decision letter] "…Approval of the extension of term change is effective retroactive to January 1, 2008. The program is scheduled for its next full accreditation visit in 2012 and will be subject to the *2009 Conditions for Accreditation" (from November 25, 2008 NAAB Action Letter).*

Submitted to: The National Architectural Accrediting Board
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Part One (I).   Institutional Support and Commitment to Continuous Improvement

I.1.   Identity & Self Assessment

I.1.1.   History Mission

SCI-ARC MISSION

Re-imagining the edge: Educating Architects to engage, speculate, and innovate.

A BRIEF HISTORY OF THE INSTITUTION, ITS MISSION, AND FOUNDING PRINCIPALS

1972-1987: SCI-ARC ASSEMBLING A COMMUNITY
The Southern California Institute of Architecture (SCI-Arc) was founded in 1972 as a radical alternative to the conventional system of architectural education. Architect and educator Ray Kappe leased an industrial building in Santa Monica and, with a group of six younger faculty members and 75 students, started what they initially called the "New School," based on the concept of a "college without walls." Shelly Kappe, Ahde Lahti, Thom Mayne, Bill Simonian, Glen Small, and Jim Stafford comprised the founding faculty.

United by their commitment to an alternative to the more rigid, hierarchical structure they had encountered at other institutions, they established SCI-Arc as a mechanism for invention, exploration, and criticism, with experimentation and lack of dogma as the underlying principles. They sought to create an architecture program that would be small enough to allow for flexible teaching and one that emphasized the needs of each student. The prevailing ethos was that society and architecture could not be separated.

The school grew rapidly and quickly developed an international reputation and a high ranking among schools of architecture in the country. It attracted motivated students and faculty members from all over the world who were interested in pursuing their own independent ideas about architecture, and who enjoyed SCI-Arc's emphasis on process.

Experimentation, often through direct involvement with materials was, and is, at the core of the curriculum. From the beginning, SCI-Arc saw itself not only as a place for training future architectural professionals, but also as a place where alternative ways of living and working in the man-made environment could be opened up through the study of architecture. The school attracted students and faculty members who felt comfortable with uncertainty and risk, and relished independent thinking.

SCI-Arc's first facility was a rented, 20,000 square foot industrial building at 1800 Berkeley Street, Santa Monica. The goals, structure, and energy of the school fostered rapid growth, and by 1976, enrollment had reached 350 students. Gradually, the school introduced both an undergraduate and a graduate program organized around a core of studio courses. SCI-Arc was professionally accredited by the National Architectural Accrediting Board (NAAB) in 1976 and by the Western Association of Schools and Colleges (WASC) in 1995.

1987-2001: SCI-ARC SOLIDIFYING STRUCTURES
In 1987, Ray Kappe stepped down as Institute Director of SCI-Arc. His successor, Michael Rotondi, an alumnus of SCI-Arc's first graduating class, instituted the Organizational Framework, drafted by a Reorganization Committee, in 1989. It remains the blueprint of school operations, functions, and responsibilities. During this time the school also revised its mission statement, reformed and re-staffed the Board of Trustees, pursued and achieved regional accreditation, and established the Academic Council, SCI-Arc's main representative advisory forum.

In 1990, the Association of Collegiate Schools of Architecture awarded the Topaz Medallion for Excellence in Architectural Education to the school's founders. The following year, SCI-Arc was selected as one of two architecture schools to represent the United States at the 5th Biennale of Architecture in

Venice, Italy. In 1992, SCI-Arc moved to a larger industrial building at 5454 Beethoven Street, in Los Angeles near Marina Del Rey.

In 1996, Neil Denari followed Michael Rotondi's term as Institute Director. It was during his tenure when SCI-Arc moved to the current Freight Depot in downtown Los Angeles and introduced a digital and advanced technological vision into the SCI-Arc curriculum.

Since the Freight Depot renovation was not complete by the time the school moved out of the Beethoven Street building, temporary accommodations were set up for the school in the lot outside the depot. Five portable General Electric modular trailers accommodated classrooms, Thesis studios, and support services, and a single 120-by-220-foot tent housed all other design studios, the library, and a central 16-foot wide exhibition space. The temporary facilities housed SCI-Arc for 12 months.

In its year 2000 Master of Arts ranking, *US News and World Report* named SCI-Arc 12th in the nation for its Master of Architecture program for the third year in a row, placing it higher than any other architecture school in California.

2001–THE PRESENT: STABILIZING RESOURCES & REINVIGORATING LEARNING
In 2001, Architect Eric Owen Moss was selected as the new Institute Director. While continuing what he terms 'the school's tradition of non-tradition', Eric Moss has overseen a revival of previously neglected basic administrative, financial, and operational structures. It was during the last 10 years that SCI-Arc came to understand the importance of securing the future and sustaining the life of the institution into the 21st century and beyond. Under the current administration, SCI-Arc has come to mutually integrate a consistent and conservative approach to management and operations, including fiscal growth and stability, data and enrollment management resources, recruitment and retention for students and faculty, and a consolidation and oversight of internal resources, with activities and pedagogical directions that serve our Mission to innovate and speculate a new future for architecture, both within the Institute and through many outreach programs.

Initial steps were taken to organize the programs and their curriculums. Under the guidance of the Graduate and Undergraduate Program Chairs, the curriculum was streamed into four main subject areas: Design Studies (DS), Applied Studies (AS), Visual Studies (VS) and Cultural Studies (CS). These four subject areas were intended to work both progressively, or vertically, throughout each curriculum of the B.Arch, M.Arch 1 and M.Arch 2 programs, as well as harmonically, or horizontally, within each semester, giving students the full range of design, technology, professional skills and cultural understanding in every semester. Program Coordinators, with expertise in each area, were appointed to oversee the particular pedagogy of each study area. Additional Coordinators were appointed to oversee success in Thesis; to initiate progressive benchmarks through regular Portfolio Review; and to encourage public outreach initiatives for our students and our increasingly-global community.

The capstone for the SCI-Arc community was, and continues to be, the preparation of our students to be architectural professionals dedicated to the innovative and experimental advancement of our field. In addition to the stabilization of resources essential to this shared goal, such as the Library databases and material resources; the streamlining of Registration, Financial Aid, and Academic Advising; the further development of Professional Internship and professional alliances through IDP and Alumni activities; and the addition of superior digital and fabrication capabilities including a fully-dedicated Digital Fabrication Shop, SCI-Arc has celebrated the achievement of Thesis. In 2005, SCI-Arc redesigned the academic calendar allowing the B.Arch Thesis term to remain in the spring semester, while the Thesis term of the M.Arch 1 and M.Arch 2 programs shifted from the fall semester to the summer. This change added vigor to the summer term at SCI-Arc, while creating an exciting way to begin and end the new academic calendar at the school. Now, the Graduate Thesis final reviews and exhibition open each new year, while the Undergraduate final Thesis review and all-school exhibit close the year. A continuous Thesis culture has since arised, allowing for a near-constant attention to the most experimental, most inventive work of our students at this important gateway moment in their lives.

In addition to developments within the accredited programs, SCI-Arc has also initiated a number of post-graduate institutes over the last ten years to assist our mission of exploration and experimentation. While two of these programs, MediaSCAPES and Fresh Urbs more dynamic and flexible research initiatives dedicated to the innovation of media in architecture, the SCIFI, or Southern California Institute of Future Initiatives, program launched in 2005 has continued to be a think-tank and laboratory for our ongoing commitment to fresh thinking about the discipline's current challenges and future directions. The program focuses on offering students new skills to influence urban life under the pressures of economic globalization, environmental change, and shifting populations.

In 2008, the school continued its focus on improving the school's administration by hiring individuals with an expertise in higher education administration and development. This led to the creation of two new positions at the school - a Chief Operating Officer (COO) to manage the operational and fiscal responsibilities of SCI-Arc, and a Chief Development Officer to foster relationships with SCI-Arc's alumni and current donors, and build new relationships with corporate, foundation, and government representatives in order in order to fund new scholarships and opportunities for the SCI-Arc community. These positions and expanded departments could not have happened without first stabilizing the financial security of the school.

In 2009, SCI-Arc made funds available and went "live" with the new Jenzabar EX – Enterprise Planning and Data Integration Software. This integrated software data tracking system delivers service throughout the student lifecycle, from admissions through commencement and beyond. Jenzabar EX offers the SCI-Arc administrative staff a complete family of fully integrated student and faculty data information, allowing the Institute to accumulate this data regarding students, faculty, and staff as a whole and answer more in-depth questions about the demographic composition of the school and potential new directions.

In 2010 SCI-Arc continued to re-evaluate the school's academic leadership, aspirations, and continued voice in the discourse in architecture by restructuring the academic leadership of the institution. This improvement led to the promotion of **Hsinming Fung** of Hodgetts+Fung, from Graduate Programs Chair to a new role as Director of Academic Affairs. In addition, the school appointed **Hernan Diaz Alonso** of Xefirotarch as SCI-Arc's Graduate Programs Chair, and hired **John Enright** of Griffin Enright Architects as Undergraduate Program Chair. It was also at this time that the school appointed new coordinators for the Applied, Cultural, General, and Visual Studies curricular programs in order to continue the school's goal to introduce SCI-Arc students and faculty to young, unusual, international architects who are active in the profession, and help keep the school fresh with new ideas.

It is also during this time that SCI-Arc received two major grants to create the SCI-Arc Digital Lecture Archive, a free web archive including more than 1,000 hours of key architectural and design lectures and symposia from 1974 to the present. A transformative $200,000 grant from The Getty Foundation and a significant $70,000 grant from the National Endowment for the Arts will be used by SCI-Arc to digitize, transcribe, curate, and present lectures by some of the most important architects, designers, and theorists who have guest lectured at the school during the past four decades, to form one of the most complete architectural archival collections of its kind in the world.

In 2010, SCI-Arc was ranked second in both the **Design** and **Computer Applications** categories of the recently published *2011 America's Best Architecture Schools* survey from DesignIntelligence. The B.Arch program took sixth place among the 20 top-ranked undergraduate architecture degree programs.

In 2011, SCI-Arc officially purchased the current Santa Fe Freight Depot building, where the school has been located since 2001. The campus purchase is a significant goal realized for SCI-Arc, as the depot will be the school's first permanent home in a 39-year history. For downtown Los Angeles, the sale of the land and the Santa Fe Freight Depot building to SCI-Arc is a key moment in the economic stability of an underdeveloped area of the city—the eastern edge of downtown. By owning its campus, SCI-Arc becomes a permanent player with a significant stake and role in the long-term revitalization of the area—the third major redevelopment zone in downtown Los Angeles along with LA Live and Grand Avenue.

<u>**SCI-ARC MOVING FORWARD IN 21ST CENTURY HIGHER EDUCATION**</u>
Over the years SCI-Arc has developed, at its core, an institutional current and willingness to take risks. SCI-Arc has always been an institution that takes risks just as we encourage students to do. Never static or self-satisfied, but SCI-Arc continues to look at itself, re-model itself, re-evaluate itself and to look forward for areas of improvement and opportunities for the school, now and in the future.

In 2011, SCI-Arc merged the MediaSCAPES program into a more technologically immersive program called Emerging Systems and Technologies | Media (ESTm). The ESTm program prepares students to successfully integrate formal, technical, logistical, and material processes into advanced architectural design, and test students on new levels of environmental performance that will be the basis for experimental design practice in the 21st century. The program is positioned as a leading center for advanced research into emerging materials, robotics, media, and sustainable engineering. The ESTm program takes advantage of the newly launched SCI-Arc Robot House, a research space for hands-on collaborative experimentation, advanced multi-robotic fabrication, and exploration of architectural agency.

Outreach also continues to grow and expand in Los Angeles. This summer, SCI-Arc added to its summer program offerings by the development of Design Immersion Days (DID). DID is a four-week program devoted to introducing high school students to architecture and design. This program was made possible by fostering strong relationships between SCI-Arc and LAUSD, as well as a generous grant from the Ahmanson Foundation. DID now adds to an already exciting blend of summer program offerings which includes Making + Meaning, a five-week summer program that introduces students with an interest in architecture a hands-on exploration of spatial experimentation, design methodologies, and the creative process.

Within the curriculum, SCI-Arc is also re-considering the importance of General Studies, and looking to new ways of introducing students not just to a range of knowledge outside of architectural studies, but encouraging General Studies as an initial and essential step in developing academic rigor and critical thinking skills. Consisting of a two-pronged approach of required General Studies courses and advanced electives in areas ranging from Particle Physics to Projective Geometry; from Creative Writing to Media Culture; and taught by leading experts recruited from the Los Angeles area and beyond, the launching of a revised General Studies curriculum hopes to bring the same innovative thinking that has guided SCI-Arc to begin to address broadly-recognized persisting issues regarding the quality of higher education in the United States.

SCI-Arc has always been a bit iconoclastic, but that has not been to disregard the importance and scope of higher education generally and the development of architectural education specifically. Back in that warehouse in 1972 the conventional educational hierarchies of administrators and senior and junior faculty members disappeared in favor of a more fluid management model that mandated an essential connection of pedagogical content with the administrative direction of the school. Architects who re-imagine the design discourse also re-imagine the administrative discourse, unlike the conventional institutional model where those functions are typically segregated.

SCI-Arc's aspirations are not defined by traditional rules, theories or beliefs. Its most rewarding moments are when the leadership, faculty, staff, and students work outside these traditions – together - and challenge them. To work to create an intellectual, technological, and community conscious environment where students and faculty can think critically not just about the design of a structure, but to question, in an alternative way, what it means in the context of a multicultural and global community - politically, socially, technologically, and economically.

At SCI-Arc today, administrators continue to teach; teachers continue to administrate.

SCI-Arc has little or no interest in academic rivalries that so often fractionalize the discourse. It is never "our guys" versus "your guys" — but simply an enduring pursuit of that changing model of the discourse, wherever it leads. Those who joined that debate, whether they belonged to Los Angeles or to other

venues, came to SCI-Arc regularly to discuss the prospects for architecture's future. So SCI-Arc, almost immediately, began to develop a constituency of colleagues and friends, not joined by particular allegiances, but simply by a shared interest in the exploration of the architecture prospect.
SCI-Arc began as a race with a moving finish line. SCI-Arc is still running, and the finish line is still in motion.

SCI-Arc will forever believe that a coalition of individuals, faculty, students, and colleagues will continue to re-write history, and that history will continue to become the history we write.

Several questions remain. Is it possible for an institution to be anti-institutional? How can the responsibilities of the institution be balanced with empowerment of the individual? How can SCI-Arc identify and address the changing needs of Los Angeles and of downtown? How can architects and educators intervene to improve the city? At SCI-Arc, the debates begun decades ago continue with renewed vigor.

BENEFITS THROUGH DISCOVERY, TEACHING, ENGAGEMENT, SERVICE:
The current administration at SCI-Arc has seen a period of intense cultural activity for the school, confirming the institution's contribution to the local and international cultural scene. Reflecting the affirmation of the institution's commitment to its community, the Public Programs have been expanded beyond the weekly lecture series, with the establishment of the SCI-Arc Gallery, Library Gallery and the SCI-Arc Press, which publishes works engaging in the current discourse of architecture and design.

In recent years, SCI-Arc has also played an active part in reshaping the city—intellectually, politically, sociologically, and economically—on a number of fronts. SCI-Arc is not only invested in the dialogue that goes on inside the studios and classrooms, but also in how that same critical dialogue can influence the city of Los Angeles as a whole. SCI-Arc strives to investigate not only what the city currently is, but also what it's becoming. Thinking critically about how Los Angeles can be a barometer for future cities – and how SCI-Arc can train architects to view the city as strategists and not just designers through teaching, discovery, and civic engagement.

By moving to the Freight Depot, the school has transformed the area with the injection of over 500 students and faculty, making a previously desolate area of downtown into a lively and livable neighborhood. The school's recent acquisition of the building it occupies, and influence on the development of the adjacent lot, have introduced a practical level to urban issues that in most institutions remain theoretical. They also give the school an opportunity to interact directly with local community organizations such as the Los Angeles River Artists and Business Association (LARABA) and the Arts District Business Improvement District (BID).

The school's value in improving the area has also been recognized through the active and continued support of the Los Angeles Mayor's office; Councilmember José Huizar, 14th district; and Councilwoman Jan Perry, 9th district, who provided assistance with the school's move in 2001, and who gave the Keynote Address at SCI-Arc's 32nd graduation ceremony in the spring of 2005.

Furthermore, since moving to downtown Los Angeles, SCI-Arc engaged the various local communities through a number of Community Outreach projects, which enable students to collaborate directly with community agencies and undertake design/build projects. Assisted by a grant from the Los Angeles Cultural Affairs Department, SCI-Arc Community Outreach Projects received the award for the Arts District at the 4th annual Downtowners of Distinction awards in 2004. They have also been published in magazines and newspapers around the world, enhancing SCI-Arc's international reputation for experimental, hands-on projects with a social application and impact. Recent projects include:

> **Fledge: A Double Gateway:** A unique partnership with the L.A. City Bureau of Engineering, L.A. Care Health Plan, and The California Department of Transportation engineers [CALTRANS], supported an educational initiative leading to the design, planning and implementation of an

Architectural Interface resolving railing and fence requirements for the 7th Street Bridge over the 110 Freeway.

Critical Mass: A team of SCI-Arc students analyzed, dissected, and observed to find strategies of implementation for a bike sharing program in the Wilshire Center District: the most forward-looking LA district in terms of sustainability. The students were directly involved in the selection of the locations and of the pilot system preliminary design. A higher lifestyle standard is the qualitative aspect of this partnership program; to seek a better quality of life in their urban environment and communality.

LARABA Student Design Competition - Downtown Los Angeles Dog Park: SCI-Arc students Joseph Brown (M.Arch 1 '13) and Hope Pollonais (M.Arch 1 '13) won a competition organized by the Los Angeles River Artist and Business Association (LARABA) and SCI-Arc Faculty Peter Zellner to design a sculpture for Downtown LA's first dog park. Located on an oddly-shaped 6,000-sq.ft. lot on the corner of Molino and 4th Streets, the Arts District Dog Park opened in summer 2010 and has been a local success story.

A New Infrastructure: Innovative Transit Solutions for LA/2009: An open ideas competition invited architects, engineers, urban planners, and students to propose new ideas for LA County's transit infrastructure. The Future Initiatives competition, developed in partnership with *The Architect's Newspaper*, encouraged entrants to develop solutions that dramatically reconfigured the relationship between transit systems, public space, and urban redevelopment. Competitors were encouraged to work within the parameters of LA County's Measure R, which provided major new funding for infrastructure. More than 70 entries from five countries were received.

Re-Envisioning the Los Angeles Downtown Arts District & Little Tokyo Community: SCI-Arc and METRO invited members of the Los Angeles community to a Neighborhood Design Workshop exploring a more livable future for downtown via walking, biking and mass transit.

Solar Decathlon (2011): Drawing on the talents of architecture students at SCI-Arc and engineering students at Caltech, SCI-Arc is excited to be a part of the 2011 Solar Decathlon competition. The team has designed and built a net-zero solar-powered house using experimental energy technologies to be displayed on the National Mall in Washington, D.C. The team has spent the last year and a half working on the house, which will be exhibited and judged in October 2011. The SCI-Arc/Caltech Team is the first from Southern California selected for the 20-team competition, held every other year. In addition to other U.S. teams chosen for the 2011 decathlon, there are finalists from Belgium, Canada, China, and New Zealand.

Because SCI-Arc is not embedded within a larger university, community outreach and public programs consistently offered in a once-desolate area of downtown Los Angeles has been vital, not just for the educational benefits derived from these activities, but also as a seed-germ for the unfailing redevelopment of our urban setting. Since moving into the abandoned Freight Depot ten years ago, nearby cafes and shops have opened, real estate prices for lofts and art venues have remained steady, and our own public Bookstore is expanding and growing into a public print center. This active life, this invigoration, that has markedly transformed our internal pedagogy lies at the heart of what may be termed our "external pedagogy," the implicit learning that is derived from the forging of meaningful educational relationships to ones world. SCI-Arc has always believed in the active engagement of its students through service to its community. By forging opportunities to act creatively within a larger context, and to encourage the discovery of new design methods and opportunities in a community built by our students and faculty, we hope to prepare students to meet real-world challenges in an inspired and life-long way. Our Community Outreach Programs demonstrate our belief in Civic Participation and Leadership through design advocacy and action.

HOLISTIC DEVELOPMENT OF YOUNG PROFESSIONALS
SCI-Arc's academic programs foster the school's open-ended spirit of inquiry as well as respond to shifts in society, technology, and culture with a constantly-evolving learning environment where faculty and students work together to advance to the next generation of the architectural discipline. The programs are led by a faculty of practitioners and scholars that are actively engaged in contemporary architectural discourse and production worldwide, working in fields ranging from design and engineering to visual and cultural studies. SCI-Arc's programs provide a rigorous architectural education that promotes experimentation and creative freedom, and is at once global and local, comprehensive and current.

SCI-Arc's core curricula for the B.Arch, M.Arch 1 and M.Arch 2 degree programs reinforce our commitment to this global, local, comprehensive and current vision through four main educational rubrics: 1) the demand placed on students to take design studio or other practice-based courses in Visual Studies in every semester at SCI-Arc; 2) the per-semester integration of Applied Studies (required courses in applied technology, environmental studies, sustainable practices, and professional documentation and development), Cultural Studies (required courses in architectural traditions, architectural theory, client practices, and urban studies), and in the Undergraduate program, General Studies, as well as a range of interdisciplinary elective courses to develop within our students a knowledge of wide-ranging conceptual and practical skills; 3) an emphasis placed on practitioner-teachers who are not only knowledgeable professionals, but also personally demonstrate the holism that we seek for our students; and 4) a consistent and rigorous application of our initial focus on "making" to its wider responsibilities and opportunities within the city and across the world. From critical thinking to technical expertise, to create a fluid and holistic approach to educate architects who accept responsibility for their primary obligation as the shapers of the physical environment; recognize their influence and effect on the nature and quality of those environments; and be aware of their obligations, status, and roles as professionals. This intention has always imposed and continues to impose a set of connected responsibilities, expectations, and capabilities on the program's curriculum.

One of the clearest indications of success in educating holistic young professionals is through consistent monitoring and reciprocal relations with SCI-Arc Alumni. SCI-Arc has over the last few years created an Alumni Council and a permanent staff position for Alumni Affairs in addition to holding regular school events for SCI-Arc alumni to connect with each other, create meaningful professional networks, and to share news. Each year, the Alumni Council hosts an event titled "Open Season" at which current students can meet and interact with alumni, as well as establish a venue for alumni to recruit interns from SCI-Arc, in order to aid and enhance professional development. Not merely confined to local professional associations, the Alumni Council has held similar events in New Orleans, New York, San Francisco and London; and has duly reported the achievements and activities of our Alumni through a biannual magazine and an active Face book presence. The energy and vitality that has emanated out of this organization and the vibrancy of its reputation speaks not only to the current students who can see the exciting possibilities that await them as professionals, but also to those in pedagogical planning who use the Alumni Council as an important assessment and evaluation resource.

I.1.2.   Learning Culture and Social Equity

As SCI-Arc has expanded and grown over the last decade, a more formal organization was necessitated. In addition to a consolidation of administrative structures and the development of a Strategic Plan aligned clearly with our Mission, one of the most-widely recognized and respected immediate needs was for a school-wide Studio Culture document and a Student Handbook that would include written confirmation of the long-held values of social, political, economic, cultural, ethnic and gender equity that guide our attitudes towards learning environments. Beginning in 2003, the Academic Council, a democratic council comprised of equal voting members of students, faculty, staff and administration, appointed a group to draft a widely-distributed Studio Culture document; and over the remaining years, all changes to this document were approved by this voting body. In addition, the Student and Faculty Handbooks were amended to include the Studio Culture document as well as the policies on Sexual Harassment, Discrimination and Academic Integrity. Updates and changes to any of the stated learning culture documents and policies may be petitioned to the Academic Council at any time and by any one. A draft

agenda for every meeting of the Academic Council is e-mailed to the SCI-Arc community at least two weeks early so that any item may be added and discussed in this equitable forum. The ever-evolving policies and language of the Studio Culture document have been especially affected by the very empowerment that the document is intended to foster, and is therefore a particular barometer of our success in promoting and fostering the living culture of our School.

Policies related to Harassment and Discrimination are communicated to students via the *SCI-Arc Student Handbook* which is printed and given to all incoming students during the new student orientation period at the beginning of each academic year. The *Student Handbook* is also available to students, faculty, and staff on the SCI-Arc website. These policies are also communicated to faculty via the *Faculty Employment Handbook* and to staff via the *Staff Employment Handbook*, given out to all new employees by the Human Resources office, and all faculty must acknowledge receipt of their copy to ensure the consistent fostering of a fair, equitable, and peaceful learning environment. In addition, all faculty, staff and administration must attend and pass mandatory anti-harassment and sensitivity training every two years. The exact language of the documents and policies are reproduced below:

STUDIO CULTURE POLICY

SCI-Arc Studio Culture Philosophy
SCI-Arc was founded on the notion of a school driven by an expansive studio culture. For everyone at the Institute - faculty, students, staff, and visitors - this entails a commitment to an open exploration and questioning of architecture and urban issues played out in the context of a design studio environment. From the outset, our studio culture resisted institutional, hierarchical models, but rather invested in those that foster genuine exploration, experimentation and evolving dialogues. SCI-Arc constituencies rally around the notion of a more subtle construction, which supports more dynamic or fluid ideas and their expression. In moving away from an institutional model, SCI-Arc defined for itself a studio culture that was not fixed, singular, rigid, nor unchanging. Instead, we value a studio culture, which is seen as the confluence of a unique, and often beautifully fragile, series of constructions that are constantly made and remade. It is a living culture at its very existence represents a core value essential to the life of the school. To participate in the life of SCI-Arc is to define studio culture itself. This unique, living culture is the heart of the school. This document seeks to articulate its qualities and proposes methods for continuing to understand and nurture studio culture at SCI-Arc. It is the result of numerous discussions and evolving dialogues that have taken place within the school between the faculty, the students, and the administration. Through this process, we have developed five points that define how studio culture is constructed at SCI-Arc: **1. Direct Action / Evolution, 2. Individuality / Ideological Diversity, 3. Collaboration, 4. Community Engagement, 5. Studio Atmosphere, Etiquette and Practicum.**

> **1. Direct Action / Evolution:** SCI-Arc is a school where thinking and making are integral to studio life. Direct Action characterizes an environment where students are encouraged to test their ideas in real time, by fabricating their work themselves, and being accountable for the results. SCI-Arc maintains a wide range of fabrication resources, including an integrated suite of digital and analog facilities for the student's use that support a culture of experimentation. Furthermore SCI-Arc has advanced the culture of a digital towards analog design practice by providing in its facilities the most advanced technology of fabrication and design, so students are able to learn how to 'think' and how to 'make' with the advancements of the cultural possibilities given by the new tools. Students are encouraged to use these skills in extra-curricular design-build activities and are allotted time and credit to participate in Direct Action such as the Community Outreach Program, SCI-Arc's ongoing Gallery Series, the Graduation Pavilion, and the 2011 Solar Decathlon. The scope of Direct Action is, therefore, both responsive to the wider needs of the community, and towards the continuous cultivation of a design culture that feeds back to design studios. This is most evident in the ability of the design studios to investigate contemporary cultural issues and take advantage of the ability to act in a 'rapid response' manner to an ever-changing world. For example, the school recently designed, created and installed a state of the art Robot House, where students and faculty collaborate experimentally.

2. Individuality / Ideological Diversity: At SCI-Arc individuality is valued and respected, and individual resourcefulness and initiative are prized. SCI-Arc is, by nature, a bottom-up phenomenon where conceptual and intellectual diversity in the faculty and student body helps to shape the direction of the school. This means no one is exempt from a responsibility to think creatively. Faculty members are expected to develop unique curricula linked to their own interests. Students are expected to be active, energetic participants in their own education working towards the formation of their own sets of goals and architectural philosophy. In contrast to programs with fixed methodologies or pedagogies, SCI-Arc encourages diverse viewpoints to create an international hub for critical design thinking. Students, faculty and staff benefit from the atmosphere of possibility and risk. The cultivation of student's individuality and ideological diversity in the studio culture, culminates in the Thesis work produced by individual students in both the Undergraduate and Graduate programs. Since the first years of their education, students are encouraged to begin to recognize and research topics of interest, and in this way they engage the culture of Thesis from the outset. SCI-Arc also supports and reinforces a portfolio culture where each student is asked to begin articulating and defining their own interests by the presentation of their body of work in a portfolio, which is turned in for feedback and then refined at gateway points throughout the curriculum.

3. Collaboration / Feedback: Students at SCI-Arc are seen as collaborators in their own learning process and are encouraged to develop the life-long behaviors of curiosity, rigorous thinking and making, measured self-discipline and engaged intellect. SCI-Arc's culture of individual and diversity produces an exceptional degree of collaboration between students, faculty, and staff. Collaboration contributes to a studio culture that recognizes the vale of dialogue to drive ideas, and that architecture by its very nature is a collaborative enterprise. Collaboration occurs within the studio between students (work produced by teams), and between instructors (team teaching, guest instructors acting as collaborative consultants). Collaboration also occurs between studios and seminar classes, which have constant feedback in terms of topics, shared reviews and coordinated calendars. Field trips, where students visit architectural offices and buildings under construction, and interfaces at SCIARCSHARE (an online interface for students, faculty, and staff that has a forum) demonstrate other devices for collaboration and feedback. The studio method of critique and dialogue establishes a baseline of collaboration between student and faculty. Additionally, the studios offer regular opportunities for collaborative team work, as well as introducing other disciplines into the design process. In the Studios, students have the opportunity to work with professionals from various areas of expertise including engineers, planners, client partners, constituents, etc. to explore how a collaborative synthesis of related disciplines can drive their individual studio work forward and prepare students for their professional future. SCI-Arc has also been actively investigating new forms of practice that might occur between architects and others whose expertise can contribute to more informed and effective modes of engagement between architecture and culture. These larger discussions then feed back into the studio as new models for collaborative practice between consultants and architects.

4. Community Engagement: From the very beginning, SCI-Arc was understood to be not only an experiment in education, but also an experiment in community, where individual participants with diverse viewpoints freely and actively engage one another in an environment of productive friction. At SCI-Arc, community extends beyond the traditional studio environment permeating all aspects of the school's culture. Some community events include: Friday Design @ 5, a weekly gathering of interested students & faculty; afternoon talks and discussions by faculty; annual thanksgiving dinner; and ongoing gallery and library exhibits are all forums where students, faculty, staff, and administration can engage in interactive, non-hierarchal dialogue.

SCI-Arc and the city: Community and architecture cannot be separated. A long history of collaborations between SCI-Arc students, faculty and municipal groups has resulted in civic improvement and expanded educational opportunities. SCI-Arc's hosting of exhibitions, lectures, symposia, publications, public programs and services are essential components of a public forum

for progressive design which SCI-Arc has provided to the city of Los Angeles for the last thirty nine years.

Since moving into the Freight Depot in downtown Los Angeles a decade ago, SCI-Arc has had a significant impact on the growth of the city around it. Students are immersed in a vibrant city and numerous public competitions and forums have been presented to demonstrate a range of solutions and dialogues about the rapid development of downtown Los Angeles and the Artists' District in particular.

5. Studio Atmosphere, Etiquette and Practicum: SCI-Arc maintains studio space for every student and supports a studio etiquette where every individual has the opportunity and responsibility to foster a positive, learning environment, where the sharing and engagement of ideas among all constituencies occurs freely. SCI-Arc students understand the value of working in studio and benefit from the collaboration and community support fostered among the Undergraduate and Graduate student bodies. SCI-Arc supports an open, inclusive, and respectful environment with both the school and the studio environment. As SCI-Arc is an institution which values diversity in ideology within the design disciplines, it also supports and encourages an attitude of acceptance and inclusion with regards to race, color, gender, national origin, and sexual orientation. Since free and open dialogue is at the very core of any investigation within the world of ideas, SCI-Arc promotes a dialogue in the studio environment, which includes respect for others with opposing viewpoints and an understanding that constructive debate is conducive to the process of learning. Since this process of learning is not served by intimidation, harassment, or excessive negativity, it is thus actively discouraged within the SCI-Arc design studios and among all participants in the community of SCI-Arc.

In order to maintain their vital stance, students are recommended to take a balanced approach to their education and are encouraged to strike a healthy balance to their scholastic lives, which includes eating well, exercise, relaxation and cultural outreach activities that take advantage of the life of Los Angeles.

The student body and the school actively supports a Student Union, which is sustained by representatives from each studio as well as a student elected executive board. The Student Union holds meetings bi-weekly that are open to the whole school, covering a range of self selected topics, from specific student concerns to long range planning. Such formal and informal discussions among students range from curricular to operational, and they voice their concerns to the Academic Council and have a student representative on the SCI-Arc Board of Trustees. In addition to everyday issues, the Student Union also collaborates in the culture of SCI-Arc's lecture series, by choosing half of the lecturers for the annual Public Lecture Series.

Evolution of Studio Culture at SCI-Arc
Since we believe that studio culture at SCI-Arc is constantly evolving, we propose that our method of inquiry be extended into the future to become a means of evaluating and improving it. We are interested in embracing what works and discarding what does not, and most importantly, in understanding that the culture unique to SCI-Arc moves and changes.

Harassment and Discrimination Policies
Policies related to Harassment and Discrimination are communicated to students via the *SCI-Arc Student Handbook* which is printed and given to all incoming students during the new student orientation period at the beginning of each academic year. These policies are also communicated to faculty via the *Faculty Employment Handbook* and to staff via the *Staff Employment Handbook*, given out to all new employees by the Human Resources office. The *Student Handbook* is also available to students, faculty, and staff on the SCI-Arc website. The SCI-Arc Handbooks describe Harassment and Discrimination policies in the following ways:

SCI-Arc Anti-Harassment Policy

SCI-Arc is committed to building and preserving an academic community, in which all of its members can work and learn together, free from all forms of exploitation, intimidation and harassment, including sexual harassment. Harassment based on pregnancy, childbirth or related medical conditions, race, religious creed, color, gender, national origin or ancestry, physical or mental disability, medical condition, marital status, registered domestic partner status, age, sexual orientation or any other basis protected by federal, state or local law or ordinance or regulation are strictly prohibited. All such conduct violates SCI-Arc policy. SCI-Arc's anti-harassment policy applies to all SCI-Arc students, administrators, faculty (including adjunct and visiting faculty), staff, program participants, visitors, vendors, independent contractors and any other persons. It also prohibits harassment based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics.

It is impossible to define every action, all words, or all situations that could be interpreted as sexual harassment. The following descriptions are not meant to be a complete list of objectionable behavior, nor do they always constitute sexual harassment.

Examples of such conduct which may violate this policy include, but are not limited to, verbal abuse of a racially derogatory nature; the use of racial or ethnic slurs; racially or ethnically disparaging words used to describe an individual; and racial, ethnic or other derogatory jokes, e-mail, written materials, drawings or cartoons which are racially or otherwise offensive.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature are defined as sexual harassment when submission to or rejection of such conduct is used as a basis for decisions affecting an individual's education, employment or participation in school activity; when such conduct has the purpose or effect of unreasonably interfering with an individual's work performance; and when such conduct could reasonably be construed as intimidating, hostile or demeaning.

Sexual harassment can be verbal, non-verbal, or physical. It can be overt or can be implied from the conduct, circumstances and relationships of the individuals involved. It can range from unwelcome sexual flirtations and inappropriate put-downs of individual persons or classes of people, to physical abuses such as sexual assault and rape. Examples include, but are not limited to, unwelcome sexual advances; sexually-oriented kidding, teasing, joking or flirting; verbal abuse of a sexual nature; graphic commentary about an individual's body, sexual prowess or sexual deficiencies; derogatory or demeaning comments which are gender-directed, whether sexual or not; leering, whistling, touching, pinching or brushing against another body; blocking movement; offensive crude language; or displaying objects or pictures which are sexual in nature and would create hostile or offensive work and learning environments.

Relationships of a sexual or amorous nature between faculty or staff members and students are inappropriate when the faculty or staff member has professional responsibility for the student, or could have such responsibility in the near future. SCI-Arc does not allow faculty or staff members engaging in relations of academic work (including work as a teaching assistant) or non-academic work is being supervised by the faculty or staff member at SCI-Arc, even when both parties consent to the relationship.

Relationships of a sexual or amorous nature between faculty or staff and students occurring outside of the instructional or non-academic work context may also lead to difficulties. Relationships that the parties view as consensual may appear to others to be exploitive. Furthermore, in such situations (and others that cannot be anticipated), the faculty or staff member may face serious conflicts of interest and should be careful to distance him or herself from any decisions that may reward or penalize a student with whom the faculty or staff member has or has had an amorous relationship.

Reporting Harassment
All allegations of harassment will be thoroughly investigated by the Human Resources Director.

Do not assume SCI-Arc is aware that there may be a problem. We encourage students who have concerns regarding harassment, who believe they are the victim of harassment, or who believe they have witnessed harassment to bring their concerns to the Academic Counselor, a trusted faculty member, or to any member of SCI-Arc's administration. SCI-Arc employees who have concerns regarding harassment, who believe they are the victim of harassment, or who believe they have witnessed harassment should bring their concerns to the Human Resources Director, their supervisor, or to any member of SCI-Arc's administration. SCI-Arc will promptly investigate the complaint and take appropriate remedial action. SCI-Arc will make its best efforts to protect student and employee confidentiality to the extent that it is practical and does not hinder the investigation. No student or employee will suffer any retaliation because he or she has brought such concerns to the attention of SCI-Arc.

Any faculty member or staff management who is notified of such harassment, or who knows of such harassment, must notify the Human Resources Director or the Directors' Office immediately.

Retaliation Policy
It is against SCI-Arc policy to retaliate against any person who has filed a complaint or sought advice through the processes described above. It is also against SCI-Arc policy to retaliate against anyone who has testified, assisted, or participated in any manner in such processes. Violations of these policies regarding retaliation are subject to disciplinary measures up to and including termination of employment or expulsion from SCI-Arc.

Disciplinary Measures
Disciplinary measures, if necessary, may consist of any of the following: verbal warning, written warning, probation, or suspension with or without pay and/or termination or expulsion from SCI-Arc.

Academic Integrity Policies
Policies related to academic integrity are communicated to students via the *SCI-Arc Student Handbook* which is printed and given to all incoming students during the new student orientation period at the beginning of each academic year. The *Student Handbook* is also available to students, faculty, and staff on the SCI-Arc website. The *SCI-Arc Student Handbook* describes academic integrity policies in the following ways:

Academic Infractions
SCI-Arc believes strongly in the integrity of the work of individuals. Student work that presents the ideas or words of others as the student's own adversely impacts the whole school and may lead to immediate dismissal. Academic dishonesty, including cheating, plagiarism, commissioning academic work by others, or performing academic work on behalf of another student, is strictly prohibited.

Common Sense, Integrity and Personal Responsibility
Although it is not possible to provide a complete list of all types of impermissible conduct, the following are some examples of conduct that may result in disciplinary action, including expulsion:

- *Cheating, plagiarism, commissioning academic work by others, or performing academic work on behalf of another student, and misrepresenting facts.*
- *Dishonesty, including, but not limited to falsification or making a material. misrepresentation or omission on forms, records, or reports or any other school record.*
- *Misusing, mutilating, defacing, destroying, damaging of or unauthorized possession of school information, materials, equipment, or property.*
- *Excessive absence.*

- *Hazing, sexual and gender harassment, and actual or threatened physical violence toward another.*
- *Unlawful possession, distribution, sale, use or being under the influence of illegal drugs or alcohol while on school property, while acting on behalf of the school, or while operating a vehicle or potentially dangerous equipment leased or owned by the school. (This policy is described in more detail through the SCI-Arc Drug and Alcohol Policy)*
- *Unauthorized possession of school property or the property of a SCI-Arc student or staff member, or visitor.*
- *Violation of SCI-Arc's IT policy, including infringement of patents, trademarks, trade secrets, or intellectual property rights, software piracy, unauthorized network/computer access, illegal export, spamming, email/news bombing, email/message forging, virus distribution, Ponzi schemes, chain letters, pyramid schemes, access to pornography, and the inappropriate use of software or hardware.*
- *Conducting oneself in a manner that endangers the health or safety of oneself, other members or visitors within the SCI-Arc community or at SCI-Arc sponsored or related events.*
- *Tampering with or damaging fire and life safety equipment.*
- *Bringing or possessing dangerous or unauthorized materials, such as weapons, explosives, firearms or other similar items to SCI-Arc or to SCI-Arc sponsored or related events.*

Disciplinary Measures
Disciplinary measures, if necessary, may consist of any of the following: verbal warning, written warning, probation, or suspension with or without pay and/or termination or expulsion from SCI-Arc.

Diversity Initiative
Each student, faculty member, and member of the staff at SCI-Arc deserves the full respect and courteous treatment of other members of the SCI-Arc family, regardless of race gender, age, religion, national origin, disability, or sexual orientation.

Institutional efforts to promote community imply certain expectations regarding the behavior of members of the community. SCI-Arc does not tolerate acts of incivility, bigotry, violence, racial or sexual harassment, or substance abuse. Conduct counter to these expectations is considered to be a serious offense against our community and the rights of its members and is dealt with severely.

SCI-Arc strives to foster learning and encourages the personal growth of students in an environment that promotes and celebrates diversity. Accordingly the Institute policies of "Student Conduct" as published in the Student Handbook, are:

Equal Opportunity
SCI-Arc promotes an open and ethical environment in which to work, teach, and study. SCI-Arc expects all members of the SCI-Arc community to uphold the values of honesty, respect, trust, tolerance, and civility in dealing with one another.

Commitment to Opportunity
SCI-Arc does not discriminate on the basis of race, color, national origin, ancestry, ethnicity, amnesty, medical condition, handicap or disability, creed, religious belief or non-belief, military status, age, marital status, gender, sexual or transgender orientation, domestic partner status, or sexual preference with regard to any of its policies and practices, including, but not limited to admissions, financial assistance, education programs, academic counseling, activities, or employment. If you believe you have been discriminated against on such basis, you should notify the Academic Counselor or the Human Resources Director.

Special Accommodation Policies

SCI-Arc complies with federal regulations concerning access for physically challenged students. Reasonable efforts will be made to accommodate individual needs. Applicants with disabilities who require any special accommodation in the application and pre-admission process should provide notification and make a written accommodations request to the admissions office. Applicants who do not need accommodations during the application process, but who anticipate the need for accommodations during their education, need not submit a request for accommodations until after admission to the college.

Current students and newly admitted students who require special accommodations because of a disability, a serious health condition or a personal or family emergency must submit a written request for accommodation to the Academic Counselor as early as possible after the need for an accommodation becomes known. Students with disabilities who require accommodations will be required to obtain and submit a completed Request for Disability Accommodations and Certification Form to the Academic Counselor. This form must be completed by the student's health care provider. The college reserves the right to require proof of the reasons underlying a student's request for special accommodations.

The challenge of achieving a diverse community on campus is not new, especially for architecture programs across the country. In fact, the NAAB visiting team commented to SCI-Arc regarding its diversity recruitment efforts after their most recent team visit in 2008:

"While this cause for concern remains, the [NAAB] team acknowledges that SCI-Arc has moved to address the issue of racial diversity. The team also is aware that the issue is one that affects all aspects of the discipline of architecture, from schools to practice, and will not be solved with local solutions"

Institution Equity & Diversity Goals
Since the last NAAB visit, SCI-Arc has worked hard to redefine the Institute's Diversity Initiative as it relates to the overall strategic plan of the Institute. The SCI-Arc Diversity Initiative brought together representatives from throughout the Institute to help solve the challenges associated with creating a diverse community on campus. These representatives include members of the Admissions, Finance, Human Resources, Public Programs, Registrar, Operations, and Academic Affairs offices, -- as well as select faculty and student representatives. It is through these discussions that the following short term and long term goals for both student and faculty recruitment and retention have been established:

- Attendance by the admissions department, key members of faculty and administration to conferences and seminars focused on improving campus diversity and retention of students and faculty. SCI-Arc believes its presence at these events is critical to staying informed of the current and changing best practices in diversity recruitment and retention, as well as important for establishing relationships with other higher education diversity professionals.

- Increase the presence of minority architects and related professionals in SCI-Arc's public program events, gallery exhibitions, and annual lecture series. Nurturing relationships with current and future minority alumni and faculty, as well as through the building of new relationships with the National Organization of Minority Architects (NOMA).

- Work closely with the offices of Alumni Relations, Communications, and Academic Affairs to regularly feature the work and accomplishments of minority alumni, faculty, and students on SCI-Arc's website and internal or external publications and communications where appropriate.

- An expanded Admissions department to include a Director of Recruitment and Outreach, with an emphasis on diversity recruitment. This recruiting position travels across country on recruiting trips, in cities such as Chicago, Atlanta, and New York, where SCI-Arc can reach a broader applicant pool. SCI-Arc has also reached out to minority faculty and alumni to serve as recruitment representatives for the Institute.

- Utilize the new Jenzabar data integration software, to assist with the collection and assessment of data from student application through retention and graduation. This more efficient tool for institutional research will improve understanding of the students and faculty who choose to join the educational experience at SCI-Arc.

- Educate hiring managers on hiring practices and diversity goals.

- Focus on discovering talent *before* it is needed.

- Maintain job descriptions.

Student Equity & Diversity Initiatives
- SCI-Arc hosts a new series of recruitment events, called *Trans(fer)mation Days* designed to strengthen relationships with local universities and community colleges from which significant numbers of minority applicants express interest in transferring into the Undergraduate program. During these events, students from participating colleges spend the day participating in the student life at SCI-Arc. While here, they learn about our programs, see reviews or other curricular events in action, and most importantly, present their own work to SCI-Arc faculty for review, advice, and guidance on how to best showcase that work in a portfolio.

- The admissions and academic counselor's office continue to assess and revise existing articulation agreements with community colleges, as well as developing new articulation agreements with area schools, like East Los Angeles College, which enroll a high number of minority applicants.

- Continue to review SCI-Arc's strategy for increasing funds available for use with student scholarships, including scholarships earmarked for improving diversity in admissions, such as the Diversity Scholarship, and retention, such as the Rahiah Ibraham Award. One of the key goals of the restructured and expanded Development Office is to raise additional funds to increase scholarship opportunities for students.

- Attending college fairs at or near Historically Black Colleges and Universities (HBCU's) across the country, as well as marketing SCI-Arc's admissions opportunities and publications to these colleges and nearby high schools.

- SCI-Arc has created a summer architecture program for High School students called *Design Immersion Days (DID)* designed to introduce to these students the career possibilities in the fields of design and architecture. The program helps to establish a greater understanding of the built environment in the community, and for some, open up the possibility of becoming a student at SCI-Arc.   With a generous grant from the Ahmanson Foundation, SCI-Arc was able to offer full scholarships to half of the students enrolled in the program to students from low-income backgrounds in summer 2011.

Faculty Equity & Diversity Initiatives
When looking at the broad diversity of SCI-Arc faculty, the Institute compares favorably to the national averages of faculty from other architecture programs as provided by the annual *NAAB Statistical Report on Accreditation in Architecture Education.* SCI-Arc believes it important to recruit a diverse community of

faculty at the Institute. As a result, SCI-Arc is working on the following strategies for the continued recruitment of a diverse faculty:

- Require all faculty and staff to complete the federally required Sexual Harassment Training program conducted every 2 years. This requirement is coordinated through the Human Resources office each year.

- Work to build and foster relationships with the National Organization for Minority Architects (NOMA), as well as within its own network of minority alumni in order to identify and recruit potential qualified instructors. SCI-Arc feels that fostering these relationships will only help build a natural pipeline when recruiting new faculty for the Institute.

- Work with local community college career centers and post jobs with local colleges and universities.

- Post job openings on the SCI-Arc website.

- Target diverse candidates with focused websites and organizations such as The Black Collegian Online, diversity.com, Historically Black Colleges & Universities Career Center, latpro.com and the Los Angeles gay and lesbian center.

- Post job openings on higheredjobs.com, LinkedIn, The Chronicle of Higher Education, academiccareers.com, execSearches.com and Archinect, purchasing affirmative action packages when available.

- Use resources of professional organizations such as CASFAA (California Association for Students and Financial Aid Administrators) WASFAA (Western Association for Students and Financial Aid Administrators) and NASFAA (National Association for Students and Financial Aid Administrators), AACRAO (American Association of Collegiate Registrars & Admissions Officers), NAGAP (The National Association of Graduate Admission Professionals), NACAC (National Association for College Admission Counseling), NACUBO (National Association of College and University Business Officers) and ACSA (Association of Collegiate Schools of Architecture).

I.1.3.   RESPONSES TO THE FIVE PERSPECTIVES

A. Architectural Education and the Academic Community
SCI-Arc prioritizes and maintains an ongoing commitment to the growth and sustenance of its academic community. This commitment is consistent and integrated with SCI-Arc's history as a community-driven school of architecture as well with its current mission to develop an effective educational approach that addresses and extends the specific requirements of its students and faculty to the broader needs of its staff, administrators, alumni, Board and the local professional community.

Our community of faculty, students and staff contribute habitually to SCI-Arc's core academic values and enduring culture of scholarship through internal academic and external professional research. Faculty are routinely granted opportunities to conduct architectural research. They participate in funded exhibitions in the SCI-Arc Gallery and have opportunities for publishing activity in the SCI-Arc Press. Faculty also pursue regular fully-funded research initiatives that range from our short-term post-professional research programs in-house, as well as building research conducted by the 2011 Solar Decathlon team. Finally, they participate in outreach design-build studios such as the one led by Alexis Rochas in post-Katrina New Orleans and SCI-Arc's team entries at the Biennale in Venice. Students are encouraged to join in faculty research projects as credit-granting extra-curricular activities, and many of our students have reported that these were among their most enriching academic experiences. Beyond this hands-on academic enrichment, our faculty and students are encouraged to participate in academic venues such

as the ACSA, the Society of Architectural Historians, TED and other conferences and symposiums held worldwide, and may expect to receive compensation from the school for travel related to such endeavors. Conference bulletins, lecture series posters, and other research opportunity announcements are posted in the hallway directly outside the Directors' Office and in proximity to faculty mailboxes, or posted digitally to the SCIARCSHARE folder online. Students and faculty are also steered towards academic excellence through an in-house Library facility with thousands of volumes and university system-wide databases and borrowing privileges. Under an initiative by Hsinming Fung, the Getty Research Institute not only opened its library doors to our students and faculty, but has also recently granted SCI-Arc an impressive fund for the digitizing of its 30+-year lecture archive and the securing of an even broader selection of books and volumes.

SCI-Arc also understands implicitly that excellence in architectural education is neither isolated nor hermetic. Faculty and student accomplishments are gathered by the Faculty and Student Representatives to the Board and announced to the Board at their meetings as well as posted on the News section of our website. SCI-Arc also has a very popular Facebook site that celebrates academic achievements.   Through SCI-Arc's culture of frequently scheduled public reviews, lectures, gallery exhibitions and end-of-year academic exhibitions we extend the work of our students and faculty to the local professional community who join us for an ongoing discussion of our pedagogical aims. Finally we tie our internal scholarship efforts to our broader national and global community network through our international exchange programs, and by inviting leading national and international guests and critics to our regularly scheduled academic reviews.

In our Board and Academic Leaders' work to secure our building we believe that we have also permanently secured a home for ongoing academic scholarship for our students and faculty. SCI-Arc's new DID (Design Immersion Days) program for high school students was developed to introduce high school students to architectural issues in a brief but broad curriculum. Utilizing a grant from the Ahmanson Foundation, rising high-school juniors and seniors are offered the opportunity to explore careers in architecture.

SCI-Arc's faculty makes unique contributions to our community via teaching practices linking their individual academic research projects to teaching assignments; by pursuing innovative approaches to technological innovation such as research into architectural prototyping and fabrication; and by expanding teaching beyond the classroom to include the pressing needs of the city and the world at large. Often, these are accomplished through the forging of alliances with other institutions and universities, as well as public agencies as mentioned. Over the last ten years, SCI-Arc has hosted joint symposia with Stanford University, UCLA, USC, the Architectural Association in London, the University of Applied Arts in Vienna, the Bartlett, and the ETA in Zurich. SCI-Arc has also been an active participant, sending representatives to symposia on new architectural horizons in Dubai, Kazakhstan and Beijing. In 2007, the Institute Director and other faculty members were invited to participate in the Shenzhen-Hong Kong Biennale to envision and exhibit new material and resource approaches to life-cycle management in those cities. In 2009, under student-led initiative, SCI-Arc formed an alliance with Caltech to enter the Solar Decathlon, held biannually on the Mall in Washington DC by the US Department of Energy, and intended to exhibit the latest and best sustainable technologies that architecture can offer. SCI-Arc's team was chosen among the final twenty and will be on the Mall in October 2011. In Fall 2011, the Graduate Programs Chair and two other Program Coordinators participated in international workshops for the development of Ponce, Puerto Rico as design hub for the Caribbean. Working with students, faculty at the Pontifice Catholic University and the city government, it will conclude with an international symposium in December 2011.

SCI-Arc recognizes that it is atypical for a non-profit Institute to see its academic mission as a public good, and yet, it has never deterred SCI-Arc from the sense that architecture is a cultural and social practice in addition to a craft. It is this thinking that spurred the move from the Beethoven location to downtown Los Angeles, and to the development of Public Programs and faculty research activities that invited Los Angeles, and the entire world, into our school, while at the same time, promoting our visibility and academic reputation outward. Our public Thesis and lecture events were recognized for their

mutually-beneficial academic good by a generous grant from the William Keck foundation to restore and enhance our lecture hall. Our digital resources have also been recognized and funded by an outside benefactor, as well as the aforementioned gift from the Getty, and the funds secured in order to build and maintain our new Robot House, truly reflect this elevated sense of academic purpose and community. Going forward, SCI-Arc will be expanding its General Studies offerings, not merely as a way of promoting and ensuring academic excellence for our own students, but in hopes that we may provide opportunities for General Education to non-architecture students in the community, and thereby teach by example, our long-held values towards architectural education as a holistic development of architectural abilities, academic excellence, inventiveness within the discipline and profession of architecture, and beneficial creativity to service and engage the community, however that may be defined.

B. Architectural Education and Students
SCI-Arc is a global institution, located in the heart of one of the world's most diverse cities. We draw faculty and students from all over the world. Our school is multi-cultural and international in its outlook. Through our Exchange Programs, Semesters Abroad, and Travelling Studios, we prepare our students to engage global issues, and to operate with sensitivity in a globalized cultural, social and economic context.

SCI-Arc promotes in its student body a culture of intelligent risk-taking and thoughtful individualism, rewarding creative and intellectual distinctiveness in the work of the student body and encouraging students to seek out and develop original thought and unique approaches to their work in studio and in their seminars. Every year, SCI-Arc holds an End-of-Year exhibition with the best work displayed from every studio and every seminar regardless of study area. Thesis prizes are also routinely awarded and the best Thesis projects remain on public display. Competition studios and competition participation is regularly encouraged on a semester basis, and all student accomplishments in competitions and scholarship awards are displayed physically at the school and online. In all cases, we celebrate and embrace the "best," and for us, as well as the architectural world at large, the "best" often means thoughtful, intelligent, rigorous and engaged risk-taking. The opportunity for any student to see what this means is constant, whether in the large fabrication experiments and displays by the undergraduate 1A class or in the juried exhibitions of student work.

SCI-Arc is dedicated to ensuring the self-worth of its student body. We regularly reward and promote students' achievements through public exhibition, website announcements, Facebook posts, student publications such as our archive journal, *OnRamp*, and many opportunities for internal and external scholarship awards. We encourage our students to participate and excel in local external events such as the local "2x8" exhibition of works by Southern California schools of architecture, the newly-launched Little Tokyo Design Week, and other venues, such as the recent awarding of the Julius Schulman Prize for Emerging Talent to a recent B.Arch graduate. At SCI-Arc, students regularly participate in the school's decision-making processes via the Student Union, Lectures Committee, Board Meetings, and the Academic Council. All student course evaluations are read by the pertinent faculty, Program Coordinators, as well as the Undergraduate and Graduate Programs Chairs.

SCI-Arc seeks and celebrates diversity within its community of students and faculty as well as well as staff, administrators, alumni, our board and the local professional community. In the last three years, SCI-Arc has worked to increase the diversity of its student population, including a revised Diversity Initiative. SCI-Arc's recently launched DID (Design Immersion Days) program for high school students was awarded a grant from the Ahmanson Foundation to offer a number of fully endowed positions in the program to students from a broad range of socio-economic, cultural and ethnic backgrounds.

SCI-Arc's history and mission has long focused on promoting the dignity and self-esteem of its students. At SCI-Arc, faculty view their students as equal partners in the learning process. SCI-Arc is committed to enforcing strong academic policies, including our Studio Culture policy, which seeks to encourage students to treat each other respectfully and civilly. In addition, we develop within our students a shared responsibility for the school through the open and available use of resources: Work Study and Internship opportunities; a Library that is open 7 days a week, a traditional and digital Fabrication Shop that is open and supervised continuously with the latest technology in CNC Milling; 3D Printing and Laser Cutting; a

continuously open Print Center with professional-quality plotters; a digital Lab for both up-to-date Mac and PC platforms; 24-hour access to a secure and monitored building run by Public Safety professionals; online forums, boards and access to instructors and course material contents with enabled campus-wide high-speed Wi-Fi; and regular and easy allotment of spaces, projectors, a/v equipment and pinup walls. We do not lock classrooms nor hold private reviews, for we truly believe that it is their school and their education.

C. Architectural Education and the Regulatory Environment
SCI-Arc works especially hard to prepare students for transition to professional licensure. Courses in Professional Practice and preparatory courses for licensure such as Structures, Climates, Sustainable Practices, Integrated Systems and Life and Safety are not only required within the curriculum of all three degree programs, but also carried through in the comprehensive design studios and required courses on Design Documentation. Design and seminar faculty are hired with an eye towards licensure as more than half of our design faculty hold a license in California.

Out students are required to take courses in Professional Practice, and may take up to 6 units of Curricular Practical Training (CPT) to apply towards their IDP.

In the summer prior to their first semester at SCI-Arc, B.Arch students meet individually with SCI-Arc's Academic Counselor to review IDP, NCARB registration, and licensure requirements. At Orientation, IDP, NCARB registration, and licensure exam information is given in an orientation packet and discussed as well. Thereafter across each semester NCARB or CAB (California Architectural Board) visit SCI-Arc for information sessions and Q&A on IDP, NCARB registration, and licensure exams. SCI-Arc's Academic Counselor, who also serves as IDP Coordinator, attends annual meetings for updates on changes to IDP and NCARB, including the annual IDP Coordinators Conference sponsored by NCARB. Two IDP recruitment events are held at SCI-Arc every year, including Open Season by our own Alumni Council.

