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

Architecture Program Report
2018 NAAB Visit for Continuing Accreditation

Bachelor of Architecture
B.Arch [172 credit hours]

Master of Architecture
M.Arch 1 [undergraduate degree + 111 credits]
M.Arch 2 [undergraduate degree + 78 credits]

Year of the Previous Visit: 2012
Current Term of Accreditation:

"At the July 2012 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the Visiting Team Report (VTR) for the Southern California Institute of Architecture.

As a result, the professional architecture programs:

Bachelor of Architecture
Master of Architecture

were formally granted six-year terms of accreditation. The accreditation terms are effective January 1, 2012. The programs are scheduled for their next accreditation visit in 2018".

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Table of Contents

Section		Page
Section 1.	**Program Description**	**5**
I.1.1	History and Mission	5
I.1.2	Learning Culture	8
I.1.3	Social Equity	11
I.1.4	Defining Perspectives	17
I.1.5	Long Range Planning	21
I.1.6	Assessment	23
Section 2.	**Progress since the Previous Visit**	**26**
	Program Response to Conditions Not Met	26
	Program Response to Causes of Concern	30
	Program Response to Changes in Conditions (2009 to 2014)	32
Section 3	**Compliance with the Conditions for Accreditation**	**33**
I.2.1	Human Resources and Human Resource Development	33
I.2.2	Physical Resources	42
I.2.3	Financial Resources	48
I.2.4	Information Resources	51
I.2.5	Administrative Structure & Governance	55
II.1.1	Student Performance Criteria	59
II.2.1	Institutional Accreditation	112
II.2.2	Professional Degrees & Curriculum	115
II.3	Evaluation of Preparatory Education	124
II.4	Public Information	127
III.1.1	Annual Statistical Reports	128
Section 4	**Supplemental Material**	**129**

SECTION 1. PROGRAM DESCRIPTION

I.1.1 HISTORY AND MISSION

SCI-Arc is a world-renowned center of innovation and one of the world's few independent schools of architecture.

MISSION
SCI-Arc teaches architects to engage, speculate, and innovate, to take the lead in reimagining the limits of architecture. Our students and faculty critically examine the rich possibilities of the built environment. From design and materials to culture and experience, SCI-Arc asks questions regarding new theoretical constructs and designed realities to constitute possible futures. We contribute an imaginative, rigorous, and forward-thinking approach to help shape the future of the architectural profession.

HISTORY OF THE INSTITUTION
SCI-Arc began in 1972 when a like-minded group of faculty and students led by Ray Kappe, then Chair of Architecture at Cal Poly Pomona, left that school and established 'The New School' in a converted industrial building in Santa Monica. Subsequently renamed the Southern California Institute of Architecture (SCI-Arc), the school was founded to foster the kind of intellectual freedom produced in classrooms dedicated to the needs of the architecture student. At first SCI-Arc had virtually no governance other than self-governance, no grades, no tenured faculty, no funding beyond tuition, and embraced the concept of a "college without walls."

United by their commitment to creating an alternative to the more rigid, hierarchical structure they had encountered at other institutions, this group established SCI-Arc as a mechanism for invention, exploration, experimentation, and criticism. 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.

Thanks to its experimental approach and dedication to architecture for the public good, the school quickly gained international prominence. In 1975, both the B.Arch and M.Arch. programs were accredited by the National Architectural Accreditation Board. By 1990, with 400 students and 70 instructors the school had outgrown the Santa Monica facility, and moved to an industrial park near Marina del Rey. In 1995, SCI-Arc received its initial regional accreditation from the Western Association of Schools and Colleges.

In 2000, the school relocated to the historic Santa Fe Freight Depot building along the LA River Corridor in downtown Los Angeles. The neighborhood, at that time, was essentially a no man's land. Today, SCI-Arc is widely recognized as the catalyst for the new Arts District, a place of pedestrians, coffee shops, art galleries, trendy restaurants, massive urban development, and loft living. In 2011, SCI-Arc successfully purchased the building, securing the Freight Depot as the school's first permanent home in its history - ensuring its continuity for many years to come. In 2012 SCI-Arc celebrated its 40th Anniversary.

Now in its 45th year, SCI-Arc has seen five Institute Directors: Ray Kappe, Michael Rotondi, Neil Denari, Eric Owen Moss, and current Director/CEO Hernan Diaz Alonso.