D. Architectural Education and the Profession
SCI-Arc structures its pedagogy to prepare its graduates for practice in the global economy with regular design studios focused on global issues, sites, and practices. Our faculty includes many internationally-licensed practitioners; regularly-scheduled reviews and public lectures with professional invitees from around the world; and a proven track record of placing our alumni in architectural offices from Tokyo to Dubai, we believe that an internationally-based architectural education is essential and basic to the development of architectural professionals. SCI-Arc has hosted a number of symposia for professional organizations, such as the ASLA and CLUI, and has collaborated with the Mayor's Office and Councilwoman Jan Perry's office on public programs for community development. As well, SCI-Arc has been an active participant at the National Conference for the AIA in 2007 and local AIA events, and encourages our students to freely participate at all of these venues.

Professional development within SCI-Arc is reinforced in our degree programs through three main venues: the practice of forging alliances with other professional consultants within our design studios; demonstrated understanding and respect for global traditions and human behaviors in seminars and in Study Abroad; and increased vertical studio and outreach opportunities that allow for client and semi-client relationships and ethics.

SCI-Arc's Academic Leadership participates on the Mayor's Design Advisory Board, as well as ongoing work with the Los Angeles chapter of the American Institute of Architecture, where many faculty serve on committees and our Director of Academic Affairs, and AIA Gold Medal recipient, Hsinming Fung currently serves as President.

In the comprehensive design sequence in the B.Arch and M.Arch programs, as well as in the second-semester studio for the M.Arch 2 program, the use of advanced software technology and the school's Mission towards innovative attention to Structures and Materials, has created an opportunity for SCI-Arc to bring in engineering, sustainability, urban landscape, and software consultants from such esteemed firms as ARUP, OLIN and Buro Happold. Not only does this provide necessary expertise, it also

inculcates students immediately with the advantages and means of professional consultation in real-world situations. Students are also encouraged during their Thesis years to take advantage of professional consulting through regularly scheduled "visits" to Thesis studio by internally-recognized structural and material engineers.

In required seminars and through opportunities for Study Abroad, students not only learn of global architectural traditions, but they are also asked to project that learning into meaningful and sensitive design work, as they might encounter as professionals. Recent Study Abroad opportunities in Japan and Italy are considered part of a regular facet of architectural education at SCI-Arc, and can be used to satisfy credit requirements equal to an entire semester in the B.Arch program.

The required design studio of advanced study in all three degree programs consists of "vertical studios," taught by leading professionals from across the globe. Many of the vertical studios take as their pedagogical focus a real-world project, with a real client, and thereby increase educational opportunities for enhanced professional development. Two recent examples include vertical studios conducted by the Institute Director, and the Undergraduate and Graduate Programs Chairs – one in Balandra Bay, Mexico, in cooperation with the Universidad Iberoamericana, to develop new design insights, another held on behalf of a local progressive Jewish synagogue, IKAR, to assist them in developing community-sensitive schemes for a new cultural center. In addition, in design-build studios, such as the one first required of our undergraduate students, SCI-Arc often acts as Client or surrogate Client, and in doing so, we aim to teach our students how to balance their design ambitions with a deep respect and understanding of client demands and expectations. By setting budgets for student design build projects, conducting technical and financial reviews in studio, and by reinforcing learning through the act of designing, we introduce students to the range of potential issues that clients will raise across a project's implementation.

Finally, all studio faculty are required to be practicing professionals. A significant ratio of our Studio Faculty are also licensed professionals. SCI-Arc requires that these faculty regularly bring Professional Development issues into the school and its curriculum through research, teaching, faculty lectures, gallery exhibits and internship opportunities. At Faculty Peer Reviews, conducted every 2 years, all full-time faculty are encouraged to pursue licensure and/or further professional development, such as LEED certification training or association with professional organizations.

E. Architectural Education and the Public Good
SCI-Arc's pledge to community engagement, especially in and around downtown Los Angeles, is a formative component of the school's far-reaching commitment to its responsibilities as a civic institution and a stakeholder in the growth of Los Angeles.

SCI-Arc seeks to prepare its students to be active and engaged citizens as well as advocates for socially-responsible architecture. As a requisite portion of the B.Arch and M.Arch 1 curricula, students are exposed to learning in Sustainability Practices, Accessibility, Urban Studies and Critical Discourse that have made architecture a responsible member of wider social, political, cultural, economic, ethnic and community settings and contexts. Requisite studios in urban design that address issues of social housing implementation and development, large-scale projects for education, civil service and entertainment, and radical revisions of infrastructure and environmental resources such as the LA River, are taught alongside required seminars in urban theory that focus on the fragile necessities of everyday life and the potential citizens affected by design. Public good is a commonly-recognized credo and goal at SCI-Arc.

Recent initiatives launched by SCI-Arc represent a wide range of opportunities for students to enrich their architectural education through this most basic credo. The outreach programs that have built the sun shelter for LAMP have also built a park in post-Katrina New Orleans, a series of tent-shelters for homeless on Los Angeles' Skid Row, and supported the initial steps of the now-thriving FoodLA, which has teamed design professionals and students with community gardening and public kitchen advocates throughout the most poorly-nourished sections of the city. Students have been encouraged to initiate recycling programs, fresh produce programs in conjunction with local produce markets, design bike-racks and use material experiments in studios to make sun shades to make our own campus life more

enjoyable and beneficial. Students began the entry into the Solar Decathlon, and when it was relocated to another site, fought successfully to have it returned to the Washington DC Mall so that it may serve more directly our nation's goal of a sustainable and ecological future. Students and faculty alike participate in Architecture for Humanity and are currently members of the Haiti Benefit. Even our annual Thanksgiving Dinner is matched through a substantial donation of food for the Skid Row Homeless Project.

SCI-Arc also continues to frequently work with local community organizations such as the Los Angeles River Artists and Business Association (LARABA) on addressing local community needs and issues as well as with governmental groups such as Los Angeles Mayor's Office, the Los Angeles Department of Cultural Affairs, the Los Angeles Community Redevelopment Agency, the Los Angeles Department of Planning on community-driven issues such as long range urban design and planning for the Los Angeles River.

We see the school as catalyst for local community activities as well as a means to explore architecture as political advocacy, and this has been the case for the entirety of its 40-year history, linking our pedagogy to the need to respond to the needs of a changing world.

I.1.4. Long Range Planning

SCI-Arc has carefully developed a process, which the school continues to refine, by which we catalog and assess our objectives for continuous improvement based on our Mission, curriculum, evolving student needs and our institutional history.

We conduct regular, rigorous self-assessment through a multi-tiered but well integrated process. It involves Board oversight of the Institute Director's performance; evaluation by the Institute Director of the Director of Academic Affairs and Program Chairs; evaluation of faculty performance through a Peer Review process, student evaluations and assessment of faculty development; regular program and course evaluations by students; invited External Reviewers as well as a host of internal review processes. These processes include Curriculum Committee reports to our Graduate and Undergraduate Chairs, Curriculum Retreats, regular meetings of our Academic Council as well as the use of our Design Studio Reviews, End-of-Year exhibitions and Thesis Presentations as a means to asses the school's progress. These processes form a set of checks and balances that allow SCI-Arc to carefully reset its course as a school of architecture from year to year. In fact, the recent restructuring of our administrative structure, from a single Directorship to one shared between the Institute Director as CEO alongside a COO in charge of Operations was a direct result of considerable reflection on how the school functions as it grows and expands. Because we are also accredited by the Western Association of Schools and Colleges (WASC), we are required to keep diligent records of changes in all policy, administration, practices and assessments, which have allowed us to uncover and expose the means by which we achieve and monitor success in architectural education.

At SCI-Arc we deploy a wide range of data and information gathering techniques to help us track the school's performance and inform the development of our short-term and long-range planning objectives. Much of our institutional planning is based on Board Evaluations of the School's Performance, Student Evaluations of Faculty and Courses, analysis of metrics derived from recruitment, enrollment and student academic needs and performance, and the fulfillment of diversity goals (see above). Our school wide implementation and ongoing use of Jenzabar, a proprietary software aimed at aligning all aspects of management for educational institutions, has greatly helped SCI-Arc to link operational excellence, enrollment, retention and academic advancement across the school. Our tracking of student performance, such as that exemplified by our "gateway" Portfolio Reviews required twice in both the B.Arch and M.Arch programs, provide us with a feedback loop mechanism that not only allows regular assessment and monitoring of our students' academic performance, but also a comprehensive measure of how we can best tailor our courses to meet emerging trends of both academic growth and any academic deficiencies we need to resolve. Metrics derived from compiling students' grades as well as digital archiving of student work also allow us to see what is working and what is not working in our Graduate and Undergraduate courses. Finally we track the effectiveness of our recruitment strategies by

studying the results of our web-based and traditional advertising and we link this to student retention and performance.

SCI-Arc's long range planning extends to other programmatic and institutional initiatives. The Strategic Plan, adopted in 2006, is still in use, and has included some current developments, such as the Alumni Council and the hiring of an Alumni Affairs associate, the Development Office and the securing of financial resources for scholarships, funded research activities and recruitment and promotion, and the recent purchase of our building which has brought a much-needed sense of stability to the Institute and to the local community. Strategic planning measures have also included ongoing upgrades to our facilities, such as the new 160 seminar room, the Café expansion that will serve the students as an informal meeting space, the hiring of internationally-recognized faculty, and the securing of advanced fabrication technologies such as the design and implementation of our new Robot House, a one of its kind facility that puts the school at the forefront of technological research.

In particular the purchase of our building, secured in the spring of 2011 has allowed for SCI-Arc to start setting out the next steps towards building a campus. This may include thinking and planning for long term student and visiting faculty housing; the nature and impact of our long term commitment to the evolution of downtown Los Angeles as a true transit integrated district, as well as what the future of the Los Angeles River may be and what role SCI-Arc may play in its revitalization.

Description of role of 5 perspectives in long range planning

Architectural Education and the Academic Community
SCI-Arc is dedicated to promoting students involvement in the academic community and in the community setting of the academy in the long-term. The recent reorganization of the academic administration, with the naming of Hsinming Fung as the Director of Academic Affairs, and the naming of John Enright to the Undergraduate Program Chair and Hernan Diaz-Alonso to the Graduate Programs Chair, came as a result of internal assessment aimed at improving academic oversight. It is hoped that by conscientiously choosing leaders at the top of the architectural profession, they will continue to strengthen and secure SCI-Arc's worldwide reputation as a top architectural school. Along with this reorganization, the long-range mandate of its accredited programs is to open SCI-Arc to broader academic discourse through the hosting of conferences and symposia, future research publications of the Robot House and other fabrication advancements, and its innovative approach to architectural education demonstrated in Thesis and in General Studies. Long-term planning at the Board level has already been initiated with the restructuring of the Board with an eye towards institutional fundraising. This includes means by which SCI-Arc can make meaningful ties to private and public sponsors to further promote innovation in design and technological enterprise, as well as to ensure its continued international success. SCI-Arc is currently exploring the possibility of international and joint collaborations with other universities. For example, the Making + Meaning program is currently developing a strategic alliance with other institutions, most recently the University of Mexico in Mexico City. In addition, the Solar Decathlon team has raised over $500,000 in private, public and matching funds from corporations in China and elsewhere, and we believe that this is merely scratching the surface of the possibilities that emerge from the creative alliance between students, their education and a broader sense of what is meant by "academic community."

Architectural Education and Students
SCI-Arc is an ever-evolving experiment. From its early days to now, and into the future, SCI-Arc sees itself and its educational experience as one that is both intimately connected and engaged with our students and one that understands that the world is changing. Long-range planning to meet student needs is thus twofold. Firstly, we pursue the provision of the very best, latest, advanced facilities, materials, and cultural resources to prepare students for job-ready entry into the professional world. Secondly, we continue and our unique ability to have informal exchanges, even with the most preeminent faculty, to respect student voices and to directly address their needs with compassion and understanding. The securing of our building also means that we can begin to envision the enrichment of student life through design education opportunities implemented throughout the curriculum, from the expansion and

renovation to the Shop to the not-yet-built Café Expansion to the eventual designing and building of student housing. Our long-range plan also includes the development of fellowships to recruit young, recently matriculated faculty to maintain high academic standards, the designating of scholarships to offer greater diversity and quality among our student body; and measures to aggressively compete for admittances internationally.

Architectural Education and the Regulatory Environment
SCI-Arc plans regularly to insure that its students have open and comprehensive access to changes and trends across the professional regulatory environment. We strive to make sure that our students have regular access to leading individuals engaged in professional practice as well as plan in advance so that each semester NCARB or CAB (California Architectural Board) visit SCI-Arc for information sessions and Q&A on IDP, NCARB registration, and licensure exams.

Architectural Education and the Profession
SCI-Arc continues to refine and evolve its Professional Practice curriculum for a dynamically changing world. We plan for professionally-focused events that promote greater understanding of the diverse and collaborative roles architects take in the world and we offer our students front-row seats at events to examine leading edge topics being researched by renowned professionals, including our noted alliance with the Los Angeles chapter of the AIA. Long-term planning also includes increased opportunities to work with local governmental agencies, such as the Mayor's Office, and thereby organize studios and research projects that entail direct student contact with planning offices, code enforcement, site restrictions and client relations.

Architectural Education and the Public Good
SCI-Arc is committed to planning for focused events and tasks that promote greater understanding of civic engagement and the varied roles architects can take that contribute to the public good. Long-range planning goals not only continue to embrace this basic credo, but also promote various activities sponsored by the SCIFI post-graduate program, such as the CleanTech Corridor competition which has recently been recognized by an APA Focused Planning award, and a commitment to continuing the Solar Decathlon for the next two-year cycle.

I.1.5.   Program Self Assessment

Self-assessment is an intrinsic part of the SCI-Arc community. SCI-Arc has developed a thorough self-assessment process and a series of self-assessment procedures targeted at aligning its educational mission with the Institution's long range strategic plan. SCI-Arc's self-assessment process aims to bring the Mission Statement into line with the Institute's multi-year teaching objectives as well as help us to identify and address strengths, challenges and opportunities.

How the program is progressing towards its Mission:
Our Mission Statement is "Re-imagining the edge: Educating architects to engage, speculate, and innovate." In essence, our Mission has remained true to its original intent, but it has also evolved to reflect and adjust to the currents of our discipline. While changes occur and adjustments are made, SCI-Arc is committed to continuous self-assessment on many different levels of the school at once. SCI-Arc strongly believes that faculty, staff, and students form essential and equal feedback loops in all matters of policy, curriculum, direction and pedagogy. This cycle is a crucial ecology for the stability and dynamism needed for a progressive Foundation such as ours. As in most architectural programs, our evaluation of student course work and teaching depends heavily on a system of public reviews. Because of the size of the institution, the opportunity to evaluate student work —and by implication, faculty performance and curricular development—occurs frequently and intensively. SCI-Arc regularly implements and assesses alignment to its Mission through performance reviews conducted by the Board; curricular reviews by the Academic Program Chairs and Director of Academic Affairs, in conjunction with faculty-run Curriculum Committees for both Undergraduate and Graduate degree programs; and reviews of student course evaluations conducted by the Student Union. Evaluations of progress towards the Mission also occur through more informal means – school-wide meetings for the assessment and discussion of school-wide

changes, such as the purchase of the building; additions and acquisitions to resources are factored into curricular changes, such as the Robot House; and jury reviews and Public Programs, especially those with invited participants from other schools, are continuously used as a means for identifying problem areas and measuring successes.

Ongoing evaluation towards multi-year objectives and how it relates to the five perspectives:
Since the last NAAB visit, SCI-Arc has continued to critically examine itself and adapt the curricula to meet changing academic, social, economic and technological conditions. While maintaining its spirit of adaptability, the school has worked towards and achieved many institutional goals, such as the acquisition of our physical building. This has led SCI-Arc to identify strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture of the institution and the five perspectives.

Strengths: SCI-Arc, although no longer exactly a young school, continues to remain a very dynamic and effective institution. Its strengths lie in its ability to act quickly on pressing issues, respond rapidly to technological innovations, hire progressive new faculty, and, due to its relatively small scale and horizontal structure, continue to pursue a plural, democratic, and transparent approach to architectural education.

Challenges: Two examples of some of the challenges SCI-Arc has struggled with for some time include working within the limitations of its facilities as well as mitigating its non-tenure track hiring policies. In the case of the facility challenges, SCI-Arc has learned to think innovatively about space use, and in regards to non-tenure track hiring policies; SCI-Arc has sought to cultivate alternate methods of retaining faculty explained in detail later in this APR. In both cases, these are seen as integral and necessary challenges that are faced by an institution that is not part of a larger, campus-oriented university.

Opportunities: SCI-Arc is approaching many opportunities that should positively allow the school to continue to improve through the implementation of its self-assessment procedures which have targeted at aligning SCI-Arc's educational mission with the Institution's long range Strategic Plan. Moving forward, SCI-Arc will continue to address and improve the program's commitment to diversity, community engagement and the integration of state of the art technology, as well preserve its status as a non-profit Institution.

The following mechanisms for self-assessment are active and implemented at every level at SCI-Arc:

Institution:

Board Governance: The Board Governance Committee at SCI-Arc seeks to clarify the roles and lines of authority between SCI-Arc's Institute Director, Chairman of the Board, legal council, and the board at large, as they relate to supra-curricular issues of the Institution. The committee structures decision-making procedures in terms of short- and long-term priorities, leadership responsibilities, and authority at the board level. In addition, it ensures compliance with and reviews institution by-laws. This committee has been integral in the development of the Board's recent restructuring and the new board governance document that is responsive to the Institution's evolving mission and five-year Strategic Plan.

Curriculum: Assessment of the curriculum is conducted broadly and specifically through the following self- assessment mechanisms

Academic Council: The Academic Council coordinates overall curriculum direction and development. It meets once every four weeks in the public space of the library. The Directors, Undergraduate and Graduate Programs Chairs, Academic Coordinators, three faculty members elected by the faculty, and five students elected by the students, all hold equal positions on the Academic Council. The Student Union, Faculty Council, academic staff, and academic committees all report directly to the Academic Council.

Curriculum Committees - Graduate and Undergraduate: Oversees the specific aspects of the curriculum, including educational development, prerequisite structure, course content and teaching. The Academic Program Chairs, the Applied, Cultural, Visual, General Studies Coordinators, and studio leaders all hold equal positions on these committees. When relevant to the discussion, other faculty, students and staff may be solicited for their insights and input. Once every semester, the curriculum committees conduct a "walk-through" of the studios, in which instructors are asked to present the course content and focus as well as representative samples of student work. Assessment is conducted both horizontally—the integration and pedagogical level of each semester for studio and the required seminars that are taken with the studio, and vertically—the progression from one semester to the next. The "walk-throughs" are conducted publicly, and welcome student participation. All core studio instructors will be required to submit to the curriculum committees' brief summaries of critics' comments and the discussion that accompanied each final presentation.

Portfolio Review: In addition to the public nature of reviews, students are required to submit individual portfolios for review by faculty and administrators twice in their educational tenure at SCI-Arc. For undergraduates, portfolio review occurs in their second year, after their foundation studio and prior to proceeding on to the core curriculum, and in their fourth year, prior to proceeding on to the vertical studios and seminars. For graduate students, portfolio review occurs at the end of their first year and at the end of their required core curriculum, prior to proceeding on to Thesis. The portfolios not only provide the opportunity to monitor the progress of individual students, but also allow for the oversight of student development on a school-wide basis. For this reason, portfolio reviews culminate in a public meeting held with all reviewers and the students to discuss broad curricular issues brought forth by portfolio content.

Faculty, students' and graduates' assessment of the program's curriculum and learning context:

Faculty: The faculty, and their crucial role in achieving curricular goals, are assessed and evaluated from three main directions — from "above," "below" and "across." From "above," the Directors and Undergraduate and Graduate Programs Chairs routinely meet with faculty to discuss their performance and development. The Director of Academic Affairs, Undergraduate and Graduate Programs Chairs, and Coordinators of the Applied, Cultural, Visual and General Studies programs all attend periodic reviews to monitor progress, pedagogy and teaching style in studios and seminars. The Board is informed of all faculty research, outreach, publishing and accomplishments.

From "below," in addition to anonymous written evaluations of all courses, students are solicited for opinions regarding course content and faculty performance by the Undergraduate and Graduate Programs Chairs and Coordinators. Similarly, the faculty routinely use student performance as a major criteria for further development of the curriculum — identifying deficiencies and advancements to the Program Coordinators and Undergraduate and Graduate Programs Chairs.

From "across," the faculty often assess themselves: core faculty teaching contiguous seminars and studios are encouraged to meet and discuss course material and subject matter to avoid repetition and promote pedagogical continuity. Faculty include one another on reviews, and invite each other to participate as guest lecturers in seminars and studios. All course syllabi are held as matters of public record and are typically used to monitor educational standards at faculty meetings. Faculty representatives, elected by the faculty, sit on all committees including meetings of the Board of Trustees and Academic Council.

Students: Student participation in curricular assessment is strongly encouraged. In addition to student members on the Academic Council and student input on the curriculum committees, all seminars and studios must distribute and collect written, anonymous student course evaluations. The forms are reviewed by the Director of Academic Affairs, the Graduate and Undergraduate Program Chairs, and the Coordinators for the Applied, Cultural, Visual and General Studies programs at the end of each semester. Content from these forms regarding level of learning achieved and course improvements are summarized and used by the curriculum committees and reported to the faculty in faculty meetings.

The public display and discussion of student work is also considered as a major form of student curricular assessment. Peer review through open juries and informal discussion is preferred over what are perceived as artificial attempts to quantify performance (i.e. statistical surveys or test scores), and student participation is encouraged. Reviews are also a fundamental method for assessing student development. The developing ability to critically express their ideas through public speaking, drawing, modeling and research at every level of their education are commonly understood as the primary benchmark for the achievement of the curriculum and its standards.

Alumni: Alumni provide regular input towards our self-assessment processes via regular alumni meetings of the Alumni Council. Alumni participate in studio reviews, have input at the Board level, and are regularly engaged as critics, guest speakers and as is often the case, as faculty.

Staff: SCI-Arc staff consistently work to better the conditions of employment for the overall benefit of the school. During monthly Manager Meetings, key staff members discuss ways of making their performance review process more timely and relevant. A number of models were presented by the Human Resources office, and debated in terms of their appropriateness to the situation of staff at SCI-Arc.

Self- Assessment Activities Informing Long Range Planning, Curriculum Development, Learning Culture, And Responses To External Pressures Or Challenges To The Institution:
SCI-Arc's ongoing self-assessment procedures and activities are regularly reviewed by the Institution's leadership at the Board, Directorship, faculty, staff and student levels. SCI-Arc has adopted the following Four Step Assessment Loop that provides a mechanism for regular improvement and self-correction to occur in a non-disruptive and evolutionary fashion:

1. *Identify need for Change*
   Steps: gather and review data. Ask questions
2. *Build Tools for Change*
   Steps: conduct internal reviews; assess issues
3. *Develop plans for Change*
   Steps: apply findings to set goals for change
4. *Review, Discuss, Approve and Implement Change*
   Steps: Ratify and apply changes; revaluate and return to Step 1.

This process is recursive and therefore it has allowed SCI-Arc to meet its long-range goals and multi-year objectives. Recently SCI-Arc's Four Step Assessment Loop has allowed the school to Institute changes such as: the introduction of new curricular content via the development of the of the General Studies program, the implementation of Jenzabar school wide database and academic interface; the construction new facilities for SCI-Arc's Robot House; the reorganization of the school's academic governance structure; and the implementation of a more sophisticated student recruitment strategy.

Like many growing institutions of higher learning, SCI-Arc has faced challenges and pressures. In part some of these tests to the school have been external: adapting to the current economy, and learning how to operate in the global educational market. Other stresses have been generated internally such as the challenge the school faced when completing the recent building and property purchase or the more deeply structural challenges SCI-Arc faces as a stand-alone school of architecture, unattached to a larger university environment.

External challenges also include the increasing complexity of meeting needs and recruiting students and faculty in the global economy. We have a five-year Financial Forecast that is used to constantly reassess and adjust our Annual Budget to regulate our operational expenses, plan recruitment activities, and create each year's operating budget in accordance with the five-year Plan in order to be responsive to external conditions. The restructuring and expansion of our Development Office also enables SCI-Arc to identify external funding resources in order to nimbly facilitate the future of our research programs and scholarships.

I.2. Resources

I.2.1. Human Resources & Human Resource Development

SCI-Arc – APR 2011 – Matrix for Faculty Credentials

UNDERGRADUATE BArch Program FALL 2009 – SUMMER 2010

F = Fall   S = Spring   Su = Summer

Course group headings: Design Studio | Applied Studies | Cultural Studies | Visual Studies

Design Studio courses: 1A: DS1010, 1B: DS1011, 2A: DS1020, 2B: DS1021, 3A: DS1030, 3B: DS1031, 4A: DS1040, 5B: DS1051

Applied Studies courses: AS3010, AS3020, AS3021, AS3030, AS3031, AS3032, AS3033, AS3040, AS3041, AS3042, AS3050

Cultural Studies courses: CS2010, CS2011, CS2014, CS2012, CS2013, CS2020, CS2021, CS2022, CS2023, CS2030, CS2031, CS2040, CS2050

Visual Studies courses: VS4010, VS4011, VS4020, VS4021, VS4030

Faculty member (alpha order)	Summary of expertise, recent research, experience (25 words)	Course assignments
Alkanoglu, Volkan	As LEED-AP and registered architect in Germany, Volkan's expertise of the profession within the last 10 years is focused on high-performance building design.	DS1040 (4A): F; VS4021: S
Azulay, Juan	Co-founder of Matter Management, former Fulbright scholar, and recipient of William J. Kinne Travel Fellowship. Extensive experience with development of public buildings and spaces.	VS4011: S; VS4020: F
Bauer, Courtenay	Project architect at PATTERNS; Master of Architecture from Pratt Institute. Worked as freelance architectural consultant in New York City, then moved to LA to pursue interests in architecture research and theory.	
Bauer, Dana	Focus on urban prototypes which enhance, transform, or redistribute existing urban infrastructural systems. 15 years of professional design and construction experience in public architecture, landscape and production design.	DS1020 (2A): F
Baumgartner, Herwig	Licensed architect, worked as senior associate and project architect at Gehry Partners for 10 years; co-founded B(au)s! in 2000. Exhibited at 12th Biennale in Venice, Italy and various museums and galleries.	DS1051 (5B): S; AS3040: F
Behner, Victoria	Exhibition designer, architectural historian, and teacher. Senior Exhibition Designer at Los Angeles County Museum of Art; research concentrates on architecture of contemporary art institutions.	CS2012: S
Bencher, John	Fifteen years' experience in design of unique buildings, interiors, and parking facilities for office, commercial, and industrial clients. Addresses feasibility and cost issues while maintaining design integrity.	AS3041: F/S/Su
Bishop, Nathan	Senior associate at Koning Eizenberg; focus on conceptual design and entitlement phases requiring synthesis of developer, city, and community objectives to optimize development.	DS1010 (1A): F; VS4030: F/Su

Faculty member (alpha order)	Summary of expertise, recent research, experience (25 words)	VS4030	VS4021	VS4020	VS4011	VS4010	CS2050	CS2040	CS2031	CS2030	CS2023	CS2022	CS2021	CS2020	CS2013	CS2012	CS2014	CS2011	CS2010	AS3050	AS3042	AS3041	AS3040	AS3033	AS3032	AS3031	AS3030	AS3021	AS3020	AS3010	5B: DS1051	4A: DS1040	3B: DS1031	3A: DS1030	2B: DS1021	2A: DS1020	1B: DS1011	1A: DS1010
Kassis, Betty	Helps to coordinate SCI-Arc studio visit to Venice, Italy. Has worked for Neil Denari and Frank Gehry, and teaches SCI-Arc's Making + Meaning program in addition to undergraduate studio.	F																																F				
Ku, Andy	Partner at Organized Crime Design Collective (OCDC) and architect & senior designer at Gruen Associates.																																					
Ley, Robert	Focus on fabrication and digital technologies; projects and continuing research explorations demonstrate a material awareness that produces integrity, intimacy and efficiency.																									F							S			F		
Libonati, Heather	Award-winning lighting designer passionate about lighting and sustainability; founded Luminesce Design, Inc. in 2006.																																					
Lyzun, Jamey	Arup Los Angeles lead mechanical engineer with 10 years of experience, optimize building resource performance through coordination with the architectural façade, building services and evaluation of suitable engineering systems.													F											S													
Macapia, Peter	PhD Columbia, MFS Harvard & BFA RISD. Principal and founder of labDORA in New York City. Uses academic research and computational design integrated with mathematics, biology, and engineering.																																			S F		
Mazzoleni, Ilaria	15 years of professional academic experience; issues in sustainable architecture and building technologies at all design scales.																										F											
Melnyk, Matthew	Professional engineer and founding member of Los Angeles office of Buro Happold, 10 years of professional experience focused on seismic analysis and design, non-linear form-finding and structural optimization.																							S			F											
Oyler, Dwayne	Awarded the Skidmore, Owings, and Merrill Traveling Fellowship in 1996. In 2000, Oyler established Oyler Wu Collaborative with Jenny Wu.																																S					
Phillips, Claire	Fiction writer who teaches all levels of college English, ESL, and Creative Writing at the university level, including MFA students for over 16 years.																S	F																				
Quinn, Meghan	Senior Mechanical Engineer – Project Manager at IBE Consulting Engineers; formerly Senior Mechanical Engineer at Buro Happold																									F												

Faculty member (alpha order)	Summary of expertise, recent research, experience (25 words)	1A: DS1010	1B: DS1011	2A: DS1020	2B: DS1021	3A: DS1030	3B: DS1031	4A: DS1040	5B: DS1051	AS3010	AS3020	AS3021	AS3030	AS3031	AS3032	AS3033	AS3040	AS3041	AS3042	AS3050	CS2010	CS2011	CS2014	CS2012	CS2013	CS2020	CS2021	CS2022	CS2023	CS2030	CS2031	CS2040	CS2050	VS4010	VS4011	VS4020	VS4021	VS4030
Rochas, Alexis	Founder of I/O, a Los Angeles based practice focusing on the development of dynamic architectural methodologies integrating design, technology and advanced fabrication techniques.						S																											F				
Ross, David	Principal of Code-A, an exploratory architectural design studio. From 2007-09, was a Project Director at Gehry Technologies, implementing information and parametric modeling in multiple large-scale projects.				S																																	
Rotondi, Michael	Founded RoTo Architects in 1992; former executive director of SCI-Arc and alum of its first graduating class. Recipient of 2009 AIA Gold Medal.																																					
Sanchez, Marcos	Research and teaching focuses on the Post-War architectural interest in, and production of, the aberrant pedagogy of 1960s environmental design and the Post-War history of 'soft' technology.	F	F S						S												F							S					Su					
Simmonds, Peter	25 years of experience in design of heating, ventilating and air conditioning systems involving large and complex domestic and international projects; extensive experience of computer simulation techniques and CFD.																																Su					
Slaughter, Stephen	Has worked in Thom Mayne's studio Morphosis and in close collaboration with a number of influential architects including Gary Bates, Wes Jones, and George Yu.			F	S	S/Su	F/Su									S																						
Spina, Marcelo	With executed building ranging across scales, programs and continents, his work explores the intersection of digital technology with architectural form, novel tectonics and advanced materials.																																					
Strong, Gabie	Artist with a multidisciplinary approach to creating work about nature, technology, power, and social resistance. Exhibited at P.Eter Art Galleries: LAXArt, Gallery Five Thirty Three, and Torrance Art Museum.								S																				S									
Thomsen, Russell	Recent research in our office has focused on the development of scenario planning methodologies to uncover underlying conceptual 'dilemmas' as drivers for architectural design.																																					
Tighe, Patrick	The work of Tighe Architecture has received numerous awards and been exhibited internationally; Patrick received Rome Prize Fellowship from the American Academy and "40 under 40" AIA award.				S	F																																

Faculty member (alpha order)	Summary of expertise, recent research, experience (25 words)	1A: DS1010	1B: DS1011	2A: DS1020	2B: DS1021	3A: DS1030	3B: DS1031	4A: DS1040	5B: DS1051	AS3010	AS3020	AS3021	AS3030	AS3031	AS3032	AS3033	AS3040	AS3041	AS3042	AS3050	CS2010	CS2011	CS2014	CS2012	CS2013	CS2020	CS2021	CS2022	CS2023	CS2030	CS2031	CS2040	CS2050	VS4010	VS4011	VS4020	VS4021	VS4030
Uriu, Scott	Licensed Architect, principal/partner of Bplus U, prior at Frank Gehry Associates for 7 years, recently awarded two separate Marvin Frankel Awards for research in Material Studies.																S																					
Vanos, Jay	Principal at Jay Vanos Architects; previously Senior Project Architect at Eric Owen Moss Architects and collaborated on the Samitaur tower; completed in 1995.										F						F/Su																					
Vesci, Jill	Master of Architecture in Historic Preservation from USC; Bachelors in art history and writing. Founded Historic Preservation Partners in 2001.																								S		F											
Walsh, Gregory	Recently research on Asian architecture in Cambodia, Thailand, India, Bangladesh and Bhutan. Project architect for Frank O. Gehry, 1963-1982.					F		S																														
Weiser, Devyn	Advanced composite materials; design and computation; green technologies; robotics, simulation, & representation; co-principal researcher Robotics and Simulation Lab initiative (Stadel Robotics); Global Energy Design initiative (NASA).								S																								Su					
White, Emily	Current work includes guest houses (new construction), pavilion for the New Children's Museum, installation at Stadsal Cultural Center; and group of drawings exploring aesthetics of control.		S					F																														
Willey, Claude	Lecturer in Urban Studies and Planning at CSU Northridge; research links ecological ethics, urbanism, and the problems of civilization.						S																							F/Su								
Wu, Jenny	Project architect at various offices, including Architecture Research Office and Glaickman Mayner Architects in New York; Co-founded Oyler Wu Collaborative with Dwayne Oyler.	F																																				

SCI-Arc – APR 2011 – Matrix for Faculty Credentials

UNDERGRADUATE BArch Program FALL 2010 – SUMMER 2011

F = Fall   S = Spring   Su = Summer

Faculty member (alpha order)	Summary of expertise, recent research, experience (25 words)	Design Studio 1A: DS1010	1B: DS1011	2A: DS1020	2B: DS1021	3A: DS1030	3B: DS1031	4A: DS1040	5B: DS1051	Applied Studies AS3010	AS3020	AS3021	AS3030	AS3031	AS3032	AS3033	AS3040	AS3041	AS3042	AS3050	Cultural Studies CS2010	CS2011	CS2014	CS2012	CS2013	CS2020	CS2021	CS2022	CS2023	CS2030	CS2031	CS2040	CS2050	Visual Studies VS4010	VS4011	VS4020	VS4021	VS4030
Alkanoglu, Volkan	As LEED-AP and registered architect in Germany, Volkan's expertise of the profession within the last 10 years is focused on high-performance building design.					F																															S	
Azulay, Juan	Co-founder of Matter Management, former Fulbright scholar, and recipient of William J. Kinne Travel Fellowship. Extensive experience with development of public buildings and spaces.					F																																F
Bauer, Dana	Focus on urban prototypes which enhance, transform, or redistribute existing urban infrastructural systems. 15 years of professional design and construction experience in public architecture, landscape and production design.			F																																		
Baumgartner, Herwig	Licensed architect, worked as senior associate and project architect at Gehry Partners for 10 years, co-founded Ball-Nogues in 2000. Exhibited at 12th Biennale in Venice, Italy and various museums and galleries.								S																									F				
Behner, Victoria	Exhibition designer, architectural historian, and teacher. Senior Exhibition Designer at Los Angeles County Museum of Art; research concentrates on architecture of contemporary art institutions.																								S													
Bencher, John	Fifteen years experience in design of unique buildings, interiors, and parking facilities for office, commercial, and industrial clients. Addresses feasibility and cost issues while maintaining design integrity.	F					S												S/Su																			
Bishop, Nathan	LEED-AP, senior associate at Koning Eizenberg, focus on conceptual design and entitlement phases requiring synthesis of developer, city, and community objectives to optimize development potential.																					F																
Bohn, John N.	Worked for Arata Isozaki, Daly Genik, apprenticed as a carpenter and currently runs JBohn Associates. Has taught at Rhode Island School of Design, Syracuse, Virginia Polytechnic, and California College of the Arts.		S					F																														

Faculty member (alpha order)	Summary of expertise, recent research, experience (25 words)	1A: DS1010	1B: DS1011	2A: DS1020	2B: DS1021	3A: DS1030	3B: DS1031	4A: DS1040	5B: DS1051	AS3010	AS3020	AS3021	AS3030	AS3031	AS3032	AS3033	AS3040	AS3041	AS3042	AS3050	CS2010	CS2011	CS2014	CS2012	CS2013	CS2020	CS2021	CS2022	CS2023	CS2030	CS2031	CS2040	CS2050	VS4010	VS4011	VS4020	VS4021	VS4030
Carter, Ian	Project Engineer, Non-linear Analysis at Buro Happold Engineers in Los Angeles.												F																							F		
Diazgranados, Ramir	Served on SCI-Arc Admissions Committee, Academic Council, and is currently Graduate Portfolio Coordinator. Former SCI-Arc student; founded F-Lab with fellow grad Heather Flood.						S		S																							F						
Epstein-Jones, Dora	Holds Ph.D in architectural history and theory and has published widely on movement, prefabrication and electronics. She is a past research fellow of the AIA/AAF.				S																					F												
Flood, Heather	Architect and educator with a particular interest in exploring the potential of contemporary geometry to produce new organizational structures, frameworks, and strategies.																																					
Folonis, Michael	28 years of professional practice and teaching graduate/undergrad design studio and professional practice. 2011 National AIA/American Academy of Healthcare Design Award.		S																	F/Su															S			
Gillis, Matthew	Work integrates ecological research, digital design, and architectural fabrication to create sensually dense environments and experiences. Recent projects include research and development of a sustainable ceramic façade system.																																					
Griffin, Margaret	American Academy in Rome fellowship to investigate relationship between urban form and landforms also expands her practice through community service. Recently appointed to Santa Monica's Architectural Review Board.			F																																		
Hogan, William	Expert at the synthesis of architectural ideas and structural ones, and at developing the tectonic expression of same.											S																										
Johnstone, Darin	20 years of experience in architecture; 11 years in education; offers unique perspective at the nexus between education and practice. His firm is working on multiple research projects.						S																															
Jones, Wesley	25 years experience as principal of international award-winning technology-focused architectural design-build practice, author, lecturer, developer, artist, fabricator.																														S/Su							

Faculty member (alpha order)	Summary of expertise, recent research, experience (25 words)	1A: DS1010	1B: DS1011	2A: DS1020	2B: DS1021	3A: DS1030	3B: DS1031	4A: DS1040	5B: DS1051	AS3010	AS3020	AS3021	AS3030	AS3031	AS3032	AS3033	AS3040	AS3041	AS3042	AS3050	CS2010	CS2011	CS2014	CS2012	CS2013	CS2020	CS2021	CS2022	CS2023	CS2030	CS2031	CS2040	CS2050	VS4010	VS4011	VS4020	VS4021	VS4030
Kahn, Eric	Co-founded IDEA Office (formerly COA, 1995-2009) in 2009; works on graphic design, installations, industrial design; architecture, and urban/scenario planning. Recent research on the fragile site/evidence of the extermination camp Auschwitz.	F																			F																	
Kassis, Betty	Helps to coordinate SCI-Arc studio visit to Venice, Italy. Has worked for Neil Denari and Frank Gehry, and teaches SCI-Arc's Making + Meaning program in addition to undergraduate studio.		S			F		F																														
Ley, Robert	Focus on fabrication and digital technologies; projects and continuing research explorations demonstrate a material awareness that produces integrity, intimacy and efficiency.																																					
Lyzun, Jamey	Arup Los Angeles lead mechanical engineer with 10 years of experience; optimize building pressure performance through coordination with the architectural façade, building services and evaluation of suitable engineering systems.														S																							
Parsley, Julian	Senior Engineer within Buro Happold's Los Angeles office; has worked on the design and construction of low energy buildings with a background in mechanical systems design.													F																								
Phillips, Claire	Fiction writer who teaches all levels of college English, ESL and Creative Writing at the university level, including MFA students, for over 16 years.																					F	S															
Phillips, Stephen	Founded Stephen Phillips Architects (SPARCHS), which received a 2009 AIA COC Merit Award. Received PhD from Princeton University's School of Architecture.																												S										
Ray, Mary Ann	Principal at StudioWorks and Project Manager; has lectured widely, has taught at Rice University and Yale University as visiting faculty, and continues as a design studio instructor at SCI-Arc.				S																																	
Rochas, Alexis	Founder of i/O, a Los Angeles based practice focusing on the development of dynamic architectural methodologies integrating design, technology and advanced fabrication techniques.						S																											F				
Rotondi, Michael	Founded RoTo Architects in 1992; former executive director of SCI-Arc and alum of its first graduating class. Recipient of 2009 AIA Gold Medal.								S																									F				

Faculty member (alpha order)	Summary of expertise, recent research, experience (25 words)	Course markings
Sager, Janet	Working strategically with several firms in procurement of high-profile commissions, professional honors; as well as developing business model and marketing strategy for B2C green products.	
Slaughter, Stephen	Has worked in Thom Mayne's studio Morphosis and in close collaboration with a number of influential architects including Gary Bates, Wes Jones, and George Yu.	AS3033: S
Spina, Marcelo	With executed building ranging across scales, programs and continents, his work explored the intersection of digital technology with architectural form, novel tectonics and advanced materials.	2A: DS1020: F
Testa, Peter	Design and computation; structural morphology; advanced composite materials; robotics; next generation construction. Co-principal researcher robotics and simulation lab initiative (Staubli Robotics); Global Energy Design initiative (NASA).	5B: DS1051: S
Thomsen, Russell	Recent research in our office has focused on the development of scenario planning methodologies to uncover underlying conceptual "dilemmas" as drivers for architectural design.	3A: DS1030: F; 3B: DS1031: S
Tighe, Patrick	The work of Tighe Architecture has received numerous awards and been exhibited internationally. Patrick received Rome Prize Fellowship from the American Academy and "40 under 40" AIA award.	3B: DS1031: F; AS3040: F
Uriu, Scott	Licensed Architect, principal/partner of Bplus U, prior at Frank Gehry Associates for 7 years, recently awarded two separate Maxine Frankel Awards for research in Material Studies.	AS3010: F; AS3020: F; AS3040: Su
Vanos, Jay	Principal at Jay Vanos Architects; previously Senior Project Architect at Eric Owen Moss Architects and collaborated on the Samitaur tower, completed in 1995.	
Vesci, Jill	Master of Architecture in Historic Preservation from USC; Bachelors in art history and writing. Founded Historic Preservation Partners in 2004.	CS2013: S; CS2021: F; CS2023: S
Walsh, Gregory	Recently research on Asian architecture in Cambodia, Thailand, India, Bangladesh, and Bhutan. Project architect for Frank O. Gehry, 1960-1992.	4A: DS1040: F

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Faculty member (alpha order)	Summary of expertise, recent research, experience (25 words)	1A: DS1010	1B: DS1011	2A:DS1020	2B: DS1021	3A: DS1030	3B: DS1031	4A: DS1040	5B: DS1051	AS3010	AS3020	AS3021	AS3030	AS3031	AS3032	AS3033	AS3040	AS3041	AS3042	AS3050	CS2010	CS2011	CS2014	CS2012	CS2013	CS2020	CS2021	CS2022	CS2023	CS2030	CS2031	CS2040	CS2050	VS4010	VS4011	VS4020	VS4021	VS4030
Weiser, Devyn	Advanced composite materials; design and computation; green technologies; robotics; simulation; & representation; co-principal researcher, Robotics and Simulation Lab initiative (Studio Robotics); Global Energy Design initiative (NASA).								S																									F					
White, Emily	Current work includes guest houses (new construction), position for the New Children's Museum, installation at Skirball Cultural Center, and group of drawings exploring aesthetics of control.																																						F
Willey, Claude	Lecturer in Urban Studies and Planning at CSU Northridge; research links ecological ethics, urbanism, and the problems of civilization.																														F								
Wilson, Charles Tate	Designer at Koror; Architects; artist at Tate Wilson Studio; interested in various means of representation and aesthetics along with their theoretical underpinnings.																																				F		
Wu, Jenny	Project architect at various offices, including Architecture Research Office and Gluckman/Mayner Architects in New York; Co-founded Oyler Wu Collaborative with Dwayne Oyler.	F			S																F																		

SCI-Arc – APR 2011 – Matrix for Faculty Credentials
GRADUATE MArch1 & MArch2 Programs - FALL 2009 – SUMMER 2010

F = Fall   S = Spring   Su = Summer

Faculty member (alpha order)	Summary of expertise, recent research, or experience (limit 25 words)	Design Studio								Applied Studies												Cultural Studies							Visual Studies				
		1GA: DS1100	1GB: DS1101	2GA: DS1120	2GB: DS1121	2GAX: DS1200	2GBX: DS1201	DS1210	4GAX: DS1420	AS3100	AS3101	AS3121	AS3120	AS3123	AS3122	AS3130	AS3200	AS3201	AS3302	AS3230	AS3222	CS2100	CS2101	CS2120	CS2121	CS2200	CS2201	CS2410	VS4100	VS4101	VS4120	VS4121	VS4200
Alkanoglu, Volkan	As LEED-AP and registered architect in Germany, Volkan's expertise of the profession within the last 10 years is focused on high-performance building design.	S																											F				
Azulay, Juan	Co-founder of Matter Management, former Fulbright scholar, and recipient of William J. Kilane Travel Fellowship. Extensive experience with development of public buildings and spaces.				S																												
Bair, Kelly	Specializes in digital fabrication and software development for architecture and industrial design.																																
Baumgartner, Herwig	Licensed architect, worked as senior associate and project architect at Gehry Partners for 10 years; co-founded Brand in 2000. Exhibited at 10th Biennale in Venice, Italy and various museums and galleries.					F															S								F	S			
Bergman, David	Urban planning, community development and real estate feasibility.																								S								
Crettaz, Jean Michel	His work projects experimental strategies and speculative visions and addresses new design cultures and critiques thereof. Founded skyc, an LA/NY-based design/media firm.																											S					
Diaz Alonso, Hernan	One of the most influential voices of this generation, his biomorphic architecture is recognized and exhibited in both architecture and art museums around the world.							F/S	Su																								
Diazgranados, Ramiro	Served on SCI-Arc Admissions Committee, Academic Council, and is currently Graduate Portfolio Coordinator. Former SCI-Arc student, co-founded F-Lab with fellow graduate Heather Flood.		S			F									F																		
Epstein-Jones, Dora	Holds PhD in architectural history and theory and has published widely on movement, prefabrication and biotronics. She is a past research fellow of the AIA/AAF.																					F	S										
Flood, Heather	Architect and educator with a particular interest in exploring the potential of contemporary geometry to produce new organizational structures, frameworks, and strategies.	F																															

Faculty member (alpha order)	Summary of expertise, recent research, or experience (limit 25 words)	1GA: DS1100	1GB: DS1101	2GA: DS1120	2GB: DS1121	2GAX: DS1200	2GBX: DS1201	DS1210	4GAX: DS1420	AS3100	AS3101	AS3121	AS3120	AS3123	AS3122	AS3130	AS3200	AS3201	AS3302	AS3230	AS3222	CS2100	CS2101	CS2120	CS2121	CS2200	CS2201	CS2410	VS4100	VS4101	VS4120	VS4121	VS4200
Folonis, Michael	28 years of professional practice and teaching graduate/undergraduate design studio and professional practice. 2011 National AIA/American Academy of Healthcare Design Award.															Su				St/Su													
Fung, Hsinming	Primarily focused on the dialogue between technology and meaning, projects realized are both visionary and practical, seeking to unravel the complicated relationship between object and perception.								Su															F				s				s	
Gannon, Todd N.	Registered architect and writer, research focuses on the history and theory of late 20th century and contemporary architecture.								Su																								
Genik, Chris	Co-founded Daly Genik Architects; focused on issues regarding sustainable technologies and materials for densely-populated regions and investigating house design using these technologies. Former Undergraduate Program Director at SCI-Arc; current dean of the New School of Architecture.																										s						
Gow, Marcelyn	Specializes in development of architectural environments integrating synthetic ecologies with innovative materiality and electronic information infrastructures. Dissertation on relationship between aesthetic research and technological innovation.				s																												
Griffin, Margaret	Principal at Griffin Enright Architects, where her work combines innovation and experimentation with the exploration of cultural complexities relative to the built environment.																																
Johnstone, Darin	20 years of experience in architecture, 11 years in education, offers unique perspective at the nexus between education and practice. His firm is working on multiple research projects.		s																														
Jones, Wesley	25 years experience as principal of international award-winning technology-focused architectural design-build practice, author, lecturer, developer, artist, fabricator.			F				s																				s					

Course	Kahn, Eric	Kipnis, Jeffrey	Landreth, Jeffrey	Ley, Robert	Macapia, Peter	Manferdini, Elena	Mazzoleni, Ilaria	Melnyk, Matthew	Mozes, Karen
VS4200						F			
VS4121	S					S			
VS4120									
VS4101									
VS4100									
CS2410		S				S			
CS2201									
CS2200					F				
CS2121									
CS2120									
CS2101									
CS2100									
AS3222									
AS3230									
AS3302								S	
AS3201							S		S
AS3200								F	
AS3130									
AS3122									
AS3123			F				F		
AS3120								F	
AS3121									
AS3101								S	
AS3100				F				F	
1HGAX: DS1420									
DS1210									
2GBX: DS1201						S			
2GAX: DS1200									
2GB: DS1121	S								
2GA: DS1120									
1GB: DS1101									
1GA: DS1100									

Summary of expertise, recent research, or experience (limit 25 words)

Kahn, Eric — Co-founded IDEA Office (formerly COA, 1986-2009) in 2009; works on graphic design, installations, industrial design, architecture, and urban/scenario planning. Recent research on the fragile relative silence of the reanimation camp Auschwitz.

Kipnis, Jeffrey — For more than two decades his work has shaped the thinking, imagination, and creativity of architects and critics; brings originality to the issues that have defined contemporary architecture.

Landreth, Jeffrey — Specializes in building systems modeling with a focus on energy analysis and sustainability.

Ley, Robert — Focus on fabrication and digital technologies, projects and continuing research explorations demonstrate a material awareness that produces integrity, intimacy and efficiency.

Macapia, Peter — PhD Columbia, MTS Harvard, & BFA RISD. Principal and founder of labDORA in New York City. Uses academic research and computational design integrated with mathematics, biology, and engineering.

Manferdini, Elena — Registered engineer in Italy; architect in Switzerland. Work based on multi-scale methodology and philosophy that design can participate in multidisciplinary developments that define our culture.

Mazzoleni, Ilaria — 15 years of professional academic experience; issues related to sustainable architecture and building technologies at all design scales.

Melnyk, Matthew — Professional engineer and founding member of Los Angeles office of Buro Happold; 10 years of professional experience focused on seismic analysis and design, non-linear form-finding and structural optimization.

Mozes, Karen — Principal at Green Dinosaur, LLC; LEED-AP Green Building Consultant. Informed, rigorous building design makes good business sense and can help provide solutions to the global warming crisis.

Faculty member (alpha order)	Summary of expertise, recent research, or experience (limit 25 words)	1GA: DS1100	1GB: DS1101	2GA: DS1120	2GB: DS1121	2GAX: DS1200	2GBX: DS1201	DS1210	4GAX: DS1420	AS3100	AS3101	AS3121	AS3120	AS3123	AS3122	AS3130	AS3200	AS3201	AS3302	AS3230	AS3222	CS2100	CS2101	CS2120	CS2121	CS2200	CS2201	CS2410	VS4100	VS4101	VS4120	VS4121	VS4200
Oyler, Dwayne	Awarded the Skidmore, Owings, and Merrill Traveling Fellowship in 1996. In 2006, Oyler established Oyler Wu Collaborative with Jenny Wu.	F																											F				
Pita, Florencia	Engaged in practice, teaching and research of architecture at large. Fulbright Scholar, and part of the permanent collection of the MAK Museum in Vienna, Austria.		S			F																									F	S	
Quinn, Meghan	Senior Mechanical Engineer - Project Manager at IBE Consulting Engineers; formerly Senior Mechanical Engineer at Buro Happold			F																													
Rochas, Alexis	Founder of I/O, a Los Angeles based practice focusing on the development of dynamic architectural methodologies integrating design, technology and advanced fabrication techniques.			F																													
Ross, David	Principal of Code-A, an exploratory architectural design studio. From 2007–08, was a Project Director at Gehry Technologies, implementing information and parametric modeling in multiple large-scale projects.	F										S																					
Simmonds, Peter	26 years of experience in design of heating, ventilating and air conditioning systems involving large and complex domestic and international projects, extensive experience of computer simulation techniques and CFD.						S										F											S					
Spina, Marcelo	With executed buildings ranging across scales, programs and continents, his work explores the intersection of digital technology with architectural form, novel tectonics and advanced materials.																											S					
Testa, Peter	Design and computation; structural morphology; advanced composite materials; robotics; next generation construction. Co-principal researcher, robotics and simulation lab initiative (Skaudi Robotics); Global Energy/Design initiative (NASA).							FiS																									
Thomsen, Russell	Recent research in our office has focused on the development of scenario planning methodologies to uncover underlying conceptual "deep map" as drivers for architectural design	F																															

Faculty member (alpha order)	Summary of expertise, recent research, or experience (limit 25 words)	1GA: DS1100	1GB: DS1101	2GA: DS1120	2GB: DS1121	2GAX: DS1200	2GBX: DS1201	DS1210	4GAX: DS1420	AS3100	AS3101	AS3121	AS3120	AS3123	AS3122	AS3130	AS3200	AS3201	AS3302	AS3230	AS3222	CS2100	CS2101	CS2120	CS2121	CS2200	CS2201	CS2410	VS4100	VS4101	VS4120	VS4121	VS4200
Weiser, Devyn	Advanced composite materials; design and computation; green technologies; robotics, simulation, & representation; co-principal researcher Robotics and Simulation Lab initiative (Staubli Robotics); Global Energy Design initiative (NASA)			F																													
White, Emily	Current work includes guest houses (new construction), pavilion for the New Children's Museum, installation at Skirball Cultural Center, and group of drawings exploring aesthetics of control.			F			S								F						S							S		S	F		
Wiscombe, Thomas	Licensed architect and principal of EMERGENT. EMERGENT's work stands out in terms of its fusion of form, pattern, color, and technology															F																	
Zacky-Popoch, Denise	Leading project manager for Creative Media Studios Practice Area for Los Angeles Gensler. Current clients are DreamWorks, NBC Universal, KCET, hulu, and Pueca, Lisbon Portugal																																
Zago, Andrew	Teaching expertise is in advanced design studios and visual studies courses. Recent experience includes an exhibition at the Museum of Modern Art, New York.				S																							S				S	
Zellner, Peter	Recognized for delivery of uniquely tailored spaces through design of public and private art galleries, residences, institutional facilities and corporate environments. Principal of ZELLNERPLUS.																											S					

SCI-Arc – APR 2011 – Matrix for Faculty Credentials

GRADUATE MArch1 & MArch2 Programs FALL 2010 – SUMMER 2011

F = Fall   S = Spring   Su = Summer

Faculty member (alpha order)	Summary of expertise, recent research, or experience (limit 25 words)	Design Studio								Applied Studies													Cultural Studies							Visual Studies				
		1GA: DS1100	1GB: DS1101	2GA: DS1120	2GB: DS1121	2GAX: DS1200	2GBX: DS1201	DS1210	4GAX: DS1420	AS3100	AS3101	AS3121	AS3120	AS3123	AS3122	AS3130	AS3200	AS3201	AS3302	AS3230	AS3222	CS2100	CS2101	CS2110	CS2121	CS2200	CS2201	CS2410	VS4100	VS4101	VS4120	VS4121	VS4200
Alkanoglu, Volkan	As LEED-AP and registered architect in Germany, Volkan's expertise of the profession within the last 10 years is focused on high-performance building design.		S																										F				
Azulay, Juan	Co-founder of Matter Management, former Fulbright scholar, and recipient of William J. Kinne Travel Fellowship. Extensive experience with development of public buildings and spaces.				S																												
Bair, Kelly	Specializes in digital fabrication and software development for architecture and industrial design.			F																									F				
Baumgartner, Herwig	Licensed architect, worked as senior associate and project architect at Gehry Partners for 10 years; co-founded B(l)urb in 2009. Exhibited at 12th Biennale in Venice, Italy and various museums and galleries.														F/S						S												
Bergman, David	Urban planning, community development and real estate feasibility.																																
Crettaz, Jean Michel	His work projects experimental strategies and speculative visions and address new design cultures and critiques thereof. Founded bag/t, an LA/NY-based design/media firm.												F						S														
Danziger, Bruce	Licensed structural engineer and an Associate Principal with Arup. Has worked in Arup's offices in London, Seville, Los Angeles, New York and San Francisco.				S																												
Day, Joe	Designer and architectural theorist and founder of Deegan+Day Design, which explores the merger of new design methods and advanced projection technologies.																								S			S					
Diaz Alonso, Hernan	One of the most influential voices of his generation, his biomorphic architecture is recognized and exhibited in both architecture and art museums around the world.							F/S	Su																								
Diazgranados, Ramiro	Served on SCI-Arc Admissions Committee, Academic Council, and is currently Graduate Portfolio Coordinator. Former SCI-Arc student, co-founded F-Lab with fellow graduate Heather Flood.				S	F																											
Epstein-Jones, Dora	Holds Ph.D. in architectural history and theory and has published widely on movement, prefabrication and technics. She is a post research fellow of the AVAAF.																					F	S										

Faculty member (alpha order)	Summary of expertise, recent research, or experience (limit 25 words)	1GA: DS1100	1GB: DS1101	2GA: DS1120	2GB: DS1121	2GAX: DS1200	2GBX: DS1201	DS1210	4GAX: DS1420	AS3100	AS3101	AS3121	AS3120	AS3123	AS3122	AS3130	AS3200	AS3201	AS3302	AS3230	AS3222	CS2100	CS2101	CS2120	CS2121	CS2200	CS2201	CS2410	VS4100	VS4101	VS4120	VS4121	VS4200
Flood, Heather	Architect and educator with a particular interest in exploring the potential of contemporary geometry to produce new organizational structures, frameworks, and strategies.	F																															
Folonis, Michael	28 years of professional practice and teaching graduate design studio and professional practice. 2011 National AIA/American Academy of Healthcare Design Award.																			S													
Gannon, Todd N.	Registered architect and writer, research focuses on the history and theory of late 20th century and contemporary architecture.		S						Su															F		S							
Gow, Marcelyn	Specializes in development of architectural environments integrating synthetic ecologies with innovative materiality and electronic information infrastructures. Dissertation on relationship between aesthetic research and technological innovation.					F																					S						
Griffin, Margaret	American Academy in Rome fellowship to investigate relationship between urban form and landforms; also regards her practice through community service. Recently appointed to Santa Monica's Architectural Review Board.		S																														
Johnstone, Darin	20 years of experience in architecture; 11 years in education; offers unique perspective at the nexus between education and practice. His firm is working on multiple research projects.	F																															
Kahn, Eric	Co-founded IDEA Office (formerly COA Office formerly COA; 1984–2009) in 2005; works on graphic design, installations, industrial design, architecture, and urban licensure planning. Recent research on the fragile site/evidence of the extermination camp Auschwitz.				S																											S	
Kipnis, Jeffrey	For more than two decades his work has shaped the thinking, integration, and creativity of architects and critics; brings originality to the issues that have defined contemporary architecture.																	S										S					
Landreth, Jeffrey	Specializes in building systems modeling with a focus in energy analysis and sustainability.													F																			
Ley, Robert	Focus on fabrication and digital technologies; projects and continuing research; explorations demonstrate a material awareness that produces integrity, intimacy and efficiency.									F																							

Faculty member (alpha order)	Summary of expertise, recent research, or experience (limit 25 words)	VS4200	VS4121	VS4120	VS4101	VS4100	CS2410	CS2201	CS2200	CS2121	CS2120	CS2101	CS2100	AS3222	AS3230	AS3302	AS3201	AS3200	AS3130	AS3122	AS3123	AS3120	AS3121	AS3101	AS3100	4GAX: DS1420	DS1210	2GBX: DS1201	2GAX: DS1200	2GB: DS1121	2GA: DS1120	1GB: DS1101	1GA: DS1100
Manferdini, Elena	Registered engineer in Italy; architect in Switzerland. Work based on multi-scale methodology and philosophy that design can participate in multidisciplinary developments that define our culture.	F	S				S																			Su		S					
Mazzoleni, Ilaria	15 years of professional academic experience; issues related to sustainable architecture and building technologies at all design scales.																S				F												
Oyler, Dwayne	Awarded the Skidmore, Owings, and Merrill Traveling Fellowship in 1996. In 2000, Oyler established Oyler Wu Collaborative with Jenny Wu.					F																											
Parsley, Julian	Senior Engineer within Buro Happold's Los Angeles office; has worked on the design and construction of low energy buildings with a background in mechanical systems design.																						S										
Pita, Florencia	Engaged in practice, teaching and research of architecture at large. Fulbright Scholar, and part of the permanent collection of the MAK Museum in Vienna, Austria.		S	F			S																					S	F				F
Rochas, Alexis	Founder of I/O, a Los Angeles based practice focusing on the development of dynamic architectural methodologies integrating design, technology and advanced fabrication techniques.																																
Schierbeek, Roel	Joined RFR in Paris in 2006; joined TESS in Paris in 2007. Has worked with architects OMA, morphosis, and Richard Meier. Joined Arup Los Angeles in 2010.																							S								S	
Sharif, Mohamed	Core design studio and contemporary cultural criticism; numerous award winning architectural projects with significant practices in the Los Angeles area; president of the Los Angeles Forum for Architecture and Urban Design 2007-09.																														F		
Spina, Marcelo	With executed building ranging across scales, programs and continents, his work explores the intersection of digital technology with architectural form, novel tectonics and advanced materials.						S											F															
Testa, Peter	Design and computation: structural morphologic; advanced composite materials; robotics; next generation construction. Co-principal researcher, robotics and simulation lab initiative (Stadié Robotics), Global Energy Design initiative (NASA).						S																				F/S						

Faculty member (alpha order)	Summary of expertise, recent research, or experience (limit 25 words)	1GA: DS1100	1GB: DS1101	2GA: DS1120	2GB: DS1121	2GAX: DS1200	2GBX: DS1201	DS1210	4GAX: DS1420	AS3100	AS3101	AS3121	AS3120	AS3123	AS3122	AS3130	AS3200	AS3201	AS3302	AS3230	AS3222	CS2100	CS2101	CS2120	CS2121	CS2200	CS2201	CS2410	VS4100	VS4101	VS4120	VS4121	VS4200
Thomsen, Russell	Recent research has focused on the development of scenario planning methodologies to uncover underlying conceptual "dilemmas" as drivers for architectural design.			F																														
Weiser, Devyn	Advanced composite materials; design and computation; green technologies; robotics, simulation, & representation; co-principal researcher (Saudi Robotics); Global Energy Design Initiative (NASA).			F																														
White, Emily	Current work includes guest houses, pavilion for the New Children's Museum, installation at Skirball Culture Center, and a group of drawings exploring aesthetics of control.	F													F/S																			
Wiscombe, Thomas	Licensed architect and principal of EMERGENT. EMERGENT's work stands out in terms of its fusion of form, pattern, color, and technology.						S														S									S				
Zacky-Popoch, Denise	Leading project manager for Creative Media Studios Practice Area for Los Angeles Gensler. Current clients are DreamWorks, NBC Universal, KCET, hulu, and Plaza, Lisbon Portugal.															F																	
Zago, Andrew	Teaching expertise is in advanced design studios and visual studies courses. Recent experience includes an exhibition at the Museum of Modern Art, New York.																											S				S	
Zellner, Peter	Recognized for his delivery of uniquely tailored spaces through design of public and private art galleries, residences, institutional facilities and corporate work environments. Principal of ZELLNERPLUS, award-winning architectural firm.																											S					

Faculty Resumes
Resumes for faculty members, full-time and adjunct, who taught in the program during the two academic years prior to the preparation of the APR can be found in Part 4 (Supplemental Information) of this report.

Policies and procedures relative to EEO/AA

Equality and Diversity Statement
SCI-Arc is committed to providing a workplace environment free of discrimination. SCI-Arc administers its employment programs so that access, selection, and advancement opportunities are made available to applicants and employees based on their relative knowledge, skills and abilities without regard to race, color, sex, marital status, sexual orientation, political ideology, age, creed, veteran's status, religion, ancestry, national origin or the presence of any sensory, physical or mental disability.

This policy extends to all areas of employment and to all other personnel actions. These include recruitment, selection and placement, compensation, promotion and transfer, disciplinary actions, demotions, terminations, layoffs, training, working conditions, awards and benefits, and all other terms and conditions of employment.

SCI-Arc's Diversity Recruiting Challenge
SCI-Arc continues to be concerned with diversity and, more specifically, with the number of diverse hires. There is no single answer or simple solution. It is a complex issue that demands a complex long-range plan of action. SCI-Arc is committed to broadening recruiting efforts to attract and hire talent from many demographic groups.

SCI-Arc uses the following recruitment efforts for staff and faculty employees:
- Work with local community college career centers and post jobs with local colleges and universities
- Post job openings on the SCI-Arc website
- Target diverse candidates with focused websites and organizations such as The Black Collegian Online, diversity.com, Historically Black Colleges & Universities Career Center, latpro.com and the Los Angeles gay and lesbian center
- Post job openings on higheredjobs.com, LinkedIn, The Chronicle of Higher Education, academiccareers.com, execSearches.com and Archinect, purchasing affirmative action packages when available
- Use resources of professional organizations such as CASFAA (California Association for Students and Financial Aid Administrators), WASFAA (Western Association for Students and Financial Aid Administrators), and NASFAA (National Association for Students and Financial Aid Administrators), AACRAO (American Association of Collegiate Registrars & Admissions Officers), NAGAP (The National Association of Graduate Admission Professionals), NACAC (National Association for College Admission Counseling), NACUBO (National Association of College and University Business Officers), and ACSA (Association of Collegiate Schools of Architecture)
- Employment Agencies are sometimes used for temporary positions and can lead to a permanent hire

Diversity Recruiting Strategy Goals:
- Educate hiring managers on hiring practices and diversity goals
- Cultivate networks and relationships with sources of prospective employees
- Focus on discovering talent *before* it is needed
- Maintain job descriptions
- Create recruiting metrics in order to measure the effectiveness of recruiting efforts. This will include implementation of an online job application and the tracking of applicants using SCI-Arc's new database
- Continue to use consistent screening questions for every candidate
- Establish visibility/presence in minority communities
- Improve retention efforts and career development

Other Initiatives for Diversity:
Please refer to *Part I, Section 1.2* of this APR for SCI-Arc's other initiatives and goals to address diversity, as well as policies related to harassment and discrimination.

Human Resource Development Opportunities:
At its core, SCI-Arc believes that practice makes, if not perfect, at least for better teaching. By engaging in a "real world" practice, faculty learn the complexities of construction, legal issues, public perception, and business management in a direct way, and can then communicate their experiences to their students and the public.

Changing techniques and technologies are continually altering the conditions in which architecture operates, and thus, the faculty cannot just rest on past experience. By pushing design inquiry—via competitions or attendance to professional conferences for example—the instructors test their own theories. Such forums demand that faculty examine current views on architecture in real situations. The experience allows an understanding of the relationship between the theories implicit in one's teaching and practice.

Similarly, encouraging faculty to continually go back out into the city to engage in practical work and speculative design prevents the school from becoming an "ivory tower." The continual interaction between teaching and practice also encourages faculty to place their own work within the framework of inquiry that sets the tone for studios. Hence, SCI-Arc strongly encourages such activities by allowing for flexibility in teaching schedules, and by actively promoting community-oriented work and design excellence in its public programs.

Description of Resources Available to Faculty:

> **IDP Coordinator:** The SCI-Arc Academic Counselor is the IDP Coordinator. As part of his duties, the Academic Counselor schedules a representative from CAB or NCARB to present an IDP workshop regarding IDP, ARE, licensure and registration processes to all students and interested faculty each semester. Attendance is required. Information regarding the Internship Development Program (IDP) and requirements per the California Architecture Board (CAB) and National Council of Architecture Registration Board (NCARB) are also posted on the student site (my.sciarc.edu). In addition, the Academic Counselor/IDP Coordinator attends the annual IDP Coordinators Conference sponsored by NCARB.

> **Financial Resources and Support:** SCI-Arc encourages active participation in professional associations for its faculty. The Institute offers financial support of $35,000 in the annual budgets earmarked for professional development for faculty to attend conferences, make paper presentations, and attend meetings of professional associations.

> **Access to SCI-Arc Resources**: Faculty at SCI-Arc are given full access to the Kappe Library, Computers/Softwares, Print Center, Fabrication Shop, CNC Machines, 3D Printers, and copy machines to assist them in their preparation for courses and creative/research endeavors. In addition, faculty are given clerical support by staff in the student services departments, Academic Affairs office, as well as the Development Office (including grant writers) as needed.

> **Creative Leave:** Leaves may be granted to full-time faculty members to provide them with opportunities to pursue their artistic/scholarly careers, extend or refine their teaching specialties, and find other means of advancing their professional development. Leaves are granted after consultation with the relevant Program Chair and at the discretion of the Institute Director and Director of Academic Affairs.

> **AIA Continuing Education Program:** SCI-Arc is a registered provider by the AIA/CES program offering courses or programs to help AIA members (and SCI-Arc faculty) meet their state mandatory continuing education (MCE) requirements and to help them fulfill their AIA continuing

education requirement for membership renewal. The AIA/CES defines its mission as one to support AIA members in mastering new knowledge and skills to meet the changing requirements of the profession and to responsibly meet the role that society entrusts to architects. A recent SCI-Arc program offering AIA/CES Learning Units was the 2011 Materials Conference hosted at SCI-Arc.

Junior Faculty Mentoring: SCI-Arc considers the mentoring of junior faculty to be one of the most significant aspects of the responsibilities of program senior faculty and administration. The school enjoys a very successful track record in guiding junior faculty as they foster their teaching and professional skills. Summer programs such as Making + Meaning and Design Immersion Days offer young, promising architects and designers an opportunity to transition their experience working in the field into the classroom, where SCI-Arc can assess their abilities as potential studio instructors at the school.

Evidence of the school's facilitation of faculty research, scholarship, and creative activities:
SCI-Arc is not primarily a research institution, but architecture itself is the research and development of the physical form of our cities. Faculty engage in collective, practical, and theoretical research, teaching, and practices, and SCI-Arc does everything it can to support such activities. Over the past several years, SCI-Arc has supported several specific and eclectic architectural research opportunities such as:

Austrian Pavilion at the 2010 Venice Architecture Biennale: In September 2010, Eric Owen Moss Architects, led by SCI-Arc Institute Director Eric Owen Moss, presented the work of 65 international architects in the Austrian Pavilion at the Venice Architecture Biennale, marking the first time a country was represented by a foreign architect. Participants in the projects included SCI-Arc faculty Herwig Baumgartner and Scott Uriu, B+U; Hernan Diaz Alonso, Xefirotarch; Craig Hodgetts and Hsinming Fung, Hodgetts + Fung; Elena Manferdini, Atelier Manferdini; Alexis Rochas, I/O; and Marcelo Spina, PATTERNS.

Gallery Installations: The gallery provides a space where faculty can experiment with new materials, concepts, or fabrication methods, reflecting SCI-Arc's encouragement of an experimental approach to construction materials and its emphasis on learning through building. Students have the opportunity to participate in workshops in which they work closely with the faculty member or invited architect to assist in the fabrication and installation of the exhibit. Over the past five years, SCI-Arc faculty who have built gallery exhibitions have included Tom Wiscombe, Patrick Tighe, Alexis Rochas, Elena Manferdini, Dwayne Oyler and Jenny Wu. Gallery exhibitors are also asked to participate in a 5pm Gallery Talk on the day of the opening.

Graduation Pavilion: In what has become a tradition at SCI-Arc in recent years, the annual graduation ceremony is held in a custom-built graduation pavilion located in the SCI-Arc parking lot. Every year, SCI-Arc challenges faculty members and students to research and experiment with creative design and materials to build a graduation pavilion for the outgoing graduating class. The 2010 Graduation Pavilion was designed by faculty member Alexis Rochas, I/O; and the 2011 Graduation Pavilion was designed by faculty members Jenny Wu and Dwayne Oyler of Oyler Wu Collaborative.

Faculty Talks: All new full-time faculty are invited to deliver a lecture to the School at weekly public talks on Fridays at lunchtime. This lunchtime lecture series is open to the entire School in the Keck Lecture Hall.

5-Year Creative Leave Contracts: In the 2010-2011 academic year, SCI-Arc awarded several senior faculty members with new 5-year contracts which included one paid semester for creative leave to conduct research or a professional project designed to benefit SCI-Arc and the professional field of architecture. Faculty with this distinction must submit a Creative Leave application, a brief proposal of the research or project and two letters of support from other faculty

and design professionals. The first of these instructors to take his Creative Leave benefit is Coy Howard during the Fall 2011 academic semester.

Materials Conference: In Spring 2011, with a goal of fostering a direct exchange between architects and companies invested in the field of advanced materials and fabrication technologies, SCI-Arc hosted *Material beyond Materials*—a composite tectonics conference on advanced materials and digital manufacturing. Located on the SCI-Arc campus in downtown Los Angeles, the two-day forum was open to students, faculty, and the community at large and explored technological advances in composite materials, innovations in construction, and current design discourse—with some of the most important names in today's building, fabrication and design industries. SCI-Arc offered AIA/CES Learning Units for attendance to this conference.

Conference Participation: Faculty are regular attendees at national and regional academic conferences, notably the ACSA and ACADIA. Faculty are encouraged to attend conferences through funded travel and announcements on the website.

SCI-Arc Press/Publications: As a leader in the investigation of the merging of creative thought with society and politics, the SCI-Arc Press publishes works by faculty who engage in the current discourse of architecture and design to share knowledge with students and the public. The program provides a forum for new voices and ideas that affect and pertain to the architectural education of its students and continuing education of its alumni and community. Recent SCI-Arc Press publications have included:
  • *SCI-Arc Gallery: 2002-2010, chronicles the history of SCI-Arc Gallery Exhibitions.*
  • *A New Infrastructure: Innovative Transit Solutions for Los Angeles*, edited by Peter Zellner and published with the support of the City of Los Angeles' Department of Cultural Affairs, the 156-page book documents the results of the 2009 transit competition.
  • *Sessions,* edited by Hernan DiazAlonso and Julianna Morais, featuring the work of SCI-Arc faculty members George Yu, Marcelo Spina, Marta Male-Alemany, Benjamin Bratton, and Hernan Diaz Alonso.
  • *Zago Architecture and Office dA:* Two Installations, which feature the work of Office dA and Andrew Zago, including their exhibitions at the SCI-Arc Gallery, edited by Dora Epstein Jones, Julianna Morais, and Martha Read.

Continuing Education Program: SCI-Arc is in the initial stages of developing a Continuing Education program to offer software training and courses which meet AIA/CES Learning Units, as well as preparation courses for the Architecture Registration Exam (ARE) to SCI-Arc faculty and alumni.

Policies, Procedures, and Criteria for Faculty Appointment and Promotion:
In keeping with its mission, SCI-Arc actively seeks out individuals with unique accomplishments within the discipline of architecture, who represent distinct and original points of view.

All faculty positions are non-tenured. Prospective faculty members are selected based on teaching experience, research and creative work, and professional competence and activity.

SCI-Arc functions without the tiers or tracking of faculty common to other schools of architecture affiliated with larger university systems. Instead, faculty members are designated as follows:

Regular Faculty appointments are for terms of two years and in some circumstances for three years. Regular faculty members are considered full-time if they teach a minimum of two studios and one seminar or five seminars per year. Full-time faculty members are eligible for benefits.

Regular Faculty (with Creative Leave): In order to recognize faculty members with ongoing and outstanding contributions to the Institute, as well as the discipline of architecture, the SCI-Arc Institute Director in consultation with the Director of Academic Affairs and Program Chairs may

appoint Regular Faculty members a 5-year teaching appointment. This appointment includes one paid semester for creative leave to conduct research or a professional project designed to benefit SCI-Arc and the professional field of architecture. Regular faculty with this distinction must submit a Creative Leave application, a brief proposal of the research or project, and two letters of support from other faculty and design professionals.

Part-Time/Visiting Faculty are contracted for less than the above teaching load, for terms of one year or less. Part-Time and Visiting faculty members are not eligible for benefits.

Academic Coordinators may be appointed, at the discretion of the SCI-Arc Institute Director, Director of Academic Affairs, and in consultation with the Program Chairs, to assist in the administration of segments of the curriculum. In addition to their teaching duties, they will coordinate specific programs of the curriculum, such as Applied, Cultural, General, and Visual Studies or Thesis. The number of Coordinators and their specific duties are determined by the Institute Director and the Director of Academic Affairs. Coordinators are eligible for appointments of up to three years, or for the remainder of the term of the Institute Director, whichever is less.

Distinguished Appointments: To attract and recognize superlative talents, 'Distinguished Appointments' may be made by the Institute Director in consultation with the Director of Academic Affairs and Program Chairs. Distinguished Faculty will be major figures in our field recognized for their ongoing and outstanding contributions to the discipline of architecture. Due to their higher compensation and SCI-Arc's limited means, no more than three Distinguished Appointments may be conferred in any single Institute Director's term.
- Distinguished Appointments are eligible for increased compensation per course; longer-term contracts and a reduced teaching schedule are subject to negotiation.
- Distinguished Faculty enjoy a non-exclusive contract with SCI-Arc, allowing them to continue or seek other teaching posts if those do not compromise or conflict with their commitment to SCI-Arc.
- Designations and compensation of Distinguished Appointments are limited to the duration of the appointment and are concluded at the end of that appointment.

Faculty Appointment Procedures:
Available teaching positions at SCI-Arc are advertised through postings on the SCI-Arc website, as well as academic resources such as higheredjobs.com, The Chronicle of Higher Education, and academiccareers.com. In addition, as described earlier, SCI-Arc actively seeks out individuals with unique accomplishments within the discipline of architecture, who represent distinct and original points of view.

Faculty members are recommended for hire by the Academic Coordinators and Program Chairs, in consultation with other faculty, based on a review of portfolios of professional work, resumes, letters of recommendation, and prior teaching experience. The Director of Academic Affairs and Institute Director has the authority to approve all hiring recommendations, and is always involved in discussions and review of the candidates with the Academic Coordinators and Program Chairs. In nearly every case where studio faculty is hired, the Program Chair will have reviewed the applicant's teaching first, often through participating in public juries of the applicant's students. For non-studio faculty, hiring is based on resumé, experience, letters of recommendation, and interviews.

New faculty members are generally given one-semester or one-year contracts, and are reviewed by the Program Coordinators, Program Chairs and the Director of Academic Affairs at the end of the term. Reviews are also based on participation in studio reviews, appraisal of student portfolios, and assessment of student course evaluations. Program Coordinators and Program Chairs meet with faculty members on a regular basis to discuss teaching progress and curricular issues. Instructors receive further guidance in curriculum committee meetings. New members of the faculty are often paired with more senior educators to teach courses, especially studios, to provide guidance and assistance.

Effective Teaching In The Context Of SCI-Arc's Mission Statement:
Effective teachers at SCI-Arc are committed to their subject, their students, to the development of their teaching skills and to the fulfillment of curricular goals of the academic programs. Quality of student work at reviews is one index of a Faculty member's effectiveness, but not the only one. Mentoring, i.e. the sharing of advice and guidance with less-experienced faculty is considered to be an essential part of a faculty member's responsibilities at SCI-Arc. Ongoing evaluation of one's teaching by students and other faculty are factors considered in the assessment of a teacher's growth. Course syllabi, student evaluations, project statements and samples of studio or seminar work are all reviewed for the purpose of evaluating pedagogical development.

Evaluation Criteria for Faculty Re-Appointment:
There is no absolute formula for pedagogical competence – or excellence – but the following broad categories of achievement, engagement, and conduct offer some guides to faculty members as they seek to expand their involvement at SCI-Arc.

Evaluation takes into consideration criteria ranging from performance within the school to accomplishments within the discipline. The criteria are applied and weighted in order to recognize the individual faculty member's abilities and contributions to the school and the discipline. In addition to recognizing the development and growth of individual faculty, the criterion for evaluation assesses the faculty member's contribution to the larger goals and expectations for the program and the Institute.

> **Professional Achievement:** Professional achievement is measured in terms of architectural production, scholarly endeavors, and professional service. The realization of built work, the achievement of advanced degrees (i.e., Ph.D.), public lecturing, exhibition, publication, awards, consulting, and service to the discipline and profession of architecture all constitute professional achievement for the purposes of faculty evaluation. Evidence of any or all of these are included in the faculty member's dossier, not simply for evaluation, but so that they will enter a broader dialogue including colleagues, students and public.

> **Service to the Institute and broader community:** Architecture is a public art. Service is a foundational value at SCI-Arc and may take many forms inside and outside SCI-Arc, including but not limited to participation in SCI-Arc committees, outreach programs, institutional promotion, professional associations, etc. Regular Faculty members are required to participate actively on two SCI-Arc committees.

> **Curricular Fit:** SCI-Arc's Institute Director, Director of Academic Affairs, and Program Chairs may consider longer-range issues of the school including program direction, student needs and projected enrollment, and these may have a bearing upon a faculty member's appointment or reappointment.

> **Promise of Excellence:** Faculty may be hired on the basis of their potential, rather than present achievement, per the Institute Director's judgment.

> **Ethical Conduct:** Adherence to the Institute policies, procedures and ethical standards is assumed, and may be grounds for non-renewal if not met.

Evaluation Format:
> **Preparation for Evaluation:** Before evaluation discussions, the faculty member is responsible for updating the information in his/her file for use by the school (i.e., CV, archived work, course syllabi, and portfolio of professional work and publications), to foster awareness of his or her work and accomplishments. This information is made available in the form of a dossier maintained in the SCI-Arc Director's Office.

Peer Reviews: Full-time faculty at SCI-Arc seeking contract renewal, and Part-Time faculty seeking to be promoted to full-time, are reviewed and their materials are commented on by the Faculty Peer Review Committee. This committee is made up of senior faculty members at SCI-Arc, whose membership is assigned on a rotating basis each year. The Faculty Peer Review Committee comments on the individual faculty member's unique accomplishments within the Institute, as well as their overall professional achievement in the field.

Evaluation Meetings: Individual meetings with each faculty member up for re-appointment are conducted by the Director of Academic Affairs, Program Chairs, and when necessary SCI-Arc's Institute Director. Adequate time is set aside to discuss not only the faculty member's standing, performance, goals, and comments made by the Faculty Peer Review Committee, but also their ongoing contribution to the school's curriculum and professional achievement in the field.

Recommendations for Contract Renewal or Non-Renewal:

All discussions related to contracting are governed by a shared interest in SCI-Arc's long-term welfare, and proceed with confidentiality, openness, fairness and discretion. Contract renewal is neither automatic nor guaranteed.

Both renewal and termination of faculty contracts may be initiated by SCI-Arc or by the contracted faculty member. In most cases, faculty members and/or the Director of Academic Affairs and Program Chairs note an existing contract is near conclusion and set a time to discuss future plans.

Renewal of faculty contracts will be decided by the SCI-Arc Institute Director in consultation with the Director of Academic Affairs and Program Chairs, who will use the evaluation criteria to determine a faculty member's standing. Regular Faculty with an appointment of two or more years will be evaluated for renewal at the close of their contract by the SCI-Arc Institute Director in consultation with the Director of Academic Affairs and Program Chairs. Part-Time or Visiting Faculty with appointments of less than two years wishing to renew their contracts will be evaluated by a Program Chair, in consultation with the Director of Academic Affairs. The SCI-Arc Institute Director may also choose to evaluate and renew one-year contracts independently.

VISITING LECTURERS & CRITICS – 2006-2011

2006-2007 - Lecturer			*2006-2007 - Critics*	
SIMPARCH	Hitoshi Abe		Ravee Choksombatchai	Michael Maltzan
Michael Maltzan	Usman Haque		Laurie Hawkinson	Thom Mayne
Daly, Genik Architects	Alex Schweder		Lisa Iwamoto	Hadrian Predock
Manuel Delanda	Ed Soja		Tom Kovac	Lars Larup
Odile Decq	William Fain + Scott Johnson		Bill MacDonald	Kivi Sotamaa
Zbigniew Oksiuta	George Ranalli		Mabel Wilson	Lebbeus Woods
MADA s.p.a.m	Steve Roden		Kevin Daly	Dana Cuff
Fuad K. Malkawi	C.J. Lim		Wim de Wit	Neil Denari
Brendan MacFarlane			Christopher Hawthorne	Craig Hodgetts
			Sylvia Lavin	Greg Lynn
2007-2008 - Lecturer			*2007-2008 - Critics*	
Mario Carpo	Peter Walker		Alicia Imperiale	Andrew Zago
Christian Grou + Tapio Snellman	Manuel DeLanda		Anthony Vidler	Craig Hodgetts
Meejin Yoon + Eric Höweler	Edward Eigen		Christopher Hawthorne	Craig Scott
Qingyun Ma	Neil Spiller		David Ruy	Greg Lynn
Andrew Kudless	Giovanni la Verra		Hitoshi Abe	Jeffrey Kipnis
Wolf Prix	Mark Johnson		Kevin Daly	Larry Rouch
Bill Mitchell	Robert Hodgin		Lisa Iwamoto	Michael Maltzan
Süha Özkan	Benjamin Ball, Gaston Nogues		Michael Sorkin	Neil Denari

Mark Foster Gage	Yansong Ma, Qun Dang			Neil Spiller	Oliver Lang
Jeff Kipnis	Greg Lynn			Peter Frankfurt	Sylvia Lavin
Dan the Automator (Dan Nakamura)				William Massie	
2008-2009 - Lecturers				**2008-2009 - Critics**	
Alejandro Zaera Polo	Hien Ngo Quan			Hitoshi Abe	Raimund Abraham
Julie Eizenberg	Curtis Roads			Michael Bell	Kevin Daly
Arvind Palep	Benjamin Bratton			Christopher Hawthorne	Craig Hodgetts
Hien Ngo Quan	Michael Bell			Lisa Iwamoto	Paul Jacobs
Cini Boeri	Stan Allen			Sharon Johnstone	Tom Kovac
Teddy Cruz	Livio Sacchi			Sylvia Lavin	Mark Lee
Tom Wiscombe	Eric Owen Moss			Larry Link	Greg Lynn
Daniel Mihalyo, Annie Hahn	Elena Manferdini			Qingyun Ma	Thom Mayne
Jennifer Siegal	Evan Roth			John McMorrough	Detlef Mertins
Sam Nazarian, Theresa Fatino	Jason Payne			Emmanuel Petit	Stephen Phillips
				Wolf Prix	Craig Scott
				Craig Webb	Lebbeus Woods
2009-2010 - Lecturers				**2009-2010 - Critics**	
Eugene Thacker	Matmos			Hitoshi Abe	Scott Colman
Marcelo Spina	Michel Rojkind			Kevin Daly	Neil Denari
Laurie D. Olin	Michael Sorkin			Winka Dubbeldam	Fabrizio Gallanti
Yung Ho Chang	Monica Ponce de Leon			Frank Gehry	Christopher Hawthorne
Toshiko Mori	IDEA Office			Craig Hodgetts	Sharon Johnstone
Preston Scott Cohen	Commonwealth			Jeffrey Kipnis	Tom Kovac
Mack Scogin	Michael Kubo			Sylvia Lavin	Mark Lee
Alejandro Zaera-Polo	Eric Avila			Thomas Leeser	Greg Lynn
Andrew J. Holder	David Erdman			Quingyun Ma	Mark Mack
				Michael Maltzan	Monica Ponce De Leon
				Linda Polari	Hadrian Predock
				Heather Roberge	Jennifer Siegal
				Elisabeth Smith	Michael Sorkin
				Enrique Walker	
2010-2011 - Lecturers				**2010-2011 - Critics**	
Patrik Schumacher	Hernan Diaz Alonso			Stefano Casciani	Sir Peter Cook
David Benjamin	Benedetta Tagliabue			Lise Anne Couture	Dana Cuff
Bernard Tschumi	Paolo Cascone			Devin Daly	Neil Denari
Brendan MacFarlane	Steven Holl			Frank Gehry	Christopher Hawthorne
Marc Fornes	Michael Rotondi			Craig Hodgetts	Georgiana Huljich
Hilary Sample	Jesse Reiser			Sharon Jonstone	Sylvia Lavin
Jorge Francisco Liernur	Sanford Kwinter			Mark Lee	Alejandra Lillo
Christian Moeller	François Roche			Greg Lynn	Michael Maltzan
				Thom Mayne	Mark Mueckenheim
				Michael Osman	Jason Payne
				Stephen Phillips	Linda Pollari
				Jesse Reiser	Heather Roberge
				Patrik Schumacher	Michael Speaks
				Maximiliano Spina	Joshua Taron
				Reiner Zettl	Andrew Atwood
				Michael Benedikt	Barbara Bestor
				Benjamin Ball	Padraic Cassidy
				Frank Clementi	Marty Doscher
				Julie Eizenberg	Mark Gage
				Pavel Getov	Bill Massie
				Yael Reisner	John Yoder
				Cara Lee	Ian Keough
				Victor Jones	Alice Kimm

PUBLIC EXHIBITIONS – 2006-2011

2006-2007 - Gallery Exhibits		*2006-2007 - Library/Misc Exhibits*
Daly, Genik Architects: 100 Rooms / 5000 Cells		RoTo Architects: Prairie View
Jakob + MacFarlane: Breathing Wall		Zaha Hadid Architects and Eric Owen Moss Architects: Adventures in Kazakhstan: Competition for Republic Square, a mixed-use project in Almaty, Kazakhstan
Eisenman Architects: Grounded		George Yu Architects: Honda Advanced Design Center
EMERGENT + Buro Happold: Dragonfly		SCI-Arc: Selected Thesis Exhibition
Hodgetts + Fung: kē-ärō'-skŏŏr'ō		Japan Studio: Ephemeral Space: Stillness and Flux
		Undergraduate Thesis/Spring Show Exhibit
2007-2008 - Gallery Exhibits		*2007-2008 - Library/Misc Exhibits*
Michael Maltzan Architecture: Dark Side of the Moon		Selected Thesis: A juried exhibition of distinguished graduate Thesis projects
Jean Michel Crettaz: Quasar		Undergraduate Thesis/Spring Show Exhibit
Elena Manferdini: Merletti		AWA-LA GROUP EXHIBIT 2008: An exhibit of women's work in architecture, interior design and landscape
Greg Lynn FORM: Blobwall Pavilion		
IwamotoScott Architecture: Voussoir Cloud		
2008-2009 - Gallery Exhibits		*2008-2009 - Library/Misc Exhibits*
Oyler Wu Collaborative: Live Wire		Schindler / Neutra and L.A. in Wien / Wien in L.A: featuring works by Hitoshi Abe, Peter Cook, Zaha Hadid, Thom Mayne, and Eric Owen Moss juxtaposed with those by R.M. Schindler and Richard Neutra
Susanne Zottl: A Styrofoam Lover with (E)motions of Concrete		Selected Thesis: A juried exhibition of distinguished graduate Thesis projects
Eric Owen Moss Architects: If Not Now, When?		Design Is One – Milano 2008: A SCI-Arc student installation
		A NEW INFRASTRUCTURE: Innovative Transit Solutions for Los Angeles
		Undergraduate Thesis/Spring Show Exhibit
2009-2010 - Gallery Exhibits		*2009-2010 - Library/Misc Exhibits*
Joe Day / deegan day design: Blow x Blow		Jean-Pierre Hebert: Drawings as Thoughts
Alexis Rochas, I/O: Still Robot		London Eight: Curated by Sir Peter Cook with Yousef Al-Mehdari, Pascal Bronner, Johan Hybschmann, CJ Lim, marcosandmarjan, and SmoutAllen.
Juan Azulay / Matter Management: Vivarium		Accident: A Visual Studies Seminar Exhibition
davidclovers: Immuring		Selected Thesis: A juried exhibition of distinguished graduate Thesis projects
Atelier Hitoshi Abe: len-tic-u-lar-is		Undergraduate Thesis/Spring Show Exhibit
2010-2011 - Gallery Exhibits		*2010-2011 - Library/Misc Exhibits*
Coy Howard: Part I - From Hand to Mouse, From Furniture to Architecture		Los Angeles Cleantech Corridor Competition
Coy Howard: Part II - Whispers and Echoes		Jakob + MacFarlane: ABOUT
Patrick Tighe: Out of Memory		Audience of Objects: Herwig Baumgartner and Scott Uriu, B+U; Hernan Diaz Alonso, Xefirotarch; Craig Hodgetts and Hsinming Fung, Hodgetts + Fung; Elena Manferdini, Atelier Manferdini; Alexis Rochas, I/O; and Marcelo Spina and Georgina Huljich, PATTERNS.
Barbara Bestor Architecture: Silent Disco		Selected Thesis: A juried exhibition of distinguished graduate Thesis projects
Jason Payne		Undergraduate Thesis/Spring Show Exhibit

ADMISSIONS POLICIES AND PROCEDURES

SCI-Arc seeks applicants who demonstrate interest, ability, and academic achievement that reveal potential for the study of architecture. In addition, SCI-Arc seeks to recruit students with unique points of view, unusual experiences and capacities. SCI-Arc seeks such candidates amongst applicants from

diverse cultural, social and economic backgrounds. It is SCI-Arc's position that such strengths best align with our institutional mission and values. SCI-Arc admits such students both into a particular degree program and as visiting exchange students who do not wish to matriculate.

Admissions Criteria

The SCI-Arc Admissions Committee is comprised of members of the SCI-Arc faculty, who provide for careful review of all applications. Admission for all programs is determined by a review of the applicant's personal statement, letters of recommendation, academic record, and portfolio of architectural and creative work. Additional criteria include:

- A demonstrated passion for the study of architecture
- Experience and/or educational background related to the program for which the applicant is applying
- Ability to supply portfolio materials conveying the applicant's skill and/or experience
- Ability to commit full-time to the program
- An adequate and sound financial plan, either through loan programs or personal funding, to study full-time for the entirety of the program
- Unusual, distinctive points of view, skills, backgrounds, abilities

Undergraduate Admissions: The Undergraduate program admits approximately sixty students per year. Students may apply directly from high school or may transfer from two- or four-year colleges. Applications for first-year placement are accepted for the fall term; applications for advanced placement are accepted for the fall and spring terms. Admission is to a studio level and may be contingent on the completion of prerequisite academic units. Students who have completed general, non-architecture courses at other two- or four-year colleges may apply for placement in the first year of the B.Arch program. These include students who have completed associate degrees (A.A. or A.S.) in disciplines other than Architecture.

> **Advanced Placement for Undergraduate Transfer Students** Advanced placement for transfer students from other Architecture programs is not guaranteed, but is determined by the Admissions Committee upon review of the applicant's portfolio of architectural and creative work, the number of architectural design studios completed, their personal statement, academic standing, and letters of recommendation. Students who begin their studies in the B.Arch program with advanced standing (1B studio placement or higher) may be required to complete additional prerequisite seminars at SCI-Arc before advancing to the next studio level.

Graduate Admissions: Students are admitted into the Graduate programs in the fall term only. Admission is determined by a review of the applicant's personal statement, letters of recommendation, academic record, and portfolio of architectural and creative work.

> **Advanced Placement for Graduate Transfer Students:** For the M.Arch 1 program, advanced placement is possible for students who have completed two or more semesters at other graduate-level Architecture programs. This placement is not guaranteed, but is determined on a case-by-case basis by the Admissions Committee, upon review of the applicant's submitted work and application. Advanced placement is not applicable to the M.Arch 2, EST^m or SCIFI programs.

Visiting Student Status: Students from other architecture programs who are interested in attending SCI-Arc for one or two terms fall under the Visiting Student status. Applicants interested in applying as Visiting Students follow the same application procedures as degree program applicants, and must also submit with their completed application written permission to attend SCI-Arc from their current academic institution. Visiting Student applications are evaluated by the Admissions Committee. If accepted, Visiting Students are then allowed to enroll in courses at SCI-Arc as non-matriculating students. If approved by the student's current college or university, courses completed at SCI-Arc can then be applied towards a degree at the student's home school.

Exchange Student Status: SCI-Arc currently maintains exchange agreements with nine international schools of architecture: The Bartlett School, London; RMIT, Melbourne, Australia; Technical University of Delft, The Netherlands; Stadelschule in Frankfurt, Germany; University of Applied Arts in Vienna, Austria; Ecole Speciale d'Architecture in Paris, France; Universidad Iberoamericana in Mexico City, Mexico; Aarhus University in Aarhus, Denmark; and Belazel Academy in Jerusalem, Israel. Applicants from these schools will work through their academic advisors to contact SCI-Arc's Registrar's Office. A modified application is submitted, consisting of a portfolio, resume, statement of purpose and school transcripts. Exchange Student applications are also reviewed by the Admissions Committee.

APPLICATION PROCEDURES

Application Deadlines
Undergraduate: Applications for admission to the B.Arch program are accepted for the fall and spring terms. The fall term deadlines are January 15 for students applying for first year placement, and May 1 for transfer students seeking advanced placement. The spring term deadline is October 1.
Graduate: Applications for admission to the M.Arch programs are due by December 15. Applications to the EST^m and SCIFI programs are accepted on a rolling deadline through June 30. Late applications for these programs may be considered on a case-by-case basis.

Application Materials
Applications must include the following materials:
- Completed application form (online)
- $75 non-refundable application fee
- Portfolio of creative work
- Statement of purpose
- Résumé
- Three letters of recommendation (with accompanying SCI-Arc form)
- Official transcripts
- Test scores, if applicable (SAT or ACT, GRE)
- TOEFL or IELTS (for international students only)

Portfolio Requirements
All applicants are required to submit a portfolio of creative work. Individuals who have no formal architectural education or experience should include work that demonstrates his or her visual design sensibilities, sense of form and space, experience with different materials or media, craftsmanship and imagination. This work may include, but is not limited to: drawings/sketches, photography, painting, sculpture, ceramics or wood and metal work. Applicants with a background in architecture are expected to present appropriately documented architectural projects in place of or in addition to other creative work.

Notification of Acceptance
SCI-Arc applicants are notified of their admission status by mail within the following timeframes:

Graduate Applicants: mid-March
Undergraduate Applicants applying January 15: mid-March
Undergraduate Applicants applying May 1: June 1

Students who accept SCI-Arc's offer of admission are required to submit a non-refundable deposit which reserves them a place in the entering class. This deposit is applied toward tuition for their first semester at SCI-Arc. M.Arch 2 students submit a larger deposit which is the cost of the prerequisite course Introduction to Digital Design. (International students are required to submit an additional tuition deposit in order to begin the I-20 process.) If the enrollment deposit is not received by the appropriate deadline, the applicant may forfeit their place in the entering class.

Waiting List Placement
If an applicant is placed on the waiting list, the applicant will be notified as places open in the entering class or as information becomes available. Applicants who were initially accepted into the programs have 4 weeks from their acceptance notification to confirm or decline their positions in the classes. As positions open up, the Admissions Committee revisits the waiting list and determines which applicant will next be offered a position. The list is not ranked, and the Committee looks at the individual applications as well as the overall makeup of the existing class in determining who will be accepted.

Admission Deferment
Admission deferments are granted on a case-by-case basis for up to one academic year. Applicants must petition the school in writing to defer their admission. Petitions are reviewed by the Admissions Office and the applicant receives written notification of the decision. If an applicant fails to enroll in the following year, he or she must reapply for admission. Applicants accepted from the waiting list are not eligible for deferment.

Admission Appeals
Applicants who wish to appeal an admission decision or studio placement must make their requests in writing. Appeals should include applicable support materials (additional portfolio work and/or additional letter of recommendation, resume, etc.). Appeals are reviewed by the Admissions Committee and may require a personal interview with one or more committee member. The applicant receives written notification of the decision.

Reapplication for Admission
Applicants not accepted into SCI-Arc are encouraged to re-apply with new material. Applicants wishing to re-apply within one year of the original application must submit the following when reapplying:
- New application form
- New application fee
- New portfolio (with recent work, if applicable)
- At least one new letter of recommendation pertaining to work or study done since the last application was filed.

These materials must also be submitted by accepted students who have paid their deposit and who have not deferred, and former students who did not receive an authorized leave of absence. If an applicant wishes to reapply for admission after one year of absence from the program, he or she must resubmit all application materials specified for the initial application.

International Students
> **Admission:** Citizens from other countries are admitted to the school on the same basis as U.S. citizens. All application materials, including letters of recommendation, must be submitted in English. International students submit their previous school transcripts to a credential evaluation agency in order determine what courses and degrees satisfy SCI-Arc requirements.

> **English Proficiency:** All international students, with the exception of those who have completed their secondary education in an English-speaking school or those who have completed at least two years of study at an English-speaking university, must submit the results of the Test of English as a Foreign Language (TOEFL) or the International English Language Test System (IELTS) to the admissions office. Minimum scores for the TOEFL are 580 (paper-based exam) and 90 (internet-based); the minimum IELTS score is 6.5.

> **Finances for International Students:** To ensure that students from other countries will not have financial difficulties after they have begun their studies at SCI-Arc, the United States Citizenship and Immigration Service (USCIS) requires that international students certify that they have the necessary funds available to cover tuition and living expenses while studying the US. The I-20 is issued when the completed certification form is submitted and the required tuition deposit is paid. Certification is required for the first year of study only.

Curricular Practical Training: Curricular Practical Training authorizes employment when it is required as an integral part of the academic program for which academic credit is given. Employment for more than 20 hours per week is considered full-time CPT, regardless of whether a student is enrolled full-time or part-time. If a student receives one year or more of full-time CPT, the student is ineligible for Optional Practical Training (OPT) after completion of the degree. Part-time CPT of any duration does not limit post-completion OPT. The IA (international advisor) must review each request and have prior approval from the academic counselor for all CPT requests. To make a request, students should submit the following documents to the IA:

- An I-538 for with Section A completed and signed by the student
- Original form I-20 ID
- A letter from the Academic Counselor stating that the employment is for credit. This is in addition to the IA's approval of the employment and is verified by the AC for elective /internship credit on the degree checklist
- A letter from the employer stating the name of the firm, beginning and ending dates of the position, job description and whether the job will be full or part time

Reading/Writing Competency Test: All entering students are required to take a language placement exam to determine their level of fluency in reading and writing English. Entering students unable to demonstrate competency in English language skills will be enrolled in English writing classes (ESL/ELL) in their first semester at SCI-Arc. Students who have continuing language difficulties may petition, or be required, to repeat ESL/ELL.

DIVERSITY AND ADMISSIONS
There are several ongoing initiatives in the SCI-Arc Admissions and Recruitment Offices that work at both local and national levels toward the goal of increased student diversity. Locally, SCI-Arc is in the process of investigating and/or revising articulation agreements with downtown community colleges, including East Los Angeles College. Nationally, SCI-Arc seeks out junior and community colleges that serve minority populations, in order to make the Institute known to them through the delivery of materials, scheduling of presentations to interested schools, and contact with school-initiated and student-initiated clubs and groups relating to the study of architecture.

Cultivating Diversity: Retention Planning and Activities
In all areas of the SCI-Arc culture, the Institute's immersive and intense environment promotes the idea of one community, and therefore one representative organization – the Student Union. This idea does not, however, preclude the importance of minority retention within the program. Ideas to strengthen retention among the Institute's minority populations include:

- Identifying and engaging minority alumni in the creation of specific networking opportunities for minority students – opportunities such as meetings, visits to architectural firms, internships, and career counseling.
- Ensuring diversity in the roster of guest lecturers for the Fall and Spring lecture series, and promoting these speakers to the minority students, with the possibility of a separate meet-and-greet event before or after the lecture for these students. This idea could also extend to recruitment, as these same lectures could be promoted to potential minority applicants.
- Working with the Finance Committee of the Board of Directors, the Finance and Financial Aid offices to investigate ways of identifying a certain percentage of continuing student scholarship money to be awarded to minority students.
- Identifying minority organizations to team with SCI-Arc and provide matching scholarships for minority students.
- Working with the leadership of the Student Union to ensure minority students are actively engaged in the organization, and perhaps tailoring some of the SU-sponsored events to specific minority and cultural-specific themes.
- Investigating ways to expand the Institute's current counseling offering to address any special or specific counseling or guidance needs the diverse student population may have.
- Maintaining and promoting SCI-Arc's existing "open door" policy for all students.
- Expanding the scope of the current SCI-Arc Annual Career Fair to ensure diverse representation.

STUDENT SUPPORT SERVICES

Pre-Orientation Advising

Once fall students are accepted, transcripts are evaluated by the Academic Counselor and recommended classes to "waive" are evaluated. The Academic Counselor sends welcome letters to each student, listing classes that will potentially transfer to SCI-Arc, and offering dates (in advance to the semester) to meet individually. During meetings, the Academic Counselor has the opportunity to personally go over the course sequence, transfer units, general studies requirements, and the degree checklist. In an individual meeting students and parents have opportunity to ask questions of the program and expectations of the program.

M. Arch students are emailed (in advance) details about the program, the course scheduling, and a brief introduction of the Academic Counselor's role in assisting the student during their degree. Since M.Arch students have experience in higher education, face-to-face meetings are arranged on an 'as-needed' basis and most meetings are effectively done via email.

With pre-orientation meetings, the Academic Counselor is able to spend more time with each student, financial aid is able to prepare the student's package in advance, and the student is able to connect with the administration on a personal level. This personal and individual introduction to SCI-Arc offers the student a more comfortable and seamless transition into the SCI-Arc culture.

This portion of the model focuses on building one-on-one relationships with incoming students on the forefront therefore offering the student a "connection" or relationship to administration. The more advanced that a students feels connected to a school, the more likely to have an academically successful semester and persist to future semesters.

New Student Orientation

On the day of orientation, the Academic Counselor collaborates with Admissions and Registrar to be closely integrated in the day's activities. The Academic Counselor is allowed a portion of orientation to go over the course sequence, transfer units, general studies requirements, and the degree checklist. This is a repeat of individual meetings (for undergraduates) and "first-time" information for graduates. Repeating the information at orientation allows students to ask questions after having a few weeks/months since individual meetings.

On the day of orientation, the Academic Counselor is present during "down-time" such as "between session," lunch break, or pre-breakfast. Visibility of the Academic Counselor allows students to connect and ask questions in a group setting. This also allows Academic Counselor to field question to more students in a shorter time-frame. This allows an opportunity to connect and build a relationship with students early in their first semester. First semester students are most academically "at-risk" due to the transition made in academic culture environment, living environment, financial responsibility, and expectation of higher education, amongst other things.

This portion of the model focuses on community among the learning environment. Establishing a sense of community and cohesiveness amongst colleagues likens the opportunity for more a fruitful learning environment and student persistence in future semesters.

Registration

Degree Audits track SCI-Arc courses completed and integrate courses transferred from other institutions. Transferred courses are tracked (in detail) in the school system as well as an exclusive digital file to assure the Academic Counselor knows the name and course number of the transferred course, the institution from which it transferred, and the grade earned. This information is useful when auditing files for graduation eligibility. The degree audit calculates completed units including transfer units going toward SCI-Arc degree. Notes are included in digital files reminding the Academic Counselor of past conversations or special circumstances of the student. Having files online allows students to be advised via email. This has worked well for the school in advising students attending exchange programs such as

University Of Applied Arts Vienna – Austria, Ecole Speciale D'architecture – France, or TU Delft – Netherlands. This also works well for students who leave Los Angeles during the summer months to work at firms away from California.

Online advising compliments the existing online registration process. Streamlining the online experience offers additional options and for student outreach and increased accessibility of the administration assistance for students.

<u>**Satisfactory Academic Progress**</u>
Per the Student Handbook, the Academic Counselor monitors the progress of students by identifying those on academic warning and through close contact with teachers. The Academic Counselor notifies the Academic Chairs and Director of Academic Affairs of students falling below SAP and strategies to assist students are formulated on a case-by-case basis. The Academic Counselor meets regularly with teachers throughout the semester to discuss student progress, at-risk students, and strategies for student success.

<u>**Educational Development**</u>
The Academic Counselor takes note of students' progress and makes recommendations to students regarding course-load per semester or summer school. Course-load and course sequence are based on student's educational success and graduation date. Undergraduate students meet with the Academic Counselor each semester and graduate students meet on an as-needed basis to assure each student is compliant with requirements of the SCI-Arc degree. Graduating students are notified two semesters in advance of remaining degree requirements and unit-load per semester so they may plan their course-load and financial package.

<u>**Personal Advising**</u>
Three *free* counseling or personal consultation meetings (per academic year) are available to every SCI-Arc student. Meetings are strictly confidential and are held off campus with a licensed psychologist familiar with the SCI-Arc student. This service is short-term in nature and is not designed to address severe psychological problems or medication-related issues. In case of psychiatric emergency, students are encouraged to visit a hospital or call 911. The Academic Counselor also has lists of resources who work with individuals on a sliding scale.

<u>**Career Guidance**</u>
Throughout the year SCI-Arc hosts a series of career networking events called *Open Season*. Each event facilitates introductions between current students and SCI-Arc alumni in the professional design world, and encourages alumni and professional partners to observe – and potentially recruit -- students presenting their studio and Thesis work to faculty, jurors, and guests. Several alumni participants in *Open Season* also serve as guest critics during the academic review process.

SCI-Arc also has a dedicated job posting board exclusive to current students and alumni. This job posting board has both national and international job and internship opportunities in architecture and related design fields; and is updated weekly.

<u>**Professional Development (IDP)**</u>
Information regarding the Internship Development Program (IDP) and requirements per the California Architecture Board (CAB) and National Council of Architecture Registration Board (NCARB) are posted on the student site (my.sciarc.edu). A representative from CAB or NCARB is scheduled each semester to present an IDP workshop to all students, mainly focusing on the M.Arch students and 3B levels and above. In addition, the Academic Counselor/IDP Coordinator attends the annual IDP Coordinators Conference sponsored by NCARB.

<u>**Student Conduct**</u>
All students are expected to comply with all laws and to respect the rights and privileges of other members of the SCI-Arc community and its neighbors. Unacceptable student conduct issues and policies are described in detail in the SCI-Arc Student Handbook which is given out to students during new

student orientation and posted on the SCI-Arc website. These policies include, but are not limited to Common Sense, Integrity and Personal Responsibilities; Harassment, Rights of the Accused, Retaliation, and Disciplinary Measures; as well as all Drug and Alcohol policies. Student conduct grievances are addressed to the Academic Counselor. The Academic Counselor acts as mediator on these issues and assures that that due-process and fairness is compliant with all school policies.

STUDENT OPPORTUNITIES FOR FIELD TRIPS AND OTHER OFF-CAMPUS ACTIVITIES
Each year, SCI-Arc students are offered opportunities through their studio and/or seminar courses to participate on field trips and other off-campus activities.These opportunities range from local field trips around Los Angeles County as well as travels to significant cities around the United States and internationally. In addition, SCI-Arc offers students a wide range of exchange and study-abroad opportunities to cities such as Kyoto, Japan; Vico Morcote, Switzerland; Mexico City, Mexico; and Vienna, Austria for students in the Vertical Studio levels of the Undergraduate and Graduate programs. Some of the field trips or travel opportunities over the last 2 years have been:

Local:

Location	Course	Term
Machineous (Robotics Lab) (Culver City)	DS1210 - 3GAX Lab Studio	Fall 2009
Los Angeles County Museum of Art (LACMA) (Los Angeles)	CS2011 – Writing in Architecture	Fall 2009, Fall 2010
Mueseum of Jurassic Technology (Los Angeles)	CS2011 – Writing in Architecture	Fall 2010
Playa Vista Bandshell (Los Angeles)	AS 3120 - 2GA Structures 2	Fall 2010
Samitaur Tower (Culver City)	AS 3120 - 2GA Structures 2	Fall 2010
Audubon Center at Debs Park (Los Angeles)	AS 3032 - 3B Smart Sustainable Systems	Spring 2009, Spring 2010
The Living Homes (Venice)	AS 3032 - 3B Smart Sustainable Systems	Spring 2010
Getty Center (Los Angeles)	CS1368 – CS Elective (Op-Arc:Vision in Arch.)	Spring 2011
Meuseum of Contemporary Art (Los Angeles)	DS1011 - 1B studio	Spring 2011
Nederlands Dans Theater, Music Center (Los Angeles)	AS2366 – CS Elective Seminar (RoCoCo)	Spring 2011
2011 Annual Conference: Society for the Advancement of Material and Process Engineering (Long Beach)	CS1309- CS Elective Seminar (Fabricating Histories of Fabrication)	Summer 2011

United States:

Location	Course	Term
San Francisco, CA.	DS1120 - 2GA studio	Fall 2009, Fall 2010
Las Vegas, NV.	DS1030 - 3A studio	Fall 2010
Boston, MA.	DS1501 – SCIFI Vertical Studio	Spring 2010
Philadelphia, PA.	DS1501 – SCIFI Vertical Studio	Spring 2010
Washington D.C.	DS4322 – Solar Decathlon Vertical Studio	Fall 2009- Fall 2011
	DS1501 – SCIFI Vertical Studio	Spring 2010
New York, NY	DS1101 - 1GB studio; DS1121 - 2GB Studio	Spring 2011

International:

Location	Course	Term
Kyoto, Japan	DS1040 - 4A studio	Fall 2009, Fall 2010
Venice, Italy	DS1040 - 4A studio	Fall 2010
Shanghai, China	DS4369 - Vertical Studio	Fall 2010
Tokyo, Japan	DS1040 - 4A studio	Fall 2010
Seoul, South Korea	DS1040 - 4A studio	Fall 2010
Toronto, Canada	DS1121 - 2GB Studio	Spring 2010
Beijing, China	DS1502 – SCIFI Vertical Studio	Summer 2009

Milan, Italy	CS1338 - CS Elective (Design is One -Macro),	Summer 2009,
	AS2325 -AS Elective (Design is One -Craftsman),	Summer 2010,
	VS3368 VS Elective (Design is One -Made in Italy)	Summer 2011
Israel/Jordan	DS4368 - Vertical Studio	Summer 2010
Santiago, Chile	DS1502 – SCIFI Vertical Studio	Summer 2010
Concepcion, Chile	DS1502 – SCIFI Vertical Studio	Summer 2010

Opportunities for participation in professional societies and organizations
Students at SCI-Arc are encouraged to become active participants not just in the SCI-Arc community on campus, but also to be leaders of the architectural profession. As a result, students are informed of several opportunities to participate in professional societies, organizations, and other campus-wide activities beyond the SCI-Arc classroom. Students are encouraged to participate in these opportunities during the new student orientation at the beginning of each academic year, as well as links advertised on SCI-Arc's website. Some of the professional organizations and events SCI-Arc encourages students to participate in include:

California Architectural Foundation: Founded in 1979, primarily with the purpose of administering grants and scholarships relating to the architectural profession and education in California. The California Architectural Foundation's mission is to remind communities that choices made today have consequences tomorrow. The California Architectural Foundation bridges the gap between the academic and professional worlds - between our workplaces and our wide open spaces. Committed to making stronger and more effective connections between students and schools, planners and professionals, the Foundation cultivates the resources and creativity necessary to forge these links. (*Text from the CAF website* - http://www.caf-e.org/)

Los Angeles Forum for Architecture and Urban Design: The Los Angeles Forum for Architecture and Urban Design provides a framework for design professionals and members of the general public to explore, evaluate, and impact the development of architecture in Los Angeles. Throughout its 20+ years of operation, the Forum has brought together young designers, seasoned professionals, critics, urban theorists, artists, students, and people interested in their physical environment in a diverse series of activities. The Forum seeks to reach out beyond the confines of professional organizations, schools and established groups and does not limit itself to one approach to design or theory. It provokes discussion, seeks out places and designs unseen or unnoticed by the general public, publicizes architectural investigation and commentary, and promotes the serious exploration of strategies to influence the development of our urban environment. (*Text from the laforum website* - http://www.laforum.org/)

American Institute of Architecture Students (AIAS): The AIAS is an independent, 501c3 non-profit and student-run organization. This association is a cooperative between thousands of students in North America (of all ages and academic degrees) committed to helping each other. It provides a sense of community and a forum to share differing views. The AIAS is also a professional organization that is the official voice of architecture students. The AIAS organization describes its mission as one committed to the promotion of excellence in architecture education, training and practice, to foster an appreciation of architecture and related disciplines, to enrich communities in a spirit of collaboration and to organize students and combine their efforts to advance the art and science of architecture. (*Text from the AIAS website* http://www.aias.org/website/article.asp?id=8)

AIA 2x8 exhibition: Sponsored by the American Institute of Architects Los Angeles, this annual exhibition showcases exemplary student work from architecture and design institutions throughout California. In 2011, SCI-Arc student Naureen Meyer, was awarded a $1,750 scholarship provided by Moore Ruble Yudell Architects & Planners for her 2x8 exhibition entry titled *The Cosmetic Limit.* (http://www.aialosangeles.org/content/2x8-exhibit)

Materials Conference: In Spring 2011, with a goal of fostering a direct exchange between architects and companies invested in the field of advanced materials and fabrication technologies, SCI-Arc hosted *Material beyond Materials*—a composite tectonics conference on advanced materials and digital manufacturing. Located on the SCI-Arc campus in downtown Los Angeles, the two-day forum was open to students, faculty, and the professional community at large and explored technological advances in composite materials, innovations in construction, and current design discourse—with some of the most important names in today's building, fabrication and design industries.