SCI-Arc is consistently ranked as one of the top ten architecture schools in the world. It is home to Pritzker Prize winners, Rome Prize scholars, Fellows and Gold Medalists of the American Institute of Architects, and students who go on to teach at Columbia, Harvard, Princeton, and Yale, among others. Students routinely transfer from places like the University for the Applied Arts in Vienna, the Royal Danish Academy, the University of Seoul, the University of Hong Kong, and other global institutions. Students come to us from Ghana, Ethiopia, Norway, Thailand, Malaysia, Argentina, Columbia, Sri Lanka, and dozens of other countries, all seeking the very best architectural education in the world.

THE UNIQUE EXPERIENCE OF SCI-ARC

Because the founding of SCI-Arc was, in many ways, a reaction to the formulaic pedagogy of the university, the initial ideal was that of the "one-room schoolhouse," which then extended into the radical reformulation of the academic setting. The curriculum was based on the studio environment, modeled after the atelier model of architectural education practiced for many years at the Ecole des Beaux Arts in Paris and the Architectural Association in London. In this model, students are identified according to their progression through the studio curriculum, and take lecture courses and seminar courses in concert with the expressed learning goals at each stage. While no longer small enough to be contained in one room, the studios are all open, and part of the spatial landscape of the school. All studio reviews, panels, and discussions are held in the open corridors and halls of the former Freight Depot.

From its inception, SCI-Arc was imagined as a place to foster a cohesive spirit among its community of students, and within their larger community of Southern California. SCI-Arc's continued commitment to free programs that are open to the public, as well as service-oriented design-build programs in and around the Los Angeles basin have created many opportunities to engage the public and spark debate both within the school and at large.

CONTEXT: 21ST CENTURY U.S. ARCHITECTURE EDUCATION

SCI-Arc is experiencing several trends that demand attention moving into the future of the architecture profession and higher education administration. The globalization of higher education, the increasing use of new technologies in teaching and learning, increasingly diverse student and faculty populations, and an increasingly competitive professional environment after graduation all require a deeper thinking of where SCI-Arc is headed, what its strengths are, and where the college needs to improve.

Multi-cultural and international in its outlook, with faculty and students from all over the world, SCI-Arc continues to promote 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 seminars. SCI-Arc has continued to define itself as a global institution, preparing students to engage in global issues, and to operate with sensitivity in a globalized cultural, social and economic context. SCI-Arc has continued to further this commitment through approaches such as:

Study Abroad / Traveling Studios

SCI-Arc has continued the tradition of supporting student travel within the curriculums. Each summer semester, for upper level students, SCI-Arc offers a study abroad program in Tokyo, Japan. The program is led by a SCI-Arc faculty member and select faculty from partner institution, Hosei University in Tokyo. SCI-Arc continues to provide funding to help support the required travel component for both the 3rd year Undergraduate studio (DS 1030: AMMIGAA: Articulation+Tectonics) as well as the 2nd year Graduate studio (DS1121: Architecture and Urban Design Studio), and select Vertical Studios each semester to help provide further opportunities for student travel. These travel components have included domestic trips to cities such as New York, San Francisco, and Chicago; and international trips to cities such as Berlin, Mexico City, Mumbai, Tokyo, and Barcelona.

Visiting Thesis Advisors

SCI-Arc has worked to enhance the Undergraduate and Graduate Thesis programs by inviting distinguished architects/contributors to the profession to work as Visiting Thesis Advisors. These Visiting Thesis Advisors work closely with the thesis students and faculty to mentor students during their final academic year in the B.Arch and M.Arch programs. This includes individual advising; attending thesis reviews as an outside critic; and providing Master Classes/lectures open to the SCI-Arc community. Recent distinguished Visiting Thesis Advisors have been Thom Mayne, Neil Denari (Undergraduate program) and Jeffrey Kipnis (Graduate program).

SCI-Arc EDGE (Post-Graduate Programs)
SCI-Arc EDGE offers four tracks of advanced architecture study. The **M.S. in Architectural Technologies** program provides hands-on experience with cutting-edge technologies of architectural production as well as a robust conceptual and critical framework. The **M.A. in Fiction and Entertainment** program, students work with world-renowned professionals in the worlds of film, fiction, animation, marketing, and games to build new forms of architectural practice. Students in the **M.S. in the Design of Cities** program investigate the full depth and drama of contemporary urban phenomena and commit to design innovation. The **M.S. in Design Theory and Pedagogy** program prepares students for a new kind of hybrid career that has emerged in architecture: the architect-theorist-educator.

Community Outreach
SCI-Arc has continued to be an active participant in the greater Los Angeles community by engaging in a series of community centered design/build projects that provide students with real-world experience. Recent projects have included a joint venture with Cal-Tech in the 2013 Solar Decathlon Competition sponsored through the U.S. Department of Energy; a college competition to design and build affordable, sustainable housing. Also in 2014-2015 SCI-Arc and Habitat for Humanity Organization of Greater Los Angeles began a partnership initiative for SCI-Arc students to design and help build homes on land provided by the Los Angeles County.