Social media/online blogs/forums: The use of social media, online blogs, and forums have become integral to the way 21st century students communicate and participate with the professional community at-large. SCI-Arc students are active participants in these new communication methods. Facebook pages have been developed for SCI-Arc in general, as well as for the Institute's alumni, and 2011 Solar Decathlon team. In addition, SCI-Arc students are regular contributors to professional architectural forums such as Archinect (http://archinect.com/), an online forum dedicated to making architecture more connected and open-minded, and bringing together designers from around the world to introduce new ideas from all disciplines.

SCI-Arc's facilitation of student research, scholarship, and creative activities

Students at SCI-Arc have had several opportunities to participate in numerous faculty-led research projects since the last site visit, including opportunities to acquire new skills and knowledge outside of the classroom. Many of these opportunities are offered to students through faculty supervised research culminating in academic credit. Recent examples include:

SCI-Arc Gallery exhibitions: The gallery provides a space where practitioners, professionals, faculty, and students can learn about and experience provocative architecture. The gallery program allows exhibitors to experiment with new materials, concepts, or fabrication methods, reflecting SCI-Arc's encouragement of an experimental approach to construction materials and its emphasis on learning through building. Students have the opportunity to participate in workshops in which they work closely with the invited architect to assist in the fabrication and installation of the exhibit. Recent gallery exhibitions have been built, with the assistance of SCI-Arc students, by Greg Lynn, Hitoshi Abe, Barbara Bestor, Michael Maltzan, and Jakob + MacFarlane.

Solar Decathlon: An academic team from SCI-Arc and Caltech will compete in the elite international 2011 Solar Decathlon sponsored by the U.S. Department of Energy. Drawing on the talents of architecture students at SCI-Arc and engineering students at Caltech, the team will research, design, and build a solar-powered house to be displayed on the National Mall in Washington, D.C. Selection for participation in the competition comes with a $100,000 grant to be used toward the project. The team has spent a year and a half working on the house, which will be exhibited and judged in October 2011. The SCI-Arc/Caltech Team is the first from Southern California selected for the 20-team competition, held every other year. In addition to other teams chosen from the United States, there are finalists from Belgium, Canada, China, and New Zealand.

Materials Conference: In Spring 2011, with a goal of fostering a direct exchange between architects and companies invested in the field of advanced materials and fabrication technologies, SCI-Arc hosted *Material beyond Materials*—a composite tectonics conference on advanced materials and digital manufacturing. Located on the SCI-Arc campus in downtown

Los Angeles, the two-day forum was open to students, faculty, and the community at large and explored technological advances in composite materials, innovations in construction, and current design discourse—with some of the most important names in today's building, fabrication and design industries.

L.A. Cleantech Corridor Competition: In 2010, under the direction of SCI-Arc faculty members Peter Zellner and David Bergman, SCI-Arc's Future Initiatives (SCIFI) program partnered with *The Architect's Newspaper* to sponsor the open ideas Los Angeles Cleantech Corridor & Green District Competition. The competition asked architects, landscape architects, designers, engineers, urban planners, students, and environmental professionals to create an innovative urban vision for Los Angeles' Cleantech Corridor, a several-mile-long development zone on the eastern edge of downtown LA. It asked entrants to move beyond industrial uses—creating an integrated economic, residential, clean energy, and cultural engine for the city through architectural and urban strategies. Awards of more than $11,000 in prize money were presented by the Office of the Mayor of Los Angeles and the Community Redevelopment Agency of the City of Los Angeles (CRA/LA), and given in professional and student categories. The competition provided an open ideas forum for provocative, even revolutionary, new visions of LA's urban fabric and infrastructure.

C-Hub: Built in 2009, The Central Hub of SCI-Arc is a 19 ft. diameter table that is was designed to serve a range of cultural, social, academic, and administrative needs at SCI-Arc. C-Hub is comprised of 11 individual tables that come together to form one large surface that can be reconfigured inside the Kappe Library according to SCI-Arc's needs. The project was designed by F-Lab, a research-based design practice of SCI-Arc faculty members Heather Flood and Ramiro Diazgranados, committed to the production of architectural form and its relationship to contemporary architecture. The project was researched, designed, and fabricated on-site by a group of dedicated SCI-Arc students.

STUDENT ORGANIZATIONS – Student Union

The Student Union administers student activities and helps to support the student community at SCI-Arc. It helps to fund student-built work, student exhibitions, and student publications, as well as purchasing supplemental tools for departments such as the wood shop and computer resources, and sponsoring competitions and special projects. The Student Union organizes a weekly academic open house titled *Fridays at Five* - open to the entire school that allows the SCI-Arc community to discuss and meet informally each week. In addition, students sponsor an annual Thanksgiving lunch for all students, faculty and staff at SCI-Arc. Students select several speakers for the each year's lecture series, a unique and tremendous opportunity to shape discussion at the school. One student representative sits as a full member of the SCI-Arc Board of Directors for a two-year term. This student reports directly to and from the Student Union to the board. The representative also has full voting power and sits on committees that advise the Board. Two student representatives sit on the Academic Council, which allows the Student Union a formal arena for voicing their concerns not only to the Institute Director, but also to the faculty and staff in attendance. It provides an opportunity for students to participate in discussions with the academic leadership, faculty, and staff on policy decisions.

The Student Union cabinet meets once every two weeks with the student members of the Academic Council, the student representative to the Board and the representatives from each design studio. SCI-Arc's Academic Affairs Manager attends all Student Union meetings to offer the organization immediate advice and support from the administration.

I.2.2.   Administrative Structure & Governance

INSTITUTIONAL ORGANIZATION CHART

Board of Trustees

Director/CEO
(Eric Owen Moss)

Public Programs

Director of Academic Affairs
(Hsinming Fung)

Shop

IT/Computer Resources

Print Center

CFO/COO
(Jamie Bennett)

Undergraduate Programs
(John Enright, Chair)

Graduate Programs
(Hernan Diaz Alonso, Chair)

Registrar/ International Student Advising

Academic Affairs

Admissions

Library

Academic Counseling

Robot House

Recruitment & Outreach

Communications/ Publications

Human Resources

Facilities

Finance

Development

Financial Aid

Art Supply Store

Alumni Relations

ACADEMIC ORGANIZATION CHART

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                        ┌─────────────────────────┐
                        │      Director/CEO        │
                        │    (Eric Owen Moss)      │
                        └─────────────────────────┘
                                    │
                        ┌─────────────────────────────┐
                        │ Director of Academic Affairs │
                        │     (Hsinming Fung)          │
                        └─────────────────────────────┘
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Undergraduate Programs (John Enright, Chair) — Graduate Programs (Hernan Diaz Alonso, Chair)

Academic Affairs Manager

General Studies | Applied Studies | Cultural Studies | Visual Studies | Post-Graduate Programs (SCI-Fi / EST)

Design Immersion Days (DID) *Summer Program*

Making + Meaning *Summer Program*
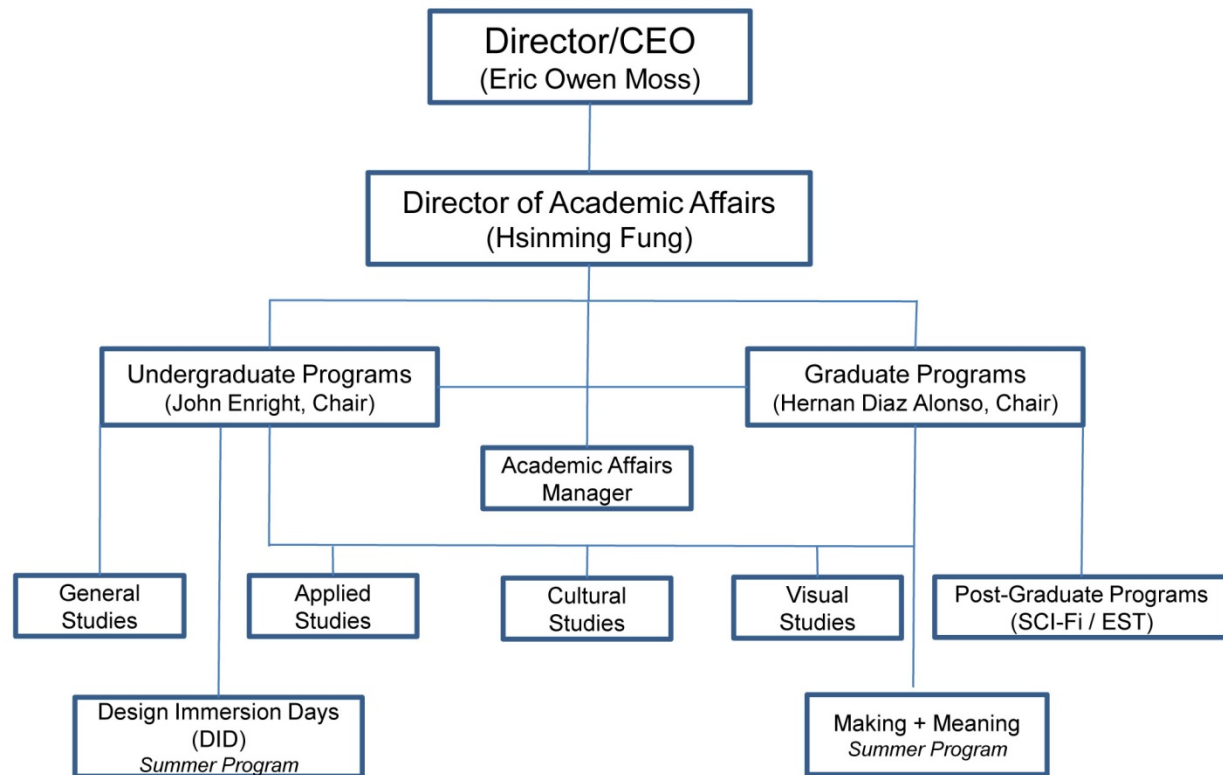
Description of the Academic Program's Administrative Structure:
The administrative structure of the academic architecture programs consists of the Director of Academic Affairs, the Undergraduate and Graduate Programs Chairs, the Applied, Cultural, Visual, and General Studies Coordinators (including Post-Graduate Coordinators (SCIFI, EST[m]) and Summer Programs Coordinators (Making + Meaning, Design Immersion Days). All positions are supported by the Academic Affairs Manager, the Assistants to the Directors and Programs Chairs, and additional administrative staff as described below.

The general responsibilities of these positions are as follows:

> **Institute Director/CEO (Eric Owen Moss):** The Institute Director is also the CEO of SCI-Arc. The Institute Director is responsible for the overall direction, academic integrity, fiscal planning, and fundraising of the institute. The Institute Director defines and articulates the philosophy and focus of the Institute's position in the field of architectural education. This position represents the Institute to community leaders, civic organizations and local businesses, and is responsible for overseeing the Institute's continued visibility in the architectural and non-architectural communities, to attract support, outside funding and a strong applicant pool.

> **Director of Academic Affairs (Hsinming Fung) -** The Director of Academic Affairs is the chief academic officer and is responsible to the Institute Director for all academic, accreditation, and faculty matters. The Director of Academic Affairs provides day–to-day critical oversight of the

SCI-Arc educational culture, making appropriate adjustments to sustain institutional resiliency, including the overall coordination of the administration, finance, and development of instructional policies and academic programs.

Academic Program Chairs – (Undergraduate - John Enright) (Graduate – Hernan Diaz Alonso): The Academic Program Chairs develop and oversee the academic program curricula and development of new courses and pedagogical approaches in consultation with the Institute Director and the Director of Academic Affairs. In addition, the Program Chairs lead the Undergraduate and Graduate Curriculum Committees, Admissions Committee, aid in student recruitment efforts, conduct faculty searches and work with Program Coordinators and the Director of Academic Affairs on faculty recruitment and assessment of faculty performance.

Academic Program Coordinators: The Academic Program Coordinators work with the Academic Programs Chairs and Director of Academic Affairs on the administrative responsibilities regarding SCI-Arc's Applied, Cultural, Visual, and General Studies curriculums of the professional degree programs. Coordinators are also appointed for SCI-Arc's Post-Graduate Programs (ESTm, SCIFI) and Summer Programs (Making + Meaning, Design Immersion Days). The Coordinators recommend the hiring of appropriately qualified adjunct faculty to the Institute's Director of Academic Affairs and Program Chairs and help to develop a vision for the program in terms of both improving existing course offerings and projecting new course offerings. They develop preliminary faculty assignments for each semester based on available full-time and adjunct faculty, and review faculty performance at the end of each semester with the Program Chairs. The Program Coordinators also participate on studio and seminar reviews, student advising, and representation on faculty governance committees.

Academic Affairs Manager – (Paul Holliday): The Academic Affairs Manager supports the Director of Academic Affairs and Graduate and Undergraduate Program Chairs in advancing the academic goals and policies of the Institute. The position serves as the Accreditation Liaison Officer (ALO) for SCI-Arc responsible for preparing all accreditation reports and visits for both WASC and NAAB.

Registrar/International Student Advisor – (Lisa Russo): The Registrar/International Student Advisor oversees the process of registration including building the schedule of classes, scheduling faculty room assignments, and reconciliation of on-line enrollment, grading and transcripts. The Registrar/International Student Advisor prepares enrollment management information for the Institute Director and Finance Committee to help project enrollment each term. This position advises F-1 and J-1 students and scholars, processes visa paper work, maintains program participation with the Department of Homeland Security, and submits annual IPEDS reports for the Department of Education.

Academic Counselor – (Peter Dung): As the Academic Counselor for SCI-Arc's 500 students, this position is responsible for the design, development, and delivery of academic counseling and intervention programs. The Academic Counselor advises students as to their academic standing, and supports them in their learning and progress towards graduation. The Academic Counselor serves as the IDP Coordinator for SCI-Arc.

Admissions Director – (TBA): The Admissions Director works closely with school leaders to ensure that the Institute attracts a sufficient number of highly-qualified applicants from which a highly competitive Graduate and Undergraduate programs can be developed. The Admissions office is supported by the Admissions Manager and the Admissions/Recruitment Assistant.

Director of Recruitment and Outreach – (Kirstie Rothauge): This position works closely with the Admissions Director and other school leaders to attract and enroll highly-qualified students. This position is responsible for developing and implementing strategies for recruitment, process and yielding of applicants into all of SCI-Arc's offered programs. The position establishes and

cultivates partnerships with a variety of architectural and visual arts schools and community organizations. This position is supported by the Admissions/Recruitment Assistant.

Financial Aid Director – (Helen Lara): The Financial Aid Director manages financial aid programs for SCI-Arc, including planning, organizing, establishing and implementing internal operational policies and programs. The Financial Aid Director stays informed regarding changes in the financial aid laws and regulations; interprets, applies, communicates and ensures compliance with applicable federal, state and local laws, rules, and regulations relating to the provision of financial aid to students. The Financial Aid office is supported by the Financial Aid Counselor and the Financial Aid Assistant.

Assistants to the Directors and Program Chairs - (Stephanie Atlan, Emily Reiter): The Assistants to the Directors and Program Chairs are responsible for coordinating and organizing schedules for the Institute Director, Director of Academic Affairs, as well as the Undergraduate and Graduate Programs Chairs. They help to maintain the flow of information to and from the Director's office. These positions provide support to the Board of Trustees, faculty, staff, and students.

Library Manager – (Kevin McMahon): The library manager—with one part-time Assistant Librarian—supervises SCI-Arc's print and digital, book, magazine, media and database resource collections. Duties include coordinating technical services, circulation, acquisitions, reference assistance, bibliographic instruction, and assisting the Development Office with proposals and reports. The Librarian also regularly interfaces with faculty to develop library resources and course curricular reading lists.

Media Manager- (Reza Monahan): The Media Manager provides audio/visual technical support and set up assistance to SCI-Arc administration, students, faculty, and guests for presentations, lectures, and other events. The Media Manager is responsible for archiving digital media of lectures, reviews, and discussions. In addition, the Media Manager will oversee the upcoming creation and launch of the SCI-Arc Online Archive project and will work closely with the Administration on any New Media projects as they arise.

Shop Manager – (Rodney Rojas): The Shop Manager is responsible for overseeing the day-to-day operation of the Institute's Fabrication Shop. The Shop Manager assists faculty and students in the production of their work. The Shop Manager is a member of SCI-Arc's Technology committee providing information on and evaluating new digital tools and softwares, and new hand tools as they become available. This position oversees safety training and ensures all students and faculty are trained in proper usage of equipment. The Shop Manager is supported by the Shop Master, the Woodworking Specialist and five CNC/Fabrication Specialists.

Information Technology Director – (Vic Jabrassian): The IT Director coordinates planning and implementation of academic and administrative computing services, including, but not limited to, software and hardware, network capabilities and administration, and database systems. This position supports studio/classroom, laboratories, printing facilities, faculty, staff and individual students. The IT department is supported by the Network/Systems Administrator, the Database Administrator, the Computer Technician, and the Print Center Coordinator.

Robot House Manager and Robotics Technical Instructor – (Nazareth Ekmekjian): The Robot House Manager/Robotics Technical Instructor oversees the day-to-day operations of the Robot House and assists faculty and students with projects. In addition, this position teaches courses in robot operation and assists in developing and implementing end-arm tooling including adapting existing tools and designing and building new tools.

Public Programs Coordinator – (Wendy Heldmann): The Public Programs Coordinator is responsible for coordinating all public programs at SCI-Arc including exhibitions, special events,

symposiums and the lecture series. All events are coordinated with the institutions interests in mind, especially with the intent to educate students and the public about architecture.

Opportunities for Involvement in Governance by Faculty, Staff, and Students:
Faculty, Staff, and Students have equitable opportunities to participate in program and institutional goverence through the following committees at SCI-Arc:

Board of Trustees (Board members, Institutional and Academic Leadership, Faculty, students): Members of the Board of Trustees serve as stewards of the mission of the school and are responsible for the fiduciary policies and long term health of the institution. The Board dedicates themselves to upholding and strengthening the quality of education for the students of SCI-Arc. Their performance is related to the continued strength and vitality of the Institute. The Board of Trustees consists of twenty-five members including recognized leaders in the areas of architectural design, art, finance, real estate, law, and real estate development, as well as representation by SCI-Arc faculty and students. The Board of Trustees meets four times per year throughout the year.

Academic Council (Faculty, Students, Staff, and Leadership): The Academic Council formulates, implements and evaluates aspects of the academic development and management of the Institute. It provides an opportunity for students, faculty, and staff to participate in discussions with SCI-Arc's leadership on policy decisions. Its membership consists of representatives from the Institutional and Academic Leadership, Faculty Council, Student Union, and staff at-large. Meetings of the Academic Council occur once a month during the academic year and are open for anyone to attend. Reports of the council's deliberations are made available to the Board of Trustees, faculty, and students. The Academic Council appoints working committees as needed to assist with research and implementation. These include the Technology Committee, the Admissions Committee, the Portfolio Review Committee and the Scholarships Committee.

Student Union (Students, Staff representation): The Student Union administers student activities and helps to support the student community at SCI-Arc. It helps to fund student-built work, student exhibitions, and student publications, as well as purchasing supplemental tools for departments such as the shop and computer resources, and sponsoring competitions and special projects. The Student Union also selects several speakers for each year's public lecture series. SCI-Arc's Academic Affairs Manager attends each meeting of the Student Union to provide the group representation from SCI-Arc's administration.

Faculty Council (Faculty): The Faculty Council considers issues of importance to the SCI-Arc Faculty and Institute and formulates proposals for submission to the Institute Director, Director of Academic Affairs, Academic Program Chairs, and/or Academic Council. The Faculty Council is made up of all current faculty members and elects four members of the faculty to serve on the Academic Council and one representative to the Board of Trustees. The Council meets a minimum of once a semester, or as needed.

Curriculum Committees, Graduate/Undergraduate (Faculty and Academic Leadership)
The Curriculum Committees at SCI-Arc are a forum for the evaluation of efficacy, relevance and coordination of class content with regard to the Institute's pedagogy and professional licensure requirements. When changes are needed, this body works with appropriate faculty and campus constituencies to form new standards and/or directions. The Curriculum Committees meet on a prescribed schedule set by each Program Chair, generally twice per term.

Academic Affairs Committee (Institutional and Academic Leadership, Faculty, Students):
The Academic Affairs Committee addresses the concerns and resolutions of faculty and personnel conflicts. The committee helps to resolve disputes between faculty members, students, and staff/administration. It has the responsibility to review grievances or appeals of grievance decisions from faculty members. The members of the Academic Affairs Committee

consist of the Chairman of the Board, the Institute Director, the Director of Academic Affairs, Undergraduate and Graduate Programs Chairs, and faculty and student representatives to the Board of Trustees.

Other Degree Programs Offered at SCI-Arc:

Future Initiatives (SCIFI) – M.DesR
Future Initiatives at SCI-Arc is an intensive research-based, post-professional degree program and think tank dedicated to generating pertinent examinations of contemporary civic design, city formulation, and urban regulation. Working over three sequenced terms, Future Initiative students develop solution-seeking research and design grounded in the study of the history of urban and regional development methods, city planning and city management tools. Students who successfully complete the program are awarded a Masters of Design Research (M.DesR) degree.

The Future Initiatives curriculum takes a sequential approach to understanding and rethinking city making. Students focus on identifying adaptive and holistic—rather than rigid and segmented—responses to economic, social and environmental pressures. As a center for research and discussion, the program connects academics, theorists and architects with public agencies and those in private development to generate debate around the role of cities and urban systems. The Future Initiatives program promotes and extends its academic mission nationally and internationally via its publications, public forums, exhibitions and competitions.

Emerging Systems and Technologies | Media (EST^m) - M.DesR
In Fall 2011 SCI-Arc, merged the former MediaScapes program to launch the Emerging Systems and Technologies | Media degree program, leading to the award of a Master of Design Research (M.DesR) degree. The EST^m program is a rigorous, experimental post-professional degree program focused on data-based and physical investigations into the rapidly evolving fields of digital design, innovative fabrication methodologies, new medias and new building systems. The program is positioned as a leading center for advanced research into emerging materials, robotics and sustainable engineering.

Focused on the status of architectural design within the context of rapidly evolving digital design, fabrication, media and material technologies, the EST^m program cultivates live prototyping, original scholarship, and design investigations. Operating as an innovation center and design research laboratory, the EST^m program works in partnership with a wide range of industry and institutional leaders.

Testing new levels of environmental performance that will be the basis for experimental design practice in the 21st century, the EST^m program prepares its students to successfully integrate formal, technical, logistical, and material processes into advanced architectural design. It is open to graduates in architecture, engineering, product design, and computer sciences who wish to develop advanced research and design skills in the context of emerging materials and new production paradigms, such as robotics and sustainable engineering. Over the course of one year of study, students are encouraged to imaginatively define next-generation architecture in the form of specific projects, structural morphologies, information technologies and advanced material/construction systems.

The EST^m program will take advantage of the newly launched SCI-Arc Robot House, made possible through generous grants from Staubli Robotics and the Fletcher Jones Foundation.

I.2.3.   Physical Resources

<u>**General Description:**</u>
SCI-Arc is located in the Arts District of downtown Los Angeles in the quarter-mile long former Santa Fe Railroad freight depot building. Designed by architect Harrison Albright, the depot was originally built in 1907 as two parallel 1,250-foot long twin structures stretching along Santa Fe Avenue. Albright used reinforced concrete for its turn-of-the-century design of the depot—its second use in Los Angeles. In the early 1990s, the western depot was demolished, leaving only one of the pair standing.

The renovation of the remaining structure took about 9 months to complete between fall 2000 and summer 2001. Inside the building, three steel mezzanines have been built to add an additional, required 35,000 square feet of space to the existing 53,000 square foot building, and to stabilize the shell. The architect left the shell unengaged to reveal its bones and framework, and each mezzanine is sited and shaped uniquely. The first classes were held in the depot in September 2001.

In April 2011 the Institute officially purchased the former freight depot building as its permanent home. The campus purchase is a significant goal realized for SCI-Arc, as the depot will be the school's first permanent home in its 39-year history. For downtown Los Angeles, the purchase of the Santa Fe Freight Depot building by SCI-Arc is a key moment in the economic stability of an underdeveloped area of the city—the eastern edge of downtown. By owning its campus, SCI-Arc becomes a permanent player with a significant stake and role in the long-term revitalization of the area—the third major redevelopment zone in downtown Los Angeles along with LA Live and Grand Avenue.

Overall, the Institute offers students an integrated suite of tools and facilities to support academic progress and experimentation. These include some of the most advanced digital fabrication machines available, computer facilities with all software necessary for the Institute's curriculum, low-cost printing, a supply store, and a library dedicated to the study of architecture and related disciplines. Next are labeled plans and descriptions of the facilities available to SCI-Arc students, faculty, and staff.

SCI-Arc Building - SOUTH
960 E. 3rd Street, Los Angeles, CA. 90013
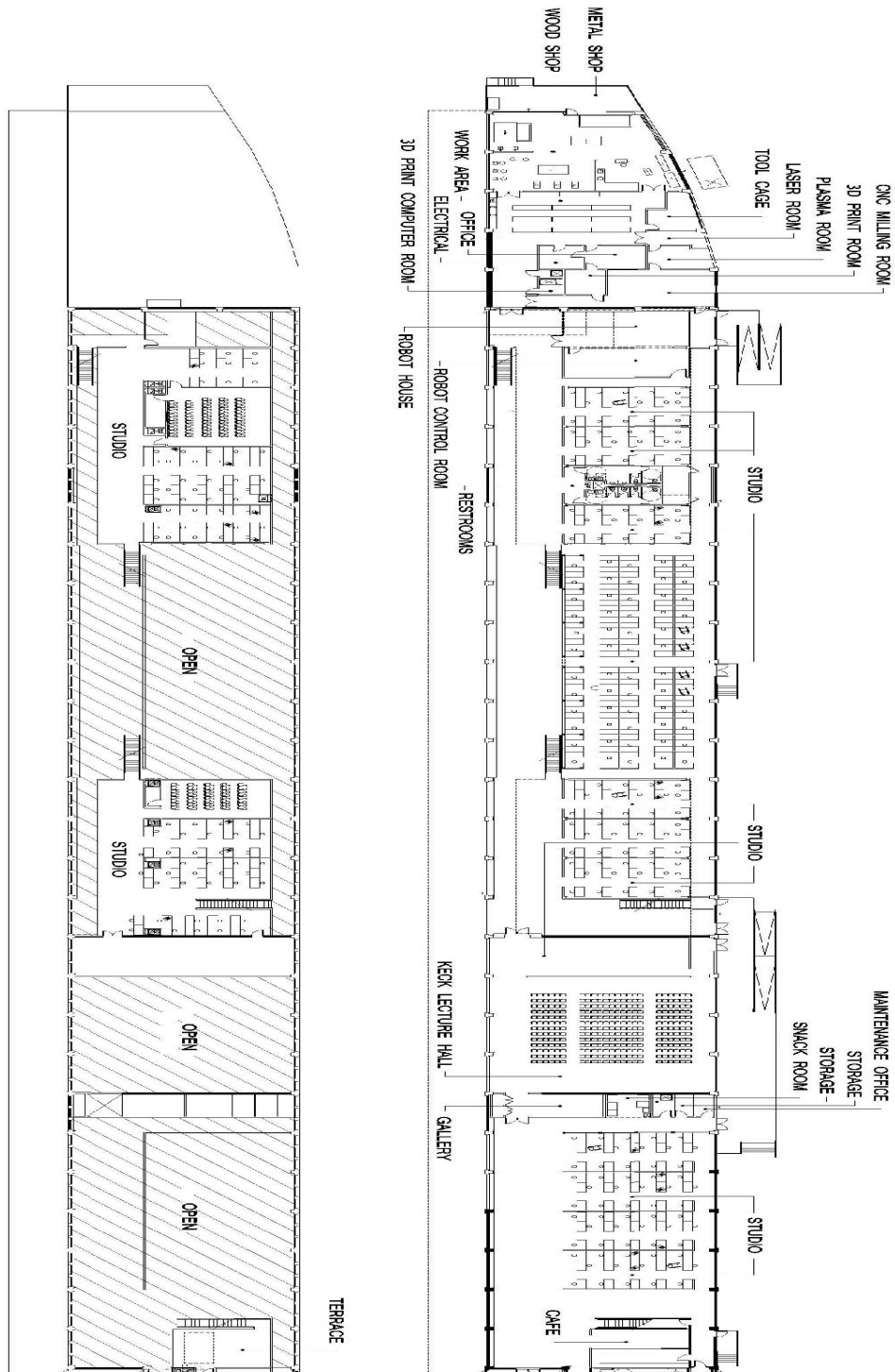
SCI-Arc Building - NORTH
960 E. 3rd Street, Los Angeles, CA. 90013
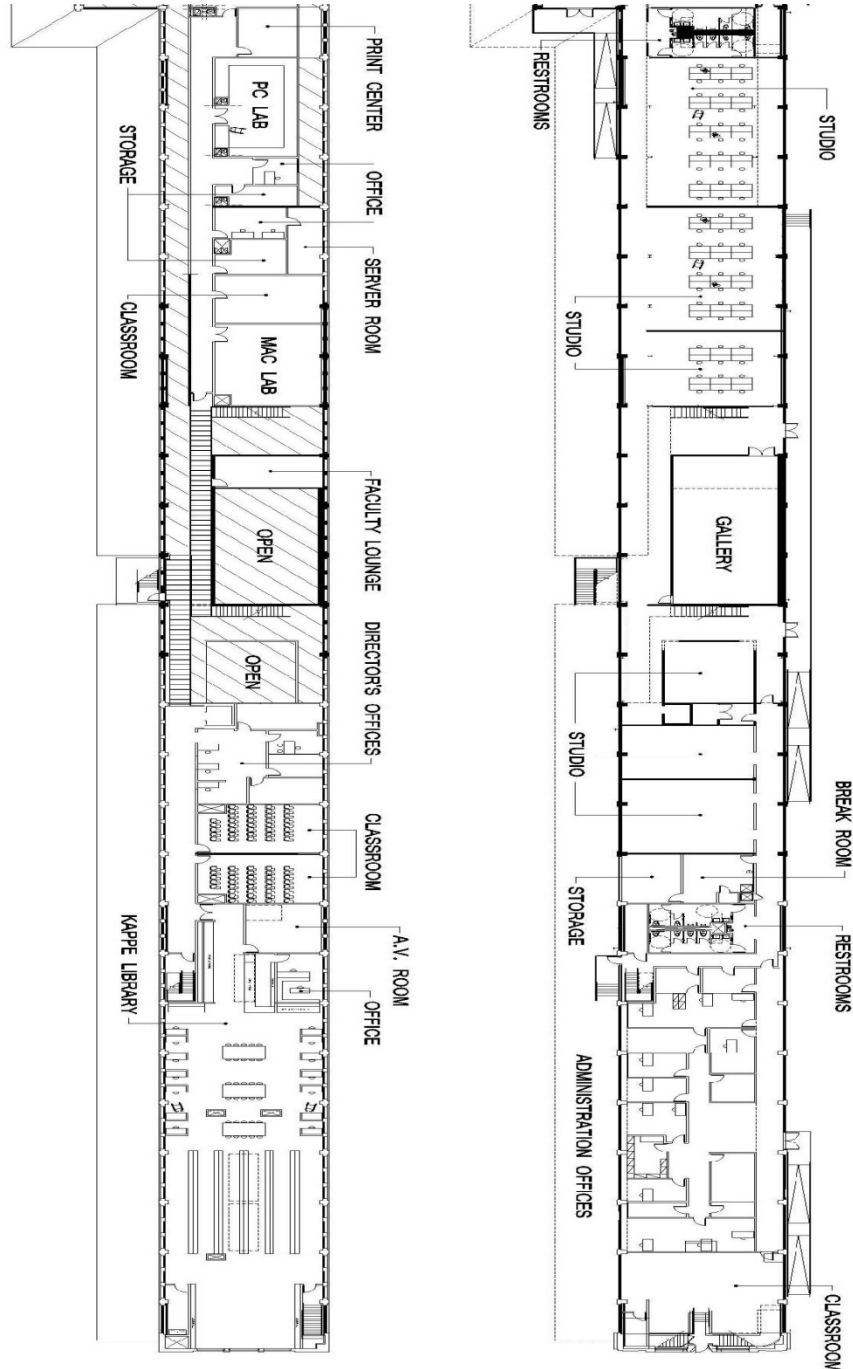
Administration Offices:

The administration offices make up approximately 4,800 square feet of the north end of the SCI-Arc building. These spaces are split between the 1st floor which houses the majority of the administration offices including Reception, Admissions, Academic Counseling, Human Resources, Registrar, Facilities, Finance/Financial Aid, and Publications, as well as the office of the COO. The building also has dedicated space for staff and faculty meeting or break rooms. The second floor administration area includes the offices of the Institute Director, Academic Affairs Director, as well as the Undergraduate and Graduate Programs Chairs.

Studios:

SCI-Arc has approximately 26,000 square feet of dedicated space used for studios. These individual spaces are separated into bays which can accommodate studios of anywhere between 15 students to 70 students. Each student has a dedicated desk and workspace in the studio with 24-hour access to the studio and desk during the entire semester. The desks are custom fabricated for the school and provide a storage cabinet, electrical and wireless internet access.

Seminar Rooms:

The building provides 4 traditional classrooms that range from approximately 550 square feet to 1,100 square feet and hold between 25-80 students each. SCI-Arc also holds larger lecture seminars in the 4,600 square foot Keck Lecture Hall which is equipped with a large format projector, lighting, and audio system. Each classroom and the lecture hall are equipped with wireless internet access.

Keck Lecture Hall:

Designed as a large multipurpose room, the 4,600 square foot Keck Lecture Hall hosts the weekly SCI-Arc lecture series, large sized lecture classes, exhibitions, as well as studio project and Thesis reviews. In addition, the lecture hall is used for special events at SCI-Arc, such as new student orientation, open house, community or organizational meetings, receptions, and the Student Union organized all-school Thanksgiving lunch. The lecture hall is equipped with a moveable stage and podium, rolling walls which can be used to divide the room into smaller sections, a large format projector, lighting, and audio system, as well as wireless internet access.

Kappe Library:

The only academic library in Southern California focused on architecture, the Kappe Library welcomes all architectural researchers. Located on the second floor of the north end of the SCI-Arc building, the library provides a comfortable environment for research. The print collection is made up of over 19,000 books in 97 subject areas, with architecture and related technical and design subjects accounting for most of the collection. Approximately 1,500 titles are added each year. Books are arranged on open stacks according to the Library of Congress alpha-numeric system. The library maintains 100 subscriptions, and has over 3,000 bound volumes of back issues. Digital collections include subscriptions to online article databases, indexes, eBook collections and other resources In addition, the Kappe Library loans audio visual equipment to students and faculty, including digital projectors, and digital video cameras.

Computer Facilities:

SCI-Arc's Information Technology Department includes two computer labs located on the second floor in the middle of the SCI-Arc building. The computer labs provide a technologically rich environment for research, learning and teaching. The two labs are split as a PC lab and the other as a Mac lab. Other services available to all SCI-Arc students, faculty and staff are email, networked files, print, web and ftp servers. Each student has a desk with wired and wireless internet access, 24/7 access to the state of the art PC and Mac labs, free black and white network printing, on-site full color large format printing and high volume duplex laser printers.

Print Center:
        The SCI-Arc Print Center provides students and faculty with access to large format high resolution color laser prints at a fraction of typical service center prices. We currently have two 42" (12 color plotters) and an Image press C1 (up to 12x18) multi-purpose machine.

Fabrication Shop:
        The 5,000-square-foot facility plays an integral role in student work and includes a machine room, bench room, metal working area and multiple assembly spaces. Students can realize their designs using modern CNC equipment which includes 3-axis milling machines, high-speed laser cutters and 3D printers employing powder, ABS and urethane plastic media, complementing traditional wood and metal working equipment and full vacuum-forming capabilities.
        Students are given daily access to a wide variety of hand, power and machine tools. They are also provided with instruction in a range of disciplines including model and furniture making, molding of rubbers and plastics, mold fabrication, wood and metal working, general machining, welding, CNC file preparation and de-bugging and all aspects of the design process from a staff of 8 experienced craftsmen.
        The facility enables and encourages experimentation with materials such as concrete, metals, plastics and alternative green materials, allowing for the creation of full-scale projects.

CNC/Digital Fabrication Facilities:
        SCI-Arc is equipped with some of the most advanced digital fabrication machines available. Tools include computer numerically controlled ("CNC") machinery designed specifically for architecture and design, laser cutters, a vacuum-former, a 3-axis milling machine and 3D printing stations capable of sculpting surfaces in a variety of materials, including wood, plastic and aluminum, from CAD and CAM files. All of the CNC machinery interfaces with the most current industry standard software and protocols. Students are able to output and fabricate their work using all the most popular design software.

Robot House:
        The double-height 1,000-square-foot Robot House is a research space for hands-on collaborative experimentation, advanced multi-robotic fabrication, and exploration of innovative architectural design techniques. Robot House is comprised of two main spaces. The Robot Room is where the five large Stäubli robots are configured in a multi-robot work cell. This multi-robot layout allows for a wide range of interaction between the robots' end-of-arm-tooling and materials by utilizing process sequences refined in the simulation environment. The adjacent Robotics & Simulation Lab houses the smaller Stäubli TX40 laboratory robot and is where students, along with their instructors, conduct hands-on research and simulations.

Project Review Areas:
        SCI-Arc offers approximately 9,300 square feet of space used for project reviews and/or studio/seminar exhibition areas. The South Gallery (3,600 sq. ft.), North Gallery (1,270 sq. ft.), Keck Lecture Hall (3,406 sq. ft.), SCI-Arc Gallery wall (590 sq. ft.), and Fishbowl Gallery (528 sq.ft.). These areas can be reserved by faculty or staff throughout the year to host studio pin-ups, mid-term, and final reviews. In addition, these areas may be reserved for studio/seminar or special exhibitions of student or faculty work.

SCI-Arc Gallery & SCI-Arc Library Gallery:
        The SCI-Arc Gallery is the only cultural institution in Los Angeles committed to exhibiting experimental projects by contemporary architects. The works created for the space occur at the intersections of architecture, urban planning, design, and art. Each of the SCI-Arc Gallery's five yearly exhibitions is executed as a workshop in which students work closely with the invited architect to assist in the fabrication and installation/de-installation of the exhibit. The goal of the gallery is to exhibit work that provokes critical discussions of current building practices – it is a space where practitioners, professionals, faculty, students, and the public can learn about and experience provocative architecture.
        The SCI-Arc Library Gallery hosts exhibitions of built projects, design proposals and student work, fabricated and installed by SCI-Arc students and faculty as well as architects and students from

around the world. These formal, didactic exhibitions activate the traditional study environment into a space for auxiliary discourse and research.

SCI-Arc Supply Store:
      Located near the school on Traction Avenue, the SCI-Arc Supply Store supports the SCI-Arc curriculum, providing the tools and materials necessary to allow students to experiment with model making and drawing. It also provides books and readers for seminars. The store serves both the student body and the downtown community by offering low prices for architecture and art supplies. The extensive inventory of model-making materials includes a wide selection of bass- and hardwoods, as well as plastic, metal, and wood structural shapes.

SCI-Arc Café:
      Since the fall of 2009, the SCI-Arc Café provides healthy and affordable meal options for students, faculty, and staff at SCI-Arc. The café is run by the highly rated Los Angeles restaurant vendors Gram & Papa's and offers items such as coffee, sandwiches, salads, fruit, and snacks Monday through Friday from 9:00am-7:00pm. Dining options are also available through gourmet food trucks in our parking lot.

Proposed Changes to the Physical Facility:
With the recent acquisition of the current Santa Fe freight depot building, SCI-Arc is now in the early stages of assessing the school's space and facility needs for the future. During the summer of 2011 SCI-Arc began to re-think a new Master Plan of the existing facility to make the space work better for current and future programs. Some of the changes currently being considered are:
- Upgrading the technology capabilities of seminar classroom 160 to include a new projector and screen, as well as upgrades to the room acoustics and lighting.
- The possibility of adding a second level to the current North Gallery to facilitate additional studio space for students and faculty.
- Expansion of the current Shop facilities.
- Renovating the SCI-Arc café to include a lounge area for students, faculty, and staff.
- Moving the current Supply Store to a larger location closer to the current SCI-Arc building giving the Store additional square footage for operation and storage. In addition, this new space could be used for new administrative offices which could open up space for additional studio, seminars or offices in the current facility.
- A study of "Lot D" (current SCI-Arc parking lot) – also acquired in the building purchase – for future facility possibilities.

Hardware available in the Computer Labs:
- Intel Mac Pro workstations
- All workstations running OS "Snow leopard"
- Quad core Intel Dell Precision workstations
- All workstations running XP pro (Soon to be Win 7 Pro)
- Film slide and letter size scanning stations (available in the Kappe Library)
- 3D Scanner (available in the Kappe Library)
- High volume up to 11"x17" duplex laser printers (available campus wide)

Software available in the Computer Labs:

Mac lab software	PC lab software	
Adobe Acrobat Pro	Adobe Acrobat Pro	Monkey for Rhino
Adobe After Effects	Adobe CS Suite	Autodesk Maya
Adobe CS Suite	Adobe Flash	Microsoft Office Pro
Arduino	AutoCAD	Mozilla Firefox
Autodesk Maya	Autodesk Revit	Nero
Cyberduck	CatalystEX	Python
Final Cut Pro	Core FTP LE	Rhinoceros

Google earth	Digital Project	Solid Thinking
Google Sketchup	Flamingo for Rhino	Solidworks
MaxMSP	Google Earth	SurfCAM
Microsoft Office	Google Sketchup	VLC media player
Mozilla Firefox	Grasshopper for Rhino	Zprint
Processing	Magics	
Toast	Maxwell Render	
VLC media player	Maxwell for Rhino	

Network and Other Computer Resources Available:
The following IT services are available to all students at SCI-Arc:

- High speed internet access at all desks
- Campus wide wireless access for mobile devices
- Campus wide wireless (a, b, g speeds)
- my.sciarc.edu (student portal)
- File server for student collaboration
- FTP server for off-campus file access
- SCI-Arc email account
- 24/7 access to the Mac and PC Labs
- Free double-sided black and white laser prints up to 11 x 17
- On site full color large format printing at a nominal cost (Print Center)

my.sciarc.edu:
The official campus portal of SCI-Arc, my.sciarc.edu allows students to view course catalogues, register for classes and view grades. Faculty can use my.sciarc.edu to post syllabi, handouts, bookmarks, reading assignments and maintain online grade-books. In addition, my.sciarc.edu contains valuable tools and information such as network port activation forms, online campus directory, announcements, calendars and many other features.

Identification of Significant problems:
SCI-Arc has not identified any significant problems that impact the operation or services of the institution. However, with the recent purchase of the current facility and the on-going Master Plan study, SCI-Arc looks forward to re-imagining the vision of the building to be more efficient for program needs and offer more opportunities for the future.

I.2.4. Financial Resources

Program Budgets since last visit:

Change in unrestricted net assets:

Revenues:	2006	2007	2008	2009	2010
Tuition	$10,257,446	$10,640,833	$12,322,530	$12,390,396	$14,189,655
Contributions and grants	747,008	1,030,579	1,239,693	1,474,946	1,552,243
Supply store	512,957	550,861	561,270	572,053	569,001
Investment income	152,506	261,753	212,235	53,292	30,308
Other income	370,235	259,793	272,777	364,754	458,645
Gain on sale of Swiss property	-	-	-	-	2,031,324
Net assets released from restrictions	40,445	28,934	191,602	160,964	100,000
Total revenues	$12,080,597	$12,772,753	$14,800,107	$15,016,405	18,931,176

Expenses:

	2006	2007	2008	2009	2010
Instruction	$6,132,888	$6,204,036	$6,934,536	$7,686,865	7,931,473
General and administrative	2,574,018	2,802,788	3,186,608	3,422,158	4,370,111
Financial aid and scholarships	1,075,272	1,191,588	1,638,593	1,816,485	2,086,985
Depreciation	213,777	234,623	327,966	360,658	578,421
Cost of sales	310,089	358,227	354,766	342,973	345,985
Foreign exchange loss	23,974	16,775	71,494	28,527	-
Interest	88,179	93,609	73,351	19,804	6,586
Total expenses	$10,418,197	$10,901,646	$12,587,314	$13,677,470	15,319,561

Change in unrestricted net assets	2006	2007	2008	2009	2010
	$1,662,400	$1,871,107	$2,212,793	$1,338,935	3,611,615
Change in temporarily restricted net assets:	2006	2007	2008	2009	2010
Donations	$52,289	$922,551	$70,808	$107,806	$209,704
Net assets released from restrictions	(40,445)	(28,934)	(191,602)	(160,964)	(100,000)
Change in temporarily restricted net assets	$11,844	$893,617	$(120,794)	$(53,158)	$109,704
Change in permanently restricted net assets:	2006	2007	2008	2009	2010
Donations	-	-	-	13,324	294,252
Change in net assets	$1,674,244	$2,764,724	$2,091,999	$1,299,101	$4,015,571
Net assets, beginning	2,160,627	3,834,871	6,599,595	8,691,594	9,990,695
Net assets, ending	$3,834,871	$6,599,595	$8,691,594	$9,990,695	$14,006,266

Net Assets:
The Institute's net assets as of August 31, 2006, 2007, 2008, 2009 and 2010 were as follows:

Net assets:	2006	2007	2008	2009	2010
Unrestricted	$3,376,908	$5,248,015	$7,460,808	$8,799,743	$12,411,358
Temporarily restricted	168,022	1,061,639	940,845	887,687	997,391
Permanently restricted	289,941	289,941	289,941	303,265	597,517
Total net assets	$3,834,871	$6,599,595	$8,691,594	$9,990,695	14,006,266

SCI-Arc Financial Forecast:

	2011	2012	2013	2014	2015	2016	2017
FTE Enrollment	544	547	549	550	550	550	551
Revenue							
Tuition	$ 14,898,000	$ 15,142,510	$ 16,275,387	$ 17,551,533	$ 18,829,548	19,394,434	19,976,267
Scholarships[3]	(892,000)	(1,362,826)	(1,627,539)	(1,755,153)	(1,882,955)	(1,939,443)	(1,997,627)
Housing Allowances[4]	-	(32,000)	(64,000)	(96,000)	(128,000)	(160,000)	(160,000)
Development contribution to operations	850,000	875,500	901,765	928,818	956,682	985,383	1,014,944
Student Fees	275,000	283,250	291,748	300,500	309,515	318,800	328,364
SCI-Arc Enterprises (Store, Print, CNC and Park	115,000	118,450	122,004	125,664	129,434	133,317	137,316
Interest	35,000	30,000	30,900	31,827	32,782	33,765	34,778
Other	6,000	6,180	6,365	6,556	6,753	6,956	7,164
Total Revenue	$ 15,287,000	$ 15,061,064	$ 15,936,630	$ 17,093,745	$ 18,253,759	$ 18,773,212	$ 19,341,208
Expenses	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**
Salaries and Benefits	$ 8,160,000	$ 8,554,800	$ 8,911,444	$ 9,178,787	$ 9,454,151	$ 9,737,775	$ 10,029,909
Facility Rent	1,083,800	132,000	135,960	140,039	144,240	148,567	153,024
Security	275,000	283,250	291,748	300,500	309,515	318,800	328,364
Contract Maintenance and Labor	239,000	246,170	253,555	261,162	268,997	277,067	285,378
Insurance	150,000	151,500	153,015	154,545	156,091	157,652	159,228
Legal	105,000	108,150	111,395	114,736	118,178	121,724	125,375
Utilities	226,000	230,520	235,130	239,833	244,630	249,522	254,513
Consulting & Temporary Services	118,000	121,540	125,186	128,942	132,810	136,794	140,898
Printing and Publication	175,000	180,250	185,658	191,227	196,964	202,873	208,959
Repair & Maintenance	193,000	198,790	204,754	210,896	217,223	223,740	230,452
Supplies	268,086	276,129	284,412	292,945	301,733	310,785	320,109
Computer Hardware/Software	127,000	130,810	134,734	138,776	142,940	147,228	151,645
Bad Debt	100,000	100,000	100,000	100,000	100,000	100,000	100,000
Travel	255,000	262,650	270,530	278,645	287,005	295,615	304,483
Other Expenses	1,039,114	1,070,287	1,102,396	1,135,468	1,169,532	1,204,618	1,240,756
Total Expenses	$ 12,514,000	$ 12,046,846	$ 12,499,916	$ 12,866,502	$ 13,244,008	$ 13,632,760	$ 14,033,095
Operating Income Available for Debt	$ 2,773,000	$ 3,014,218	$ 3,436,714	$ 4,227,242	$ 5,009,751	$ 5,140,452	$ 5,308,114
Total Net Debt Service	$ 360,000	$ 1,080,000	$ 1,080,000	$ 1,080,000	$ 1,080,000	$ 1,080,000	$ 1,080,000
Debt Service Coverage	7.70x	2.79x	3.18x	3.91x	4.64x	4.76x	4.91x
Income After Debt Service	$ 2,413,000	$ 1,934,218	$ 2,356,714	$ 3,147,242	$ 3,929,751	$ 4,060,452	$ 4,228,114
Capital Expenditures (Cap-Ex)[1]	$ 1,350,000	$ 1,200,000	$ 1,260,000	$ 1,323,000	$ 1,389,150	$ 1,458,608	$ 1,531,538
Surplus [2]	$ 1,063,000	$ 734,218	$ 1,096,714	$ 1,824,242	$ 2,540,601	$ 2,601,844	$ 2,696,576

1) 1.2 million in 2012 and increases 5% per annum thereafter

2) Surplus amounts shown reflect no investment income

3) Scholarship increase to 10% of tuition by 2013

4) Housing Allowance of $6,400 per annum increases to 25 students by 2016

Institutional Financial Issues – A Brief Narrative:
　　　　Since the last NAAB visit, SCI-Arc has worked to redefine the institutional and financial planning process at the Institute. With a current enrollment of approximately 500 students per year – with no plans to reduce or increase enrollment in the immediate future - SCI-Arc continues to operate in a very healthy financial manner. However, even with no plans of changing average enrollment numbers, the importance of planning for the future and ensuring that SCI-Arc's stated strategic plan is properly funded cannot be underestimated. As a result the SCI-Arc management team, through the guidance of the Chief Operating Officer and the Finance Director, and with the direction from the Institute Directors and Board of Trustees, has developed together a financial forecast to assure appropriate funding is in place to support the stated mission and strategic plan of SCI-Arc. The creation of this financial forecast has allowed SCI-Arc to design strategies to achieve the Institute's current and future goals, and to ensure there is the proper funding in place to get there. Some highlights of the SCI-Arc financial forecast are as follows:

　　Building Purchase: The SCI-Arc Strategic Plan identified the acquisition of a permanent home as one of the Institute's most important goals. In 2011 SCI-Arc officially purchased the current Santa Fe Freight Depot building, where the school has been located since 2001. The campus purchase has been a significant goal realized for SCI-Arc, as the depot will be the school's first permanent home in its 39-year history.

　　The recent building purchase was made possible through responsible and conservative funding models which allowed SCI-Arc to not only contribute a significant portion of cash up front but also to receive an "investment grade" bond rating by Standard and Poor's allowing for municipal bond funding to purchase the building. This new debt service now replaces the past rent model allowing for a 35% reduction in occupancy costs at SCI-Arc. In addition, the financial forecast projects that SCI-Arc will be able to retire this bond debt in full over the next 7 years and own the building free and clear if it chooses. The financial forecast anticipates that with the purchase of a campus site, donor propensity to contribute will increase over the next several years and nearby student housing can now be contemplated.

　　Increasing Institutional Scholarships: In 2006, SCI-Arc made available approximately 5% of the total tuition received each year for institutional financial aid. Since then the Institute has increased that amount annually to where the institutional aid is projected to be 10% of the total tuition in FYE 2013. For the foreseeable future thereafter, SCI-Arc will maintain the 10% as a minimum and offer additional funds as the management and Board deem necessary in order to fund new and returning student scholarships.

　　This scholarship goal has been accomplished through incremental increases in student tuition for incoming classes over a five year period. As the current tuition has benchmarked at the low end of the bottom quartile for the programs of peer architecture colleges, the tuition increases put the cost of attendance at SCI-Arc somewhat more in line with the costs of attendance at comparable colleges of architecture, and enable SCI-Arc to reach the goal of additional funds to be used for aid.

　　General Financial Aid of Students: Over the past five years, financial aid has increased 110% from almost $1.1 million to just over $2.2 million. The total number of students receiving aid increased by 15% and the average awards increased by 82% over this time.

　　The following chart shows the financial aid granted by SCI-Arc for the last five fiscal years, the number of recipients, and the average aid per recipient:

Year	Total Financial Aid Awards	Number of Recipients	Average Financial Aid Award
2006	$1,075,272	328	$3,278
2007	$1,191,588	315	$3,783
2008	$1,330,667	329	$4,044

| 2009 | $1,816,485 | 342 | $5,311 |
| 2010 | $2,263,461 | 378 | $5,987 |

Investment in the Office of Development: Since the last NAAB visit, SCI-Arc has substantially increased the staff and redefined the goals and strategy of the Office of Development. The Institute has hired a new Chief Development Officer to take better ownership of the Institute's forthcoming efforts to meet substantial scholarship, campus, and facilities goals. The new Chief Development Officer comes to SCI-Arc from his previous role as head of development at The California Institute of the Arts, and has significant experience leading capital and annual fund giving campaigns. The Development Department has also expanded to include three additional positions, including an Associate Director of Corporate, Foundation, and Government Relations; an Associate Director of Annual Giving and Alumni Affairs; as well as a Development and Alumni Affairs Associate. SCI-Arc believes that the increase in available funds this department as already begun to raise over this last year will help to bring in a more competitive and diverse student body, needed financial support for the retention of current students and the flexibility to aid incoming students with need, as well as providing SCI-Arc funds used for the recent acquisition of the current building and equipment and resources to benefit the students, faculty, and staff at SCI-Arc. This includes donations which resulted in the new Robot House at SCI-Arc. SCI-Arc also now publishes a significant Alumni Magazine twice a year to help support the development activities at the Institute.

Current major donors to the Institute include the Getty Institute, the Ahmanson Foundation, the Fletcher Jones Foundation, the Robert A. Day Foundation, the Willametta K. Day Foundation, and the National Endowment for the Arts. In the 2010-2011 academic year, over $1.4 million in contributed revenue was raised.

Diversity Initiative: The five-year Financial Forecast makes a strong commitment to ensure proper funding for SCI-Arc's revised Diversity Initiative (described earlier in this APR). This support will come not only from the rise in available funds earmarked specifically for the increase of institutional scholarships described above, but also for the recent expansion of the SCI-Arc Admissions Office. This expansion includes a new Director of Recruitment and Outreach, as well as an additional staff member to help support the overall functioning of the Admissions and Recruitment departments. This funding takes into consideration personnel costs associated with this staff expansion as well as resources necessary to successfully carry out the SCI-Arc diversity initiative such as a travel budget for admissions officers and faculty to attend college fairs and recruitment events.

Technology Resources: The Financial Forecast includes projections for rising costs associated with maintaining up-to-date and cutting edge technology resources for students, faculty, and staff at SCI-Arc. This includes projected costs for computer and network related hardware and software, as well as a competitive print center and shop facilities.

Responsible Data Management: Since the last NAAB visit, SCI-Arc has invested approximately $350,000 to complete the purchase, planning, transition, and training of the Jenzabar EX enterprise resource software (ERP). Moving forward, the financial forecast ensures that the funds are in place to continue the enhancements associated with the ongoing updates and maintenance of this system, the staffing of a Database Administrator to manage the system, and funds for future staff and faculty training for the system.

Communications and Public Relations: The Financial Forecast also has built in the costs associated with enhancing the Institute's stature in the public eye. This includes the staffing of two graphic designers and a project manager which occurred during the 2009/2010 academic year; costs associated with faculty and staff travel to lectures, exhibits, conferences, and

international Biennales; alumni and community outreach opportunities; as well as rising costs to maintain SCI-Arc's unique Public Programs and publications.

Benchmarks for tracking progress:
Finally, SCI-Arc has established benchmarks for tracking progress made with regards to the financial and strategic plans. These benchmarks, which have created a healthy feedback loop, call for the SCI-Arc management team, with support from the Board Finance Committee, to review progress made through quarterly reviews and analysis of the current financial position of the Institute. The financial plans are reviewed in June of each year by the Board of Trustees, the first year of which provides the basis for the subsequent year's budget. The results of these scheduled reviews allow the SCI-Arc Board and management teams to adjust the plans as needed in the event of changing priorities of the Institute. SCI-Arc feels these prioritization methods and benchmarks are integral to the process and the plan itself.

I.2.5.   Information Resources
        The goal of the Kappe Library is to facilitate access to information, provide an independent avenue of learning, and actively contribute to the cultural life of the school. It supports SCI-Arc's teaching, research and public service mission. It provides the individualized attention to students, operational flexibility, and the environment conducive to creativity and experimentation. Since the library began in 1974—with donations from faculty, students and staff—it has grown through the support of the school, the wider SCI-Arc community and various foundations. The only academic library in Los Angeles focused on architecture, the Kappe Library welcomes all architectural researchers.

Facility
The Kappe Library is located on the second floor of the north end of the SCI-Arc building and provides a comfortable environment for research. It is open 70 hours per week.

The library is wired via airport and maintains six public workstations, including four scanning workstations, a 3D scanning workstation, and two Toshiba B&W photocopiers.