Participation with the Downtown Los Angeles Arts District community has included participation with local community groups such as the Arts District Business Improvement District (BID), the Los Angeles River Artists and Business Association (LARABA), as well as hosting meetings for the Los Angeles County Metropolitan Transportation Authority (Metro), and Los Angeles Department of Transportation.

Participation within the architecture community has included a partnership with the National Organization of Minority Architects (NOMA) for SCI-Arc to be a host of NOMA lectures and events and Los Angeles; and with the AIA|LA's 2015 & 2016 Women in Architecture and Design conference featuring inspirational and energetic presentations that showcase women who are leading the design profession.

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 who are actively engaged in contemporary architectural discourse and production worldwide, working in fields ranging from design and engineering to visual studies and liberal arts. 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 at SCI-Arc; 2) the integration of Applied Studies (required courses in applied technology, environmental studies, sustainable practices, and professional documentation and development), History+Theory (required courses in architectural traditions, architectural theory, client practices, and urban studies), and in the Undergraduate program, Liberal Arts, 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.

LIBERAL ARTS
The Bachelor of Architecture degree program at SCI-Arc includes a fully integrated Liberal Arts curriculum broken into 12 core seminars and 3 elective seminars, comprising a total of 45 units of nonarchitectural content.

The Liberal Arts curriculum at SCI-Arc reimagines the training of young architects today, offering students breadth of knowledge and critical thinking skills to complement their design studio education. Nonarchitectural content serves the students in two ways: firstly, as an intensive series of courses within the core concentrations of art, philosophy, science, and history; and secondly, as a flexible series of elective seminars taught by leading thinkers, writers, theorists, and practitioners in a wide range of fields and subjects, from media theory to new models of nature. By preparing students to think critically, engage other disciplines directly, and acquire knowledge through research, writing, and debate, students are positioned to understand the inherent complexity and expertise required in more specific fields during the later sequence of the B.Arch program.

Throughout the Liberal Arts curriculum, students are encouraged to think both logically and disruptively; speak and write effectively; analyze and organize information synthetically; collaborate creatively; interpret thoughtfully and argue persuasively; discover new lines of inquiry, raising urgent questions that challenge received conventions and readymade theories with conceptual care and intellectual rigor; draw connections from a multiplicity of perspectives, opening alternative ways of seeing, thinking, and understanding; deliberate and defend judgments with conviction, reason, and passion. The ethos of risk taking shared by all Liberal Arts courses not only stokes curiosity, but nurtures self-confidence, preparing students to meet the high standards of B.Arch thesis work, as well as for specific engagement within their field and the profession of architecture.

I.1.2 LEARNING CULTURE

SCI-Arc is known for its intense and supportive learning culture. SCI-Arc maintains a close and collaborative community between its students, faculty, and staff that helps ensure the opportunity for every student to excel as she or he progresses through our demanding programs. This is facilitated by the fact that SCI-Arc is an independent school of architecture, where the students' time and faculty and administrative attention are undivided by other institutional responsibilities. The *esprit de corps* of SCI-Arc's student body is important to the institute, but no less important is the cultivation of the professionalism and creativity of each student as an individual. The learning culture of SCI-Arc is made plain through policy, regularly evaluated, and communicated clearly to all members of the institute, but it is also present at all times in a shared commitment to the work and an atmosphere of mutual support under the highest expectations to which every member of the community can make a contribution.

ACADEMIC FREEDOM (Attachment: I.1.2 - Academic Freedom Policy)
SCI-Arc assures its faculty and administrators artistic and academic freedom in carrying out their assigned responsibilities. Faculty, students, administrators, trustees, and staff are committed to and supported in the free pursuit of knowledge and the expression of ideas. The Academic Freedom Policy encourages members of the SCI-Arc community to examine all pertinent data, to question assumptions, to be guided by the evidence of scholarly research, and to teach and study the substance of a given field. Members of the SCI-Arc community are free to follow any argument and any point of inquiry, wherever it may lead. Those in the institution are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and writing without fear of reprisal.