In Summer 2009 the walls around the study carrels were modified to create an exhibition space for 2D work. The changing exhibits of the gallery compliment the library's goal to provide alternative information resources, as well as cultivating a welcoming environment for students and faculty.

Organization
The library is coordinated by a Library Manager, supported by a full-time Media Manager, a part-time Assistant Librarian, and 5-8 student assistants.

Library activities are developed and coordinated in collaboration with the Directors, Program Coordinators, Development Office, Public Programs, Publications, Facilities, IT, Human Resources, and the Finance office.

The library maintains a dialog with patrons:
- Directly, through daily contact at the reference desk. Staff hear the day-to-day questions and concerns, and keep up with topics and issues that are in demand. Queries and complaint e-mails go directly to the Library manager.
- Formally, through regular dialog with the Faculty Council and Student Union, and the comprehensive Academic Council, which provide a mechanism for handling questions and complaints with discretion or anonymity, if preferred.
- Administratively, through annual comprehensive performance reviews by the administration.
- Empirically, through monitoring circulation and use data.

Collections:

Books: The Kappe Library contains over 19,000 books in 97 subject areas, with an emphasis on architecture and related technical and design subjects. Approximately 1500 titles are added each year.

In Spring 2007, to support expanded coverage of the non-Western and pre-modern canons and traditions, $30,000 of the Day grant was used to systematically review, fill-in, and expand the library book collections in non-Western architecture, art and cultures. Of the 429 books purchased, 40% concerned Asia (with an emphasis on China and Japan), 30% Central and South America and the Mid-East, and 26% Africa; the remaining 4% consisted of survey and general texts. The selections derived from a thorough review of the current literature, employing course syllabi, faculty reading lists, bibliographies published in standard texts, and online review of publisher's catalogs. This research was necessary since many regions are under-represented in architectural publications, and finding good titles took some effort. While architecture was the focus, purchases also included a selection of histories, literature, and books on art, urbanism, religion, and politics. The purchases also included a selection of texts on the interaction between the West and the regions, and global issues of development, migration, and multiculturalism.

In Spring 2009, the library acquired over 200 books in cultural studies, art, music, literature, and philosophy requested by MediaScapes and other faculty.

Between Fall 2008 and Summer 2009, the library acquired the library of prominent local architect George Yu, and received Bernard Zimmerman's library as a donation—as well as substantial donations from Thom Mayne and others.

During Summer 2010, the library in collaboration with the General Studies Coordinator, purchased $14,000 in print books related to new general studies courses. This is part of a $69,000 multi-year plan to expand, upgrade and update the library's resources in nine humanities topics (Anthropology, Classics, Comparative Religions, Civilizations: Non-Western, Civilizations: Western, Economics, Geography, Philosophy, Sociology) and seven sciences (Astronomy, Biology, Computer sciences, Mathematics, and Trigonometry, Geology, Physics).

Print Journals: The Kappe Library maintains 100 print subscriptions; selected current issues are in the browsing area display rack. Other titles are available on request from staff. A collection of over 3000 volumes of back issues is arranged in the stacks in alpha order by title.

Audio/Visual Equipment: The library loans audio visual equipment to students and faculty, including digital projectors, and digital video cameras.

Video: SCI-Arc has been taping public lectures since 1974. The resulting archive documents three decades of local and international architectural debate. The video archive is the focus of a current major access project. In Fall 2010 the library in collaboration with the development office began discussions with the Getty Foundation. Out of these initial conversations developed a comprehensive plan to digitize all the lecture videos and make them accessible via a new purpose-built website. In May 2011 both the Getty and the National Endowment for the Arts provided $270,000, and the site is scheduled to launch September 2012. The library hopes to devise a template that will encourage other architecture collections to make their video resources available.

In Fall 2008, the Kappe Library joined the Southern California Electronic Library Cooperative (SCELC), which gives small, non-profit libraries deeply discounted access to subscription-only online resources. As a result, the library has greatly expanded the resources available to patrons:

E-Books: In Fall 2009 the library added its first 100 eBooks, accessed via links in the OPAC catalog record. Since then the library has added access to *Ebrary*, an online service providing eBook versions of over 40,000 books from over 425 publishers—with an emphasis on history, world cultures and the sciences—to support new course offerings in general studies.

E-Images: The library provides access to *Associated Press Images* (the world's largest database of historical and recent news photos), *ArtStor* (the largest digital library of images of art, architecture, the humanities, and social sciences), the *Catalog of Art Museum Images Online*, and Wilson's *Art Museum Image Gallery* and *Cinema Image Gallery*.

E-Journals: The library provides access to e-journal collections *Art Full Text* and *Ebsco Art & Architecture Complete* (for architecture, design and art magazines), *JStor* (for scholarly journals in the humanities), and *Lexis-Nexis* (world newspapers and magazines).

E-Reference: The library provides access to the *Oxford Reference Online Premium Collection*, with one-stop online searching of 175+ Oxford reference dictionaries and encyclopedias, and also the *Oxford Art Online*, the electronic version of the *Grove Dictionary of Art*. *Material Connexion* is an online materials database that allows you to discover the latest and most exciting materials originating from a wide spectrum of industries.

While the library will always include printed books and magazines, the major part of its expansion in the future will be in e-resources. They are convenient, in a format patrons are familiar with, and permit powerful cross-discipline research. However, e-resources also raise two daunting challenges for the library, one technical and the other financial.

- All e-resources are currently accessible on campus through SCI-Arc's IP address, and are *not* available off-campus. If the library expands its e-resources further, it will be necessary to provide off-campus access, either through a proxy or some kind of password protected interface.

- The annual fee for e-resources is becoming a bigger and bigger part of the library budget. Shifting from purchasing resources to subscribing to them seems to mean libraries will become bigger expenses, even as if acquisition of print resources declines.

Services.
For research assistance, a library staff member is on duty at the Front Desk during all operating hours.

In Summer 2007, the library installed BookSystems Atrium integrated library system (ILS) automating checkout/check in, holds, and also providing the library's first online public access catalog (OPAC), available at http://southerncaiofa.booksys.net/opac/scaioa/index.html

In Fall 2008, the library joined the OCLC library cataloging cooperative, enabling staff to copy and produce professional standard MARC records for acquisitions.

The *Kappe Library Guides* provide additional orientation, offering tips on research methods and resources, and recommending books, articles and websites on selected topics in architecture, the fine arts, history and cultural studies, and science and technology. In Spring 2008, the complete set of Guides were uploaded to www.sciarc.edu, including the latest series of *Period and Place Guides* featuring extensive live links.

The library also provides general bibliographic instruction material at Orientation, and later in intensive workshops, usually coordinated with design studio instructors in advance of a research-dependent assignment.

In the Summer of 2008, the library added a full-time Media Manager to coordinate the audio-visual needs for SCI-Arc public events, and provides video documentation. The Media Manager is also available during office hours to assist faculty and students with their A/V questions.

I.3.   INSTITUTIONAL CHARACTERISTICS

I.3.1.   STATISTICAL REPORTS

PROGRAM STUDENT CHARACTERISTICS:

Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree programs(s):

B. Architecture

Race/Ethnicity	Gender	2006-2007	2008-2009	2010-2011	2011-2012
American Indian or Alaska Native	F	0	0	0	2
	M	0	0	0	1
Asian	F	16	24	20	21
	M	26	41	39	40
Hawaiian or Pacific Islander	F	0	0	0	0
	M	0	0	4	3
Black or African American	F	0	0	0	0
	M	3	5	2	0
Hispanic/Latino	F	14	15	12	12
	M	18	38	42	39
White	F	30	28	17	10
	M	62	58	54	46
Two or more races	F	0	0	4	4
	M	0	0	6	2
Nonresident Alien	F	16	16	21	33
	M	19	25	23	19
Race and ethnicity unknown	F	2	0	5	6
	M	17	0	8	4
	TOTAL	223	250	257	242

M. Architecture

Race/Ethnicity	Gender	2006-2007	2008-2009	2010-2011	2011-2012
American Indian or Alaska Native	F	0	0	2	1
	M	0	0	0	0
Asian	F	13	36	20	12
	M	27	36	14	14
Hawaiian or Pacific Islander	F	0	0	0	0
	M	0	0	0	0
Black or African American	F	0	0	1	1
	M	0	0	3	3
Hispanic/Latino	F	11	7	8	5
	M	11	9	14	17
White	F	24	38	33	26
	M	62	53	61	41
Two or more races	F	0	0	0	2
	M	0	0	0	3
Nonresident Alien	F	25	30	24	51
	M	38	23	48	33
Race and ethnicity unknown	F	7	0	1	1
	M	9	0	7	4
	TOTAL	227	232	236	214

Institution:

Race/Ethnicity	Gender	2006-2007	2008-2009	2010-2011	2011-2012
American Indian or Alaska Native	F	0	0	2	3
	M	0	0	0	1
Asian	F	29	60	40	33
	M	53	77	53	54
Hawaiian or Pacific Islander	F	0	0	0	0
	M	0	0	4	3
Black or African American	F	0	0	1	1
	M	3	5	5	3
Hispanic/Latino	F	25	22	20	17
	M	29	47	56	56
White	F	54	66	50	36
	M	124	111	115	87
Two or more races	F	0	0	4	6
	M	0	0	6	5
Nonresident Alien	F	41	46	45	84
	M	57	48	71	52
Race and ethnicity unknown	F	9	0	6	7
	M	26	0	15	8
	TOTAL	450	482	493	456

Qualifications of admitted students:

SAT	Percentile	2006-2007	2008-2009	2010-2011
Critical Reading	25th	N/A	N/A	8.5%
	75th	N/A	N/A	70%
Mathematics	25th	8%	0%	4%
	75th	31%	38%	46%
Writing	25th	8%	8.3%	6%
	75th	42%	58%	62%

ACT	Percentile	2006-2007	2008-2009	2010-2011
	25th	18%	12%	25%
	75th	90%	75%	81%

GRE		2006-2007	2008-2009	2010-2011
Verbal		486	468	476
Quantitative		642	643	649
Analytical		4.5	3.8	3.7

Time to Graduation:

PROGRAM	Time to Completion	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
B. Architecture	Normal	35%	33%	55%	58%	55%
	150%	61%	67%	84%	85%	82%
M. Architecture (M.Arch I)	Normal	60%	73%	63%	76%	75%
	150%	72%	88%	81%	89%	96%
M. Architecture (M.Arch II)	Normal	97%	84%	84%	91%	82%
	150%	97%	95%	92%	94%	92%

PROGRAM FACULTY CHARACTERISTICS:

Demographics (race/ethnicity & gender) of all full-time instructional faculty:

Race/Ethnicity	Gender	2006-2007	2008-2009	2010-2011	2011-2012
American Indian or Alaska Native	F	0	0	0	0
	M	0	0	0	0
Asian	F	0	1	1	1
	M	3	1	0	0
Hawaiian or Pacific Islander	F	0	0	0	0
	M	0	0	0	0
Black or African American	F	0	0	0	0
	M	0	0	0	0
Hispanic/Latino	F	0	0	0	0
	M	2	5	4	3
White	F	6	6	7	6
	M	16	19	16	15
Two or more races	F	0	0	0	0
	M	0	0	0	0
Nonresident Alien	F	3	2	2	2
	M	4	2	2	1
Race and ethnicity unknown	F	0	0	0	0
	M	0	0	0	0
	TOTAL	34	36	32	28

Number of faculty promoted each year since the last visit:

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Program	5	5	5	10	1
Institution	5	5	5	10	1

Number of faculty receiving tenure each year since the last visit:

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Program	N/A	N/A	N/A	N/A	N/A
Institution	N/A	N/A	N/A	N/A	N/A

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

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Number of Faculty	N/A	N/A	21	23	24
Where Licensed	N/A	N/A	AZ – 1 CA – 19 MI – 1 NY – 2 OH - 1 WA – 1	AZ - 1 CA – 20 MI – 1 NV – 1 NY – 2 OH - 1 WA - 1	AZ - 2 CA – 21 MI – 1 NV – 1 NY – 1 OH - 1 WA - 1

I.3.2. Annual Reports

sci arc

August 5, 2011

Freight	960	213	213
Yard	E. 3rd St.	613 2200	613 2260
	Los Angeles		fax
	California		
	90013		

National Architectural Accrediting Board
1735 New York Avenue, NW
Washington, DC. 20006

Southern California Institute of Architecture

To whom it may concern,

The 2008 the WASC Educational Effectiveness visiting team report commended SCI-Arc's commitment to take more ownership of student, faculty, and staff data. Considerable resources were budgeted to install a new integrated information system, giving SCI-Arc the capability for regular and systematic data collection, greatly enhancing the Institute's ability to establish goals and then track benchmarks towards achieving those goals.

In September 2009, SCI-Arc went "live" with the new Jenzabar EX – Enterprise Planning and Data Integration Software. This integrated software data system delivers service throughout the student lifecycle, offering the SCI-Arc administrative staff a complete family of fully integrated student and faculty data information.

As a result, this is to confirm that to the best of my knowledge, all data submitted to the NAAB through the Annual Report System since the last site visit is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics.

Thank you,

Lisa Russo
Registrar/International Student Advisor
SCI-Arc

www.sciarc.edu

I.3.3. Faculty Credentials

Credential information for each instructional faculty member full-time and adjunct, who taught in the professional degree program during the two academic years prior to the preparation of this APR can be found in the Faculty Resumes included in Part 4 (Supplemental Information) of this report. Additional information regarding SCI-Arc faculty credentials can be found as part of the Faculty Matrix included in section I.2.1 (Human Resources & Human Resource Development).

I.4. Policy Review

The program shall provide a number of documents for review by the visiting team. Rather than being appended to the APR, they are to be provided in the team room during the visit.

List of Documents to be available in the Team Room:

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

Part Two (II).   Educational Outcomes and Curriculum

II.1.1.   Student Performance Criteria

<u>**OVERVIEW OF CURRICULUM AND EDUCATIONAL OBJECTIVES:**</u>

<u>**Undergraduate Program:**</u>
SCI-Arc's Undergraduate program is aimed at educating the next generation of young architects who will lead the discipline as designers, and who will inherently question the status quo while searching for new models of architectural inquiry. A fluid and holistic approach to architectural education is achieved through an emphasis on a wide range of conceptual and practical skills, from critical thinking to technical expertise. Advanced digital technologies and fabrication methods permeate the program, taking advantage of SCI-Arc's Fabrication Shop, which includes state-of-the-art equipment ranging from 3D printers, CNC mills, and vacuum-forming machines, to traditional forms of metal and wood working, to sophisticated automation and robotics.
Four parallel paths of the program feed the design studio as a platform for the synthesis of the curriculum. Design Studios, Cultural Studies, Applied Studies, and Visual Studies are all crafted to develop a rigorous awareness and knowledge of the discipline while understanding their inherent inter-relationships and bridging between these topics as students sequence through their five years of study. Throughout the program, emphasis is placed on the development of the individual student's personal growth, self-reflection, knowledge and critical engagement of architectural design issues; including not only design, but also advanced visualization techniques, building information technologies, building systems integration, deep cultural interactions, and new ecological and sustainable approaches.
The earlier foundation sequence of the program emphasizes General Studies and a holistic knowledge base, while the subsequent core sequence engages the more technical and practical aspects of architectural investigations. The advanced studies portion of the program includes Professional Practice coursework, which prepares students for the complexities of the profession, while a choice of vertical design studios and a multitude of electives enable each student to pursue their individual interests. Students culminate their studies with a Thesis Project in their final semester that aims to both manifest the cumulative knowledge of their education while acting as a point of trajectory as they prepare to engage the discipline, field and profession at large.

<u>**Graduate Programs (M.Arch 1; M.Arch 2):**</u>
SCI-Arc's graduate studies foster the Institute's open-ended spirit of inquiry, responding to shifts in society, technology, and culture with a constantly-evolving learning environment. Faculty and students work together to advance the next generation of the architectural discipline. The programs are led by a faculty of practitioners and scholars actively engaged in contemporary architectural discourse and production worldwide. The graduate curriculum is continuously and dynamically shaped in a manner only available to an institution entirely devoted to architecture.
SCI-Arc offers four graduate study options two Master of Architecture degrees (M.Arch 1 and M.Arch 2) and two post-professional Master of Design Research degrees (M.DesR) in the Future Initiatives and Emerging Systems and Technologies programs. The Graduate programs offered at SCI-Arc promote cross-pollination from other fields of study in a critical manner, with a practice that derives from an emphasis on process and a synthesis of thinking, inquiry and execution. In pursuit of these goals, the Graduate programs provide a rigorous architectural education that promotes experimentation and creative freedom, and is at once global and local, comprehensive and current.
SCI-Arc's M.Arch 1 is a three-year, seven-term, professional Master of Architecture program accredited by the National Architectural Accrediting Board and open to applicants who hold a bachelor's degree or equivalent in any field of study. The core of the M.Arch 1 program is architectural experimentation and learning through making. The curriculum is horizontally integrated and vertically pro-gressive, starting with a four-semester core sequence in which students develop a framework for the discipline of Architecture, as well as a strong foundation for critical inquiry and experimentation.
SCI-Arc's M.Arch 2 program is a two-year, five-term, professional Master of Architecture program, accredited by the National Architectural Accrediting Board (NAAB) and open to applicants with a minimum of a four year degree in Architecture, or its equivalent abroad. This program is similar to the

M.Arch 1 program, but is shorter in length and available only to students with a prior undergraduate degree in architecture. The aim of the M.Arch 2 program is the reappraisal of architecture, and is specifically designed to build upon and reconsider knowledge gained from a prior undergraduate degree in Architecture. Students are introduced to an advanced critical perspective on contemporary architectural issues as a tool with which to examine the complex and shifting relationship between architecture and cultural, political, economic and social change.

Realm A: Critical Thinking and Representation:

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

Undergraduate Program:
        Communication skills and abilities are focused throughout the curriculum, particularly in the three required History of Architecture and three Humanities courses, as well as the more advanced Introduction to Critical Studies class. In-class presentations, written papers, and in-class dialogue provide students with the skills to communicate through writing, speaking and listening. All design studios also reinforce this importance through student verbal presentations, pinups and written project descriptions.

        Primary: CS2020 History of Architecture 2
        Primary: CS2040 Introduction to Critical Studies
        Secondary: CS2012 History of Architecture 1
        Secondary: CS2022 History of Architecture 3

Graduate Program:
        Communication skills and abilities are focused throughout the graduate curriculum, both in the M.Arch 1 and M. Arch 2 programs, particularly in the required introductory Architectural History and Culture courses, as well as the more advanced courses. In-class presentations, written papers, and in-class dialogue provide students with the skills to communicate through writing, speaking and listening. All design studio teaching combined with regular public reviews and ongoing one-on-one mentoring by CS Faculty, the graduate program endeavors to reinforce this importance through student verbal presentations, pinups and written project descriptions

M.Arch 1
        In CS2100: Architecture Culture 1 and CS2101: Architecture Culture 2, courses which introduce students to Architecture in Western and non-Western culture from the Vitruvian tradition, to the "critical," or postwar period, with an emphasis on examining including examples of indigenous, vernacular, local, regional, national settings from the globe, with a view to comprehending ecological, and cultural factors.
        CS2120: Rise and Fall of Theory Vanguardism This course concentrates on the ways in which the shift from philosophy to "theory, "following the events of 1968, directly affected the intellectual life of curricula, and intellectual discourse and debate in architecture, students are introduced to the rise and fall of these theory vanguards —their continuous critique and the influence it has had on the work of architects. Furthermore, given the significant challenges to critique in recent work, students are asked to consider its influence on the rapidly changing nature of contemporary architectural practice.
        These courses are supplemented by CS2410: Thesis Preparation: Research Strategies, which involves the development of a thesis regarding architecture, as well as a design program and project that explores and tests it. Often this course becomes a venue for students to explore and work in global locations, requiring investigations into local and historical traditions.
        Is a research based seminar that aims to prepare students for a project of their own making? Through lectures, individual faculty discussions, and presentations, students use their own gathering of information to formulate, assess, and test their own positions within the discourse. Students are expected to have a cumulative knowledge base paired with a unique and passionate perspective on their work.

        Primary: CS2100: Architecture Culture 1
        Primary: CS2120: Rise and Fall of Theory Vanguardism
        Secondary: CS2410: Thesis Preparation: Research Strategies

M.Arch 2

The course CS2200: Modern, Postmodern, Supermodern, tracks the short but intense history of architecture's transition from modernism to postmodernism to supermodernism. Within the context of the last three decades of the 20th century, it is argued that contemporary architectural practices have been dominated by, and characterized by, different modes of communication. Through the rigorous study of architectural practices that have moved from an emphasis on meaning to one of immersive experience, this seminar focuses on the communicative potentials and critical explorations of contemporary architectural design.

CS2201: Design Intelligence study contemporary debates in philosophy, science, and global culture, before turning to a series of firm-specific case studies that explicitly address the role of intelligence in contemporary design practices from around the globe.

These courses are supplemented by CS2410: Thesis Preparation: Research Strategies, which Often this course becomes a venue for students to explore and work in global locations, requiring investigations into local and historical traditions. This is a research-based seminar that aims to prepare students for a project of their own making. Through lectures, individual faculty discussions, and presentations, students use their own gathering of information to formulate, assess, and test their own positions within the discourse. Students are expected to have a cumulative knowledge base paired with a unique and passionate perspective on their work.

Primary:	CS2200: Modern, Postmodern, Supermodern
Primary:	CS2201: Design Intelligence
Secondary:	CS2410: Thesis Preparation: Research Strategies

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

Undergraduate Program:

The Design Thinking Skills abilities permeate the design studio undergraduate curriculum, while it is understood that these thinking skills are also demonstrated and supported throughout the non-studio environment as well. Two courses in particular require students to demonstrate the ability to test a variety of information against relevant criteria and standards.

In 2B: DS1021: *Framework & Programs*, students are expected to demonstrate through an architectural design the ability to examine the structure of information that organizes a project. Consideration for varying weaves of inter-relationships are studied through increasingly complex data sets. Students are challenged to work within specific conditions, as well as develop working processes which yield their own ideas of organizational operations regarding space, site and context. Various abstract formal typologies, programmatic typologies, and context conditions are tested and investigated.

Taken with 4A Design Studio, CS2040: *Introduction to Critical Studies* explores the relationship between critical and cultural theory and architecture — a relationship that is seen to be both co-constructive and precarious — and introduces the basic conceptual frameworks of contemporary critical and cultural theory, with an emphasis on their intersections with architecture, either as material fact or theoretical discourse. Students are asked to read primary texts from fields of study including Marxism, Freudian psychoanalysis, structuralism, semiotics, feminism, deconstruction, and post-structuralism. In addition, readings from architectural culture and analysis of built projects are considered.

Taken with 3B Design Studio, CS2031: *Philosophy of Technology*, provides a historical survey of the philosophy of technology, using Martin Heidegger's seminal lecture, "The Question Concerning Technology," as a guide. Examining the ways in which technology has been addressed through time by different philosophical and critical traditions, from pre-Socratic discussions of "techne" to Deleuze's "machinic delirium," this course charts the progress of the human relationship with technology and the nature it mediates. While primarily concerned with philosophical developments, this course indexes the evolution of such thinking to the state of technology and architecture at the time, emphasizing issues of particular importance for architects.

        Primary: 2B Design Studio – DS1021 Frameworks: Program
        Primary: CS2040 Introduction to Critical Studies
        Secondary: CS2031 Philosophy of Technology

Graduate Program:

Design thinking skills and abilities infuse the curriculum and culture of the graduate design studio environment, both in the M.Arch 1 and M.Arch 2 programs. These skills and abilities also supported and validated by non-studio courses.

M.Arch 1

In 1GB: DS1101: Fundamental Architecture Principles 2: Organizational Systems is the primary course that addresses fundamental issues of architecture in the core sequence such as the interrelationship between geometry, form, tectonics, and materiality. These issues are explored as they relates to overarching organizational systems and emergent systemic behaviors driven by programmatic content, structural logics and physical setting. Program and structure are considered to be creative components of design rather than fixed entities.

In 2GA: DS1120 studio: Architecture's Intervention 1: Context and Territory. The studio is structured to hone each student's awareness of the complex and layered issues involved in an architectural problem. Elemental spatial constructs and organizational systems are seen as resulting from and reacting to forces of site, context and territory.

Taken with the 1GB Design Studio, *CS2101: Architecture Culture 2* introduces students to their more immediate heritage in the emergent architectural discipline, and to problematics in the modern and postmodern eras. In the first section of the semester, the discipline is considered in relation to the radical changes brought about by social, political and economic events from the Industrial Revolution to the Second World War.

        Primary: 1GB: DS1101: Fundamental Architecture Principles 2: Organizational Systems
        Primary: 2GA: DS1120: Architecture's Intervention 1: Context and Territory
        Secondary: CS2101: Architecture Culture 2

M.Arch 2

In DS1200 | 2GAX studio | Indeterminate Architecture, programmatics, geotechnics, structure, mechanics, commerce and environment are among the many fields which enable architecture to operate and perform. These technologies react to create an Architecture of Indeterminacy that favors multiple and temporal approaches to design over planning and orchestration, and allows architecture to participate in and reorganize our constantly shifting culture. This studio looks at the contemporary architectural platform and operates as a laboratory for finding new possibilities of integrating a wide range of techniques and technologies.

In DS1201 | 2GBX studio | On Forms of Tectonics and Cellullar Aggregation, students explore topological evolution and systems of design intelligence, with an emphasis on the broader infrastructural role that architecture can play in the city. With its ability to both perform and organize at the same time, architecture, it is argued, is able to have an effect that is felt at the scale of the urban landscape.

Taken with the 2GAX Design Studio, CS2200: Modern, Postmodern, Supermodern, tracks the short but intense history of architecture's transition from modernism to postmodernism to supermodernism. Within the context of the last three decades of the 20th century, it is argued that contemporary architectural practices have been dominated by, and characterized by, different modes of communication. Through the rigorous study of architectural practices that have moved from an emphasis on meaning to one of immersive experience, this seminar focuses on the communicative potentials and critical explorations of contemporary architectural design.

        Primary: 2GAX: DS1200: Indeterminate Architecture
        Primary: 2GBX: DS1201: On Forms of Tectonics and Cellular Aggregation
        Secondary: CS2200: Modern, Postmodern, Supermodern

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

Undergraduate Program:
All design studios in the undergraduate curriculum require students to develop strong visual communication abilities in representational media throughout the design process. This is particularly demonstrated in the *1B Design Studio:* DS1011*: Conceptual Strategies for the Physical World*, where students learn the ability to describe spatial relationships through articulate virtual 3D modeling, physical models, and 2D drawings. Particular emphasis is given to the relationships between varying architectural media and complex form.   *2B Design Studio: DS1021: Frameworks & Programs* furthers this knowledge base to include larger architectural problems with more complex programmatic challenges.

In the five semester required Visual Studies curriculum, taken in parallel with the design studios, students are required to focus on various conceptual and physical manifestations of representational media.

        Primary: 1B Design Studio - DS1011 Conceptual Strategies for the Physical World
        Primary: 2B Design Studio – DS1021 Frameworks: Program
        Secondary: All required Visual Studies courses (VS4010, 4011, 4020, 4021, 4030)

Graduate Program:
All design studios in the both the M.Arch 1 and M.Arch 2 streams in the graduate curriculum require students to develop strong visual communication abilities in representational media throughout the design process. In particular the use, development and deployment of new design software has radically advanced our students' abilities to visually convey essential formal elements at each stage of the programming and design process.

In the required sequence Visual Studies curriculum, taken in parallel with the design studios, students are required to focus on various conceptual and physical manifestations of representational media.

M.Arch 1
The 1GA: DS1100: Fundamental Architectural Principles 1: Elements of Spaces studio studies the interrelationship of geometry, form, tectonics, and materiality, students are asked to continually develop and reconsider strategies for the production of architecture. The studio aims to endow students with a range of fundamental working methodologies. Through generative drawing, iterative material studies, generative modeling, descriptive drawing and analytical mapping and diagramming, students are expected to develop an intellectual framework as well as productive techniques for the development of spatial organizations, architectural forms and structural systems.

This is particularly demonstrated in the 1GB: DS1101: Fundamental Architecture Principles 2: Organizational Systems in which the interrelationship between geometry, form, tectonics, and materiality is explored through a variety of visual representation mechanisms.

These matters are further developed in 2GA: DS1120 studio: Architecture's Intervention 1: Context and Territory. The studio is structured to hone each student's awareness of the complex and layered issues involved in an architectural problem. Elemental spatial constructs and organizational systems are seen as resulting from and reacting to forces of site, context and territory. This is taken with the VS4101: Strategies of Representation 2: Diagramming and Spatial Construction course, a class that forms the continuation of Strategies of Representation 1 by expanding on the conceptions of representational tools, emphasizing diagramming and spatial representations, and incorporating site analysis, topography and three-dimensional realizations.

        Primary: 1GA: DS1100: Fundamental Architecture Principles 1: Elements of Space
        Primary: 1GB: DS1101: Fundamental Architecture Principles 2: Organizational Systems
        Secondary: 2GA: DS1120 studio: Architecture's Intervention 1: Context and Territory
        Secondary: VS4101: Strategies of Representation 2: Diagramming and Spatial Construction

M.Arch 2

Strong visual communication abilities in representational media are developed throughout the M.Arch 2 design education process in 2GAX: DS1200: Indeterminate Architecture students explore programmatics, geotechnics, structure, mechanics, commerce and environment explore visual representational systems that depict and examine multiple and temporal approaches to design over planning and composition. This studio looks at the contemporary architectural platform and operates as a laboratory for finding new possibilities of visually integrating a wide range of techniques and technologies. This course is taken with VS4200: Delineation and Dynamic Systems, a course explores new software technologies that allow variables of time, reproduction, variation and repetition. The intention is to question the relationship of architecture to geometry and the idea of representation as a static organization of concepts. Students are encouraged to search for the possibilities offered by tools of representation and simulation as active mechanisms for the production of design, thought and products. Geometry is considered no longer as a static Cartesian system, but as encompassing an array of articulated geometrical variations, affected by new instrumental abilities.

Primary: 2GAX: DS1200: Indeterminate Architecture
Secondary: VS4200: Delineation and Dynamic Systems

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

Undergraduate Program:

The importance of technical documentation within the design and practice of architecture is placed in the fourth and fifth year of the undergraduate curriculum where students build on the previous Applied Studies coursework and Design Studios to demonstrate technical documentation abilities. In the AS 3040: _Design Documentation: Analysis and Development_ course, students investigate issues related to the implementation of design: technology, the use of materials, systems integration, and the archetypal analytical strategies of force, order, and character. The course includes a review of basic construction methods, analysis of building codes, design of structural and mechanical systems, development of building materials, and integration of building components and systems. Students develop a studio project from the previous semester, focusing on a detailed design of a single component of the building and the resolution of its structural system and building envelope as a whole. Emphasis on creating technically precise and descriptive drawings of complex assemblies and materials is manifest in 2D student drawings derived from 3D virtual models.

In the next semester, the AS; 3041 _Design Documentation: Construction Documents_ course provides students with a comprehensive knowledge of the perfectible craft of construction documentation, a standardized language developed to clearly communicate complex designs to a third party and the architect's legal responsibilities, including the AIA Code of Ethics and Regulations Statutes. Students refine their skills through the production of a full construction documentation package, drawn in 2D and 3D CAD, for a small- to medium-scale project. In doing so, they also develop an understanding of what types of technically precise documents and outlined specifications need to be produced and in what sequence, and of the languages of other disciplines, such as mechanical, electrical, and acoustical engineering. Attention is placed on student's understanding of registration law, building codes and regulations, professional service contracts, zoning and sub-division ordinances, environmental regulations and other licensure concerns. This class also introduces students to the basics of cost analysis and construction management.

Primary: AS3040 Design Documentation: Analysis & Development
Primary: AS3041 Design Documentation: Construction Documents

Graduate Program:

The importance of technical documentation within the design and practice of architecture is emphasized both within the M.Arch.1 and M.Arch 2 programs, with the aim of introducing students to fundamental technical principles and practices, in the case of the M.Arch 1 program, as well as building

on and extending technical knowledge in the context of new tools and approaches, in the case of the M.Arch 2 program. In both M.Arch 1 and M.Arch 2 studios are aligned with technical seminars to create a comprehensive understanding of building design. Via design studio and technical seminar teaching combined with regular public reviews and ongoing one-on-one mentoring by AS Faculty, the graduate program endeavors to reinforce the importance of illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

<u>M.Arch 1</u>
Technical documentation skills are developed in the fourth semester of the M.Arch 1 program, building on previous Applied Studies coursework and Design Studios to demonstrate technical documentation abilities.
In the AS3122: Design Documentation: Analysis and Development course, students focus on construction systems, building technology, the use of materials and system integration. The course includes a review of basic construction methods, analysis of building codes including occupancy and life-safety issues, the design of structural and mechanical systems and familiarizes students with basic principles of sustainable design. Studio projects from the previous semester are developed, focusing on the detailed design of a zone of the building in terms of the resolution of its structural system and building envelope using three-dimensional modeling as well as drafting. Drawings at various scales are produced to introduce students to the language and standards of details, wall sections and overall building representations, culminating in a comprehensive package of drawings. The course also introduces student to the basics of cost control including life-cycle costs.

Primary: AS3122: Design Documentation: Analysis and Development

<u>M.Arch 2</u>
Technical documentation skills are developed in the second semester of the M.Arch 2 program, building on previous Design Studio and Applied Studies coursework to demonstrate technical documentation abilities.
In the AS3222: Design Documentation: Analysis and Development course, students focus on construction systems, building technology, the use of materials and system integration. The course includes a review of basic construction methods, analysis of building codes including occupancy and life-safety issues, the design of structural and mechanical systems and familiarizes students with basic principles of sustainable design. Studio projects from the previous semester are developed, focusing on the detailed design of a zone of the building in terms of the resolution of its structural system and building envelope using three-dimensional modeling as well as drafting. Drawings at various scales are produced to introduce students to the language and standards of details, wall sections and overall building representations, culminating in a comprehensive package of drawings. The course also introduces student to the basics of cost control including life-cycle costs.

Primary: AS3222: Design Documentation: Analysis and Development

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

Undergraduate Program:
The ability to demonstrate investigative skills lies at the core of all undergraduate design studios, whether the focus is on conceptual, technical, or theoretical information. Research gathering skills from a multitude of sources are continually required to be demonstrated in order for students to be able to then process and evaluate information as it pertains to architectural inquiry.
The 3B Design Studio: DS1031: *Dynamic Architectural Systems* introduces students to the comprehensive development of a building, from conception to large-scale detail, with an emphasis on the assimilation of building systems. Students examine interrelated systems that are able to both modify the spatial structure of a building and articulate expectations of their performance structurally, thermally, acoustically, and environmentally. Students research pertinent building types and precedents, site and environmental conditions, building systems, and materials in order to inform their design process and to

evaluate this information.

Taken prior to the *Thesis Studio* in the student's final semester, CS2050: *Thesis Studio Preparation* is a research based seminar that aims to prepare students for a project of their own making. Through lectures, individual faculty discussions, and presentations, students use their own gathering of information to formulate, assess, and test their own positions within the discourse. Students are expected to have a cumulative knowledge base paired with a unique and passionate perspective on their work. Thesis preparation asks that each student stake a position based on her or his perspective and hold it up against a set of widely held beliefs.

> Primary: 3B Design Studio - DS1031 Dynamic Architectural Systems
> Primary: CS2050 Thesis Studio Preparation
> Secondary: Various Design Studios including 1B, 2B, 3A.

Graduate Program:

The ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes lies core of all graduate design studios, both with the M.Arch 1 and M.Arch 2 programs. Building research gathering skills that allow our graduate students to critically draw from a multitude of sources is emphasized across several courses that teach them to process and evaluate pertinent information as it pertains to architectural inquiry. Both the M.Arch 1 and M.Arch 2 programs culminate in the delivery of a Thesis, meaning that the course sequences for both streams are geared towards building in students the ability to gather, assess, record, apply, and comparatively evaluate relevant information in the context of design.

M.Arch 1

In 2GB: DS1121: Architecture's Intervention 2: Urbanism, Landscape & Infrastructure, a course that examines the interrelationship between architecture and the city, deepening students' understanding of the ways in which architecture can both inform, and be informed by, the urban fabric into which it is woven. Through a full integration of design resources and research on various scales of operation— from housing to institutional and commercial building types that contribute to the formation of neighborhoods and public space—students are encouraged to design into existing urban conditions with a full understanding of the dynamic and interdependent forces of economics, ethnicity, culture, society, politics and infrastructure that have shaped the contemporary city.

Taken prior to Thesis Studio in the student's final semester, CS2410: Thesis Preparation: Research Strategies is a research based seminar that aims to prepare students for a project of their own making. Through lectures, individual faculty discussions, and presentations, students use their own gathering of information to formulate, assess, and test their own positions within the discourse. Students are expected to have a cumulative knowledge base paired with a unique and passionate perspective on their work.

> Primary: 2GA: DS1120 studio: Architecture's Intervention 1: Context and Territory
> Primary: CS2410: Thesis Preparation: Research Strategies
> Secondary: 2GB: DS1121: Architecture's Intervention 2: Urbanism, Landscape &
>   Infrastructure

M.Arch 2

Taken prior to Thesis Studio in the student's final semester, CS2410: Thesis Preparation: Research Strategies is a research based seminar that aims to prepare students for a project of their own making. Through lectures, individual faculty discussions, and presentations, students use their own gathering of information to formulate, assess, and test their own positions within the discourse. Students are expected to have a cumulative knowledge base paired with a unique and passionate perspective on their work.

In DS1201 | 2GBX studio | On Forms of Tectonics and Cellullar Aggregation, students explore topological evolution and systems of design intelligence, with an emphasis on the broader infrastructural role that architecture can play in the city. With its ability to both perform and organize at the same time, architecture, it is argued, is able to have an effect that is felt at the scale of the urban landscape.

<div style="margin-left: 2em">

Primary: CS2410: Thesis Preparation: Research Strategies
Primary: 2GBX: DS1201: On Forms of Tectonics and Cellular Aggregation

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

Undergraduate Program:

Fundamental design skills are developed throughout the design studio sequence, but are particularly demonstrated in the two semesters of the 3rd year of the Undergraduate program where students are required to show the use of architectural, structural, and environmental principles in their work. Articulate drawings, models and other media serve as the basis for demonstrating these abilities in the students design studio projects.

In *2A Design Studio:* DS1021: *Formworks: Sites & Contexts,* students work within the variable conditions that determine the characteristics of a site, whether conceptual (e.g., musical score, text, painting, idea) or physical (e.g., location, geometrically described piece of property, legal boundary condition). Students explore the various conditional relationships that affect the reading and description of sites, and understand circumstance and environment as complex systems of information. Particular emphasis on terrain, environment, geometry, and landscape require that students understand the fundamentals of natural and formal ordering systems through their work.

In *1B Design Studio:* DS1011: *Conceptual Strategies for the Physical World*, The premise of the studio is that ideas, when deliberately assembled, become intellectual structures for conceptual strategies that oversee notions of spatial ordering systems and architectural form. The relationship between the conceptual and the circumstantial are examined in a series of evolutionary and interrelated projects that guide the student towards an understanding of sophisticated notions of spatial structures and material considerations. Investigative emphasis on the scale of the human body and geometric complexity, as both natural and formal ordering systems, are tested vis-à-vis two and three dimensional design projects.

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Primary: 2A Design Studio - DS1020 2A Design Studio - Formworks: Sites & Contexts
Primary: 1B Design Studio - DS1011 Conceptual Strategies for the Physical World

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Graduate Program:

Fundamental design skills are developed throughout the graduate design studio sequence, both in the M.Arch 1 and M.Arch 2 programs.

M.Arch 1

Fundamental design skills are particularly demonstrated in the second and third semesters of the MArch1 program where students are required to show the use of architectural, structural, and, urban and environmental principles in their work. Well-articulated drawings, models and other media serve as the basis for demonstrating these abilities in the students design studio projects.

The 1GA: DS1100: Fundamental Architectural Principles 1: Elements of Spaces studio studies the interrelationship of geometry, form, tectonics, and materiality, students are asked to continually develop and reconsider strategies for the production of architecture. The studio aims to endow students with a range of fundamental working methodologies. Through generative drawing, iterative material studies, generative modeling, descriptive drawing and analytical mapping and diagramming, students are expected to develop an intellectual framework as well as productive techniques for the development of spatial organizations, architectural forms and structural systems.

The 1GB: DS1101: Fundamental Architecture Principles 2: Organizational Systems course is a continuation and expansion of the fundamental issues of architecture introduced in the first studio of the core sequence. The interrelationship between geometry, form, tectonics, and materiality is explored as it relates to overarching organizational systems and emergent systemic behaviors driven by programmatic content, structural logics and physical setting. Program and structure are considered to be creative components of design rather than fixed entities.

Primary: 1GA: DS1100: Fundamental Architectural Principles 1: Elements of Spaces
Primary: 1GB: DS1101: Fundamental Architecture Principles 2: Organizational Systems

M.Arch 2
Fundamental design skills are particularly demonstrated in the first and second semesters of the MArch2 program where students are required to show the use of architectural, structural, and, urban and environmental principles in their work. Well-articulated drawings, models and other media serve as the basis for demonstrating these abilities in the students design studio projects.

In DS1200 | 2GAX studio | Indeterminate Architecture, programmatics, geotechnics, structure, mechanics, commerce and environment are among the many fields which enable architecture to operate and perform. These technologies react to create an Architecture of Indeterminacy that favors multiple and temporal approaches to design over planning and orchestration, and allows architecture to participate in and reorganize our constantly shifting culture. This studio looks at the contemporary architectural platform and operates as a laboratory for finding new possibilities of integrating a wide range of techniques and technologies. Conventions and standards in architecture are challenged through a rigorous examination of other models of design and production, such as fashion, art, film and industrial design, creating a nonlinear process that can respond to a number of parameters, while exposing the disparate strategies and technologies inherent in the production of architecture. Students are also exposed to issues concerning the relationship of the part to the whole, repetition\ and structure, as well as the notion of variation and systemic manipulation through topological evolution. As the second part of the Graduate Program's Comprehensive Design sequence, students are expected to design site and building.

In DS1201 | 2GBX studio | On Forms of Tectonics and Cellullar Aggregation, students explore topological evolution and systems of design intelligence, with an emphasis on the broader infrastructural role that architecture can play in the city. With its ability to both perform and organize at the same time, architecture, it is argued, is able to have an effect that is felt at the scale of the urban landscape.

Primary: 2GAX: DS1200: Indeterminate Architecture
Primary: 2GBX: DS1201: On Forms of Tectonics and Cellular Aggregation

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

Undergraduate Program:
Student's use of various precedents and typologies combined with the ability to understand their inherent value as they pertain to architectural design, theory, and applied studies is fundamental to the undergraduate curriculum. This ability is best demonstrated within the more architectural notion of precedent in the two design studios in the 3rd year of the Undergraduate program.

The *3A Design Studio:* DS1030: *Field Operations: Static Architectural Systems* course, locates the idea of architecture at the intersection of various systems of information: from technical to cultural, from visual to tactile. Students consider the uses of precedent and antecedent in their work, while the main investigation examines the impact of structure and material systems on site and building form, and the capacity to use transformation as a methodological tool to guide a rigorous approach to decision making.

The *3B Design Studio:* DS1031: *Dynamic Architectural Systems* introduces students to the comprehensive development of a building, from conception to large-scale detail, with an emphasis on the assimilation of building systems. Students examine interrelated systems that are able to both modify the spatial structure of a building and articulate expectations of their performance structurally, thermally, acoustically, and environmentally. A list of topically relevant precedents are examined in the course, and the fundamental principles of each are presented and discussed in order to inform the design projects.

In the *Design Studio 2B:* DS1021: *Frameworks & Programs*, students also investigate alternative notions of precedent within the specific program of the semester project. In a recent studio that used a film school as the program, students were required to research film precedents and view the actual films which were followed by discussions with students and studio instructors.

The AS3033*: Tectonics: Construction, Assembly, and Detail* course explores the considerations and concepts that govern architecture within a tectonic tradition of craft, construction, detail, and assembly.

The class examines the use of techniques and technologies and discusses them through contemporary precedents as well as by means of current designs and studio projects. By focusing on different construction principles, materials and their particular use, different methods of fabrication, assembly and detail, the class focuses on their design impact in the overall conception and experience of a building.

> Primary: 3A Design Studio - DS1030 Field Operations: Static Architectural Systems
> Primary: 3B Design Studio - DS1031 Dynamic Architectural Systems
> Secondary: 2B Design Studio – DS1021 Frameworks & Programs
> Secondary: AS3033: Tectonics: Construction, Assembly & Detail

Graduate Program:

The application of various precedents and typologies combined with the ability to understand their inherent value as they pertain to architectural design, theory, and applied studies is fundamental to the graduate curriculum, both in the MArch.1 and MArch.2 programs. The use of precedents is stronger in some courses than others, given the broad focus of each curricular agenda, however the introduction of various precedents and typologies forms the core of our graduate educational sequences.

M.Arch 1

The ability to apply various precedents and typologies is particularly demonstrated in the third and fourth semesters of the M.Arch 1 program where students are required to show the use of architectural, structural, urban and environmental principles in their work.

The 2GA: DS1120 studio: Architecture's Intervention 1: Context and Territory, taken in the second year of the core M.Arch 1 sequence, is developed as a course that builds upon the awareness of the discipline and knowledge of architectural production by focusing on issues of Comprehensive Design. The studio is structured to hone each student's awareness of the complex and layered issues involved in an architectural problem, with an emphasis of developing and sharpening key design skills. Elemental spatial constructs and organizational systems are seen as resulting from and reacting to forces of site, context and territory. These influences are investigated via various design techniques.

In the following semester students take 2GB: DS1121: Architecture's Intervention 2: Urbanism, Landscape & Infrastructure, a course that examines the interrelationship between architectural design and the city, deepening students' understanding of the ways in which design can both inform, and be informed by, the urban fabric into which it is woven. Through a full integration of design resources and research on various scales of operation— from housing to institutional and commercial building types that contribute to the formation of neighborhoods and public space—students are encouraged to design into existing urban conditions with a full understanding of the dynamic and interdependent forces of economics, ethnicity, culture, society, politics and infrastructure that have shaped the contemporary city.

Taken prior to Thesis Studio in the student's final semester, CS2410: Thesis Preparation: Research Strategies is a research based seminar that aims to prepare students for a project of their own making. Through lectures, individual faculty discussions, and presentations, students use their own gathering of information to formulate, assess, and test their own positions within the discourse. Students are expected to have a cumulative knowledge base paired with a unique and passionate perspective on their work.

> Primary: 2GA: DS1120 studio: Architecture's Intervention 1: Context and Territory
> Primary: 2GB: DS1121: Architecture's Intervention 2: Urbanism, Landscape &
>   Infrastructure.
> Secondary: CS2410: Thesis Preparation: Research Strategies

M.Arch 2

The ability to apply various precedents and typologies is particularly demonstrated in the second semester of the M.Arch 2 program where students are required to show the use of architectural, structural, and environmental principles in their work.

This studio is preceded by DS1200 | 2GAX studio | Indeterminate Architecture, a course in which precedents for programmatics, geotechnics, structure, mechanics, commerce and environment are

studied with the goal that students are expected to design both site and building as informed by precedent.

Taken prior to Thesis Studio in the student's final semester, CS2410: Thesis Preparation: Research Strategies is a research based seminar that aims to prepare students for a project of their own making. Through lectures, individual faculty discussions, and presentations, students use their own gathering of information to formulate, assess, and test their own positions within the discourse. Students are expected to have a cumulative knowledge base paired with a unique and passionate perspective on their work.

In 2GBX: DS1201: On Forms of Tectonics and Cellular Aggregation, the broader infrastructural role that architecture can play in the urban environment. With its ability to both perform and organize at the same time, architecture, it is argued, is able to have an organizational effect that is felt at the scale of the urban landscape. In this course various architectural and urban precedents are studied to provide the basis for controlled experimentation.

> Primary: 2GAX: DS1200: Indeterminate Architecture
> Secondary: CS2410: Thesis Preparation: Research Strategies
> Secondary: 2GBX: DS1201: On Forms of Tectonics and Cellular Aggregation

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

Undergraduate Program:
Natural and formal ordering systems inform much of the studio work in the undergraduate design studios. The emphasis on two and three dimensional design is examined through these systems at both a fundamental and advanced level. Understanding these capacities to inform architectural form and organization is required of students and demonstrated in their studio design work.

In *1B Design Studio:* DS1011: *Conceptual Strategies for the Physical World*, The premise of the studio is that ideas, when deliberately assembled, become intellectual structures for conceptual strategies that oversee notions of spatial ordering systems and architectural form. The relationship between the conceptual and the circumstantial are examined in a series of evolutionary and interrelated projects that guide the student towards an understanding of sophisticated notions of spatial structures and material considerations. Investigative emphasis on the scale of the human body and geometric complexity, as both natural and formal ordering systems, are tested vis-à-vis two and three dimensional design projects.

In *2A Design Studio:* DS1021: *Formworks: Sites & Contexts,* students work within the variable conditions that determine the characteristics of a site, whether conceptual (e.g., musical score, text, painting, idea) or physical (e.g., location, geometrically described piece of property, legal boundary condition). Students explore the various conditional relationships that affect the reading and description of sites, and understand circumstance and environment as complex systems of information. Particular emphasis on terrain, environment, geometry, and landscape require that students understand the fundamentals of natural and formal ordering systems through their work.

Fundamental ordering systems are also introduced in the first design studio in the curriculum, *1A Design Studio:* DS1010: *Material Strategies for the Physical World*. A sequence of increasingly complex problems charge the students with working within two opposing knowledge-based fields: analytical and intuitive operations are applied to the study of materials, their potential for transformation, and their capacity to suggest ideas and intentions, organizational concepts, and abstract spaces. The interrelationship between the act of making and the process of execution is studied. The studio begins with an examination of two-dimensional problems, then focuses on problem-solving in three dimensions.

> Primary: 1B Design Studio - DS1011 Conceptual Strategies for the Physical World
> Primary: 2A Design Studio - DS1020 Formworks: Sites & Contexts
> Secondary: 1A Design Studio - DS1010 Material Strategies for the Physical World
> Secondary: Various Design Studios 2B, 3A, 3B

Graduate Program:
Studying, documenting and applying knowledge about natural and formal ordering systems is fundamental to the graduate curriculum, both in the MArch.1 and MArch.2 programs. Both programs emphasize the development of two and three dimensional design through the examination of these systems at both introductory and advanced levels. Understanding these capacities to inform architectural form and organization is required of students and demonstrated in their studio design work.

M.Arch 1
Studying, documenting and applying knowledge about natural and formal ordering systems is explored in 1GA: DS1100: Fundamental Architectural Principles 1: Elements of Spaces as well as in 1GB: DS1101: Fundamental Architecture Principles 2: Organizational Systems, courses which examine fundamental issues of architecture such as the interrelationship between geometry, form, tectonics, and materiality is explored as it relates to overarching organizational systems, both natural and artificial, as well as emergent systemic behaviors driven by programmatic content, structural logics and physical setting. In addition, the 2GA: DS1120 studio: Architecture's Intervention 1: Context and Territory studio is structured to hone each student's awareness of the complex and layered issues involved in an architectural problem. Elemental spatial constructs and organizational systems are seen as resulting from and reacting to forces of site, context and territory. These influences are considered physical and virtual, permanent and ephemeral, situational and circumstantial.
These courses are supplemented by Visual Studies courses VS4100: Strategies of Representation1: Analysis, Translation & Communications and VS4101: Strategies of Representation 2: Diagramming and Spatial Construction which introduce students to the primary and auxiliary tools necessary to analyze and translate spatial concepts into two-dimensional representations as well as covering various representational tools, emphasizing diagramming site analysis, topography and three dimensional realizations.

Primary:	1GA: DS1100: Fundamental Architectural Principles 1: Elements of Spaces
Primary:	1GB: DS1101: Fundamental Architecture Principles 2: Organizational Systems
Primary:	2GA: DS1120 studio: Architecture's Intervention 1: Context and Territory
Secondary:	VS4100: Strategies of Representation1: Analysis, Translation & Communications
Secondary:	VS4101: Strategies of Representation 2: Diagramming and Spatial Construction

M.Arch 2
Studying, documenting and applying knowledge about natural and formal ordering systems is explored in 2GAX: DS1200: Indeterminate Architecture as well as in 2GBX: DS1201: On Forms of Tectonics and Cellular Aggregation, two courses which examine the environment through the many technological fields which enable architecture to operate and perform while also exploring topological evolution and systems of design intelligence, with an emphasis on the broader infrastructural role that architecture can play in the environment. With its ability to both perform and organize at the same time, architecture, it is argued, is able to have an organizational effect that is felt at the scale of the urban landscape.
These courses are supplemented by VS4200: Delineation and Dynamic Systems, a course that explores new software technologies that allow variables of time, reproduction, variation and repetition, as well as AS3201: Optimization, Performance and Implementation: System to Building, a course that focuses on issues pertaining to structure and its relation to surface and building envelope, with an emphasis on the instrumental and conceptual shift from two-dimensional forms of representation and documentation, to three-dimensional systems based on material performance and force flow simulation and their consequent impact on architecture's relation to the building industry.

Primary:	2GAX: DS1200: Indeterminate Architecture
Primary:	2GBX: DS1201: On Forms of Tectonics and Cellular Aggregation
Secondary:	VS4200: Delineation and Dynamic Systems
Secondary:	AS3201: Optimization, Performance and Implementation: System to Building

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

Undergraduate Program:

    The Undergraduate program includes a three semester sequence in the History of Architecture, and another three semester sequences in the Humanities. These six courses combine to require that students demonstrate a broad understanding of parallel and divergent historical traditions and global culture. Combined the courses cover culture and architecture from pre-history to the contemporary, drawing on global examples that reflect the diversity of various settings globally.

    In particular, the CS2020: History of Architecture 2: Renaissance to Enlightment, and CS2021: Humanities 2: Renaissance to Romanticism courses cover a wide-range of global and historic traditions.

Primary:	CS2020 History of Architecture 2: Renaissance to Enlightment
Primary:	CS2021 Humanities 2: Renaissance to Romanticism
Secondary:	CS2012 History of Architecture 1: Prehistory to the Middle Ages
Secondary:	CS2022 History of Architecture 3: Industrial Revolution to Cont. Discourse
Secondary:	CS2013 Humanities 1: Antiquity to the Middle Ages

Graduate Program:

    Students in the M.Arch 1 program study the traditions of architecture, landscape and urban design from a historical and global perspective. The stated goal is that students demonstrate a broad understanding of culture and architecture from pre-history to the contemporary, drawing on global examples that reflect the diversity of various settings. M.Arch 2 students are required to possess a demonstrated understanding of global traditions. Students who do not possess this knowledge are required to take a six-week module in the Architecture Culture 1 course.

M.Arch 1

    Studying, documenting and applying knowledge about historical and global architectural and cultural traditions is explored in the CS2100: Architecture Culture 1 course which introduces students to Architecture in Western and non-Western culture from the Vitruvian tradition, to the "critical," or postwar period, with an emphasis on examining including examples of indigenous, vernacular, local, regional, national settings from the globe, with a view to comprehending ecological, and cultural factors. These course are supplemented by CS2410: Thesis Preparation: Research Strategies, which involves the development of a thesis regarding architecture, as well as a design program and project that explores and tests it. Often this course becomes a venue for students to explore and work in global locations, requiring investigations into local and historical traditions.

Primary:	CS2100: Architecture Culture 1
Secondary:	CS2410: Thesis Preparation: Research Strategies

M.Arch 2

    M.Arch 2 students are required to possess a demonstrated understanding of global traditions in architecture prior to being admitted at SCI-Arc. Students who do not are required to take a six-week module in CS2100: Architecture Culture 1 that covers local traditions in the Americas and African diaspora, Islamic traditions, Japanese and Asian traditions and traditions in Mexico and South America. In the 2GAX: DS1200: Indeterminate Architecture studio students examine the environment through the many technological fields which enable architecture to operate and perform while also exploring topological evolution and systems of design intelligence, with an emphasis on the broader infrastructural role that architecture can play in the environment. With its ability to both perform and organize at the same time, architecture, it is argued, is able to have an organizational effect that is felt at the scale of the urban landscape.

CS2200: Modern, Postmodern, Supermodern studies contemporary debates in philosophy, science, and global culture, before turning to a series of firm-specific case studies that explicitly address the role of intelligence in contemporary design practices from around the globe. These courses are supplemented by CS2410: Thesis Preparation: Research Strategies, which involves the development of a thesis regarding architecture, as well as a design program and project that explores and tests it. Often this course becomes a venue for students to explore and work in global locations, requiring investigations into local and historical traditions.

Primary: Prerequisite or six-week module in CS2100: Architecture Culture 1
Secondary: 2GAX: DS1200: Indeterminate Architecture
Secondary: CS2200: Modern, Postmodern, Supermodern
Secondary: CS2410: Thesis Preparation: Research Strategies

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

Undergraduate Program:

 Cultural diversity is an embedded aspect of the Undergraduate program and reflected in both the international and national diversity of the faculty and student body. The importance of understanding cultural diversity as it pertains to architecture is manifest throughout the curriculum in seminars and design studios where a diverse set of cultural conditions inform student projects.

In 2A Design Studio: DS1020: - *Formworks: Sites & Contexts*, students work within the variable conditions that determine the characteristics of a site, whether conceptual (e.g., musical score, text, painting, idea) or physical (e.g., location, geometrically described piece of property, legal boundary condition). Students explore the various conditional relationships that affect the reading and description of sites, and understand circumstance and environment as complex systems of information.

The CS2030: *Introduction to Urban Systems* seminar examines the city as a dynamic process composed of so-called "open systems" —infrastructural, economic, environmental and socio-cultural—that interact with each other. Through an exploration of their interrelationship, these systems are understood as historically determined and are presented in the class in rough chronological order, from water and sewage systems to fiber optic and wireless technologies.

The CS2013: *Humanities 1: Antiquity to the Middle Ages* course addresses ancient cultural production with a framework that extends beyond a normative Western trajectory with an interest in tracing parallel histories in disparate geographical and cultural locales. The course addresses art, architecture, music and literature in ancient Greece, Rome, Africa, Egypt, Asia, Europe and beyond. The task of this course is to survey historical cultures as well as to reframe historical conditions of culture through the lens of contemporary discourse.

Primary: 2A Design Studio - DS1020 Formworks: Sites & Contexts
Primary: CS2030 Introduction to Urban Systems
Secondary: CS2013 Humanities 1

Graduate Program:

M.Arch 1

The M.Arch 1 program familiarizes students with the issues of cultural diversity through CS2100: Architecture Culture 1 which places an emphasis on examining a diversity of indigenous, vernacular, local, regional, national and cultural factors.

Primary: CS2100: Architecture Culture 1

M.Arch 2

The M.Arch 2 program familiarizes students with the issues of cultural diversity via CS2201: Design Intelligence which studies firm-specific case studies that explicitly address the role of cultural

diversity in contemporary design practices from around the globe. These courses are supplemented by CS2410: Thesis Preparation: Research Strategies, which involves the development of a thesis regarding architecture, as well as a design program and project that explores and tests it. Often this course becomes a venue for students to explore and work in global locations, requiring investigations into local and historical traditions, thereby allowing students to pursue issues related to a broad view of culture and its constituencies.

       Primary: CS2201: Design Intelligence

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

Undergraduate Program:
       Various applied research skills are developed over the studio sequence in the curriculum. Understanding the role of applied research as it impacts building form, function and human conditions and behavior is best represented in the *3B Designs Studio* and the final studio in the sequence, *Thesis Studio*.

       The 3B Design Studio: DS1031: *Dynamic Architectural Systems* introduces students to the comprehensive development of a building, from conception to large-scale detail, with an emphasis on the assimilation of building systems. Students examine interrelated systems that are able to both modify the spatial structure of a building and articulate expectations of their performance structurally, thermally, acoustically, and environmentally. A list of topically relevant precedents are examined in the course, and the fundamental principles of each are presented and discussed in order to inform the design projects.

       Students also demonstrate an understanding of applied research by building upon research gathered and assessed in the CS2050: *Thesis Studio Preparation* class (see SPC A.5). These projects vary in type, size, and individual student interests, while demonstrating an understanding of applied research derived from *Thesis Studio Preparation.*

       Primary: 3B Design Studio - DS1031 Dynamic Architectural Systems
       Secondary: CS2050 Thesis Studio Preparation

Graduate Program:
       Applied research skills are developed over the studio sequence in the curriculum for both the M.Arch 1 and M.Arch 2 programs, lending students a understanding of the role of applied research as it impacts building form, function and behavior.

M.Arch 1
       In their fourth semester the M.Arch 1 students take 2GB: DS1121: Architecture's Intervention 2: Urbanism, Landscape & Infrastructure, a course that asks students to develop, through applied research, a close understanding of the dynamic and interdependent forces of economics, ethnicity, culture, society, politics and infrastructure that have shaped the contemporary city. This course is supplemented by CS2410: Thesis Preparation: Research Strategies.

       Primary: 2GB: DS1121: Architecture's Intervention 2: Urbanism, Landscape &
                  Infrastructure
       Secondary: CS2410: Thesis Preparation: Research Strategies

M.Arch 2
       In their fourth semester the M.Arch 2 students take 2GBX: DS1201: On Forms of Tectonics and Cellular Aggregation, a course that applies systems of research and design intelligence, to study the broader infrastructural role that architecture can play in the city. This course is supplemented by CS2410: Thesis Preparation: Research Strategies.

       Primary: 2GBX: DS1201: On Forms of Tectonics and Cellular Aggregation
       Secondary: CS2410: Thesis Preparation: Research Strategies

Realm B: Integrated Building Practices, Technical Skills and Knowledge

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

Undergraduate Program:
Pre-design ability is addressed in the 2B Design Studio: DS1021: *Frameworks & Programs* class where students focus on program as a driving force to their work. Students are required to create their own individual portion of a building program including spatial requirements. The project site is investigated through digital and physical site models and drawings, thoroughly documenting and assessing the project location.
In 3B Design Studio: DS1031: *Dynamic Architectural Systems* students also create an individual program portion of their own. Site analysis focuses on environmental conditions as they pertain to the projects localized conditions and includes a review of the pertinent laws and standards of the specific site.
During CS2050: *Thesis Studio Preparation*, students develop their own program for their projects including site analysis and investigation relating to the location and needs of the particular project scenario they are investigating. Project sites are considered, weighed as to their value to the aim of the project, and site analysis of local conditions assessed.

        Primary: 2B Design Studio – DS1021 Frameworks: Program
        Primary: 3B Design Studio - DS1031 Dynamic Architectural Systems
        Secondary: CS2050 Thesis Studio Preparation

Graduate Program:
In both the M.Arch 1 and the M.Arch 2 programs pre-design ability is addressed within the core sequence, providing students with the means to develop designs with well-integrated building systems, comprehending constructability, incorporating life safety systems, integrate accessibility and apply principles of sustainable design.

M.Arch 1
The 2GA: DS1120 studio: Architecture's Intervention 1: Context and Territory, taken in the second year of the core M.Arch 1 sequence, is developed as a course that builds upon the awareness of the discipline and knowledge of architectural production by focusing on issues of Comprehensive Design. The studio is structured to hone each student's awareness of the complex and layered issues involved in an architectural problem, with an emphasis of developing and sharpening key design skills in relationship to where students focus on program as a driving force to their work. Students are required to create their own individual portion of a building program including all key spatial and technical requirements. The project is investigated through digital and physical site models and drawings, thoroughly documenting and assessing the project location and through the assessment of building systems, constructability, life safety systems, and the integration of accessibility and basic principles of sustainable design. In the following semester students take 2GB: DS1121: Architecture's Intervention 2: Urbanism, Landscape & Infrastructure, a course that examines the interrelationship between architectural design and the city. Through a full integration of design and technical resources and research on various scales of operation— from housing to institutional and commercial building types that contribute to the formation of neighborhoods and public space—students are encouraged to design into existing urban conditions with a full understanding of the dynamic and interdependent forces of a well-integrated building.

        Primary: 2GA: DS1120 studio: Architecture's Intervention 1: Context and Territory
        Secondary: 2GB: DS1121: Architecture's Intervention 2: Urbanism, Landscape &
                        Infrastructure

M. Arch 2
The 2GBX: DS1201: On Forms of Tectonics and Cellular Aggregation, is a course that is developed to builds upon the students' awareness of the discipline and knowledge of architectural production by focusing on issues of Comprehensive Design, addressing well-integrated building systems, constructability, life safety systems, accessibility and the application of the core principles of sustainable design. This studio is preceded by DS1200 | 2GAX studio | Indeterminate Architecture, a course in which precedents for programmatics, geotechnics, structure, mechanics, and environment are studied with the goal that students are expected to design comprehensively.

Primary: 2GBX: DS1201: On Forms of Tectonics and Cellular Aggregation
Secondary: 2GAX: DS1200: Indeterminate Architecture

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

Undergraduate Program:
The ability to design accessible projects and sites, and to integrate systems for use by individuals with physical disabilities is incorporated into a two semester sequence in the undergraduate curriculum. In 3B Design Studio: DS1031: *Dynamic Architectural Systems*, students develop a comprehensive project that addresses accessibility needs. The following semester, in the *Design Documentation: Analysis & Development* seminar, students further develop these projects with a focus on building technology and building codes, including accessibility.
Taken during their 4th year of study, AS3040: *Design Documentation: Construction Documents*, further addresses issues of accessibility within the regulatory environment vis-a-vis construction documents, building codes, and regulations.

Primary: 3B Design Studio - DS1031 Dynamic Architectural Systems
Primary: AS3040 Design Documentation: Analysis & Development
Secondary: AS3041 Design Documentation: Construction Documents

Graduate Program:

M.Arch 1
In DS1101: Fundamental Architecture Principles 2: Organizational Systems. The working methodologies introduced in the first studio are expanded and refined to allow each student to continue developing conceptual frameworks and productive techniques for the creation of architecture. As the first part of the Graduate Program's Comprehensive Design Sequence, this course challenges students to design both site and buildings
In AS3122: Design Documentation: Analysis and Development, students develop a comprehensive project that addresses accessibility needs.

Primary: 1GB: DS1101: Fundamental Architecture Principles 2: Organizational Systems
Primary: AS3122: Design Documentation: Analysis and Development

M.Arch 2
Accessibility is addressed in the 2GAX: DS1200: Indeterminate Architecture this studio examine the environment through the many technological fields which enable architecture to operate and perform while also exploring topological evolution and systems of design intelligence, with an emphasis on the broader infrastructural role that architecture can play in the environment. With its ability to both perform and organize at the same time, architecture.
In AS3222: Design Documentation: Analysis and Development, students develop a comprehensive project that addresses accessibility needs.

Primary: 2GAX: DS1200: Indeterminate Architecture
Primary: AS3222: Design Documentation: Analysis and Development

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

Undergraduate Program:
The ability for students to design sustainable design projects is manifest in a series of interrelated courses that together require students to demonstrate the ability to address environmental issues in significant manners.

The 3B Design Studio: DS1031: *Dynamic Architectural Systems* introduces students to the comprehensive development of a building, from conception to large-scale detail, with an emphasis on the assimilation of building systems. Students examine interrelated systems that are able to both modify the spatial structure of a building and articulate expectations of their performance structurally, thermally, acoustically, and environmentally. Invited outside experts in the fields of building construction and environmental systems augment the design studio faculty to address specific technical and sustainable aspects of students design projects.

Taken during the same semester, the AS3032: *Smart and Sustainable Systems* class examines principles of sustainability by providing students with criteria for making decisions in architecture and urban design based on the preservation of natural and built resources—including important building and sites— and the creation of healthful communities. The course introduces a range of models and philosophies pertaining to a "sustainable" approach to architecture. Each session takes one notion of sustainability and explores it through a series of presentations, readings, and assignments. Case studies are used to examine the practical application of abstract ideals and more technical aspects such as water and sewage management, thermal transfer strategies in buildings, and embodied energy in materials and construction processes.

The AS3031: *Tempering the Environment: Light, Air, and Sound* seminar also introduces students to the basic physical principles, design implications and performance of environmental systems by focusing on the behavior of lighting, acoustical, and climate modification systems within the built environment. The course relies upon the assumption that a careful integration of these elements within an architectural project, especially in the impact these elements have on building envelopes, can contribute significantly to improving the quality of our environment. Life-safety systems are also discussed, with a special emphasis on movement systems and egress. The class is divided into three independent modules, each of which addresses a single environmental system and is taught by a professional engineer specializing in the field.

The 3A Design Studio: DS1030: *Field Operations: Static Architectural Systems* course also examines site in relation to the potentials of site design and examines the impact of structure and material systems on site and building form, and the capacity to use transformation as a methodological tool to guide a rigorous approach to decision making.

AS3020: *Introduction to the Environment* examines the notion of context and environment as two fundamental terms examined in the course. Beginning with an understanding of what constitutes the experience of place, the class develops a series of arguments with which to evaluate environments, the relationship between man and nature, and the architectural notion of what constitutes comfort. The course investigates to what extent the understanding of the environment is culturally and biologically determined. Students conduct their own research into a chosen area of climatology and develop schematic buildings proposals for various climactic conditions while making design decisions that conserve natural and built resources.

Primary: 3B Design Studio - DS1031 Dynamic Architectural Systems
Primary: AS3032 Smart Sustainable Systems
Secondary: AS3031 Tempering the Environment: Light, Air, and Sound
Secondary: 3A Design Studio - DS1030 Field Operations: Static Architectural Systems
Secondary: AS3020 Introduction to Environment

Graduate Program:

M.Arch 1
      In AS3123: Advanced Building Systems: Sustainability and Complex Envelopes, students focus on advanced building systems and technologies. With a special emphasis on sustainable high rise construction, students investigate issues pertaining to vertical movement systems, advanced structures and their relation to surface and high performance building envelopes. The course also covers other building services such as plumbing, electrical, security and fire protection systems and their effects on architectural design.
      In AS3121 | Tempering the Environment: Light, Air and Sound seminar also introduces students to the basic physical principles, design implications and performance of environmental systems by focusing on the behavior of lighting, acoustical, and climate modification systems within the built environment. The course relies upon the assumption that a careful integration of these elements within an architectural project, especially in the impact these elements have on building envelopes, can contribute significantly to improving the quality of our environment. Life-safety systems are also discussed, with a special emphasis on movement systems and egress. The class is divided into three independent modules, each of which addresses a single environmental system and is taught by a professional engineer specializing in the field.

      Primary: AS3123: Advanced Building Systems: Sustainability and Complex Envelopes
      Secondary: AS3121 | Tempering the Environment: Light, Air and Sound

M.Arch 2
      In AS3201: Optimization, Performance and Implementation: System to Building, students focus on innovative methods of construction, fabrication, structuring and assembly enabled by the advent of new sustainable technologies.

      Primary: AS3201: Optimization, Performance and Implementation: System to Building

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

Undergraduate Program:
      Site design and the ability to respond to site characteristics are addressed in the 2A Design Studio: DS1020: *Formworks: Sites & Contexts* where students are required to create a project that is derived from the site conditions and responds to various urban and natural issues. Students explore the various conditional relationships that affect the reading and description of sites, and understand circumstance and environment as complex systems of information.
      Taken in conjunction with the 2A Design Studio, AS3020: *Introduction to the Environment* examines the notion of context and environment as two fundamental terms examined in the course. Beginning with an understanding of what constitutes the experience of place, the class develops a series of arguments with which to evaluate environments, the relationship between man and nature, and the architectural notion of what constitutes comfort. The course investigates to what extent the understanding of the environment is culturally and biologically determined. Students conduct their own research into a chosen area of climatology and develop schematic buildings proposals for various climactic conditions while making design decisions that conserve natural and built resources.
      The 3A Design Studio: DS1030: *Field Operations: Static Architectural Systems* course also examines site in relation to the potentials of site design and examines the impact of structure and material systems on site and building form, and the capacity to use transformation as a methodological tool to guide a rigorous approach to decision making.
      AS3032: *Smart and Sustainable Systems* class examines principles of sustainability by providing students with criteria for making decisions in architecture and urban design based on the preservation of natural and built resources—including important building and sites—and the creation of healthful communities. The course introduces a range of models and philosophies pertaining to a "sustainable" approach to architecture. Each session takes one notion of sustainability and explores it through a series of presentations, readings, and assignments. Case studies are used to examine the practical application of

abstract ideals and more technical aspects such as water and sewage management, thermal transfer strategies in buildings, and embodied energy in materials and construction processes.

Primary:	2A Design Studio - DS1020 Formworks: Sites & Contexts
Primary:	AS3020 Introduction to the Environment
Secondary:	3A Design Studio - DS1030 Field Operations: Static Architectural Systems
Secondary:	AS3032 Smart Sustainable Systems

Graduate Program:
　　The ability to provide site design and to assess to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design into both the M.Arch 1 and M.Arch 2 programs as part of our core curricular sequence. Comprehensive site design is manifest in the interrelationship between design studio projects and technical courses that together require students to demonstrate the ability to address environmental issues in a significant manner.

M.Arch 1
　　Site design and the ability to respond to site characteristics are addressed in 1GB: DS1101: Fundamental Architecture Principles 2: Organizational Systems as well as 2GB: DS1121: Architecture's Intervention 2: Urbanism, Landscape & Infrastructure, a course that asks students to develop, through applied research, a close understanding of the dynamic and interdependent forces of economics, ethnicity, culture, society, politics and infrastruc ture that have shaped the contemporary city.
　　In 2GA: DS1120: Architecture's Intervention 1: Context and Territory where students are required to create projects that are derived from the site conditions and responds to various urban and natural issues. Students explore the various conditional relationships that affect the reading and description of sites, and understand circumstance and environment as complex systems of information.

Primary:	1GB: DS1101: Fundamental Architecture Principles 2: Organizational Systems
Primary:	2GB: DS1121: Architecture's Intervention 2: Urbanism, Landscape & Infrastructure
Secondary:	2GA: DS1120 studio: Architecture's Intervention 1: Context and Territory

M.Arch 2
　　Site design and the ability to respond to site characteristics are addressed in 2GBX: DS1201: On Forms of Tectonics and Cellular Aggregation as well as 2GAX: DS1200: Indeterminate Architecture where students are required to create projects that are derived from the site conditions and responds to various urban and natural issues. Students explore the various conditional relationships that affect the reading and description of sites, and understand circumstance and environment as complex systems of information.

Primary:	2GBX: DS1201: On Forms of Tectonics and Cellular Aggregation
Secondary:	2GAX: DS1200: Indeterminate Architecture

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

Undergraduate Program:
　　Students are required to demonstrate the ability to incorporate life safety and egress requirements in the comprehensive project in their 3B Design Studio: DS1031: *Dynamic Architectural Systems* course. Integration of egress requirements with the design aspirations of the project are investigated and demonstrated through diagramming of circulation and exit strategies.
　　The following semester, in the AS3040: *Design Documentation: Analysis & Development* course, students further develop these projects and review the code issues related to egress and other life safety issues as they investigate issues related to the implementation of design: technology, the use of materials, systems integration, and the archetypal analytical strategies of force, order, and character. The course includes a review of basic construction methods, analysis of building codes, design of structural and

mechanical systems, development of building materials, and integration of building components and systems.

Taken during their 4th year of study, AS3041: *Design Documentation: Construction Documents*, further addresses issues of life safety within the regulatory environment vis-a-vis construction documents, building codes, and regulations.

Primary:	3B Design Studio - DS1031 Dynamic Architectural Systems
Primary:	AS3040 Design Documentation: Analysis & Development
Secondary:	AS3041 Design Documentation: Construction Documents

Graduate Program:

M.Arch 1

In AS3122: Design Documentation: Analysis and Development students review the code issues related to egress and other life safety issues as they investigate issues related to the implementation of design: technology, the use of materials, systems integration, and the archetypal analytical strategies of force, order, and character. The course includes a review of basic construction methods, analysis of building codes, design of structural and mechanical systems, development of building materials, and integration of building components and systems

Students are also required to demonstrate the ability to incorporate life safety and egress requirements in the comprehensive project in their 2GA: DS1120 studio: Architecture's Intervention 1: Context and Territory course. Integration of egress requirements with the design aspirations of the project are investigated and demonstrated through diagramming of circulation and exit strategies.

Primary:	AS3122: Design Documentation: Analysis and Development
Secondary:	2GA: DS1120 studio: Architecture's Intervention 1: Context and Territory

M.Arch 2

In AS3222: Design Documentation: Analysis and Development students review the code issues related to egress and other life safety issues as they investigate issues related to the implementation of design: technology, the use of materials, systems integration, and the archetypal analytical strategies of force, order, and character. The course includes a review of basic construction methods, analysis of building codes, design of structural and mechanical systems, development of building materials, and integration of building components and systems. This course is supplement by a focus on the issues of life safety within the regulatory environment vis-a-vis zoning and building codes in 2GAX: DS1200: Indeterminate Architecture and 2GBX: DS1201: On Forms of Tectonics and Cellular Aggregation.

Primary:	AS3222: Design Documentation: Analysis and Development
Secondary:	2GAX: DS1200: Indeterminate Architecture
Secondary:	2GBX: DS1201: On Forms of Tectonics and Cellular Aggregation

B.6. Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

A.2. Design Thinking Skills
A.4. Technical Documentation
A.5. Investigative Skills
A.8. Ordering Systems
A.9. Historical Traditions and Global Culture
B.2. Accessibility
B.3. Sustainability
B.4. Site Design
B.5. Life Safety
B.8. Environmental Systems
B.9. Structural Systems

Undergraduate Program:
The ability to produce a comprehensive architectural project is considered an important part of the pedagogical goals of the Undergraduate program. To this end, a two semester approach in the curriculum bridges a design studio with an intensive seminar in building technology. Taken together, these two classes require students to demonstrate comprehensively designed project.

Students are required to produce a comprehensive design in their 3B Design Studio: DS1031: *Dynamic Architectural Systems* course. This class builds on the previous technology and design coursework to enable students to demonstrate a comprehensive project that integrates a multitude of architectural, environmental, technical, cultural and regulatory issues. Invited outside experts in the fields of building construction and environmental systems augment the design studio faculty to address specific technical and sustainable aspects of students design projects.

The following semester, in the AS3040: *Design Documentation: Analysis & Development* course, students further develop these projects and investigate issues related to the implementation of design: technology, the use of materials, systems integration, and the archetypal analytical strategies of force, order, and character. The course includes a review of basic construction methods, analysis of building codes, design of structural and mechanical systems, development of building materials, and integration of building components and systems. Students develop this studio project from the previous semester, focusing on a detailed design of a single component of the building and the resolution of its structural system and building envelope as a whole. Invited outside experts in the fields of building construction and environmental systems augment the seminar faculty to address specific technical and sustainable aspects of students design projects.

Taken during their 4th year of study, AS3041: *Design Documentation: Construction Documents*, further addresses issues of comprehensive design within the regulatory environment vis-a-vis construction documents, building codes, and regulations.

Primary: 3B Design Studio - DS1031 Dynamic Architectural Systems
Primary: AS3040 Design Documentation: Analysis & Development
Secondary: AS3041 Design Documentation: Construction Documents

Graduate Program:
The ability to produce a comprehensive architectural project is considered an important part of the pedagogical goals of both M.Arch 1 and M.Arch 2 programs curriculums. To this end, a two semester approach in the curriculum bridges a design studio with an intensive seminar in building technology. Taken together, these two classes require students to demonstrate comprehensively designed projects that integrate a multitude of architectural, environmental, technical, cultural, and regulatory issues. Invited outside experts in the fields of building construction and environmental systems augment the design studio faculty to address specific technical and sustainable aspects of students design projects.

<u>M.Arch 1</u>
In 2GA: DS1120 studio: Architecture's Intervention 1: Context and Territory, the class builds on the previous technology and design coursework to enable students to demonstrate a comprehensive project that integrates a multitude of architectural, environmental, technical, cultural, and regulatory issues. Invited outside experts in the fields of building construction and environmental systems augment the design studio faculty to address specific technical and sustainable aspects of students design projects.

The following semester, in the AS3122: Design Documentation: Analysis and Development, students further develop these projects and investigate issues related to the implementation of design, technology, use of materials, systems integration, and the archetypal analytical strategies of force, order, and character. The course includes a review of basic construction methods, analysis of building codes, design of structural and mechanical systems, development of building materials, and integration of building components and systems. Students develop this studio project from the studio projects of the previous semester, focusing on a detailed design of a single component of the building and the resolution of its structural system and building envelope as a whole. Invited outside experts in the fields of building

construction and environmental systems augment the seminar faculty to address specific technical and sustainable aspects of students design projects.

>Primary:　　　2GA: DS1120 studio: Architecture's Intervention 1: Context and Territory
>Primary:　　　AS3122: Design Documentation: Analysis and Development

M.Arch 2
In AS3222: Design Documentation: Analysis and Development, students further develop studio projects and investigate issues related to the implementation of design, technology, the use of materials, systems integration, and the archetypal analytical strategies of force, order, and character. The course includes a review of basic construction methods, analysis of building codes, design of structural and mechanical systems, development of building materials, and integration of building components and systems. Students develop their studio project from the previous semester, focusing on a detailed design of a single component of the building and the resolution of its structural system and building envelope as a whole. Invited outside experts in the fields of building construction and environmental systems augment the seminar faculty to address specific technical and sustainable aspects of students design projects.
Technology, the use of materials, systems integration, and the archetypal analytical strategies of force, order, and character, as well as a review of basic and advance construction methods, analysis of building codes, design of structural and mechanical systems, development of building materials, and integration of building components, and systems are addressed in the integration with the 2GBX: DS1201: On Forms of Tectonics and Cellular Aggregation

>Primary:　　　AS3222: Design Documentation: Analysis and Development
>Primary:　　　2GBX: DS1201: On Forms of Tectonics and Cellular Aggregation

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

Undergraduate Program:

In the AS3040: *Design Documentation: Analysis & Development course* students are expected to develop an understanding of financial considerations. Differing cost estimating techniques are reviewed and understood as how they may affect project design. Issues of value engineering, project financing, and funding are discussed as they pertain to actual built project case studies in the class. Invited outside experts in the fields of building construction and environmental systems augment the seminar faculty to address specific technical and sustainable aspects of students design projects, including life-cycle costs, operational costs, and financial feasibility.
In the AS3050: *Practice Environments: Contracts, Liability, Business Models* course, students critically examine the role of professional architectural practices in the development and direction of architectural design, production, and pedagogy. As its basis, the course comprises a survey of the architectural profession—it's licensing and legal requirements, its adherence to the constraints of codes and budgets, and its place among competing professions and financial interests.
In the AS3041: *Design Documentation: Construction Documents* class, students are further introduced to the basics of cost analysis and construction management, vis-a-vis construction documents, building codes, and regulations.

>Primary:　　　AS3040 Design Documentation: Analysis & Development
>Primary:　　　AS3050 Practice Environments: Contracts, Liability, Business Models
>Secondary:　　AS3041 Design Documentation: Construction Documents

Graduate Program:

M.Arch 1
In the AS3122: Design Documentation: Analysis and Development course students are expected to develop an understanding of financial considerations. Differing cost estimating techniques are reviewed and

understood as how they may affect project design. Issues of value engineering, project financing, and funding are discussed as they pertain to actual built project case studies in the class. Invited outside experts in the fields of building construction and environmental systems augment the seminar faculty to address specific technical and sustainable aspects of students design projects, including life-cycle costs, operational costs, and financial feasibility.

In the AS3130: Practice Environments: Contracts, Liability, Business Models course, students critically examine the role of professional architectural practices in the development and direction of architectural design, production, and pedagogy. As its basis, the course comprises a survey of the architectural profession—it's licensing and legal requirements, its adherence to the constraints of codes and budgets, and its place among competing professions and financial interests.

Primary: AS3122: Design Documentation: Analysis and Development
Primary: AS3130: Practice Environments: Contracts, Liability, Business Models

M.Arch 2

In the AS3222: Design Documentation: Analysis and Development course students are expected to develop an understanding of financial considerations. Differing cost estimating techniques are reviewed and understood as how they may affect project design. Issues of value engineering, project financing, and funding are discussed as they pertain to actual built project case studies in the class. Invited outside experts in the fields of building construction and environmental systems augment the seminar faculty to address specific technical and sustainable aspects of students design projects, including life-cycle costs, operational costs, and financial feasibility.

In the AS3230: Practice Environments: Contracts, Liability, Business Models course, students critically examine the role of professional architectural practices in the development and direction of architectural design, production, and pedagogy. As its basis, the course comprises a survey of the architectural profession—it's licensing and legal requirements, its adherence to the constraints of codes and budgets, and its place among competing professions and financial interests.

Primary: AS3222: Design Documentation: Analysis and Development
Primary: AS3230: Practice Environments: Contracts, Liability, Business Models

B. 8 Environmental Systems: *Understanding* the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, day lighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.

Undergraduate Program:

The AS3031: *Tempering the Environment: Light, Air, and Sound* course introduces students to the basic physical principles, design implications and performance of environmental systems by focusing on the behavior of lighting, acoustical, and climate modification systems within the built environment. The course relies upon the assumption that a careful integration of these elements within an architectural project, especially in the impact these elements have on building envelopes, can contribute significantly to improving the quality of our environment. Life-safety systems are also discussed, with a special emphasis on movement systems and egress. The class is divided into three independent modules, each of which addresses a single environmental system and is taught by a professional engineer specializing in the field.

The AS3032: *Smart Sustainable Systems* class examines principles of sustainability by providing students with criteria for making decisions in architecture and urban design based on the preservation of natural and built resources—including important building and sites—and the creation of healthful communities. The course introduces a range of models and philosophies pertaining to a "sustainable" approach to architecture. Each session takes one notion of sustainability and explores it through a series of presentations, readings, and assignments. Case studies are used to examine the practical application of abstract ideals and more technical aspects such as water and sewage management, thermal transfer strategies in buildings, and embodied energy in materials and construction processes.

Students also demonstrate an understanding of applied environmental systems in the AS3040: *Design Documentation: Analysis & Development* course, where they develop a studio project from the previous semester, focusing on a detailed design of a single component of the building and the resolution of

its structural system and building envelope as a whole.

The 3B Design Studio: DS1031: *Dynamic Architectural Systems* course builds on the previous technology and design coursework to enable students to demonstrate a comprehensive project that integrates a multitude of architectural, environmental, technical, cultural and regulatory issues. Invited outside experts in the fields of building construction and environmental systems augment the design studio faculty to address specific technical and sustainable aspects of students design projects.

Primary: AS3031 Tempering the Environment: Light, Air, and Sound
Primary: AS3032 Smart Sustainable Systems
Secondary: AS3040 Design Documentation: Analysis & Development
Secondary: 3B Design Studio - DS1031 Dynamic Architectural Systems

Graduate Program:

An understanding of the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, day lighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools is integrated into both the M.Arch 1 and M.Arch 2 programs as part of our core curricular sequence.

M.Arch 1

In the AS3123: Advanced Building Systems: Sustainability and Complex Envelopes course students are expected to develop an understanding of advanced building systems and environmental technologies. With a special emphasis on high rise construction, students investigate issues pertaining to vertical movement systems, advanced structures and their relation to surface and building envelopes. The course also covers other building services such as plumbing, electrical, security and fire protection systems and their effects on architectural design. Through a series of lectures, group presentations and individual assignments, current typologies and specific architectural precedents are researched and discussed, with a special focus on glass, curtain wall systems, sustainable, energy efficient systems, and technologies of construction and assembly.

The AS3121 | Tempering the Environment: Light, Air and Sound introduces students to the basic physical principles, design implications and performance of environmental systems by focusing on the behavior of lighting, acoustical, and climate modification systems within the built environment. The course relies upon the assumption that a careful integration of these elements within an architectural project, especially in the impact these elements have on building envelopes, can contribute significantly to improving the quality of our environment. Life-safety systems are also discussed, with a special emphasis on movement systems and egress. The class is divided into three independent modules, each of which addresses a single environmental system and is taught by a professional engineer specializing in the field.

Students also demonstrate an understanding of applied environmental systems in the AS3122: Design Documentation: Analysis and Development course, where they develop a studio project from the previous semester, focusing on a detailed design of a single component of the building and the resolution of its structural system and building envelope as a whole.

Primary: AS3123: Advanced Building Systems: Sustainability and Complex Envelopes
Primary: AS3121 | Tempering the Environment: Light, Air and Sound
Secondary: AS3122: Design Documentation: Analysis and Development

M.Arch 2

In the AS3201: Optimization, Performance and Implementation: System to Building course students are expected to develop an understanding of innovative methods of construction, fabrication, structuring and assembly enabled by the advent of new environmental technologies. The class focuses on issues pertaining to structure and its relation to surface and building envelope, with an emphasis on the instrumental and conceptual shift from two-dimensional forms of representation and documentation, to three-dimensional systems based on material performance and force flow simulation and their consequent impact on architecture's relation to the building industry. Current typologies and specific precedents of architectural realization—and their integration of geometry and ordering systems with

systems of construction and assembly—are discussed through a series of lectures, group presentations and individual assignments.

Students also demonstrate an understanding of applied environmental systems in the AS3222: Design Documentation: Analysis and Development course, where they develop a studio project from the previous semester, focusing on a detailed design of a single component of the building and the resolution of its structural system and building envelope as a whole.

Primary: AS3201: Optimization, Performance and Implementation: System to Building
Secondary: AS3222: Design Documentation: Analysis and Development

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

Undergraduate Program:

A two semester sequence in structural systems in the Undergraduate program requires that students demonstrate an understanding of the principals of structural design. The 3A Design Studio: DS1030: *Field Operations: Static Architectural Systems*, also focuses on a long span structural problem in the design studio as applied to the students' projects. Invited structural engineering faculty help augment the design studio faculty with periodic invited input and reviews.

The AS3021: *Structures 1: Forces and Vectors* class begins with a broad understanding of the ways in which materials work at the molecular level, this course introduces students to principles governing structure such as force and unit stress, equilibrium and span, stiffness, and the reasons materials change shape when subjected to loads. Through a number of assignments, which include exercises in shear and bending moment diagrams and the calculation of equilibrium and internal forces in trusses, students are provided with a practical basis for understanding structures and their behavior.

The 3A Design Studio: DS1030: *Field Operations: Static Architectural Systems* course also examines site in relation to the potentials of site design and examines the impact of structure and material systems on site and building form, and the capacity to use transformation as a methodological tool to guide a rigorous approach to decision making.

The AS3030: *Structures 2: Long Span and Lateral Systems* course offers an insight into methods of lateral load resistance within structures. The class examines concepts and definitions of lateral loads and the structural systems used to resist those loads, as well as the influence of various load-resisting systems on architectural design projects. By focusing on loads caused by wind and seismic forces within long span buildings, the class introduces students to building-code requirements pertaining to loads, lateral load-resisting systems, and moment-resisting reinforced concrete structural systems.

The 3B Design Studio: DS1031: *Dynamic Architectural Systems* course builds on the previous technology and design coursework to enable students to demonstrate a comprehensive project that integrates a multitude of architectural, environmental, technical, cultural and regulatory issues. Invited outside experts in the fields of building construction and environmental systems augment the design studio faculty to address specific technical and sustainable aspects of students design projects.

Primary: AS3021 Structures 1: Forces and Vectors
Primary: 3A Design Studio - DS1030 Field Operations: Static Architectural Systems
Secondary: AS3030 Structures 2: Long Span & Lateral Systems
Secondary: 3B Design Studio - DS1031 Dynamic Architectural Systems

Graduate Program:
M.Arch 1

In the AS3101: Structure 1: Forces and Vectors course students are expected to develop an understanding of the ways in which materials work at the molecular level, this course introduces students to principles governing structure such as force and unit stress, equilibrium and span, stiffness, and the reasons materials change shape when subjected to loads. Through a number of assignments which include exercises in shear and bending moment diagrams and the calculation of equilibrium and internal

forces in trusses, students are provided with a practical basis for understanding structures and their behavior.

This course is followed by AS3120: Structure 2: Techniques and Implementation: Connections and Systems, a course that aims to provide students with a comprehensive understanding of structural engineering and of the architect's role in the creative application of engineering principles. The class examines concepts and definitions of lateral loads and the structural systems used to resist those loads, and also considers the influence of various load resisting systems on architectural design projects. By focusing on loads caused by wind and seismic forces within long span buildings, the class introduces students to building code requirements pertaining to loads, lateral load-resisting systems and moment-resisting reinforced concrete structural systems.

> Primary: AS3101: Structure 1: Forces and Vectors
> Primary: AS3120: Structure 2: Techniques and Implementation: Connections and Systems

M.Arch 2

The Academic Counselor reviews the transcripts of students entering the M.Arch 2 program to verify that they have completed courses comparable to the following core Applied Studies classes offered at SCI-Arc: AS3101: Structures 1: Forces and Vectors; AS3120: Structures 2: Techniques and Implementation: Connections and Systems; and AS3121: Tempering the Environment: Light, Air and Sound. Students who have not passed these classes are required to do so. M.Arch 2 students who have passed a sequence of courses on structures during their undergraduate courses at other institutions, but have not been introduced to seismic issues, are required to take a course on that subject before the end of their second term at SCI-Arc.

The AS3302 | Advanced Structures course is a lecture class in structural engineering design of unconventional structures for architecture students. The course examinates how architectural form can be derived from force flow and load path. The class content includes the modern history of structural engineering and architecture, structural models, structures in nature and demonstrations of analysis techniques. Established structural systems such as long span trusses, arches, vaults, membranes, shells, tension structures, space frames, folded plates, diagrids, pneumatics and cable nets will be studied through evaluations of built projects, current designs and class assignments. Different structural materials will be examined with an emphasis on making appropriate material choices for different structural systems and methods of construction. The course will focus on engineering fundamentals for quick evaluations of structural concepts

In the AS3201: Optimization, Performance and Implementation: System to Building course introduces students to innovative methods of construction, fabrication, structuring and assembly enabled by the advent of new technologies. The class focuses on issues pertaining to structure and its relation to surface and building envelope, with an emphasis on the instrumental and conceptual shift from two-dimensional forms of representation and documentation, to three-dimensional systems based on material performance and force flow simulation and their consequent impact on architecture's relation to the building industry.

> Primary: AS3302 | Advanced Structures
> Secondary: AS3201: Optimization, Performance and Implementation: System to Building

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

Undergraduate Program:

The understanding of building envelope systems is incorporated into a two semester approach in the curriculum which bridges a design studio with an intensive seminar in building technology. Taken together, these two classes require students to demonstrate an understanding of building envelope systems.

Students are required to produce a comprehensive design in their 3B Design Studio: DS1031: *Dynamic Architectural Systems* course. This class builds on the previous technology and design

coursework to enable students to demonstrate a comprehensive project that integrates a multitude of architectural, environmental, technical, cultural and regulatory issues. Invited outside experts in the fields of building construction and environmental systems augment the design studio faculty to address specific technical and sustainable aspects of students design projects.

The following semester, in the AS3040: *Design Documentation: Analysis & Development* course, students further develop these projects and investigate issues related to the implementation of design: technology, the use of materials, systems integration, and the archetypal analytical strategies of force, order, and character. The course includes a review of basic construction methods, analysis of building codes, design of structural and mechanical systems, development of building materials, and integration of building components and systems. Students develop this studio project from the previous semester, focusing on a detailed design of a single component of the building and the resolution of its structural system and building envelope as a whole. Invited outside experts in the fields of building construction and environmental systems augment the seminar faculty to address specific technical and sustainable aspects of students design projects.

Taken during their 4th year of study, AS3041: *Design Documentation: Construction Documents*, further addresses issues of building envelope systems vis-a-vis construction documents, building codes, and regulations.

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Primary: 3B Design Studio - DS1031 Dynamic Architectural Systems
Primary: AS3040 Design Documentation: Analysis & Development
Secondary: AS3041 Design Documentation: Construction Documents

</div>

Graduate Program:

M.Arch 1

In the AS3123: Advanced Building Systems: Sustainability and Complex Envelopes course students are expected to develop an understanding of advanced building systems and environmental technologies. With a special emphasis on high rise construction, students investigate issues pertaining to vertical movement systems, advanced structures and their relation to surface and building envelopes. The course also covers other building services such as plumbing, electrical, security and fire protection systems and their effects on architectural design. Through a series of lectures, group presentations and individual assignments, current typologies and specific architectural precedents are researched and discussed, with a special focus on glass, curtain wall systems, sustainable, energy efficient systems, and technologies of construction and assembly.

In the AS3122: Design Documentation: Analysis and Development course students are expected to develop an understanding of financial considerations. Differing cost estimating techniques are reviewed and understood as how they may affect project design. Issues of value engineering, project financing, and funding are discussed as they pertain to actual built project case studies in the class. Invited outside experts in the fields of building construction and environmental systems augment the seminar faculty to address specific technical and sustainable aspects of students design projects, including life-cycle costs, operational costs, and financial feasibility.

<div style="padding-left:2em">

Primary: AS3123: Advanced Building Systems: Sustainability and Complex Envelopes
Primary: AS3122: Design Documentation: Analysis and Development

</div>

M.Arch 2

In the AS3222: Design Documentation: Analysis and Development course students are expected to develop an understanding of financial considerations. Differing cost estimating techniques are reviewed and understood as how they may affect project design. Issues of value engineering, project financing, and funding are discussed as they pertain to actual built project case studies in the class. Invited outside experts in the fields of building construction and environmental systems augment the seminar faculty to address specific technical and sustainable aspects of students design projects, including life-cycle costs, operational costs, and financial feasibility.

In the AS3201: Optimization, Performance and Implementation: System to Building course introduces students to innovative methods of construction, fabrication, structuring and assembly enabled

by the advent of new technologies. The class focuses on issues pertaining to structure and its relation to surface and building envelope, with an emphasis on the instrumental and conceptual shift from two-dimensional forms of representation and documentation, to three-dimensional systems based on material performance and force flow simulation and their consequent impact on architecture's relation to the building industry.

> Primary: AS3122: Design Documentation: Analysis and Development
> Primary: AS3201: Optimization, Performance and Implementation: System to Building

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

Undergraduate Program:
The understanding of building service systems is incorporated into a two semester approach in the curriculum which bridges a design studio with an intensive seminar in building technology. Taken together, these two classes require students to demonstrate an understanding of building service systems.
Students are required to produce a comprehensive design in their 3B Design Studio: DS1031: *Dynamic Architectural Systems* course. This class builds on the previous technology and design coursework to enable students to demonstrate a comprehensive project that integrates a multitude of architectural, environmental, technical, cultural and regulatory issues. Invited outside experts in the fields of building construction and environmental systems augment the design studio faculty to address specific technical and sustainable aspects of students design projects.
The following semester, in the AS3040: *Design Documentation: Analysis & Development* course, students further develop these projects and investigate issues related to the implementation of design: technology, the use of materials, systems integration, and the archetypal analytical strategies of force, order, and character. The course includes a review of basic construction methods, analysis of building codes, design of structural and mechanical systems, development of building materials, and integration of building components and systems. Students develop this studio project from the previous semester, focusing on a detailed design of a single component of the building and the resolution of its structural system and building envelope as a whole. Invited outside experts in the fields of building construction and environmental systems augment the seminar faculty to address specific technical and sustainable aspects of students design projects.
Taken during their 4th year of study, AS3041: *Design Documentation: Construction Documents*, further addresses issues of building service systems vis-a-vis construction documents, building codes, and regulations.

> Primary: 3B Design Studio - DS1031 Dynamic Architectural Systems
> Primary: AS3040 Design Documentation: Analysis & Development
> Secondary: AS3041 Design Documentation: Construction Documents

Graduate Program:

M.Arch 1
In the AS3123: Advanced Building Systems: Sustainability and Complex Envelopes course students are expected to develop an understanding of advanced building systems and environmental technologies. With a special emphasis on high rise construction, students investigate issues pertaining to vertical movement systems, advanced structures and their relation to surface and building envelopes. The course also covers other building services such as plumbing, electrical, security and fire protection systems and their effects on architectural design. Through a series of lectures, group presentations and individual assignments, current typologies and specific architectural precedents are researched and discussed, with a special focus on glass, curtain wall systems, sustainable, energy efficient systems, and technologies of construction and assembly.

This course is supplemented by AS3122: Design Documentation: Analysis and Development a course that focuses on construction systems, building technology, the use of materials and system integration.

Primary: AS3123: Advanced Building Systems: Sustainability and Complex Envelopes
Primary: AS3122: AS3122: Design Documentation: Analysis and Development

M.Arch 2
AS3222: Design Documentation: Analysis and Development course students are expected to develop an understanding of financial considerations. Differing cost estimating techniques are reviewed and understood as how they may affect project design. Issues of value engineering, project financing, and funding are discussed as they pertain to actual built project case studies in the class. Invited outside experts in the fields of building construction and environmental systems augment the seminar faculty to address specific technical and sustainable aspects of students design projects, including life-cycle costs, operational costs, and financial feasibility.

Primary: AS3222: Design Documentation: Analysis and Development

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

Undergraduate Program:
The understanding of building materials and assemblies is incorporated into two classes that require students to demonstrate an understanding of building materials and assemblies.

The AS3033*: Tectonics: Construction, Assembly, and Detail* course explores the considerations and concepts that govern architecture within a tectonic tradition of craft, construction, detail, and assembly. The class examines the use of techniques and technologies and discusses them through contemporary precedents as well as by means of current designs and studio projects. By focusing on different construction principles, materials and their particular use, different methods of fabrication, assembly and detail, the class focuses on their design impact in the overall conception and experience of a building.

In the AS3040: *Design Documentation: Analysis & Development* course, students further develop these projects and investigate issues related to the implementation of design: technology, the use of materials, systems integration, and the archetypal analytical strategies of force, order, and character. The course includes a review of basic construction methods, analysis of building codes, design of structural and mechanical systems, development of building materials, and integration of building components and systems. Students develop this studio project from the previous semester, focusing on a detailed design of a single component of the building and the resolution of its structural system and building envelope as a whole. Invited outside experts in the fields of building construction and environmental systems augment the seminar faculty to address specific technical and sustainable aspects of students design projects.

The AS3031: *Tempering the Environment: Light, Air, and Sound* course introduces students to the basic physical principles, design implications and performance of environmental systems by focusing on the behavior of lighting, acoustical, and climate modification systems within the built environment. The course relies upon the assumption that a careful integration of these elements within an architectural project, especially in the impact these elements have on building envelopes, can contribute significantly to improving the quality of our environment.

Primary: AS3033*:* Tectonics: Construction, Assembly, and Detail
Primary: AS3040 Design Documentation: Analysis & Development
Secondary: AS3031 Tempering the Environment: Light, Air, and Sound

Graduate Program:
An understanding of the basic principles involved in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance,

including their environmental impact and reuse is integrated into both the MArch.1 and MArch.2 programs as part of our core curricular sequence.

M.Arch 1

The AS3100 | Material Properties, Industrial Processes and Structural Principles introduces students to fundamental structural principles with a strong emphasis on materials, material properties and industrial processes. This course is an investigation into the anatomy of material and its potential use in architecture. The goal of the class is to provide students with a thorough understanding of materials, and of the design methods, techniques, and industrial processes by which they acquire meaning in an architectural and building context. By means of direct testing and experimentation, the class explores technical and rational manipulations of traditional as well as novel materials, aiming to develop an expansive understanding of their physical nature, environmental impact and possible reuse.

In 2GA: DS1120 studio: Architecture's Intervention 1: Context and Territory
This class builds on the previous technology and design coursework to enable students to demonstrate a comprehensive project that integrates a multitude of architectural, environmental, technical, cultural and regulatory issues. Invited outside experts in the fields of building construction and environmental systems augment the design studio faculty to address specific technical and sustainable aspects of students design projects.

Primary: AS3100 | Material Properties, Industrial Processes and Structural Principles
Secondary: 2GA: DS1120 studio: Architecture's Intervention 1: Context and Territory

M.Arch 2

The AS3200 | Reflexive Formal Assemblies: Material to System course looks at the new ability of architects to design, develop and produce structural assemblies for highly specific performances and applications. The course explores new materials, as well as the integral manner in which building systems and structures are produced—from design idea to fabrication and erection—to precisely fit designers' specifications and to provide optimized performance.

In the AS3222: Design Documentation: Analysis and Development course students are expected to develop an understanding of financial considerations. Differing cost estimating techniques are reviewed and understood as how they may affect project design. Issues of value engineering, project financing, and funding are discussed as they pertain to actual built project case studies in the class. Invited outside experts in the fields of building construction and environmental systems augment the seminar faculty to address specific technical and sustainable aspects of students design projects, including life-cycle costs, operational costs, and financial feasibility.

Primary: AS3200 | Reflexive Formal Assemblies: Material to System
Secondary: AS3222: Design Documentation: Analysis and Development

Realm C: Leadership and Practice

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

Undergraduate Program:

Collaboration is acknowledged as a fundamental requirement in the pursuit of architectural inquiry throughout the Undergraduate program. Students work in teams with each other at various points in the curriculum in order to demonstrate the ability to successfully complete design projects while incorporating multi-disciplinary teamwork. This is also imbued in the design studios and seminars where students are exposed to instructors and professionals in various fields of study that contribute to in invited class lectures, visits, and reviews.

In the 1A Design Studio: DS1010: *Material Strategies for the Physical World*, students work on an all-studio semester ending installation project that is ultimately installed at the school. Students are required to demonstrate the ability to work with each other, synthesize input from instructors and visiting professionals, and ultimately work together to design, assemble, and build the installation.

Students are required to produce a comprehensive design in their 3B Design Studio: DS1031: *Dynamic Architectural Systems* course. Students work in teams of two incorporating the various input from design studio instructors and visiting experts to synthesize the complex set of technical and architectural information into their projects.

The following semester, in the AS3040: *Design Documentation: Analysis & Development* course, students further develop these projects and investigate issues related to the implementation of design: technology, the use of materials, systems integration, and the archetypal analytical strategies of force, order, and character. Students work in teams of two to four students, demonstrating the importance of collaboration. Students are shown case studies of built projects that demonstrate the importance of multidisciplinary teams in the profession.

Primary: 1A Design Studio – DS1010 Material Strategies for the Physical World
Primary: 3B Design Studio - DS1031 Dynamic Architectural Systems
Secondary: AS3040 Design Documentation: Analysis & Development

<u>Graduate Program:</u>

Collaboration is acknowledged as a fundamental requirement in the pursuit of architectural inquiry throughout the M.Arch 1 and M.Arch 2 programs. Students work in teams with each other at various points in the curriculum in order to demonstrate the ability to successfully complete design projects while incorporating multi-disciplinary teamwork. This is also imbued in the design studios and seminars where students are exposed to instructors and professionals in various fields of study that contribute to in invited class lectures, visits, and reviews.

<u>M.Arch 1</u>

The AS3122: Design Documentation: Analysis and Development which utilizes group based work to develop collaborative projects that focus on construction systems, building technology, the use of materials and system integration.

The following semester, in the AS3121: Tempering the Environment: Light, Air and Sound course, students further develop these projects and investigate issues related to the implementation of design: technology, the use of materials, systems integration, and the archetypal analytical strategies of force, order, and character. Students work in teams of two to four students, demonstrating the importance of collaboration. Students are shown case studies of built projects that demonstrate the importance of multidisciplinary teams in the profession.

The first term in the second year of the core M.Arch 1 sequence builds upon the awareness of the discipline and knowledge of architectural production by focusing on issues of Comprehensive Design. The DS1120: 2GA Architecture's Intervention 1: Context and Territory studio is structured to hone each student's awareness of the complex and layered issues involved in an architectural problem.

Primary: AS3122: Design Documentation: Analysis and Development
Primary: AS3121: Tempering the Environment: Light, Air and Sound
Secondary: DS1120: 2GA studio | Architecture's Intervention 1: Context and Territory

<u>M.Arch 2</u>

The first term in the second year of the core M.Arch 2 sequence builds upon the awareness of the discipline and knowledge of architectural production by focusing on issues of Comprehensive Design. The studio is structured to hone each student's awareness of the complex and layered issues involved in an architectural problem. Elemental spatial constructs and organizational systems are seen as resulting from and reacting to forces of site, context and territory. These influences are considered physical and virtual, permanent and ephemeral, situational and circumstantial. Qualities of site, situation and environment, as well as cultural contexts, are considered as potential tools with which to challenge conventional approaches to architectural design.

The following year, in the AS3122: Design Documentation: Analysis & Development course, students further develop these projects and investigate issues related to the implementation of design: technology, the use of materials, systems integration, and the archetypal analytical strategies of force, order, and character. Students work in teams of two to four students, demonstrating the importance of

collaboration. Students are shown case studies of built projects that demonstrate the importance of multidisciplinary teams in the profession.

Primary: 2GAX: DS1200: Indeterminate Architecture
Primary: AS3222: Design Documentation: Analysis and Development

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

Undergraduate Program:
Students in the 1B Design Studio: DS1011: *Conceptual Strategies for the Physical World* are required to develop an understanding of the relationship of the human body, proportion, and movement as it pertains to their design studio work. Recent studios explored various exercises in mapping human movement in relation to the natural and built environment in order to generate responsive architectural designs.
The AS3031: *Tempering the Environment: Light, Air, and Sound* course introduces students to the basic physical principles, design implications and performance of environmental systems by focusing on the behavior of lighting, acoustical, and climate modification systems within the built environment. The course relies upon the assumption that a careful integration of these elements within an architectural project, especially in the impact these elements have on building envelopes, can contribute significantly to improving the quality of our environment.
Taken in conjunction with the 2A Design Studio, AS3020: *Introduction to the Environment* examines the notion of context and environment as two fundamental terms examined in the course. Beginning with an understanding of what constitutes the experience of place, the class develops a series of arguments with which to evaluate environments, the relationship between man and nature, and the architectural notion of what constitutes comfort. The course investigates to what extent the understanding of the environment is culturally and biologically determined. Students conduct their own research into a chosen area of climatology and develop schematic buildings proposals for various climactic conditions while making design decisions that conserve natural and built resources.

Primary: 1B Design Studio - DS1011 Conceptual Strategies for the Physical World
Primary: AS3031 Tempering the Environment: Light, Air, and Sound
Secondary: AS3020 Introduction to the Environment

Graduate Program:

M.Arch 1
AS3123: Advanced Building Systems: Sustainability and Complex Envelopes focuses on advanced building systems and technologies. With a special emphasis on high rise construction, students investigate issues pertaining to vertical movement systems, advanced structures and their relation to surface and building envelopes. The course also covers other building services such as plumbing, electrical, security and fire protection systems and their effects on architectural design. Through a series of lectures, group presentations and individual assignments, current typologies and specific architectural precedents are researched and discussed, with a special focus on glass, curtain wall systems, sustainable, energy efficient systems, and technologies of construction and assembly.

Primary: AS3123: Advanced Building Systems: Sustainability and Complex Envelopes

M.Arch 2
In the AS3201: Optimization, Performance and Implementation: System to Building course students are introduced to the physical principles, design implications and performance of environmental systems by focusing on the behavior of lighting, acoustical and climate modification systems within the built environment and in relationship to human behavior. The course relies upon the assumption that a careful integration of these elements within an architectural project, especially in the impact these

elements have on building envelopes, can contribute significantly to improving the quality of the human building user's environment.

Primary: AS3201: Optimization, Performance and Implementation: System to Building

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

Undergraduate Program:
Throughout the design studio curriculum in the Undergraduate program, a multitude of client scenarios are given to students to demonstrate an understanding of the various needs of multiple clients and user groups in their designs. These scenarios are tested vis-à-vis their design solutions to encompass a broad range of potential conditions.
The AS3050: *Practice Environments: Contracts, Liability, Business Models* course critically examines the role of professional architectural practices in the development and direction of architectural design, production, and pedagogy. Students in this course develop an understanding of the skills necessary to effectively communicate to clients and user groups from a professional practice perspective.
In the 2B Design Studio: DS1021: *Frameworks & Programs* class, students focus on program as a driving force to their work. Students are required to create their own individual portion of a building program including spatial requirements, understanding the various needs of client, owner, the public, and community.

Primary: AS3050 Practice Environments: Contracts, Liability, Business Models
Secondary: 2B Design Studio – DS1021 Frameworks: Program
Secondary: Various program scenarios in Design Studios 1B, 2A, 3A, 3B

Graduate Program:
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 is a fundamental requirement in the M.Arch 1 and M.Arch 2 AS core sequence.

M.Arch 1
In the AS3130: Practice Environments: Contracts, Liability, Business Models course, students critically examine the role of professional architectural practices in the development and direction of architectural design, production, and pedagogy, especially in relationship to the role of the Client. As its basis, the course comprises a survey of the architectural profession—it's licensing and legal requirements, its adherence to the constraints of codes and budgets, and its place among competing professions and financial interests.

Primary: AS3130: Practice Environments: Contracts, Liability, Business Models

M.Arch 2
In the AS3230: Practice Environments: Contracts, Liability, Business Models course, students critically examine the role of professional architectural practices in the development and direction of architectural design, production, and pedagogy, especially in relationship to the role of the Client. As its basis, the course comprises a survey of the architectural profession—it's licensing and legal requirements, its adherence to the constraints of codes and budgets, and its place among competing professions and financial interests.

Primary: AS3230: Practice Environments: Contracts, Liability, Business Models

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

Undergraduate Program:
Demonstration of the understanding of Project Management is required in the AS3040: *Design Documentation: Analysis & Development* course. Methods of project management are presented and discussed as they pertain to actual built project case studies in the class. Invited outside experts in the fields of building construction and environmental systems augment the seminar faculty to also discuss various project delivery methods and consultancy teams.

The AS3050: *Practice Environments: Contracts, Liability, Business Models* course critically examines the role of professional architectural practices in the development and direction of architectural design, production, and pedagogy. Students gain an understanding of the architect's administrative role, and of issues relating to obtaining commissions, selecting and coordinating consultants, negotiating contracts, project management and issues of egress, code compliance and principles of life safety.

TheAS3041: *Design Documentation: Construction Documents* course provides students with a comprehensive knowledge of the perfectible craft of construction documentation, a standardized language developed to clearly communicate complex designs to a third party and the architect's legal responsibilities. Students develop an understanding of what types of technically precise documents and outlined specifications need to be produced and in what sequence, and of the languages of other disciplines, such as mechanical, electrical, and acoustical engineering. This class also introduces students to the basics of cost analysis and construction management.

> Primary: AS3040 Design Documentation: Analysis & Development
> Primary: AS3050 Practice Environments: Contracts, Liability, Business Models
> Secondary: AS3041 Design Documentation: Construction Documents

Graduate Program:
An understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods is a fundamental requirement in the M.Arch 1 and M.Arch 2 AS curriculum sequence.

M.Arch 1
In AS3122: Design Documentation: Analysis & Development course, students further develop these projects and investigate issues related to the implementation of design: technology, the use of materials, systems integration, and the archetypal analytical strategies of force, order, and character. Students work in teams of two to four students, demonstrating the importance of collaboration. Students are shown case studies of built projects that demonstrate the importance of multidisciplinary teams in the profession.

In the AS3130: Practice Environments: Contracts, Liability, Business Models course, students critically examine the role of professional architectural practices in the development and direction of architectural design, production, and pedagogy, especially in relationship to the role of a comprehensive project team and project delivery methods. As its basis, the course comprises a survey of the architectural profession and its place among aligned and competing professions, as well as how architects compete for projects.

> Primary: AS3122: Design Documentation: Analysis and Development
> Primary: AS3130: Practice Environments: Contracts, Liability, Business Models

M.Arch 2
In the AS3222: Design Documentation: Analysis & Development course, students further develop these projects and investigate issues related to the implementation of design: technology, the use of materials, systems integration, and the archetypal analytical strategies of force, order, and character. Students work in teams of two to four students, demonstrating the importance of collaboration. Students are shown case studies of built projects that demonstrate the importance of multidisciplinary teams in the profession.

In the AS3230: Practice Environments: Contracts, Liability, Business Models course, students critically examine the role of professional architectural practices in the development and direction of architectural design, production, and pedagogy, especially in relationship to the role of a comprehensive project team and project delivery methods. As its basis, the course comprises a survey of the architectural profession and its place among aligned and competing professions, as well as how architects compete for projects.

> Primary: AS3122: Design Documentation: Analysis and Development
> Primary: AS3230: Practice Environments: Contracts, Liability, Business Models

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

Undergraduate Program:

 Students demonstrate an understanding of Practice Management principles in AS3050: *Practice Environments: Contracts, Liability, Business Models*. This course critically examines the role of professional architectural practices in the development and direction of architectural design, production, and pedagogy. As its basis, the course comprises a survey of the architectural profession—it's licensing and legal requirements, its adherence to the constraints of codes and budgets, and its place among competing professions and financial interests. Attention is placed on student's understanding of registration law, building codes and regulations, professional service contracts, zoning and sub-division ordinances, environmental regulations, and other licensure concerns. Students gain an understanding of the architect's administrative role, and of issues relating to obtaining commissions, selecting and coordinating consultants, negotiating contracts, project management and issues of egress, code compliance and principles of life safety. They also develop the skills necessary to effectively communicate to clients and user groups. Trends such as globalization and outsourcing are analyzed in their capacity to substantially affect the practice of an architect. Students also receive the *Emerging Professionals Companion* along with updated IDP information.

> Primary: AS3050 Practice Environments: Contracts, Liability, Business Models

Graduate Program:

An understanding of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice is a requirement in the M.Arch 1 and M.Arch 2 programs.

M.Arch 1

Students demonstrate an understanding of Practice Management principles in Practice Environments: Contracts, Liability, Business Models. This course critically examines the role of professional architectural practices in the development and direction of architectural design, production, and pedagogy. As its basis, the course comprises a survey of the architectural profession—it's licensing and legal requirements, its adherence to the constraints of codes and budgets, and its place among competing professions and financial interests. Attention is placed on student's understanding of registration law, building codes and regulations, professional service contracts, zoning and sub-division ordinances, environmental regulations, and other licensure concerns. Students gain an understanding of the architect's administrative role, and of issues relating to obtaining commissions, selecting and coordinating consultants, negotiating contracts, project management and issues of egress, code compliance and principles of life safety. They also develop the skills necessary to effectively communicate to clients and user groups. Trends such as globalization and outsourcing are analyzed in their capacity to substantially affect the practice of an architect. Students also receive the Emerging Professionals Companion along with updated IDP information.

> Primary: AS3130 | Practice Environments : Contracts, Liability, Business Models

M.Arch 2

Students demonstrate an understanding of Practice Management principles in Practice Environments: Contracts, Liability, Business Models. This course critically examines the role of professional architectural practices in the development and direction of architectural design, production, and pedagogy. As its basis, the course comprises a survey of the architectural profession—it's licensing and legal requirements, its adherence to the constraints of codes and budgets, and its place among competing professions and financial interests. Attention is placed on student's understanding of registration law, building codes and regulations, professional service contracts, zoning and sub-division ordinances, environmental regulations, and other licensure concerns. Students gain an understanding of the architect's administrative role, and of issues relating to obtaining commissions, selecting and coordinating consultants, negotiating contracts, project management and issues of egress, code compliance and principles of life safety. They also develop the skills necessary to effectively communicate to clients and user groups. Trends such as globalization and outsourcing are analyzed in their capacity to substantially affect the practice of an architect. Students also receive the Emerging Professionals Companion along with updated IDP information.

> Primary: AS3230 | Practice Environments : Contracts, Liability, Business Models

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

Undergraduate Program:

Students demonstrate an understanding of leadership principles in AS3050: *Practice Environments: Contracts, Liability, Business Models,* from a practice based viewpoint. This course critically examines the role of professional architectural practices in the development and direction of architectural design, production, and pedagogy.

An understanding the techniques and skills architects use to work collaboratively in the building design and construction process is also included in the *Design Documentation: Analysis & Development* course. Methods of collaboration are presented and discussed as they pertain to actual built project case studies in the class. Invited outside leaders in the fields of building construction and environmental systems augment the seminar faculty to discuss various collaborative methods and consultancy teams.

> Primary: AS3050 Practice Environments: Contracts, Liability, Business Models
> Secondary: AS3041 Design Documentation: Construction Documents

Graduate Program:

M.Arch 1

Students demonstrate an understanding of leadership principles in AS3130Practice Environments: Contracts, Liability, Business Models, from a practice based viewpoint. This course critically examines the role of professional architectural practices in the development and direction of architectural design, production, and pedagogy. The understanding of leadership in the design field lies at the foundation of what the MArch1 program aims to engender in young architects as they prepare to engage the discipline, field and profession at large.

An understanding the techniques and skills architects use to work collaboratively in the building design and construction process is also included in the Design Documentation: Analysis & Development course. Methods of collaboration are presented and discussed as they pertain to actual built project case studies in the class. Invited outside leaders in the fields of building construction and environmental systems augment the seminar faculty to discuss various collaborative methods and consultancy teams.

> Primary: AS3130 | Practice Environments : Contracts, Liability, Business Models
> Secondary: AS3122 | Design Documentation: Analysis and Development

M.Arch 2
        Students demonstrate an understanding of leadership principles in Practice Environments: Contracts, Liability, Business Models, from a practice based viewpoint. This course critically examines the role of professional architectural practices in the development and direction of architectural design, production, and pedagogy.
        The understanding of leadership in the design field lies at the foundation of what the March 2 program aims to engender in young architects as they prepare to engage the discipline, field and profession at large.
        An understanding the techniques and skills architects use to work collaboratively in the building design and construction process is also included in the Design Documentation: Analysis & Development course. Methods of collaboration are presented and discussed as they pertain to actual built project case studies in the class. Invited outside leaders in the fields of building construction and environmental systems augment the seminar faculty to discuss various collaborative methods and consultancy teams.

        Primary: AS3230 | Practice Environments : Contracts, Liability, Business Models
        Secondary: AS3222 | Design Documentation: Analysis and Development

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

Undergraduate Program:
        Students demonstrate an understanding of Legal Responsibilities in the AS3041: *Design Documentation: Construction Documents* course which provides students with a comprehensive knowledge of the perfectible craft of construction documentation, a standardized language developed to clearly communicate complex designs to a third party and the architect's legal responsibilities, including the AIA Code of Ethics and Regulations Statutes. Students refine their skills through the production of a full construction documentation package, drawn in 2D and 3D CAD, for a small- to medium-scale single-story residence. In doing so, they also develop an understanding of what types of technically precise documents and outlined specifications need to be produced and in what sequence, and of the languages of other disciplines, such as mechanical, electrical, and acoustical engineering. Attention is placed on student's understanding of registration law, building codes and regulations, professional service contracts, zoning and sub-division ordinances, environmental regulations and other licensure concerns. This class also introduces students to the basics of cost analysis and construction management.
        Students demonstrate an understanding of Legal Responsibilities in AS3050: *Practice Environments: Contracts, Liability, Business Models,* from a practice based viewpoint. This course critically examines the role of professional architectural practices in the development and direction of architectural design, production, and pedagogy. As its basis, the course comprises a survey of the architectural profession—its licensing and legal requirements, its adherence to the constraints of codes and budgets, and its place among competing professions and financial interests. Attention is placed on student's understanding of registration law, building codes and regulations, professional service contracts, zoning and sub-division ordinances, environmental regulations, and other licensure concerns. Students gain an understanding of the architect's administrative role, and of issues relating to obtaining commissions, selecting and coordinating consultants, negotiating contracts, project management and issues of egress, code compliance and principles of life safety. They also develop the skills necessary to effectively communicate to clients and user groups. Trends such as globalization and outsourcing are analyzed in their capacity to substantially affect the practice of an architect. Students also receive the *Emerging Professionals Companion* along with updated IDP information.

        Primary: AS3041 Design Documentation: Construction Documents
        Primary: AS3050 Practice Environments: Contracts, Liability, Business Models

Graduate Program:

M.Arch 1
      Students demonstrate an understanding of Practice Management principles in Practice Environments: Contracts, Liability, Business Models. This course critically examines the role of professional architectural practices in the development and direction of architectural design, production, and pedagogy. As its basis, the course comprises a survey of the architectural profession—it's licensing and legal requirements, its adherence to the constraints of codes and budgets, and its place among competing professions and financial interests. Attention is placed on student's understanding of registration law, building codes and regulations, professional service contracts, zoning and sub-division ordinances, environmental regulations, and other licensure concerns. Students gain an understanding of the architect's administrative role, and of issues relating to obtaining commissions, selecting and coordinating consultants, negotiating contracts, project management and issues of egress, code compliance and principles of life safety. They also develop the skills necessary to effectively communicate to clients and user groups. Trends such as globalization and outsourcing are analyzed in their capacity to substantially affect the practice of an architect. Students also receive the Emerging Professionals Companion along with updated IDP information.

      Primary: AS3130 | Practice Environments : Contracts, Liability, Business Models

M.Arch 2
      Students demonstrate an understanding of Practice Management principles in Practice Environments: Contracts, Liability, Business Models. This course critically examines the role of professional architectural practices in the development and direction of architectural design, production, and pedagogy. As its basis, the course comprises a survey of the architectural profession—it's licensing and legal requirements, its adherence to the constraints of codes and budgets, and its place among competing professions and financial interests. Attention is placed on student's understanding of registration law, building codes and regulations, professional service contracts, zoning and sub-division ordinances, environmental regulations, and other licensure concerns. Students gain an understanding of the architect's administrative role, and of issues relating to obtaining commissions, selecting and coordinating consultants, negotiating contracts, project management and issues of egress, code compliance and principles of life safety. They also develop the skills necessary to effectively communicate to clients and user groups. Trends such as globalization and outsourcing are analyzed in their capacity to substantially affect the practice of an architect. Students also receive the Emerging Professionals Companion along with updated IDP information.

      Primary: AS3230 | Practice Environments : Contracts, Liability, Business Models

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

Undergraduate Program:
      Students demonstrate an understanding of Ethics and Professional Judgment in AS3050: *Practice Environments: Contracts, Liability, Business Models,* from a practice based viewpoint. This course critically examines the role of professional architectural practices in the development and direction of architectural design, production, and pedagogy. As its basis, the course comprises a survey of the architectural profession—its licensing and legal requirements, its adherence to the constraints of codes and budgets, and its place among competing professions and financial interests. Attention is placed on student's understanding of registration law, building codes and regulations, professional service contracts, zoning and sub-division ordinances, environmental regulations, and other licensure concerns. Students gain an understanding of the architect's administrative role, and of issues relating to obtaining commissions, selecting and coordinating consultants, negotiating contracts, project management and issues of egress, code compliance and principles of life safety. They also develop the skills necessary to effectively communicate to clients and user groups. Trends such as globalization and outsourcing are analyzed in their

capacity to substantially affect the practice of an architect. Students also receive the *Emerging Professionals Companion* along with updated IDP information.

Primary: AS3050 Practice Environments: Contracts, Liability, Business Models

Graduate Program:

M.Arch 1
Students demonstrate an understanding of Practice Management principles in Practice Environments: Contracts, Liability, Business Models. This course critically examines the role of professional architectural practices in the development and direction of architectural design, production, and pedagogy. As its basis, the course comprises a survey of the architectural profession—it's licensing and legal requirements, its adherence to the constraints of codes and budgets, and its place among competing professions and financial interests. Attention is placed on student's understanding of registration law, building codes and regulations, professional service contracts, zoning and sub-division ordinances, environmental regulations, and other licensure concerns. Students gain an understanding of the architect's administrative role, and of issues relating to obtaining commissions, selecting and coordinating consultants, negotiating contracts, project management and issues of egress, code compliance and principles of life safety. They also develop the skills necessary to effectively communicate to clients and user groups. Trends such as globalization and outsourcing are analyzed in their capacity to substantially affect the practice of an architect. Students also receive the Emerging Professionals Companion along with updated IDP information.

Primary: AS3130 | Practice Environments: Contracts, Liability, Business Models

M.Arch 2
Students demonstrate an understanding of Practice Management principles in Practice Environments: Contracts, Liability, Business Models. This course critically examines the role of professional architectural practices in the development and direction of architectural design, production, and pedagogy. As its basis, the course comprises a survey of the architectural profession—it's licensing and legal requirements, its adherence to the constraints of codes and budgets, and its place among competing professions and financial interests. Attention is placed on student's understanding of registration law, building codes and regulations, professional service contracts, zoning and sub-division ordinances, environmental regulations, and other licensure concerns. Students gain an understanding of the architect's administrative role, and of issues relating to obtaining commissions, selecting and coordinating consultants, negotiating contracts, project management and issues of egress, code compliance and principles of life safety. They also develop the skills necessary to effectively communicate to clients and user groups. Trends such as globalization and outsourcing are analyzed in their capacity to substantially affect the practice of an architect. Students also receive the Emerging Professionals Companion along with updated IDP information.

Primary: AS3230 | Practice Environments: Contracts, Liability, Business Models

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

Undergraduate Program:
Throughout the design studio curriculum in the Undergraduate program, a series of community based projects are given as design problems. These program types often include housing, community centers, and public buildings. Within the project briefs, an understanding of the public interest, respect for historic resources and improvement of public life are addressed. The schools involvement with a variety of local community based organizations augment student's general understanding of their own and the school's role as an integral and active part of the greater Los Angeles community.
Students also demonstrate an understanding of Community and Social Responsibility inAS3050: *Practice Environments: Contracts, Liability, Business Models,* from a practice based viewpoint. This course critically examines the role of professional architectural practices in the development and direction of

architectural design, production, and pedagogy. Attention is placed on student's understanding of registration law, building codes and regulations, professional service contracts, zoning and sub-division ordinances, environmental regulations, and other licensure concerns. They also develop the skills necessary to effectively communicate to clients and user groups. Trends such as globalization and outsourcing are analyzed in their capacity to substantially affect the practice of an architect.

The CS2030: *Introduction to Urban Systems* seminar examines the city as a dynamic process composed of so-called "open systems" —infrastructural, economic, environmental and socio-cultural—that interact with each other. Through an exploration of their interrelationship, these systems are understood as historically determined and are presented in the class in rough chronological order, from water and sewage systems to fiber optic and wireless technologies.

Primary: AS3050 Practice Environments: Contracts, Liability, Business Models
Secondary: CS2030 Introduction to Urban Systems
Secondary: Various program scenarios in Design Studios 1B, 2A, 2B, 3A, 3B

Graduate Program:

An understanding of the 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 neighbor is a fundamental requirement in the M.Arch 1 and M.Arch 2 programs. Throughout the design studio curriculum in the undergraduate program, a series of community based projects are given as design problems. These program types often include housing, community centers, and public buildings. Within the project briefs, an understanding of the public interest, respect for historic resources and improvement of public life are addressed. The schools involvement with a variety of local community based organizations augment student's general understanding of their own and the school's role as an integral and active part of the greater Los Angeles community.

M.Arch 1

In AS3130 | Practice Environments : Contracts, Liability, Business Models critically examines the role of professional architectural practices in the development and direction of architectural design, production, and pedagogy. As its basis, the course comprises a survey of the architectural profession—it's licensing and legal requirements, its adherence to the constraints of codes and budgets, and its place among competing professions and financial interests. They also develop the skills necessary to effectively communicate to clients and user groups. Trends such as globalization and outsourcing are analyzed in their capacity to substantially affect the practice of an architect.

In the third semester of their course students take 2GB: DS1121: Architecture's Intervention 2: Urbanism, Landscape & Infrastructure, a course that examines the interrelationship between architectural design and the city. Through a full integration of design and technical resources and research on various scales of operation— from housing to institutional and commercial building types that contribute to the formation of neighborhoods and public space—students are encouraged to design into existing urban as well as conditions as well as work with a full understanding of the dynamic and interdependent forces of a community.

Primary: AS3130 | Practice Environments: Contracts, Liability, Business Models
Secondary: 2GB: DS1121: Architecture's Intervention 2: Urbanism, Landscape & Infrastructure

M.Arch 2

In AS3230 | Practice Environments : Contracts, Liability, Business Models critically examines the role of professional architectural practices in the development and direction of architectural design, production, and pedagogy. As its basis, the course comprises a survey of the architectural profession—it's licensing and legal requirements, its adherence to the constraints of codes and budgets, and its place among competing professions and financial interests. They also develop the skills necessary to effectively communicate to clients and user groups. Trends such as globalization and outsourcing are analyzed in their capacity to substantially affect the practice of an architect.

Primary: AS3230 | Practice Environments: Contracts, Liability, Business Models

SCI-ARC UNDERGRADUATE (B.Arch) SPC MATRIX

Key Legend:
DS: Design Studio
VS: Visual Studioes
CS: Cultural Studies
AS: Applied Studies

Column legend:

Realm A — A.1 Communication Skills (A), A.2 Design Thinking Skills (A), A.3 Visual Communication Skills (A), A.4 Technical Documentation (A), A.5 Investigative Skills (A), A.6 Fundamental Design Skills (A), A.7 Use of Precedents (A), A.8 Ordering Systems Skills (U), A.9 Historical Traditions and Global Culture (U), A.10 Cultural Diversity (U), A.11 Applied Research (U)

Realm B — B.1 Pre-Design (A), B.2 Accessibility (A), B.3 Sustainability (A), B.4 Site Design (A), B.5 Life Safety (A), B.6 Comprehensive Design (A), B.7 Financial Considerations (U), B.8 Environmental Systems (U), B.9 Structural Systems (U), B.10 Building Envelope Systems (U), B.11 Building Service Systems (U), B.12 Building Materials and Assemblies (U)

Realm C — C.1 Collaboration (A), C.2 Human Behavior (U), C.3 Client Role in Architecture (U), C.4 Project Management (U), C.5 Practice Management (U), C.6 Leadership (U), C.7 Legal Responsibilities (U), C.8 Ethics and Professional Judgment (U), C.9 Community and Social Responsibility (U)

Legend: x = Primary Addressed SPC ; o = Secondarily Addressed SPC

Core Curiculuum

Course	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	B.11	B.12	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9
Foundation undergraduate program																																
1A DS1010: Material Strategies for the Physical World								o																x								
1A VS4010: Fab. and Delineations 1: Intro. to Fab. & Drawing Techniques			o																													
1A CS2011: Writing in Architecture/ESL 1																																
1A CS2010: Fields & Practices: Introduction to Design Cultures																																
1A AS3010: Introduction to the Physical World: Materials, Behaviors, Forces																																
1B DS1011: Conceptual Strategies for the Physical World			x		o	x		x																x	o							
1B VS4011: Fabrications and Delineations 2: Projection & Description			o																													
1B CS2014: Writing in Architecture/ESL 2																																
1B CS2012: History of Architecture 1: Prehistory to Middle Ages	o								o																							
1B CS2013: Humanities 1: Antiquity to the Middle Ages									o	o																						
2A DS1020: Formworks, Sites & Contexts					x		x		x				o	x											o							o
2A VS4020: Technologies of Description 1: Analog and Digital Practices			o																													
2A CS2020: History of Architecture 2: Renaissance to Enlightment	x								x																							
2A CS2021: Humanities 2: Renaissance to Romanticism									x																							
2A AS3020: Introduction to the Environment & Climate													o	x											o							
2B DS1021: Framework & Programs		x	x		o		o	o				x												x								o
2B VS4021: Technologies of Description 2 : Analog and Digital Practices			o																													
2B CS2022: History of Architecture 3: Industrial Revolution to Cont. Discourse	o								o																							
2B CS2023: Humanities 3: Mordernism in Literature, Art and Film																																
2B AS3021: Structures 1: Forces & Vectors																				x												
Core undergraduate program																																
3A DS1030: Field Operations: Static Architectural Systems					o	x	o					o	o							x					o							o
3A VS4030: Technologies of Description 3: Analog and Digital Practices			o																													
3A CS2030: Introduction to Urban Systems										o																						o
3A AS3030: Structures 2: Long Span & Lateral Systems																			o													
3A AS3031: Tempering the Environment : Light, Air, and Sound												o	o				x				o	o		x								
3B DS1031: Dynamic Architectural Systems					x		x	o		x		x	x	x			x	x	o	o	x	x		x	o							o
3B CS2031: Philosophy of Technology	o																															
3B Applied Studies component																																
3B AS3032: Smart Sustainable Systems																x	o			x		o	o									
3B AS3033: Techtonics: Construction, Assembly and Detail					o																	o	x									
4A DS1040: City Operations: Arch. in Critical Settings+integrated CS component																																
4A CS2040: Introduction to Critical Studies	x	x																														
4A AS3040: Design Documentation: Analysis & Development				x								x					x	x	x	o	o	x	x	o			x		o			
4A Visual Studies, Cultural Studies or Applied Studies elective																																
Advanced undergraduate program																																
4B Vertical studio																																
4B AS3041: Design Documentation: Construction Documents				x									o				o	o	o		o	o	o					o			x	
4B AS3042: Professional internship																																
4B Visual Studies, Cultural Studies or Applied Studies elective																																
5A Vertical studio																																
5A CS2050: Thesis Studio Prep					x					x		o																				
5A AS3050: Practice Environments: Contracts, Liabilities, Business Models																				x					x	x	x	x	x	x	x	x
5A Required elective																																
5B DS1050: Thesis Studio (or Vertical Studio)																																
5B Required elective																																
5B Required elective																																

x Primary Addressed SPC
o Secondarily Addressed SPC

SCI-ARC GRADUATE (M.Arch 1) SPC MATRIX

Key Legend:
DS: Design Studio
VS: Visual Studioes
CS: Cultural Studies
AS: Applied Studies

Column headers:

REALM A
- A.1 Communication Skills — A
- A.2 Design Thinking Skills — A
- A.3 Visual Communication Skills — A
- A.4 Technical Documentation — A
- A.5 Investigative Skills - A
- A.6 Fundamental Design Skills — A
- A.7 Use of Precedents — A
- A.8 Ordering Systems Skills — U
- A.9 Historical Traditions and Global Culture — U
- A.10 Cultural Diversity — U
- A.11 Applied Research — U

REALM B
- B.1 Pre-Design — A
- B.2 Accessibility — A
- B.3 Sustainability — A
- B.4 Site Design — A
- B.5 Life Safety — A
- B.6 Comprehensive Design — A
- B.7 Financial Considerations — U
- B.8 Environmental Systems — U
- B.9 Structural Systems — U
- B.10 Building Envelope Systems — U
- B.11 Building Service Systems — U
- B.12 Building Materials and Assemblies — U

REALM C
- C.1 Collaboration — A
- C.2 Human Behavior — U
- C.3 Client Role in Architecture — U
- C.4 Project Management — U
- C.5 Practice Management — U
- C.6 Leadership — U
- C.7 Legal Responsibilities — U
- C.8 Ethics and Professional Judgment — U
- C.9 Community and Social Responsibility — U

Code	Course	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	B.11	B.12	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9
	Core Curriculum MArch 1																																
1GA	1GA: DS1100: Fundamental Architectural Principles 1: Elements of Spaces		x			x		x																									
1GA	VS4100: Stragegies of Representation 1: Analysis, Translation and Communications		o			o																											
1GA	CS2100: Architecture Culture 1	x						x	x																								
1GA	AS3100: Material Properties, Industrial Processes, and Structural Principals																							x									
1GB	1GB: DS1101: Fundamental Architecture Priciples 2: Organizational Systems		x	x		x		x						x		x																	
1GB	VS4101: Strategies of Representation 2: Diagramming and Spacial Construction		o			o																											
1GB	CS2101: Architecture Culture 2		o																														
1GB	AS3121: Tempering the Environment: Light, Air and Sound														o							x			x								
1GB	AS3101: Structure 1: Forces and Vectors																						x										
2GA	2GA: DS1120 studio: Architecture's Intervention 1: Context and Territory		x	o		x		x	x				x	o		o	o	x							o	o							
2GA	VS4120: Strategies of Representation 3: Advanced Digital Tools, Modeling and Fabrications		o																														
2GA	CS2120: Rise and Fall of Theory Vanguardism	x																															
2GA	AS3123: Advanced Building Systems: Sustainability and Complex Envelopes														x					x		x	x			x							
2GA	AS3120: Structure 2: Techniques and Implementation: Connections and Systems																				x												
2GB	2GB: DS1121: Architecture's Intervention 2: Urbanism, Landscape & Infrastructure			o		x			x				o			x									o								o
2GB	CS2121: Urban Studies: History, Theory, Criticism																																
2GB	VS4121: Strategies of Representaion 4: Advanced Digital Tools, Modeling and Fabrication																																
2GB	AS3122: Design Documentation: Analysis and Development				x								x					x	x	x	o		x	x	x		x		o				
	Advanced Curriculum MArch 1																																
3GA	3GA: Vertical studio																																
3GA	AS3130: Practice Environments: Contracts, Liability, Business Models																	x									x	x	x	x	x	x	x
3GA	Cultural Studies elective																																
3GA	Required elective																																
3GB	3GB: Vertical studio																																
3GB	CS2410: Thesis Preparation: Research Strategies	o			x	o	o		o		o																						
3GB	Required elective																																
3GB	Required elective																																
4GA	Graduate Thesis																															x	
4GA	Required elective																																
4GA	Required elective																																

x Primary Addressed SPC
o Secondarily Addressed SPC

SCI-ARC GRADUATE (M.Arch 2) SPC MATRIX

Key Legend:
DS: Design Studio
VS: Visual Studioes
CS: Cultural Studies
AS: Applied Studies

Realm A:
- A.1 Communication Skills — A
- A.2 Design Thinking Skills — A
- A.3 Visual Communication Skills — A
- A.4 Technical Documentation — A
- A.5 Investigative Skills - A
- A.6 Fundamental Design Skills — A
- A.7 Use of Precedents — A
- A.8 Ordering Systems Skills — U
- A.9 Historical Traditions and Global Culture — U
- A.10 Cultural Diversity — U
- A.11 Applied Research — U

Realm B:
- B.1 Pre-Design — A
- B.2 Accessibility — A
- B.3 Sustainability — A
- B.4 Site Design — A
- B.5 Life Safety — A
- B.6 Comprehensive Design — A
- B.7 Financial Considerations — U
- B.8 Environmental Systems — U
- B.9 Structural Systems — U
- B.10 Building Envelope Systems — U
- B.11 Building Service Systems — U
- B.12 Building Materials and Assemblies — U

Realm C:
- C.1 Collaboration — A
- C.2 Human Behavior — U
- C.3 Client Role in Architecture — U
- C.4 Project Management — U
- C.5 Practice Management — U
- C.6 Leadership — U
- C.7 Legal Responsibilities — U
- C.8 Ethics and Professional Judgment — U
- C.9 Community and Social Responsibility — U

Preparatory/Pre-Professional Education

Course	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	B.11	B.12	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9
AS3101: Structure 1: Forces and Vectors																				x												
AS3120: Structure 2: Techniques and Implementation: Connections and Systems																				x												
AS3121: Tempering the Environment: Light, Air and Sound														o					x					x	x							
AS2100: Architecture Culture 1									x																							

Core Curriculum MArch 2

Course	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	B.11	B.12	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9
2GAX 2GAX: DS1200: Indeterminate Architecture		x	x			x	x	x	o			o	x		o	o								x								
2GAX AS3200: Reflexive Formal Assemblies: Material to System						o																x										
2GAX CS2200: Modern, Postmodern, Supermodern	x	o				o																										
2GAX VS4200: Delineation and Dynamic Systems		o																														
2GBX DS1201: On Forms of Tectonics and Cellular Aggregation		x		x	x	o	x		x			x			x	o	x															
2GBX AS3201: Optimization, Performance and Implementation: System to Building						o								x						x	o	x	x	x								
2GBX CS2201: Design Intelligence	x							x																								
2GBX AS3302: Advanced Structure																				x												

Advanced Curriculum MArch 2

Course	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	B.11	B.12	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9
3GAX 3GAX: Vertical studio or DS1210: XLAB																																
3GAX Cultural Studies elective																																
3GAX AS3230: Practice Environments: Contracts, Liability, Business Models																		x							x	x	x	x	x	x	x	x
3GAX AS3222: Design Documentation: Analysis and Development				x											x		x	x	x	o		x	x	x				x		o		
3GBX 3GBX: Vertical studio																																
3GBX CS2410: Thesis Preparation: Research Strategies	o			x		o					o																					
3GBX Required elective																																
3GBX Required elective																																
4GAX Graduate Thesis																																
4GAX Required elective																																
4GAX Required elective																																

x Primary Addressed SPC
o Secondarily Addressed SPC

I.2.   CURRICULAR FRAMEWORK

II.2.1. REGIONAL ACCREDITATION

WESTERN ASSOCIATION OF SCHOOLS & COLLEGES
ACCREDITING COMMISSION FOR SENIOR COLLEGES & UNIVERSITIES

WASC

June 30, 2008

Eric Owen Moss
Director
Southern California Institute of Architecture
960 East Third Street
Los Angeles, CA 90013-1822

Dear Director Moss:

At its meeting on June 18-20, 2008, the Senior Commission considered the report of the Educational Effectiveness Review (EER) team that conducted the visit to the Southern California Institute of Architecture (SCI-Arc) on March 25-27, 2008.   The Commission also had access to the Educational Effectiveness Report, the Supplementary Report prepared by the Institute prior to the visit, and your extensive May 26, 2008 response to the team report. The Commission appreciated the opportunity to discuss the visit and team report with you, Undergraduate Director Genek, and Board Chair Geresi.   Your comments were most helpful.

The framework for the visit was based on previous Commission recommendations and on the outcomes anticipated by the Institute in its Institutional Proposal. The Commission letter of March 5, 2007 cited a number of recommendations for institutional engagement and improvement, and called for a continuation of the formal Notice of Concern.   The Commission's recommendations included, among others, the need for:

- A comprehensive strategic plan and evidence of its implementation
- Clarification of the membership and role of the governing board and of the size, character, and role of the Institute's administration
- Clarification of the role of the faculty in institutional governance
- Evidence of implementation of the new policies and procedures regarding faculty employment
- A well-articulated, clearly understood, systematic, and comprehensive process for assessing student learning
- Evidence of increased attention to broadening the diversity of the student body

In visiting SCI-Arc for this Educational Effectiveness Review, the team found a vibrant, active institution with "morale and spirit at a higher level than was evident during the October 2006 Capacity and Preparatory [CPR] visit." The

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Southern California Institute of Architecture
June 30, 2008

team noted that the intense interaction of students, faculty, and staff "vitalizes and strengthens the learning environment." It commented that "the Institute had regarded the recommendations of the WASC letter of March 5, 2007 seriously and had taken many steps to address the deficiencies and concerns that WASC had noted." Especially noteworthy steps included actions to improve the institution's financial footing, develop and implement a strategic plan, clarify the role and membership of the Board, delineate the role of the Director as CEO, add a full-time COO to the administration, clarify the role of the faculty in governance, and implement new policies and procedures regarding faculty employment. These are significant and much needed steps.

The Commission appreciated the seriousness with which the Institute responded to its concerns following the CPR and the engagement of the Institute community in the Educational Effectiveness Review, leading to such positive results. It also noted that, as the team itself indicated, "in several areas, SCI-Arc needs to continue to address critical issues systematically and to build on the encouraging efforts and good practices in place." This is especially the case in regard to the systematic and comprehensive assessment of student learning at the program level and in General Education, and in regard to the improvement of institutional diversity. In these and other areas, the Commission urges the Institute to build on its good progress and keep the momentum going to sustain achievements attained.

The Commission endorsed the findings and recommendations of the Educational Effectiveness Review team and urged SCI-Arc to give them full consideration. In addition, the Commission highlighted several areas for the institution to address at the time of its next review:

Institutional Planning and Financial and Enrollment Management. The visiting team commended SCI-Arc on its completion of a five-year strategic plan with a well-stated mission, vision and core values, clearly articulated initiatives, specific goals, and a year-by-year action plan under each goal. It called upon the Institute to develop a five-year financial plan to determine the resources available to fund the strategic plan, a process for prioritizing the goals should funding prove to be inadequate, and benchmarks for tracking progress. [CFR 3.5, 4.2]

In the financial arena, the team commended the Institute for "significant progress" in utilizing conservative management practices to increase net assets from $2 million in 2005 to $9 million in 2008. It urged the Institute to "continue its efforts to reduce dependence on tuition by diversifying its revenue sources and development activities." The Commission concurs with the team's commendations and its recommendations in this important area.

Institute Governance and Administration and the Role of the Board and CEO. When the CPR team visited the Institute in October 2006, it noted serious problems in regard to Board and administration roles and responsibilities. Among these, the Board Chair and the Executive Director shared CEO functions; numerous administrators and faculty served on the Board itself, blurring distinctions between the Board and the Institute. In addition, the part-time status of all three senior administrators made administrative leadership appear inadequate.

The EER team, on the other hand, found most of the above problems resolved, with clearly delineated Board membership, roles, and responsibilities; new and improved by-laws; a new conflict of interest policy; and the CEO position clearly held by the Institute's Director. Furthermore, the addition of a full-time Chief Operating Officer (COO) was seen as a positive step. According to the team, "the Board of SCI-Arc and the senior administration have taken some very effective steps to remedy the problems of Board structure and lack of clarity in responsibility for governance."

However, in the team's view, "the hiring of a full time COO does not obviate the need for a full time CEO. The Institute is sufficiently complex and leanly staffed to warrant both a CEO and a COO to fill some of the pressing planning and personnel needs." This finding led the team to conclude that the Board should reconsider the need to designate the CEO position as part-time, especially given all of the incumbent's current endeavors for the Institute. It also suggested that Board and administration "attendance at [higher education] seminars [and] participation in a few national or statewide [higher education] organizations would go a long way toward filling a knowledge gap that works to the detriment of the Institute."

The Commission noted your May 26, 2008 response in which you indicated that SCI-Arc's Board is planning to review and modify the contract of the CEO, as well as those of the Academic Directors, "to confirm their full time status." These are positive steps. The Panel considered this issue in light of the expectations of Standard 3 and the particular circumstances of SCI-Arc. It concluded that a full-time CEO is an appropriate and necessary expectation. In so doing, however, it is essential that there be a clear definition of responsibilities to ensure that the position is full-time in function and not just in title. Given that the CEO of SCI-Arc still may continue to have a professional practice, the Board will also need to strengthen its policies regarding conflict of interest and non-Institute employment to accompany this designation, in order to ensure Institute compliance with all relevant CFRs. [CFR 1.3, 3.9, 3.10]

Faculty Roles, Policies, and Professional Development. SCI-Arc has instituted a number of important and positive changes since the CPR visit. A *Faculty Handbook,* identifying the rights and responsibilities of faculty, defining the basis for faculty employment, and establishing evaluation and grievance policies and procedures has been revised and implemented. Faculty development is supported through professional leaves of absence and the exhibition of faculty projects.

However, there is still some confusion related to the differentiation of responsibilities of Institute and Board committees related to faculty. [CFR 3.8] Additionally, there is a lack of understanding of why faculty leave SCI-Arc, which prompts a need for the systematic gathering of data on faculty retention and the use of these data to, as indicated by the team, adjust "recruiting, hiring, and support processes appropriately." [CFRs 3.1 – 3.4]

The Educational Effectiveness Inquiry and Systems for Enhancing Teaching Effectiveness and Learning Results. The Commission, in March 2007, called upon the Institute to "show that it is implementing a well articulated, clearly understood, systematic, and comprehensive assessment process, with clear criteria consistently implemented, that demonstrates attainment of

learning outcomes in each of its programs, and a clear process for utilizing assessment results to undertake necessary curricular and programmatic improvements." It also reiterated the CPR team's call for "a clearly delineated plan and timetable for assessing the core General Education competencies of graduating seniors in the baccalaureate program."

The Institute responded with both an Educational Effectiveness Report and a visit structured to demonstrate, most especially through a portfolio and a thesis development process at the undergraduate and the graduate levels, how the assessment of student learning is consistent, systematic, and comprehensive. The EER team agreed that: "SCI-Arc is on a good path towards building a framework for educational effectiveness and strategic thinking and planning. That path originates from a culture of collaborative inquiry and reflection, and is supported by a clear commitment to learning and improvement." According to the team: "The Institute employs many rich assessment activities, including deep observation of student learning and engagement in reflective discussions, resulting in an intuitive knowledge that students are performing effectively." However, the team expressed concern that "SCI-Arc is unable to effectively communicate a comprehensive model for the 'whys' and 'hows' of its many assessment activities." Additionally, according to the team, "General Education is not being assessed and there is no formal plan for assessing each outcome that is stated for the degree."

At the graduate level, the team found that the "expectations for learning and student attainment are developed and widely shared among the faculty, and the faculty takes collective responsibility for establishing, reviewing, fostering, and demonstrating the attainment of these expectations (CFR 2.3)." But it also determined that the "dependence on the portfolio as the sole mechanism to assess the program's effectiveness presents some problems. While the requirements for portfolio review include evidence of previous classes, it is not definitive that the core content has been consistently absorbed. Students are expected to demonstrate that they have 'integrated' the core course work with studio content, and while that is a noble goal, it does not provide direct, evaluative feedback for all courses." Additionally, for an institution "recognized as one of the premier architectural programs in the United States, data provided by the Institute indicate that graduates of SCI-Arc consistently score lower than the National Council of Architectural Review Board's (NCARB) national average on licensing exams."

All of the above suggests that, while aspects of assessing student learning are embedded in SCI-Arc's culture, the Institute still has much to do in developing "an educational effectiveness framework that originates from the strong cultural values of the Institute and its academic plan" and in aligning "data gathering and assessment activities with expected outcomes at all levels of educational life…" Additionally, it needs to "work toward balancing the Institute's mission with the requirements of professional licensing." The Commission viewed with concern the lower-than-average pass rates of graduates, and calls for an Institute evaluation of what pass rates are appropriate. Finally, the Commission repeats its concern that SCI-Arc take ownership of General Education and begin the process of assessing the learning outcomes of its General Education program, irrespective of where or how its students have completed that program. [CFR 1.2, 2.2, 2.4, 2.6, 4.6]

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Enhancing Diversity within the Institute. The CPR visiting team called upon SCI-Arc to become "purposefully proactive in the recruitment and retention of U.S. minorities … and the retention of women, particularly at the undergraduate level, with measurable outcomes." Additionally, SCI-Arc itself has expressed concern regarding the diversity of its faculty hires. Both of these statements, and the lack of any real follow-up by the Institute, led the EER team to express its perplexity at the "omission of diversity concerns from the strategic plan and the apparent lack of concerted action in this important area." Additionally, the low graduation rates of students of color raise serious concerns.

The Commission concurs here and calls upon the Institute to develop, as part of a revised strategic plan, a process and set of strategies to address diversity in both its student body and its faculty. Additionally, there should be focused attention on the retention and graduation rates of all students, and especially students of color, with targets and milestones for achieving higher rates. Finally, as called for by the EER team, "Student diversity enhancement procedures must be specified, monitored, and included as a regular element of SCI-Arc's assessment of educational effectiveness." [CFR 1.5, 2.2, 3.2] The planned actions noted in your May 26, 2008 response were well received by the Commission.

Given the above, the Commission acted to:

1. Receive the report of the Educational Effectiveness Review team.

2. Reaffirm the accreditation of Southern California Institute of Architecture.

3. Remove the formal Notice of Concern.

4. Schedule the Proposal for the two-stage review to be due on October 15, 2012. Schedule the Capacity and Preparatory Review for spring 2015 and the Educational Effectiveness Review for fall 2016.

5. Call for an Interim Report in spring 2010, focusing on progress made with respect to each of the issues raised in this letter.

As you know, the Commission has recently approved revisions to the Standards and Criteria for Review and to the Institutional Review Process. Your next comprehensive review has been scheduled in keeping with the changes to the timing of the review process. The Commission suggests that you review the changes to the CFRs, which are effective July 1, 2008, so that you are prepared to address them in your next review.

In taking this action to reaffirm accreditation, the Commission confirms that the institution has satisfactorily addressed the Core Commitments to Institutional Capacity and Educational Effectiveness, and has successfully completed the multi-stage review conducted under the Standards of Accreditation. Between this action and the time of the next review, the institution is expected to continue its progress and be prepared to respond as expectations of institutional
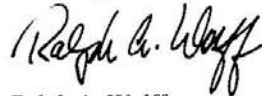
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performance, especially with respect to educational effectiveness and student learning, further develop under the application of the Standards of Accreditation.

In accordance with a recently adopted Commission policy, a copy of this letter will be sent to the chair of the institution's governing board in one week. It is the Commission's expectation that the team report and this action letter will be widely disseminated throughout the institution to promote further engagement and improvement, and to support the institution's response to the specific issues identified in them.

Please contact me if you have any questions or comments about this letter or the action of the Commission.

Sincerely,

Ralph A. Wolff
President and Executive Director

RW/aa

cc: Sherwood Lingenfelter, Commission Chair
Board Chair Gerasi
Kevin McMahon, ALO
Members of the team
Richard Giardina

WASC WESTERN ASSOCIATION OF SCHOOLS & COLLEGES
ACCREDITING COMMISSION FOR SENIOR COLLEGES & UNIVERSITIES

July 22, 2010

Eric Owen Moss
Director/CEO
Southern California Institute of Architecture
960 E. 3rd Street
Los Angeles, CA 90013

Dear CEO Moss:

At its meeting by conference call on July 14, 2010, a panel composed of members of the WASC Interim Report Committee considered the Interim Report submitted by Southern California Institute of Architecture (SCI-ARC) on April 29, 2010. In addition to the Interim Report, the panel reviewed supporting documents, including the action letter following the 2008 Educational Effectiveness Review.

The panel appreciated the opportunity to discuss the report and SCI-ARC's progress with you and other members of your team: Ming Fung, Director of Graduate Programs; Chris Genik, Director of Undergraduate Programs; Jamie Bennet, Chief Operating Officer; and Paul Holliday, Academic Affairs Manager and ALO. The updates and information that you provided were very helpful to the panel in understanding the institution's current position and future possibilities.

The 2008 action letter requested that the Interim Report focus on five issues: institutional planning and financial and enrollment management; institutional governance and administration and the role of the Board and CEO; faculty roles, policies, and professional development; educational effectiveness inquiry and systems for enhancing teaching effectiveness and learning; and enhancing diversity within the institution.

The panel would like to commend you and Southern California Institute of Architecture for the progress made since 2008. The panel commends the clarity and simplicity of the five-year plan and the idea of a contingency plan; the hiring of a head of Development and the expansion of the Development Office; the addition of new on-site General Education courses and a new summer session; the pilot developed for General Education; the move to a data-based system that can be used for staff as well as faculty; and SCI-ARC's attention to diversity through focus on nationwide searches and partnerships with African-American organizations and institution.

The panel would like to call attention to some issues in the five areas of focus for this Interim Report that merit continued attention. Following are the recommendations from the panel:

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Institutional Planning and Financial and Enrollment Management. The panel recommends that SCI-ARC strengthen its accounting and administrative area to improve internal controls and operating efficiency to ensure clean audits. In particular, there need to be adequate resources (human, financial, and technological), training, and administrative personnel to support the accounting and administrative audit functions. This is important in order to avoid potential financial aid and accounting issues. (CFR 3.5, 4.2)

In addition, with the hiring of new development officers who have had experience in institutions similar in kind to SCI-ARC, the institute now has the capability to examine its assumptions regarding the feasibility of its capital campaign, an examination that the panel recommends. A third issue in this area relates to the purchase of the institute property. The panel recommends that the institute insure that it has adequate funds not only to purchase but also to maintain the property in the long-run.

Institute Governance and Administration and the Role of the Board and CEO. The panel acknowledges the institute's desire for a CEO who is engaged in the practice of architecture as part of his CEO responsibilities. Having discussed with the representatives on the conference call issues such as CEO responsibilities and the potential for conflicts of interest, the panel recommends that the institute continue to pay close attention to its current CEO position description, asking itself what the institute needs from a CEO and how the current CEO position description is working for SCI-ARC. (CFRs 1.3, 3.10)

Faculty Roles, Policies and Professional Development. The panel affirms the institute's move to a database system that has the capacity for use with staff as well as faculty. The panel reminds SCI-ARC that demonstration of the results of the implementation of the new system will be expected by the next visit reaffirmation. (CFRs 3.1 – 3.4)

The Educational Effectiveness Inquiry and Systems for Enhancing Teaching Effectiveness and Learning Results. The panel commends the General Education pilot that is underway and that is designed to provide a scaffold for the SCI-ARC majors. Noting that such an undertaking involves considerable complexity, the panel recommends that the institute provide appropriate support for the endeavor. (CFRs 1.2, 2.2, 2.4, 2.6, 4.6)

Enhancing Diversity within the Institute. The panel affirms that SCI-ARC has reasonable short- and long-term goals in the area of diversity and that the institute has identified a number of issues which it is in the process of addressing. The panel reminds SCI-ARC that at the next level of review it will be expected to show results and demonstrate progress. (CFRs 1.5, 2.2, 3.2)
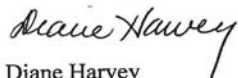
The Committee acted to:

1. Receive the report.

2. Proceed with the scheduled Capacity and Preparatory Review in spring 2015, and the scheduled Educational Effectiveness Review in fall 2016. The Proposal is due on October 15, 2012.

CEO Eric Moss
July 22, 2010
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If you have questions about the panel's recommendations, feel free to contact me. I would be happy to help in any way I can.

Sincerely,

Diane Harvey
Associate Director

cc: Paul Holliday, ALO
        Members of the Interim Report Committee

II.2.2. Professional Degrees and Curriculum

<u>Undergraduate Degree (B.Arch)</u>
   John Enright - Undergraduate Program Chair

SCI-Arc's Undergraduate program - 5 Year (10 Term) Program - [165 (+6) + 21 Credit Hours] - is aimed at educating young architects who will go on to lead the discipline as designers and question the status quo by searching for new models of architectural inquiry. The program achieves a fluid and holistic approach through an emphasis on a wide range of conceptual and practical skills, from critical thinking to technical expertise. Advanced digital technologies and fabrication methods permeate the program and take advantage of SCI-Arc's state-of-the art fabrication shops, ranging from 3D printers, CNC mills, and vacuum-forming machines to traditional forms of metal and wood working, as well as sophisticated automation and robotics facilities.

The four parallel paths of the program feed into the design studio, creating a platform for the synthesis of the curriculum. Cultural Studies, Applied Studies, Visual Studies, and General Studies are crafted so as to develop in students a rigorous knowledge of the discipline. An understanding of the inherent inter-relationships of these topics is developed as students sequence through their five years of study. Throughout the program, emphasis is placed on the development of the individual student's personal growth, self-reflection, knowledge and critical engagement of architectural design issues, including not only design, but advanced visualization techniques, information technologies, systems integration, deep cultural interactions, and new ecological and sustainable approaches.

The early foundation sequence of the program emphasizes General Studies and a holistic knowledge base, while the subsequent core sequence engages the more technical and practical aspects of architectural investigation. The advanced studies portion of the program includes Professional Practice coursework to prepare students for the complexities of the profession, while a choice of vertical design studios and electives enables students to pursue their individual interests. Students culminate their studies with a focused Thesis project in their final semester to both manifest the cumulative knowledge of their education and act as a point of trajectory from which to engage their discipline, field and profession at large.

Foundation
The first two years of the Bachelor of Architecture program are dedicated to the Foundation Program, and are sequential by term. The first term introduces students to spatial problem-solving, material strategies, basic physical properties, conventional representational media and a broad range of work in design culture. The second term further develops conceptual strategies through projection drawing, descriptive geometry, crafted modeling and assembly, as well as through architectural history from prehistory to the Middle Ages and the first of three required Humanities courses chronologically contemporary to the architectural history courses. The third term allows students to explore the contingencies of context, whether conceptual (musical score, text, painting, idea, etc.) or physical (environment, location, legal boundary, geometry, etc.), and to work within the variable conditions and constraints imposed by sites. The third term also introduces students to digital skills, climatology, and the architecture, music, art and culture of the early modern age from the Renaissance to Romanticism. The fourth, and final, term of the Foundation Program challenges students through increasingly complex data sets: programs, scenario planning, structural forces, and solid modeling software and fabrication. Combined with an intensive study of modernism in both architectural history and humanities, the students should be prepared to enter the Core Program cognizant of the complex inter-relationships present in architecture.

Core
The next three semesters comprise the Core Program. Each semester is dedicated to a complex field of study, participated in by the studio and seminars. The fifth term asks students to consider the idea of architecture as at the intersection of various systems of information – the studio concentrates on methodological tools for static systems while the seminars contribute education on lateral loads and systems, the compound problems of light, air and sound, and the various forces that interact to form the

built urban environment. The sixth term focuses on dynamic systems – building technologies, tectonics, classical and contemporary debates surrounding the philosophy of technology, building systems from skin to mechanical and electrical, and "smart" and "sustainable" technology. The seventh, or final, term of the Core Program helps students develop theoretical strategies and concepts, and to strengthen their abilities to think and act critically about cities and buildings that are largely shaped by interrelated cultural, social, political, physical and economic forces. This work is further bolstered by the Professional Practice requirements that will last throughout the next three semesters – design documentation, construction documents, contracts, liability and business models.

Advanced
At the end of the required courses, in the middle of the fourth year, undergraduate students at SCI-Arc are presented with the unique opportunity to engage in studios and seminars of their choosing. In vertical studios, undergraduate and graduate students work together in groups of fifteen or fewer. In elective seminars, undergraduate and graduate students may participate in upper-level seminars of no more than 20 students total. Visiting faculty and SCI-Arc instructors select topics in their areas of expertise, conduct research, and pursue their ideas along with the students. SCI-Arc endeavors to present students with a consistent range of the most innovative, current and rigorous vertical studios and elective seminars in fields such as urban studies, cultural studies, digital technologies, form-making, media, film and landscape, so that a student may concentrate on one field if they so choose, or in preparation for Thesis work.

General Studies
In addition to SCI-Arc's Cultural Studies core program and various electives in literature, creative writing, fashion design, art theory, photography and life-drawing, non-architectural content is supplied by the General Studies requirements. All undergraduates entering the B.Arch program must successfully complete the following General Studies requirements with a grade of 'C' or better: at least four one-term courses at college level in the area of Social Sciences and Humanities, and at least three courses in the area of Natural Sciences and Mathematics. Students must complete these courses by the end of their third year at SCI-Arc. They should plan to take most of the courses at other institutions either prior to entering SCI-Arc, or during a summer term before they enter their 4th year. SCI-Arc holds many reciprocation agreements with local schools and community colleges in order to ease the transition from one institution to another.

Social Sciences And Humanities	Natural Sciences and Mathematics
Anthropology	Astronomy
Classics	Biological Sciences
Comparative Religion	Chemistry
Economics	Computer Science
Geography	Earth Sciences
History of Western or Eastern Civilization (required)	Mathematics
Philosophy	Physics
Political Science	Trigonometry
Psychology	
Sociology	

Minimum Credit Distribution for B.Arch program:

	General (nonarchitecture) Studies 45 semester-credit-hour minimum	Professional Studies (architecture courses)
Prerequisite	21	0
Required	24	126
Elective	0	15
Total	45	141

I. Foundation program

First term — 1A	Second term — 1B
DS1010 — 6 units Material Strategies for the Physical World ◎	**DS1011 — 6 units** Conceptual Strategies for the Physical World ◎ Prerequisite: DS1010
CS2010 — 3 units Fields and Practices: Introduction to Design Cultures ❖	**CS2012 — 3 units** History of Architecture 1: Prehistory to Middle Ages ❖
CS2011 — 3 units Writing in Architecture: ESL/ELL 1 (as required) ❖	**CS2013 — 3 units** Humanities 1: Antiquity to Middle Ages ❖
AS3010 — 3 units Introduction to the Physical World: Materials, Behaviors, Forces ❖	**CS2014 — 3 units** Writing in Architecture: ESL/ELL 2 (as required) ❖
VS4010 — 3 units Fabrications and Delineations 1: Introduction to Fabrication and Drawing Techniques: Perception/ Translation	**VS4011 — 3 units** Fabrications and Delineations 2: Introduction to Fabrication and Drawing Techniques: Projection/ Description Prerequisite: VS4010

Third term — 2A	Fourth term — 2B
DS1020 — 6 units Formworks: Sites and Contexts ◎ Prerequisite: DS1011	**DS1021 — 6 units** Frameworks: Programs ◎ Prerequisite: DS1020
CS2020 — 3 units History of Architecture 2: Renaissance to the Enlightenment ❖ Prerequisite: CS2012	**CS2022 — 3 units** History of Architecture 3: Industrial Revolution to Contemporary Discourses ❖ Prerequisite: CS2020
CS2021 — 3 units Humanities 2: Renaissance to Romanticism ❖ Prerequisite: CS2013	**CS2023 — 3 units** Humanities 3: Modernism in Literature, Art and Film ❖ Prerequisite: CS2021
AS3020 — 3 units Introduction to the Environment and Climate	**AS3021 — 3 units** Structures 1: Forces and Vectors
VS4020 — 3 units Technologies of Description 1: Analog and Digital Practices Prerequisite: VS 4011	**VS4021 — 3 units** Technologies of Description 2: Analog and Digital Practices Prerequisite: VS 4020

II. Core program

Fifth term — 3A	Sixth term — 3B
DS1030 — 6 units Field Operations: Static Architectural Systems ◎ + Integrated Applied Studies component — 1 unit Prerequisite: DS1021	**DS1031 — 6 units** Dynamic Architectural Systems: Anabolic, Metabolic, Catabolic ◎ + integrated Applied Studies component — 1 unit Prerequisite: DS1030
CS2030 — 3 units Introduction to Urban Systems ❖ Prerequisites: CS2022	**CS2031 — 3 units** Philosophy of Technology ❖ Prerequisites: CS2030
AS3030 — 3 units Structures 2: Long Span and Lateral Systems Prerequisite: AS3021	**AS3032 — 3 units** Smart and Sustainable Systems
AS3031 — 3 units Tempering the Environment: Light, Air and Sound	**AS3033 — 3 units** Tectonics: Construction, Assembly and Detail
VS4030 — 3 units Technologies of Description 3: Analog and Digital Practices Prerequisite: VS4021	

III. Advanced studies

Seventh term — 4A	Eighth term — 4B
DS1040 — 6 units City Operations: Architecture in Critical Settings + integrated Cultural Studies component — 1 unit ◎ Prerequisite: DS1031	**Vertical studio — 6 units** ◎ Prerequisite: DS1040
CS2040 — 3 units Introduction to Critical Studies ❖ Prerequisite: CS2030	**Cultural Studies elective — 3 units** ❖
AS3040 — 3 units Design Documentation: Analysis and Development	**AS3041 — 3 units** Design Documentation: Construction Documents
Elective — 3 units or CPT ⊗	**AS3042 — 3 units** Professional internship (by approval: full-time summer) or **Elective — 3 units** or CPT ⊗

Ninth term — 5A	Tenth term — 5B
Vertical studio — 6 units ◎	**DS1051 — 9 units** Thesis studio Prerequisite: CS2050
CS2050 — 3 units Thesis studio preparation ❖	
AS3050 — 3 units Practice Environments: Contracts, Liability & Business Models	**Elective — 3 units** or CPT ⊗
	Elective — 3 units or CPT ⊗
Elective — 3 units or CPT ⊗	

◎ Studios: One unit can be applied toward General Education studies requirements.

❖ Courses that can be taken for General Education studies credit.

⊗ Students may apply for CPT units beginning in their 4A semester. Only two 3 unit electives can be used for CPT. Students wishing to apply for CPT units must enroll with the Registrar and Academic Counselor's Offices. Approval for coursework is made by the Director's Office.

GRADUATE PROGRAMS (M.Arch)
Hernan Diaz Alonso - Graduate Programs Chair

SCI-Arc's graduate studies foster the school's open-ended spirit of inquiry, responding to shifts in society, technology, and culture with a constantly-evolving learning environment in which faculty and advanced-level students work together to advance to the next generation of the architectural discipline. The programs are led by a faculty of practitioners and scholars that is actively engaged in contemporary architectural discourse and production worldwide, working in fields ranging from design and engineering to visual and cultural studies. Through the feedback they provide from their own practices, the graduate curriculum is continuously and dynamically shaped in a manner only available to an institution entirely devoted to architecture. The Graduate programs promote cross-pollination from other fields of study in a critical manner, with a practice that derives from an emphasis on process and a synthesis of thinking, inquiry and execution. With a diverse and international student body, the Graduate programs at SCI-Arc provide a rigorous architectural education that promotes experimentation and creative freedom, and is at once global and local, comprehensive and current. In pursuit of these goals, the Graduate program offers three study options (excluding the SCIFI and ESTm Post-Graduate programs described earlier in the APR):

M.Arch 1: a three year (seven term) professional Master of Architecture program - [undergraduate degree plus 111 graduate credit hours] - open to applicants who hold a bachelor's degree or equivalent in any field of study. Rather than focus on a single ideology, methodology or technique, the M.Arch I program presents a broad range of approaches to the discipline of architecture, encouraging cross-pollination from other fields of study in a critical manner. Students are introduced to a more critical view of contemporary architectural issues – both theoretical and design-related – as a tool with which to examine the complex and shifting relationship between architecture and cultural, political, economic and social change. Students develop a framework of inquiry and experimentation through a series of rigorous core design studios that are integrally linked to various courses in Cultural Studies, Applied Studies and Visual Studies. On completion of the core sequence, students have acquired a set of skills, critical ideas and unique experiences that allow them to address more complex architectural issues while testing their own intellectual and design convictions. Students then progress to the vertical studio sequence, in which they are offered a choice of studios devoted to a wide range of topics chosen and taught by distinguished Los Angeles-based and international architects, as well as upper-level elective seminars taught by leading thinkers in their area of expertise. The program culminates in the public presentation of a thoroughly researched independent design Thesis project.

First term— 1GA (fall)	Second term — 1GB (spring)	Third term — 2GA (fall)	Fourth term — 2GB (spring)
DS1100 — 6 units Fundamental Architectural Principles 1: Elements of Space	**DS1101 — 6 units** Fundamental Architectural Principles 2: Organizational Systems Prerequisite: DS1100	**DS1120 studio — 6 units** Architecture's Intervention 1 : Context and Territory Prerequisite: DS1101	**DS1121 — 6 units** Architecture's Intervention 2: Urbanism, Landscapes and Infrastructures Prerequisite: DS1120
CS2100— 3 units Architecture Culture 1	**CS2101 — 3 units** Architecture Culture 2 Prerequisite: CS2100	**CS2120 — 3 units** The Rise and Fall of Theory Vanguardism Prerequisite: CS2101	**CS2121 — 3 units** Urban Studies: History, Theory, Criticism Prerequisite: CS2120
AS3100 — 3 units Material Properties, Industrial Processes and Structural Principles	**AS3101 — 3 units** Structures 1: Forces and Vectors Prerequisite: AS3100	**AS3120 — 3 units** Structures 2: Techniques and Implementation: Connections and Systems Prerequisite: AS3101	**AS3122 — 4 units** Design Documentation: Analysis and Development Prerequisite: AS3123
VS4100 — 3 units Strategies of Representation 1: Analysis, Translation and Communication	**AS3121 — 3 units** Tempering the Environment: Light, Air and Sound	**AS3123 — 3 units** Advanced Building Systems: Sustainability and Complex Envelopes Prerequisite: AS3121	**VS4121 — 3 units** Strategies of Representation 4: Advanced Digital Tools, Modeling and Fabrication Prerequisite: VS4120
	VS4101 — 3 units Strategies of Representation 2: Diagramming and Spatial Construction Prerequisite: VS4100	**VS4120 — 3 units** Strategies of Representation 3: Advanced Digital Tools, Modeling and Fabrications Prerequisite: VS4101	

Fifth term — 3GA (fall)	Sixth term— 3GB (spring)
Vertical studio — 6 units	Vertical studio — 6 units
Cultural Studies elective — 3 units	CS2410 — 3 units Thesis Preparation: Research Strategies
AS3130 — 3 units Practice Environments: Contracts, Liability, Business Models (Note: can also be taken in the 3GB term)	Elective — 3 units or CPT ⊗
Elective — 3 units or CPT ⊗	Elective — 3 units or CPT ⊗

Seventh Term— 4GA (summer)
DS1420 — 9 units Graduate thesis Prerequisite: CS2410
Elective — 3 units or CPT ⊗
Elective — 3 units or CPT ⊗

⊗ Students may apply for CPT units after completing the 1GB semester. Only one 3 unit elective can be used for CPT. Students wishing to apply for CPT units must enroll with the Registrar and Academic Counselor's Offices. Approval for coursework is made by the Director's Office.

M.Arch 2: a two year (five term) professional Master of Architecture program - [undergraduate degree plus 75 graduate credit hours] - open to applicants with a minimum of a four-year degree in Architecture, or its equivalent abroad. The M.Arch 2 program is specifically designed to build upon and reconsider knowledge gained from undergraduate degrees in architecture, has as its aim the reappraisal of the discipline of architecture. Through the intensive study of the latest design software and means of fabrication and prototyping, and through the exploration of new materials, the program provides students with an understanding of new design methodologies, while placing them in their historical and contemporary contexts. On completing the core sequence, students can choose from vertical studios and elective seminars that either continue the focus of their core studies or broaden the scope of their education. The program culminates in the public presentation of a thoroughly researched independent design Thesis project.

Required courses
The Academic Counselor reviews the transcripts of students entering the M.Arch 2 program to verify that they have completed courses comparable to the following core Applied Studies classes offered at SCI-Arc: AS3101: Structures 1: Forces and Vectors; AS3120: Structures 2: Techniques and Implementation: Connections and Systems; and AS3121: Tempering the Environment: Light, Air and Sound. Students who have not passed these classes are required to do so. M.Arch 2 students who have passed a sequence of courses on structures during their undergraduate courses at other institutions, but have not been introduced to seismic issues, are required to take a course on that subject before the end of their second term at SCI-Arc. Incoming M.Arch 2 transcripts are also evaluated for achievement in the NAAB requirements for Architectural Traditions.

First term — 2GAX (fall)	Second term — 2GBX (spring)
DS1200 — 6 units Indeterminate Architecture	DS1201 — 6 units On Forms of Tectonics and Cellular Aggregation Prerequisite: DS1200
CS2200 — 3 units Modern, Postmodern, Supermodern	CS2201 — 3 units Design Intelligence Prerequisite: CS2200
AS3200 — 3 units Reflexive Formal Assemblies: Material to System	AS3201 — 3 units Optimization, Performance and Implementation: System to Building Prerequisite: AS3200
VS4200 — 3 units Delineation and Dynamic Systems	AS3302 — 3 units Advanced Structure Prerequisite: AS3200

Third term — 3GAX (fall)	Fourth term — 3GBX (spring)
Vertical studio — 6 units or DS1210 — 6 units XLAB Prerequisite: DS1201	Vertical studio — 6 units
	CS2410 — 3 units Thesis preparation: research strategies
Cultural Studies elective — 3 units Prerequisite: CS2121	Elective — 3 units or CPT ⊗
AS3222 — 3 units Design Documentation: Analysis and Development Prerequisite: AS3201 and AS3302	Elective — 3 units or CPT ⊗
AS3230 — 3 units Practice Environments: Contracts, Liability, Business Models (Note: can also be taken in the 3GB term)	

Fifth Term — 4GAX (summer)
DS1420 — 9 units
Graduate thesis
Prerequisite: CS2410
Elective — 3 units
or CPT ⊗
Elective — 3 units
or CPT ⊗

⊗ Students may apply for CPT units after completing the 1GB semester. Only two 3 unit electives can be used for CPT. Students wishing to apply for CPT units must enroll with the Registrar and Academic Counselor's Offices. Approval for coursework is made by the Director's Office.

Thesis

The Thesis program at SCI-Arc is designed to engage students' unique interests and ways of working. Two consecutive terms in length, the first semester is primarily dedicated to research, and to the development of a formal Thesis proposal which rigorously lays the groundwork for the in-depth design study expected during the following term. The Thesis term itself is dedicated to exploring responses to the inquiry posed by the proposal. It is conceived of as an integrated, consecutive 2-semester experience, where each student begins working with an advisor workgroup, a committee of studio, Cultural Studies, Applied Studies and Visual Studies faculty whose interests coincide with those of the students assigned to that group. These advisor workgroups are organized by the Thesis Coordinator according to a specific topical orientation. The workgroups remain together over the entire course of the two Thesis semesters, meeting at least four times during the first term of Thesis and three times during the second term of Thesis to review and comment on the work-in-progress of each student assigned to it. Together with the workgroup coordinator, it is the responsibility of each advisor workgroup to assess the progress of each of the students assigned to it, and to let those students know how their work is progressing. Though the criteria becomes increasingly comprehensive as the term progresses, this is judged in general according to completeness, clarity, quality and thoroughness of research, and, depending upon the type of Thesis, how well the subject of investigation has been related to the discipline of architecture. In addition, during the first term, each of the students in a given workgroup is required to meet on alternating weeks with the workgroup coordinator, who serves as a more regular resource in helping each of those students continue to develop their proposals between workgroup reviews. At the end of the first term, students may select their advisor from the advisor workgroup. Alternatively, after consultation with the workgroup coordinator, students may also petition to work with a faculty member from outside their workgroup, or with someone outside the school, or a mixture thereof, based on a reasonable argument related to the topic of the Thesis. From the beginning of the second term onward, it is the responsibility of the faculty advisor to meet with his/her Thesis student an average of once a week, and to attend each of the interim reviews conducted by the advisor workgroup.

ELECTIVES

In the final year-and-a-half of the B.Arch program and the final year of the M.Arch 1 and M.Arch 2 programs, students may pursue and develop their own fields of interest in the vertical studios and elective seminars. There are no minor programs at SCI-Arc. Rather, in the spirit of our mission, students are given a wide range of studios and seminars taught by experts in their fields. Students are urged by their Thesis advisors or by the Academic Advisor to take particular courses that may assist them in their Thesis work or in specific academic development.

Vertical studios: In vertical studios, undergraduate and graduate students work together in groups of fifteen or fewer, giving them a unique opportunity to work closely with distinguished Los Angeles-based and international architects in their particular field of specialty or interest. Vertical studios are open to upper division students from the undergraduate and Graduate programs, that is, undergraduate students in 4B, and 5A, and graduate students in 3GA and 3GB. Acceptance into a vertical studio is based on completion of core studio and seminar prerequisites. Students are placed in vertical studios by a lottery

system following public presentations by the vertical studio instructors. Priority is given to students in their final or Thesis semester.

Elective seminars: like the vertical studios, elective seminars offer undergraduates and graduates opportunities to work together in a small seminar environment with leading thinkers, writers and practitioners in their particular field of interest and study. Elective seminars may have no more than 25 students. Enrollment into electives is conducted thought my.sciarc.edu. All elective seminars fall under the headings of the three academic areas, detailed below.

APPLIED STUDIES

Architecture is about the way we make worlds, worlds populated with subjects and objects, the definitions of which are always mediated by their cultural significance. Embedded in that act of "making" as the transposition and materialization of abstract ideas into spatial form, is the conception of technology as the necessary means by which that complex process takes place. The continuous definition and challenge of the multiple ways we make the world and its physical environment constitute the fundamental motivation of the Applied Studies program at SCI-Arc. The program offers a range of courses that critically engage technology and its spatial and social consequences. Foundation courses are offered in Physics and other sciences, building systems, structural analysis, tectonics, material development, acoustics, lighting and environmental control. Advanced courses explore the design consequences of the continued material and technical development of architectural proposals in the physical world. Elective courses offer the unique opportunity to further research and experiment with highly specific technologies that constantly redefine the conventions of architecture as a discipline and as a practice. Recent courses explore topics as diverse as parametric design, structural optimization, advanced geometry, composite tectonics, material research and development, complex assemblies, as well as ecology, biomimicry and solar performance.

CULTURAL STUDIES

Cultural Studies at SCI-Arc is uniquely tailored to meet the educational needs of emerging architects and designers in the contemporary field. As a necessary step in their enculturation, Cultural Studies at SCI-Arc refers to the study of architectural cultures: design cultures, building cultures, disciplinary interiority and exteriority, canons and traditions, critiques and avant-gardisms. In this manner, it is both fundamental and interdisciplinary: the core program at both the undergraduate and graduate levels is comprised of courses in Urban Studies, Visual Culture, Philosophy, New Media, Critical Theory, and all aspects of Architectural History, Theory and Criticism.

After completion of their core studies, students may enroll in a series of advanced seminar electives which represent the most current conceptualizations, discourse and production in architectural studies. In addition to courses offered by regular faculty, the Cultural Studies program seeks authors and critics worldwide to share their recent work in this forum. Many courses are offered in conjunction with publications and conferences, or enlist the active participation of students in research endeavors. Therefore, while some elective courses do recur, all are subject to shifts in content and attention.

VISUAL STUDIES

The practice of architecture relies on systems of communication to conceive, develop, and subsequently represent and communicate architectural ideas, where the breadth of the work is reflected in the implied proficiencies of technical skills and visual culture.

The Visual Studies program takes a central role in the education of communications techniques and required skills sets offered across the SCI-Arc course curriculum. It includes drawing tools ranging from generative diagramming to representation, project communication and project production documents. Students become familiar with established and emergent technologies and fabrication processes. The program sets the foundation for understanding the implications of working within the framework of

communication systems. It fosters excellence, precision and critical engagement, and encourages highly creative work in which working methods, tools and their interfaces are interlaced.

The Visual Studies curriculum responds to the constantly evolving paradigms of architectural communication, introducing new tools within a progressively structured program. New media instruments—ranging from advanced digital modeling and animation to the equipment for computer-controlled fabrication processes—complement established methods of drawing, such as planimetric and sectional representations, constructed perspective and freehand drawing and sketching.

II.2.3. Curriculum Review and Development

SCI-Arc's ongoing curricular self-assessment procedures and activities are aimed allowing for regulated improvement and self-correction to the curriculum to occur in a non-disruptive and evolutionary fashion. To that end SCI-Arc has adopted the following Four Step Curricular Self-Assessment Loop, described also in Section I.1:

> #### 1. Identify needs for Curricular Change
> Curricular data is gathered for analysis over the course of the school year. Curricular data includes, but is not limited to course syllabi, course reading lists, studio briefs, student performance criteria such as grades and statistical progress through the degree programs, student course evaluations, alumni feedback, portfolio reviews, public jury reviews of studios and seminars (where applicable), enrollment trends identified using the Jenzabar system, student work in Thesis, and evidence of student work provided and archived for every studio and seminar. These materials are gathered and analyzed by the Director of Academic Affairs, Program Chairs, and faculty members comprising the Undergraduate and Graduate Curriculum Committees once per semester. Other suggestions for curricular change may come directly from the Academic Counselor, the Student Union, the Academic Council, and/or the Institute Director, and may be gleaned from external critics and guests; however, all suggestions must enter into the Loop through the actions of Curriculum Committees.

> #### 2. Build Tools for Curricular Change
> Twice per semester (or more if needed) the Curriculum Committees meet with the Program Chairs and affected faculty to discuss identified needs and to build means for making Curricular Change. Faculty appointment to Curriculum Committees is flexible and corresponds directly to leadership and oversight of courses. Typically, the Studio Coordinators for each semester studio, the Program Coordinators for VS, CS, AS and GS, and the Coordinators of Thesis will comprise the core of the Curriculum Committees for both the undergraduate and graduate degree programs. In addition, full-time faculty members may be asked to serve on the Curriculum Committee in the event that their courses or area may be directly affected by Curricular Change, such as a structures or history instructor. Using this combined intelligence of both administrative oversight and on-the-ground insight, the Committees review possible Curricular Changes and assess their impacts and alignments with stated Learning Objectives for each course (printed on the syllabus) as well as the educational rubrics established in our Mission. If more information is needed at this point, the Committees will appoint a sub-committee to provide greater research, or to seek student input.

> #### 3. Develop Plans for Curricular Change
> Pre-assessment and the setting for assessment strategies occur at the time of curricular change. It is included in the presentation of findings results and is crucial for understanding the full ramifications of any proposed curricular changes. Curricular changes are thus fully presented as complete proposals at curriculum retreats, held twice per year, for full-day intensive work sessions entirely devoted to the assessment and review of the curriculum. As outlined in the previous section on assessment, retreats provide a special opportunity to see the entire curriculum, its particular brief or syllabus

and the evidence of student performance through the display of work. It is also at these retreats that curricular change is discussed and suggested for approval and implementation.

4. Approval and Implementation of Curricular Changes

Once the Committees have made recommendations for curricular change to the Program Chairs, they meet with the Director of Academic Affairs for approval. If any limitations to the proposed changes due to budget, staffing or academic calendar are recognized by the Director of Academic Affairs, the curricular change may return to the Committees for re-review. If a curricular change is accepted, all measures to staff a new course, change learning objectives for a particular course or studio and the revision of course catalog descriptions are handled by the Program Coordinators. The Program Coordinators work directly with the faculty to ensure the intact and proper implementation and assessment procedures.

Regular and frequent curricular review, assessment and adaptation is a crucial part of both the school's self-assessment procedures and long-range planning. Part of the stated Mission of SCI-Arc is the timely flexibility necessary to "speculate" and "innovate." The effective teaching of both, as well as the implementation of this basic rubric into our educational practices, could not be possible unless curricular change could be made intelligently and quickly.   By proposing curricular changes as entire strategems, instigated by the collection of data and accompanied by informed choices for assessment and evaluation procedures, the curriculum committees can suggest comprehensive change as well as provide adequate and researched forecasting on the potential impacts of each change to the administration. Because this process is not top-down, but begins and ends with classroom and studio participation and work, its implementation can be as immediate as the changes in technology and global economies may demand. In many ways, curricular changes are not understood at SCI-Arc merely as progression towards short and long-range goals, but also as a demonstration of our Mission in action.

Committee Membership

Academic Council	Undergraduate Curriculum Committee	Graduate Curriculum Committee
Leadership: Eric Owen Moss (Institute Director) Ming Fung (Director of Academic Affairs) John Enright (Undergraduate Chair) Hernan Diaz-Alonso (Graduate Chair)	Leadership: John Enright (Undergraduate Chair)	Leadership: Hernan Diaz-Alonso (Graduate Chair)
Coordinators: Todd Gannon (CS) Andrew Zago (VS) Tom Wiscombe (AS) Dora Epstein-Jones (GS) Russel Thomsen (Council Chair)	Coordinators: Todd Gannon (CS) Andrew Zago (VS) Tom Wiscombe (AS) Dora Epstein-Jones (GS)	Coordinators: Todd Gannon (CS) Andrew Zago (VS) Tom Wiscombe (AS)
Faculty: Marcelo Spina (Director Faculty Rep), Elena Manferdini, Herwig Baumgartner, Ramiro Diazgranados, Volkan Alkanoglu,	Faculty: Devyn Weiser, Dwayne Oyler, Russel Thomson, Darin Johnstone	Faculty: Elena Manferdini, Marcelyn Gow, Florencia Pita, Ramiro Diazgranados, Marcelo Spina
Students: David Bantz (Director's Student), Dohnbi Kim (UG), Andrew Kragness (M.Arch I), Caroline Dieden (M. Arch 2)		
Non-Committee Invited: Paul Holliday (Academic Affairs Manager) Jamie Bennett (COO) Faculty Students		

Studio Culture Committee	Student Union	Faculty Council
Leadership: Ming Fung (Director of Academic Affairs) John Enright (Undergraduate Chair) Hernan Diaz-Alonso (Graduate Chair)	Leadership: Bridgette Marso (Chair) Joseph Brown (Vice Chair) Paula Banda (Secretary) Chris Jimenez-Zenteno (Treasurer)	Chair: Heather Flood
Faculty: Volkan Alkanoglu, Alexis Rochas, Russel Thomson, Margaret Griffen, Florencia Pita	Student Representatives: Haleh Olfati, Tiffany Shaw-Collinge, Caroline Dieden	Faculty: All faculty are invited and encouraged to participate on the Faculty Council.
Students: Studio Union Chair and Vice-Chair; Student Representatives to Academic Council	All students are invited and encouraged to participate on the Student Union.	

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

UNDERGRADUATE

B.Arch Advanced Placement: SCI-Arc annually accepts a small number of transfer students with advanced placement into the second and third year of the B. Arch program. Since most of SCI-Arc's NAAB related SPC requirements are met in the last three years of the program, this does not affect a majority of architecture related coursework. In instances where a student's previous coursework is deemed to not fulfill either the NAAB accreditation requirements in the B. Arch core curriculum, or other pedagogical goals of SCI-Arc, students are required to take this coursework, regardless of year of acceptance, at SCI-Arc prior to graduation.

The following describes the process to which advanced placement is evaluated:

1. **Application Stage:**
   1) The specific application materials used to determine advanced placement in the B.Arch program are:
      i. Portfolio with applicant's highest level of architectural design work
      ii. Transcripts from previous UG program showing all coursework, including architecture and general education
      iii. Letters of recommendation from instructors and former studio faculty

   2) As applications are processed, the Admissions office reviews academic transcripts from previous schools and identifies the architectural design studios completed, and all other coursework, including architecture and general education.

2. **Review Stage:**
   1) The B.Arch Admissions Committee reviews portfolio work initially to ascertain an applicant's current level of architectural experience and skill, and make an initial determination as to design studio placement. If the applicant has included recommendation letters from a design studio instructor, these are also evaluated as an indicator of applicant's experience level.

   2) Applicant's transcripts are reviewed to determine how many architectural design studios have been completed, including associated architecture and general studies coursework

   3) Based on these two evaluations, advanced placement level is recommended.

4) Applicants who lack certain skills, knowledge or architectural awareness necessary to thrive in their recommended advanced level, but for whom an entire semester's training would not be necessary, are required to complete a Summer Transfer Program. This 6-week program offers a series of four courses, a combination of which are individually prescribed to the applicant.

5) Upon enrollment to the program, and prior to the beginning of the academic year, accepted advanced placement students meet individually with the Academic Counselor to review their previous transcripts to ascertain which courses, including architecture and General Studies, will be accepted for credit. Students are required to submit previous course information for review. This includes grades, course syllabi and work generated in the course. This information is evaluated by the Academic Counselor, the appropriate Program Coordinators, and individual faculty members where necessary and, if needed, by the Chair of the Undergraduate Program. In instances where a student's previous coursework is deemed to not fulfill either the accreditation requirements in the B.Arch core curriculum, or other pedagogical goals of SCI-Arc, students are required to take this coursework, regardless of year of acceptance, at SCI-Arc prior to graduation.

GRADUATE

M.Arch 1 - 2GA Placement: SCI-Arc accepts a small number of graduate students into the second year of its 3-year, 7-semester M.Arch 1 program. These are students who have completed two or more semesters of architectural studio coursework at another graduate level program and wish to transfer and complete their degree at SCI-Arc. Second year is the highest level at which a graduate transfer student can place into the M.Arch 1 program, and students seeking this placement are evaluated on a case-by-case basis by the Graduate Programs Chair. Upon enrollment to the program, and prior to the beginning of the academic year, accepted advanced placement students meet individually with the Academic Counselor to review their previous transcripts to ascertain which architectural courses will be accepted for credit. Students are required to submit previous course information for review. This includes grades, course syllabi and work generated in the course. This information is evaluated Academic Counselor, the appropriate Program Coordinators, and individual faculty members where necessary and, if needed, by the Chair of the Graduate Programs. In instances where a student's previous coursework is deemed to not fulfill either the accreditation requirements in the M.Arch core curriculum, or other pedagogical goals of SCI-Arc, students are required to take this coursework, regardless of year of acceptance, at SCI-Arc prior to graduation.

M.Arch 2: Applicants to SCI-Arc's M.Arch 2 program are required to hold a minimum of a four year degree in Architecture, or its equivalent abroad.

The following describes the process by which M.Arch 2 applications are evaluated:

1. **Application Stage:**
    1) The most vital application materials used to determine M.Arch 2 acceptance are:
        i. Portfolio with applicant's highest level of architectural design work.
        ii. Complete transcripts from previous undergraduate or graduate level architectural program.
        iii. Letters of recommendation from instructors and/or former studio faculty.
        iv. Applicant's statement of purpose and resume.

    2) The Admissions office evaluates transcripts submitted by M.Arch 2 applicants to ascertain that the degree-granting institutions are accredited. Completed architectural design studio courses are identified and marked on the transcripts prior to committee review.

   2. <u>**Review Stage**</u>**:**
   The M.Arch 2 Admissions Committee reviews the applicant's portfolio and undergraduate architectural transcripts in determining an applicant's current level of architectural experience and skill to determine if the applicant has sufficiently met the criteria for M.Arch 2 placement. Recommendation letters from architecture studio instructors are also evaluated as an indicator of applicant's experience level.

   3. <u>**Special Cases**</u>**:**
   Certain colleges and universities offer degrees in fields other than architecture wherein the students complete a sufficient level of architectural study to be considered for admission into the M.Arch 2 program. Applicants holding degrees in Environmental Design from Texas A&M University, University of Colorado at Boulder, University of Puerto Rico and North Carolina State University are often eligible for M.Arch 2 consideration. These unique applicants are handled on a case-by-case basis, and evaluated by the M.Arch 2 Committee. If the committee recommends the applicant for the M.Arch 2 program, this decision must be reviewed and ratified by the Graduate Programs Chair.

II.4. **PUBLIC INFORMATION**

   II.4.1. **Statement on NAAB-Accredited Degrees**
   http://www.sciarc.edu/portal/programs/accreditation/index.html

   II.4.2. **Access to NAAB Conditions and Procedures**
   http://www.sciarc.edu/portal/programs/accreditation/index.html

   II.4.3. **Access to Career Development Information**
   http://sciarc.edu/portal/alumni/career_resources/index.html

   II.4.4. **Public Access to APRs and VTRs**
   The following items are made available to the public and located in the <u>Kappe Library</u> at SCI-Arc:
   - Annual reports
   - Final Decision Letters from NAAB
   - Architecture Program Report (APR)
   - Visiting Team Report (VTR)

   II.4.5. **ARE Pass Rates**
   http://www.sciarc.edu/portal/programs/accreditation/index.html

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Part Three.   Progress Since Last Site Visit

1.   Summary of Responses to the Team Findings [2006 Visit & 2008 Focus Visit]

A.   Responses to Conditions Not Met

<u>**1.3 Architecture Education and Registration**</u>
The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program's relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.

Comment from previous VTR [2006]
The material submitted in the APR and provided in the team room does not demonstrate a sound preparation for transition to internship and licensure. SCI-Arc "informally" encourages students to experience employment in architectural firms before graduation. A large percentage of students indicated experience working in firms. However, SCI-Arc provides no formal instruction, seminars, or lectures regarding the Intern Development Program (IDP). When surveyed, students indicated they had no understanding of the IDP purpose, requirements, or process. This is detrimental to students who have worked in architectural firms. Most importantly it prevents emerging professionals from understanding the process they must follow upon graduation to enter the field. Additionally they had no knowledge of the *Emerging Professional's Companion* – a key resource for students and interns. Finally, no courses demonstrated student understanding of licensure laws and related requirements for registration.

Comment from previous VTR [2008 – Focus Visit]
Condition 1.3 – Architecture Education and Registration has been satisfied per the "NAAB Response To Southern California Institute of Architecture – 2007 Annual Report."

Response from Program [2011]: At the beginning of the year Orientation, SCI-Arc distributes updated IDP materials along with the *Emerging Professional's Companion* to all students in the 3A level and entering Graduate students. Mid-semester, the IDP representative visits the school and all the students in attendance sign a roster kept by the Academic Counselor's office.

SCI-Arc also continues to integrate awareness of the IDP and developed interactive opportunities for students to engage IDP throughout the following Undergraduate and Graduate curriculums:

<u>Undergraduate:</u>
• DS1031 3B Studio
• AS3040 4B Design Documentation: Analysis and Development
• AS3050 5A Practice Environments: Contracts, Liabilities, Business Models
• Exit interviews with the Academic Counselor

<u>Graduate:</u>
• AS3122 2GB/2GBX Design Documentation: Analysis and Development
• AS3230 3GA/3GAX Practice Environments: Contracts, Liabilities, Business Models
• DS1101 1GB Studio
• As students seek internships and employment post-graduation, they discuss their progress with an IDP counselor
• Exit interviews with the Academic Counselor

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

Comment from previous VTR [2006]
While the catalogue and the website have been updated they do not contain the updated NAAB language about terms of accreditation. The website can be changed immediately, and the catalogue at the next printing.

There is no evidence that students know about or have been given the *NAAB Conditions for Accreditation*, including the Student Performance Criteria.

Comment from previous VTR [2008 – Focus Visit]
The Focused Evaluation Team found evidence that catalogues and promotional materials, including the school's web site, included the required language describing NAAB accreditation as required by the NAAB Conditions for Accreditation.

Response from Program [2011]:
SCI-Arc works to make sure that all public information in kept current, made available, and easily accessible throughout SCI-Arc. This includes disseminating information in multiple venues including the SCI-Arc website, as well as online & published handbooks. We also continue to keep current all printed references to NAAB Conditions for Accreditation. The 2011-2012 Student Handbook also cites the exact language found in the NAAB Conditions for Accreditation and is made available on the SCI-Arc website.

3.13. Student Performance Criteria:

9. Non-Western Traditions (M. Arch. only)
Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world

Comment from previous VTR [2006]
B Arch: While there is evidence of the traditions of Asia and Africa being presented to the students, a stronger emphasis on the canons and traditions of Central and South America should be added to the curriculum, especially given the large Hispanic community at the school.

M Arch: Not met. While there is a strong international student and faculty presence in the school, there is no evidence in the M Arch 1 courses that non-Western canons and traditions are specifically addressed in the curriculum.

Comment from previous VTR [2008 – Focus Visit]
The Focused Evaluation Team found Criterion 13.9, Non-Western Traditions considered "Well Met" for the M Arch based upon evidence found in following courses: CS2100 Architecture Culture 1. With the international outreach of SCI-Arc and the Architecture Culture 1 course the students are receiving a well-rounded understanding of architecture and its culture outside of the western tradition. Evidence is shown through syllabi and student research papers.

Response from Program [2011]:
Although this condition has been listed as "*Well Met"* in the September 2008 Focused Evaluation Team Report, SCI-Arc continues to review the progress of the previous "Non-Western Traditions"

criterion, and new revised SPC, "A.9 Historical Traditions and Global Culture" criterion during its yearly Graduate faculty retreat, regular Graduate Curriculum Committee meetings, and syllabus reviews. SCI-Arc uses these committees and tools to appropriately assess the performance of these concerns and, in turn, recommend and implement any necessary revisions.

SCI-Arc continues to offer the Graduate course CS2100 Architecture and Culture 1 to 1GA students, which includes a six-week module on non-Western and Regional Architectural Traditions. The module also comprises six public lectures, which are mandatory for the 2GAX students. The Non-Western Tradition modules, and new revised SPC, "A.9 Historical Traditions and Global Culture" criterion at SCI-Arc are taught by a combination of full-time and part-time faculty during the academic year. This strategy allows the Institute to offer this criterion in new and engaging ways, which utilize the knowledge and experiences of a team of instructors.

10. National and Regional Traditions (M. Arch. only)
Understanding of national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition.

Comment from previous VTR [2006]
B Arch: Met.

M Arch: Mot met. The use of Los Angeles as a laboratory is prominent in the culture of the school, as well as exercises employing Case Study Houses as precedents in the M Arch 1 program, but the understanding of national and regional traditions is not evident in the M Arch 2 program.

Comment from previous VTR [2008 – Focus Visit]
The Focused Evaluation Team found Criterion 13.9, Non-Western Traditions considered "Well Met" for the M Arch based upon evidence found in following courses: CS2100 Architecture Culture 1. In addition to the course material covered in Architecture Culture 1, the faculty are concentrating precedent studies in the design studios on architecture of Southern California. Evidence is shown through syllabi, student research papers and precedent studies.

Response from Program [2011]:
Although this condition has been listed as "*Well Met"* in the September 2008 Focused Evaluation Team Report, SCI-Arc continues to review the progress of the "National & Regional Traditions" criterion, and new revised SPC, "A.9 Historical Traditions and Global Culture" criterion, through semester syllabus reviews, exams, course assignments, and regular Graduate Curriculum Committee meetings. SCI-Arc uses these committees and tools to appropriately assess the performance of these concerns and, in turn, recommend and implement any necessary revisions.

SCI-Arc continues to offer the Graduate course CS2100 Architecture and Culture 1 to 1GA students, which includes a six-week module on non-Western and Regional Architectural Traditions. The module also comprises six public lectures, which are mandatory for the 2GAX students.

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

Comment from previous VTR [2006]
This criteria was not met at the time of the 2000 visit, and remains unmet. The Design Documentation courses are the primary means by which the school intends to address this criteria, but there was scant evidence submitted to the team to demonstrate this.

Comment from previous VTR [2008 – Focus Visit]
The Focused Evaluation Team found Criterion 13.14, Accessibility considered "Well Met" for both the B Arch and M Arch programs based upon evidence found in following studios and/or courses:

B.Arch:
> Undergraduate Comprehensive Design Sequence
> DS1031 3B Studio, Dynamic Architectural Systems: Anabolic, Metabolic,
>   Catabolic Comprehensive Design Part 1.
> AS3041 4A Design Documentation Comprehensive Design Part 2.

M.Arch:
> DS1101 1GB Studio, Fundamental Architectural Principles 2:
>   Organizational Systems.
> DS1200 2GAX Studio, Indeterminate Architecture.

The FE Team was particularly impressed with the myriad of issues students were required to address in the comprehensive design sequence. Part 2 of the sequence requires students to address and resolve the various complex issues associated with their individual Part 1 design solutions. Included in those issues to be resolved are site and building accessibility.

Response from Program [2011]:
Although this condition has been listed as "*Well Met"* in the September 2008 Focused Evaluation Team Report, SCI-Arc continues to review the progress of the "Accessibility" criterion through the use mid-term and end of semester reviews, regular Undergraduate and Graduate Curriculum Committee meetings, a yearly Graduate faculty retreat, and syllabus reviews. SCI-Arc uses these committees and tools to appropriately assess the performance of these concerns and, in turn, recommend and implement any necessary revisions.

This condition continues to be integrated into the Undergraduate & Graduate Comprehensive Design sequence, which challenges students "to design both site and building to accommodate individuals with varying physical abilities." The Accessibility criterion is integrated throughout the following Undergraduate and Graduate curriculums:

Undergraduate Response:
> • DS1031 3B Studio, Dynamic Architectural Systems: Anabolic, Metabolic,
>   Catabolic Comprehensive Design Part 1
> • AS3041 4A Design Documentation Comprehensive Design Part 2

Graduate Response:
> • DS1101 1GB Studio, Fundamental Architectural Principles 2:
>   Organizational Systems
> • DS1200 2GAX Studio, Indeterminate Architecture.

20. Life Safety
Understanding of the basic principles of life-safety systems with an emphasis on egress.

Comment from previous VTR [2006]
While there is limited presentation of life-safety concerns in selected syllabi, there is no evidence of student understanding in the coursework presented to the team.

Comment from previous VTR [2008 – Focus Visit]
The Focused Evaluation Team found Criterion 13.20, Life-Safety considered "Well Met" for both the B Arch and M Arch programs based upon evidence found in following studios and/or courses:

B Arch:

Undergraduate Comprehensive Design Sequence
DS1031 3B Studio, Dynamic Architectural Systems: Anabolic, Metabolic,
    Catabolic Comprehensive Design Part 1
AS3041 4A Design Documentation Comprehensive Design Part 2

M Arch:

DS1101 1GB Studio, Fundamental Architectural Principles 2:
    Organizational Systems
DS1200 2GAX Studio, Indeterminate Architecture.

Similar to the comments noted for criterion 13.14 – Accessibility, the comprehensive design studio sequence was utilized as the vehicle to introduce students to a building's life-safety components. While at varying levels, each comprehensive design studio project evidenced the student's understanding of calculating building occupant load, defining the means of egress path of travel, and sizing egress corridor, door, and stairwell widths. The student work presented provided convincing evidence that students were beyond the "understanding" level with regard to life-safety issues.

Response from Program [2011]:
Although this condition has been listed as "*Well Met"* in the September 2008 Focused Evaluation Team Report, SCI-Arc continues to review the progress of the "Life Safety" criterion through the use mid-term and end of semester design studio reviews, regular Undergraduate and Graduate Curriculum Committee meetings, syllabus reviews, and student portfolio reviews. SCI-Arc uses these committees and tools to appropriately assess the performance of these concerns and, in turn, recommend and implement any necessary revisions.

The topic of egress, relevant code issues and our understanding of the basic principles of life safety continue to be represented in the following Undergraduate and Graduate coursework.

B.Arch Response:
Undergraduates learn about these concerns and integrate them into the Comprehensive Design Studio Sequence in the following courses:
- DS1031 3B Studio, Dynamic Architectural Systems: Anabolic, Metabolic,
    Catabolic Comprehensive Design Part 1
- DS3041 4A Design Documentation Comprehensive Design Part 2
- AS3050 5A Practice Environments: Contracts, Liability, Business Models

M.Arch Response:
Graduate students learn about these concerns in the following Applied Studies courses:
- AS3230 2GB/2GBX Design Documentation: Analysis and Development
- DS3230 3GA/3GAX Professional Practice Environments: Contracts,
    Liability, Business Models

25. Construction Cost Control
Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating.

Comment from previous VTR [2006]
There is marginal evidence of student awareness of AIA standard estimates by phase, but no demonstration of understanding. Other courses noted as complying with this criterion provided no evidence in support.

Comment from previous VTR [2008 – Focus Visit]
The Focused Evaluation Team found Criterion 13.25, Construction Cost Control "Met" for both the B Arch and M Arch programs based upon evidence found in following studios and/or courses:

B Arch:

AS3040 4A Design Documentation Comprehensive Design Part 2.
AS3050 5A Practice Environments: Contracts, Liability, Business Models.

M Arch:

AS3230 2GB/2GBX Design Documentation: Analysis and Development.
DS3230 3GA/3GAX Professional Practice Environments: Contracts, Liability, Business Models.

Both the undergraduate and graduate courses in *Practice Environments* cover the subject in several different course lectures and assignments. Construction Cost Control is also discussed in the comprehensive design studio sequence on an individual basis with students relative to their studio projects.

Response from Program [2011]:
The fundamentals of holistic building cost is covered by the introduction of project management tools, project controls, project scheduling, the AIA *Architects Responsibilities in Construction Cost Management*, including principles of critical path, life-cycle cost analysis and value enhanced design.

B.Arch Response:
Undergraduates learn about these concerns and integrate them into the Comprehensive Design Studies Sequence in the following courses:
  • AS3041 4A Design Documentation Comprehensive Design Part 2.
  • AS3050 5A Practice Environments: Contracts, Liability, Business Models.

M.Arch Response:
Graduate students learn about these concerns in the following courses:
  • AS3230 2GB/2GBX Design Documentation: Analysis and Development.
  • DS3230 3GA/3GAX Professional Practice Environments: Contracts, Liability, Business Models.

SCI-Arc reviews the progress of the "Construction Cost Control" criterion through semester syllabus reviews, exams, course assignments, and regular Undergraduate and Graduate Curriculum Committee meetings. As cited in the September 2008 Focused Evaluation Team Report, SCI-Arc also discusses the Construction Cost Control criterion in the comprehensive design studio sequence on an individual basis with students relative to their studio projects. SCI-Arc uses these committees and tools to appropriately assess the performance of these concerns and, in turn, recommend and implement any necessary revisions.

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

Comment from previous VTR [2006]
While there is a high level of accomplishment in certain parts of the comprehensive design criterion, notably the overall design quality and the level of the building envelope, there is minimal evidence of ability to address other components, including life-safety systems, mechanical

systems, and building assemblies. The team recommends that the school examine the process by which the Comprehensive Design projects are carried out, and whether a team model could be more effective than individual student projects.

Comment from previous VTR [2008 – Focus Visit]
The Focused Evaluation Team found Criterion 13.28, Comprehensive Design considered "Well Met" for both the B Arch and M Arch programs based upon evidence found in following studios and/or courses:

B.Arch:
> Undergraduate Comprehensive Design Sequence
> DS1031 3B Studio, Dynamic Architectural Systems: Anabolic, Metabolic,
>   Catabolic Comprehensive Design Part 1
> AS3041 4A Design Documentation Comprehensive Design Part 2

M.Arch:
> DS1120/DS1200 2GA/2GAX Studio
> AS3122 2GB/2GBX Design Documentation: Analysis and Development

As noted in the 2006 Team comments, there is a very high level of accomplishment in the student work at SCI-Arc. As evidenced by the student work presented in support of this criterion, the FE Team feels the program and its faculty are well equipped to challenge students to transform their design ideas into comprehensive design projects. The student work presented was extraordinarily complex at both the undergraduate and graduate levels, with thoroughly thought out solutions to all the criteria items for Comprehensive Design. The coordination between the comprehensive design and the design development studios are more intentional and closely integrated than during the previous visit. The design development studio is no longer a stand-alone course.

Response from Program [2011]:
Although this condition has been listed as "*Well Met"* in the September 2008 Focused Evaluation Team Report, SCI-Arc continues to review the progress of the "Comprehensive Design" criterion through the use mid-term and end of semester design studio reviews, regular Undergraduate and Graduate Curriculum Committee meetings, a yearly Graduate faculty retreat, syllabus reviews, and student portfolio reviews. SCI-Arc uses these committees and tools to appropriately assess the performance of these concerns and, in turn, recommend and implement any necessary revisions.

SCI-Arc continues to fulfill this condition by offering a Comprehensive Design studio and coursework sequence. These Undergraduate and Graduate sequences also address the understanding of structural systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability. The Comprehensive Design sequence consists of the following Undergraduate and Graduate curriculums:

Undergraduate Response:
> • DS1031 3B Studio, Dynamic Architectural Systems: Anabolic, Metabolic,
>   Catabolic Comprehensive Design Part 1
> • AS3041 4A Design Documentation Comprehensive Design Part 2

Graduate Response:
> • DS1120/DS1200 2GA/2GAX Studio
> • AS3122 2GB/2GBX Design Documentation: Analysis and Development

Students also gain this Comprehensive Design knowledge in a variety of other areas, all of which are met conditions:

- Site Design (Condition 3.13.17) / (new B.4)
- Structural Systems (Condition 3.13.18) / (new B.9)
- Environmental Systems (Condition 3.13.19) / new (B.8)
- Barrier-free Design and Building Envelope Systems (Condition 3.13.21) / (new B.2, B.10)
- Building Service Systems (Condition 3.13.22) / (new B.11)
- Building Systems Integration (Condition 3.13.23) / (new B.6)
- Building Materials and Assemblies (Condition 3.13.24) / (new B.12)

31. Professional Development
Understanding of the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers.

Comment from previous VTR [2006]
There is no reference to professional development in the course syllabi, and no examples of student understanding are provided.

Comment from previous VTR [2008 – Focus Visit]
The Focused Evaluation Team found Criterion 13.31, Professional Development "Met" for both the B Arch and M Arch programs based upon evidence found in following courses:

B Arch:

AS3041 4B Design Documentation Construction Documents.
AS3050 5A Practice Environments: Contracts, Liability, Business Models.

M Arch:

AS3130 3GA Practice Environments: Contracts, Liability, Business Models.
AS3230 3GAX Practice Environments: Contracts, Liability, Business Models.

Material presented in the Team Room indicated SCI-Arc's Academic Counselor had taken the lead as the IDP Educator Coordinator. In addition to the Team Room information, the FE Team had the opportunity to discuss internship issues with the students, faculty and the Educator Coordinator. Several positive steps were discussed including bringing representatives from the California Board of Architects to the campus to review California"s Intern Development Program and licensing process, as well as personally discussing with new students their participation in CIDP. The role of internship is also reviewed in the *Practice Environments* and studio courses.

Response from Program [2011]:
SCI-Arc continues to offer courses which include registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation and other licensure and registration concerns. These components of the Professional Development criterion are represented in the following Undergraduate & Graduate courses:

Undergraduate:
In the Undergraduate program, the following Applied Studies course provides this instruction:
- AS3041 4B Design Documentation: Construction Documents
- AS3050 5A Practice Environments: Contracts, Liability, Business Models

Graduate:
The Graduate program provides instruction in the following Applied Studies courses:
- AS3130 3GA Practice Environments: Contracts, Liability, Business Models.
- AS 3230 3GAX Practice Environments: Contracts, Liability, Business Models.

Components that fulfill this condition for both the Undergraduate and Graduate programs is also met by Condition 3.13.28 Comprehensive Design (new B.6 SPC). In addition, as described in SCI-Arc's response to Condition 1.3: "Architectural Education and Registration", at the beginning of the year Orientation, SCI-Arc distributes updated IDP materials along with the *Emerging Professional's Companion* to all students in the 3A level and entering Graduate students. Mid-semester, the IDP representative visits the school and all the students in attendance sign a roster kept by the Academic Counselor's office.

SCI-Arc reviews the progress of the "Professional Development" criterion through semester syllabus reviews, exams, course assignments, student portfolio reviews, and regular Undergraduate and Graduate Curriculum Committee and Academic Council meetings. SCI-Arc uses these committees and tools to appropriately assess the performance of these concerns and, in turn, recommend and implement any necessary revisions.

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

Comment from previous VTR [2006]
While there are references to selected components of the laws that affect building and professional practice, there is little demonstration of understanding on the part of the students to the broad array of legal responsibilities an architect oversees.

Comment from previous VTR [2008 – Focus Visit]
The Focused Evaluation Team found Criterion 13.31, Professional Development "Met" for both the B Arch and M Arch programs based upon evidence found in following courses:

B Arch:
AS3041 4B Design Documentation Construction Documents.
AS3050 5A Practice Environments: Contracts, Liability, Business Models.

M Arch:
AS3130 3GA Practice Environments: Contracts, Liability, Business Models.
AS3230 3GAX Practice Environments: Contracts, Liability, Business Models.

Both the undergraduate and graduate courses in *Practice Environments* cover the legal responsibilities of the architect in course lectures, assignments, and test material. This information is also discussed in the *Design Documentation* course.

Response from Program [2011]:
Student training regarding an architect's responsibility in regard to legal concepts and responsibility, professional liability, a review of agency relationships and the Regulation of Professional Practice, including the AIA *Code of Ethics and Registration Statutes* comes in the same courses as Condition 3.13.32 Professional Development. These courses in the Undergraduate & Graduate curriculum are:

Undergraduate Response:
- AS3041 4B Design Documentation: Construction Documents.
- AS3050 5A Practice Environments: Contracts, Liability, Business Models.

Graduate Response:
- AS3130 3GA Practice Environments: Contracts, Liability, Business
Models.
- AS3230 3GAX Practice Environments: Contracts, Liability, Business
Models.

SCI-Arc reviews the progress of the "Professional Development" and, in turn, the "Legal Responsibilities" criterion through semester syllabus reviews, exams, course assignments, student portfolio reviews, and regular Undergraduate and Graduate Curriculum Committee meetings. SCI-Arc uses these committees and tools to appropriately assess the performance of these concerns and, in turn, recommend and implement any necessary revisions.

B.   Responses to Causes of Concern

Defined procedures and policies:

Comment from previous VTR [2006] (quote in full)
SCI-arc's legacy of flexibility leads to the perception that everything is "in process," without reaching a point of final resolution. There is a need for stability, or at least the expectation of stability on the part of the students, in the curriculum and administrative procedures that deal with courses. This is similar to the stability in governance procedures recently achieved by the BOD and Director: it needs to apply to the academic components of the school as well.

Comment from previous VTR [2008 – Focus Visit]
While this visit was primarily focused on the Conditions and Student Performance Criteria identified in the 2006 Visiting Team Report as "Not Met," the FE Team specifically met with faculty and students to discuss the issues noted in the "Causes of Concern" (listed above). It was apparent from the discussions that SCI-Arc has made progress in each of the concern areas; however, the Team recommends SCI-Arc continue to respond to these areas in their Annual Report until their next accreditation visit.

Response from Program [2011]:
Stability at SCI-Arc comes through annual curriculum planning, which includes projections and budgeting cycles, faculty and class assessment, end of year assessment and information which are all an integral part of SCI-Arc's learning environment. Curriculum Committees, faculty, administration, and students all play a role in providing direction for the Institute's academic year. Both the Undergraduate & Graduate programs at SCI-Arc continue to run regular Curriculum Committees and faculty retreats which have established year to year continuity in the studio streams, and in the disciplines: Visual Studies, Cultural Studies, Applied Studies. As a result, students in core studies continue to reliably anticipate what course of studies they are to follow, semester by semester.

In September 2009, SCI-Arc went "live" with the new Jenzabar EX – Enterprise Planning and Data Integration Software. This integrated software data tracking system delivers service throughout the student lifecycle, from admissions through commencement and beyond. Jenzabar EX offers the SCI-Arc administrative staff a complete family of fully integrated student and faculty data information, allowing the Institute to accumulate this data regarding students, faculty, and staff as a whole and answer more in-depth questions about the demographic composition of the school and potential new directions. In addition to the data itself, the Jenzabar EX software provides more opportunities for student and faculty interaction. For faculty directly, this includes an Institute-wide Master Calendar and a more efficient method for faculty grade and course

evaluation submissions. In the future, this system will offer faculty online blogging and classroom discussion features, and a faculty bulletin board which will allow instructors to post documents and assignments specific to classroom instruction for enhanced teacher to student communication opportunities. Faculty training for Jenzabar EX was successfully conducted in January 2010, with continued training opportunities and tutorials throughout the academic year.

SCI-Arc administration and faculty has developed an Academic Planning matrix, which assists us in planning a complete list of offered courses for the academic year. This matrix addresses the courses to be offered and faculty assignments at SCI-Arc for the entire academic year. Budgets are also finalized during the summer, and course/studio funding is done well in advance of the semester, based on academic projections.

SCI-Arc also continues to provide administrative processes, which assist in the student registration and the scheduling of courses. All SCI-Arc students are monitored through a biannual review of progress-towards-degree. The Academic Counselor retains the degree checklist and advises students on course choice, schedule and credit hours every semester. The degree checklist offers a comprehensive view of the students' choice matrices and their individual progress within the program. In addition, faculty frequently notify and work with the academic counselor regarding students who may be falling behind in their classes and ways in which those students can improve their academic progress. These processes, such as online registration and online calendars enable each student to better manage their semester course load.

Each year, SCI-Arc continues to review, revise, and disseminate copies of Faculty & Student Handbooks, which contain all policies and standards as they relate to faculty and students. All SCI-Arc faculty and students are required to sign an agreement that they have received and agree to the policies and standards as described in these handbooks.

Over the past three academic years, SCI-Arc has implemented a faculty hiring and peer review committee to assist the college in reviewing full-time faculty up for contract renewal.

Institutional assessment procedures:

Comment from previous VTR [2006] (quote in full)
There is a need for clear understanding of the institutional assessment methods, particularly how outcomes are reached and expectations that derive from them. As the school enters its third generation, it must acknowledge that student expectations are different from earlier periods, and that "pushback" may be a marker of the need for clear lines of information and accountability. The old ethos – "we live by our wits" – may need to be transformed in the future.

Comment from previous VTR [2008 – Focus Visit]
While this visit was primarily focused on the Conditions and Student Performance Criteria identified in the 2006 Visiting Team Report as "Not Met," the FE Team specifically met with faculty and students to discuss the issues noted in the "Causes of Concern" (listed above). It was apparent from the discussions that SCI-Arc has made progress in each of the concern areas; however, the Team recommends SCI-Arc continue to respond to these areas in their Annual Report until their next accreditation visit.

Response from Program [2011]:
Over the past three academic years, SCI-Arc has successfully initiated Institute-wide effort to reflect on, clarify, and define principle institutional assessments as they concern student learning. The effort involved all of the various academic constituencies of the school directly interacting with the administration.

SCI-Arc continues to use student course evaluations and portfolio reviews to play a role in the curriculum assessment, with the student responses reviewed by both curriculum committees in

advance of the academic year. Existing core courses, new elective coursework and existing coursework are now posted online with appropriate course descriptions, allowing students to better manage their degree check-list and plan in advance their academic year studies. The process for collecting and reviewing the end-of-term course evaluations has been improved by allowing for a more comprehensive assessment by the Coordinators of the Applied Studies, Cultural Studies, and Visual Studies programs, as well as the Academic Program Chairs. Direct feedback is given to each instructor by the program coordinators in a timely manner. Feedback from these course evaluations are discussed in detail at the end of term Curriculum Committee meetings, as well as the annual Graduate Faculty Retreat.

Students are given direct feedback through frequent Design Studio pin-ups and reviews which are attended by SCI-Arc faculty at large, as well as the Academic Program Chairs and outside guest critics. This instant analysis of student work is done throughout the semester as students build toward their final review deadlines.

Since 2008, at the conclusion of each academic year, SCI-Arc hosts an "All-School Exhibition" of student work from across the Design Studio, Applied Studies, Cultural Studies, and Visual studies disciplines.   This exhibit, which stretches the length of the Institute, provides students a forum to showcase their work from the year as well as compare it with that of others work from across the undergraduate, graduate and post-graduate programs. The Curriculum Committees, Institute Director, Academic Affairs Director, and Academic Program Chairs walk through this exhibit and are able to gauge integration of student work across the SCI-Arc curriculum. The results of this Curriculum Committee meeting are discussed in more detail during the annual summer Undergraduate and Graduate Faculty Retreats.

SCI-Arc also addresses a continuous general assessment of all NAAB accreditation conditions during meetings of the SCI-Arc Academic Council which meets on a monthly basis to review all academic aspects of the college.

Curriculum committees, Faculty Council, mid and end of semester reviews, faculty retreats, student portfolio reviews, student course evaluations, and formal post Thesis faculty/administration meetings consolidate a robust assessment practice at the school. These assessment opportunities evaluate the attainment of previously set goals and set targets goals for each subsequent semester. Assessment sessions include faculty from across programs, and members of the administration team.

As referenced previously, over the past three academic years, SCI-Arc has implemented a faculty hiring and peer review committee to assist the college in reviewing full-time faculty up for contract renewal.

At the beginning of the 2009/2010 academic year, SCI-Arc appointed new coordinators for the Applied Studies, Cultural Studies, and Visual Studies programs. This change in leadership has allowed for a deeper reflection of the curriculum and educational effectiveness of these disciplines.

Studio Culture:

Comment from previous VTR [2006] (quote in full)
While there are strong components of the existing studio culture at SCI-Arc, such as the importance of design and the level of collaboration, there are also issues to address. The strong legacy of the design studio as the primary (even singular) locus of creativity needs refinement, primarily to address issues of time commitment on the part of students, and secondarily to ensure that respect for others in the studio environment be maintained at all times.

Comment from previous VTR [2008 – Focus Visit]
While this visit was primarily focused on the Conditions and Student Performance Criteria identified in the 2006 Visiting Team Report as "Not Met," the FE Team specifically met with faculty and students to discuss the issues noted in the "Causes of Concern" (listed above). It was apparent from the discussions that SCI-Arc has made progress in each of the concern areas; however, the Team recommends SCI-Arc continue to respond to these areas in their Annual Report until their next accreditation visit.

Response from Program [2011]:
SCI-Arc strives to instill a sense of optimism, respect, sharing engagement and innovation between and among the members of faculty, students, administration and staff. The Studio Culture at SCI-Arc reminds our students:

While studio work is often intense, and requires focus, this effort should not be done at the expense of participation in other courses and coursework. In addition, it is of critical importance that all students keep in view their full schedule of study, and commitment to other subjects, beyond studio.

Time management, the ability to take on a number of tasks and commitments simultaneously, requires students to have an understanding of how to work in an organized, productive manner in order to make regular progress. Coursework should be viewed as incorporated into a larger set of daily activities, including social interaction, physical exercise, rest, relaxation and eating. Time management, therefore, is the principal that enables students to become good learners.

Studio is a balanced environment where students should take responsibility for themselves and their classmates.

At the Student Orientation period at the beginning of every academic year, students receive a printed copy of SCI-Arc's *Studio Culture Policy* and the Academic Counselor addresses the principles of the document with the incoming students. To further encourage these principles, the document is circulated by studio faculty and distributed to all students enrolled in design studios.

In addition, General Studies, including subjects in the natural and social sciences, mathematics, art, and literature are being scheduled and added to the curriculum. The intent is for these subjects to inform student studio and architectural coursework, and in the core undergraduate studios, have parity with the architectural discussions. During the 2009-2010 academic year SCI-Arc decided to offer an increased number of General Studies courses throughout the year, including the summer term. This is in preparation for the upcoming requirement that, beginning with the Fall 2011 incoming class, all undergraduate students must complete their remaining General Studies courses at SCI-Arc after initial enrollment.

Public Programs also continue to connect members of our community to issues of importance within broader cultural spheres. The All-School Lecture Series, exhibits and publications programs intersect with subjects outside of the discipline of architecture: philosophy, natural sciences, art, etc. In addition, the school is a forum welcoming the local community: individuals with a broad range of diverse interests engage the SCI-Arc community and expand the learning horizons.

<u>**Monoculture:**</u>

Comment from previous VTR [2006] (quote in full)
The ethos of the school to participate at the cutting edge of design today is welcome, but also can lead to a single-minded embrace of contemporary trends without enough reference to precedent and context. This is particularly worrisome given a faculty hiring procedure that is largely dependent on networking among a limited pool of candidates. The school would be well served

by diversifying its hiring procedures so that a broader search – representing different design backgrounds and teaching pedagogies – results.

Comment from previous VTR [2008 – Focus Visit]
While this visit was primarily focused on the Conditions and Student Performance Criteria identified in the 2006 Visiting Team Report as "Not Met," the FE Team specifically met with faculty and students to discuss the issues noted in the "Causes of Concern" (listed above). It was apparent from the discussions that SCI-Arc has made progress in each of the concern areas; however, the Team recommends SCI-Arc continue to respond to these areas in their Annual Report until their next accreditation visit.

Response from Program [2011]:
The 2006 NAAB visiting team report cited SCI-Arc's monoculture – particularly in the area of faculty hiring procedures as a "cause for concern". The NAAB said "the school would be well served by diversifying its hiring procedures so that a broader search –representing different design backgrounds and teaching pedagogies – results". After the 2008 NAAB Focus Visit, the visiting team commented that SCI-Arc has made progress in each of the originally cited areas of concern, however requests that the Institute continue to reporting on them in the annual reports.

Diversity enriches the educational experience of each and every student, staff, and faculty member at SCI-Arc. We therefore consider increasing diversity an Institute priority. Providing students a more diverse learning environment better prepares them for personal and professional success in an increasingly global, multicultural society. Students are more likely to learn important lessons about the materials they study or will encounter as graduates if a variety of perspectives are evidenced in the learning process. And students are better prepared to face a multicultural world having lived in a diverse educational community.

During the 2009/2010 academic year, SCI-Arc worked to redefine the Institute's Diversity Initiative as it relates to the overall strategic plan of the Institute. The SCI-Arc Diversity Initiative brought together representatives from throughout the Institute to help solve the challenges associated with creating a diverse community on campus. These representatives include members of the Admissions, Finance, Human Resources, Public Programs, Registrar, Operations, Director of Academic Affairs, and Academic Program Chairs -- as well as select faculty and student representatives. It is through these discussions that the Diversity initiative described earlier in this report were established.

2. **Summary of Responses to Changes in the NAAB Curriculum**

The following are responses to changes from the 2004 NAAB Conditions and the 2009 NAAB Conditions. SCI-Arc reviewed the revised conditions as they became available from the NAAB and integrated those changes into the schools structure, administration, and curriculum.

I.1.1 History and Mission – SCI-Arc's APR addresses this revised condition.

I.1.4 Long Range Planning – SCI-Arc's APR addresses this condition, and includes recent developments at the school, including the recent purchase of the building, and long term goals of the school.

II.4 Public Information – Updated conditions regarding public information have been addressed n the APR, including access to APR's, VTR's and ARE pass rates for the school.

I.1.2 Learning Culture and Social Equity – This expanded condition from Studio Culture to Learning Culture is addressed in the APR, including information given in student handbooks, the evolution of the schools studio culture document, and specific social equity policies.

II.2.3 Curriculum Review and Development – This condition is addressed in the APR and includes a description of the extensive review and self-assessment process involving faculty, administration, and students.

II.3. Evaluation of Prepatory / Pre-Professional Education – This condition is addressed in the APR and includes the schools policies for assessing and evaluating incoming student's previous academic work.

II.1.1 Student Performance – Educational Realms & Student Performance Criteria – The restructuring of the SPC's into the new three realms and from 34 to 32 individual SPC's has been integrated into the curriculum and the curricular matrix's have been updated. Further, the changes of certain SPC's raised from *understanding* to *ability* has been incorporated into the curriculum.

> The previous SPC's of *8. Western Traditions / 9. Non-Western Traditions / 10. National and Regional Traditions,* have been combined into *A.9 Historical Traditions and Global Culture*.

> The previous SPC, *13. Human Diversity* has been redefined as *A.10 Cultural Diversity*.

> The previous SPC, *15. Sustainable Design*, now *B.3 Sustainability* has been raised from *Understanding* to *Ability*.

> The previous SPC, *16. Program Preparation* has been revised to *B.1 Pre Design*.

> The previous SPC, *20. Life Safety*, now *B.5 Life Safety,* has been elevated from *Understanding* to *Ability*.

> The previous SPC *25. Construction Cost Control* has been revised to *B.7 Financial Considerations*.

> The previous SPC, *28. Comprehensive Design*, now *B.6 Comprehensive Design,* has been further articulated as integrating the other SCP's of A2, A3, A4, A5, A8, B1, B2, B3, B4, B6, B7, B8, B9 and C4.

> The previous SPC, *31. Professional Development* has been incorporated into the *Conditions*, and combined into the new *C.7 Legal Responsibilities*.

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Part Four: Supplemental Information

1.   Course Descriptions

2.   Faculty Resumes

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

4.   Catalog (or URL for retrieving online catalogs and related materials)
     http://www.sciarc.edu/portal/programs/overview/index.html

5.   Response to the Offsite Program Questionnaire
     (Not Applicable as SCI-Arc does not host any Offsite Programs)

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