SCI-ARC STUDIO CULTURE PHILOSOPHY (Attachment: I.1.2 – Studio Culture Policy)

SCI-Arc was founded on the notion of a school driven by an expansive studio culture. For all of us at SCI-Arc this entails a commitment to open exploration and questioning about 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 unique, and often beautifully fragile, series of constructions that are constantly made and remade. 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 that continue to take place between faculty, students and administration. Though this process, SCI-Arc has developed five points that define how studio culture is constructed at SCI-Arc:

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 and to support a culture of experimentation. Furthermore, SCI-Arc continues to advance the culture of advanced design in the 21st century by providing the most advanced technologies for fabrication and design. Students are able to learn how to 'think' and how to 'make' with the advancements of the cultural possibilities given by the new tools. While there is a strong history of curricular continuity within SCI-Arc, it is also responsive to cultural trends and issues and prioritizes and supports a commitment to continual evolution of the understanding of design culture. 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, such as SCI- Arc's state of the art Robot House and the Magic Box digital fabrication facility, where students and faculty and 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. SCI-Arc encourages diverse viewpoints to create an international hub for critical design thinking. Conflicting views are cultivated. 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 individuality and diversity produces an exceptional degree of

collaboration between students, faculty, and staff. Collaboration contributes to a studio culture that recognizes the value 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), between instructors (team teaching, guest instructors acting as collaborative consultants), and in thesis as a project constructed from intimate dialogue between instructor and advisor. Collaboration also occurs between studios and seminars 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 my.sciarc (an online interface for students, faculty, and staff) demonstrate other multiple devices for collaboration and feedback. The studio method of critique and dialogue establishes a baseline of collaboration between student and faculty, additionally the studios also 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's intent was to not only be 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: Fridays @ 5; a weekly gathering of interested students & faculty, afternoon talks and discussions by faculty, annual thanksgiving dinner, ongoing gallery and library exhibits are all forums where students, faculty, staff, and administration can engage in interactive, non-hierarchal dialogue.

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 exhibitions, lectures, 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. SCI-Arch continues to foster community partnerships with organizations such as the Los Angeles Unified School District (LAUSD), National Organization of Minority Architects (NOMA), and Inner City Arts.

Since moving to downtown Los Angeles, SCI-Arc has had a significant impact on the growth of the City around it. Students are immersed in a vibrant city offering numerous public competitions and forums, which demonstrate a range of solutions and dialogues about the rapid development for the future of downtown Los Angeles and the Artists' District. SCI-Arc has participated in a number of community outreach projects which enhance the student experiences in design and fabrication such as SCI-Arc's entry in the U.S. Department of Energy's 2013 Solar Decathlon competition, and the 2015 collaboration with the Habitat for Humanity organization on a community design project for Los Angeles.

5. Studio Atmosphere, Etiquette and Practicum
SCI-Arc 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 students in each academic program. 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 and attitude of acceptance and inclusion with regards to race, religion, color, ethnicity, national origin, citizenship status, marital or familial status, physical or mental disability, medical condition, pregnancy, age, sex, sexual orientation, gender, gender identity, veteran or military status, and/or political

beliefs. 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.

Students should work together in studio to create a healthy learning and working environment. In order to maintain their vital stance, students are recommended to take a balanced approach to their education and are encouraged to manage their time in order to strike a healthy balance within their scholastic lives. This includes making the following a priority; 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 comprised of representatives from each studio. The Student Union appoints representatives to the Academic Council as well as the Board of Trustees. The Student Union administers student activities, reports student concerns, chooses half of SCI-Arc's public lecture series, helps fund student work including student exhibitions and publications, and purchases supplemental tools for departments such as the wood shop and computer resources. The Student Union also sponsors competitions and special projects.

Evaluation and Communication of Studio Culture
SCI-Arc's Studio Culture Policy is reviewed periodically by the Studio Culture Committee. Suggested changes are presented and discussed with the Curriculum Committees for each academic program and at the faculty retreats each summer, when necessary. It is the Studio Culture committee's responsibility to implement and distribute changes to the policy. SCI-Arc's Studio Culture Policy is communicated in multiple formats. It is distributed and discussed each year at the New Student orientation in August. It is also discussed with all students at the beginning of each new semester in their Design Studio courses by the studio faculty. The Studio Culture Policy is always available to be viewed or downloaded on the my.sciarc online portal for all students and faculty.

I.1.3 SOCIAL EQUITY

A diverse SCI-Arc community has always been a goal of the Institute. Under new Director/CEO Hernan Diaz Alonso, the first Hispanic/Latino Director in SCI-Arc's history, this goal has grown into a mission in order to improve diversity within the faculty, students, and Board of Trustees. SCI-Arc has developed a **Diversity Initiative [Attachment: I.1.3 – Diversity Initiative]** with established plans for recruiting a more diverse student and faculty population. Through this initiative, SCI-Arc continues to work to create a learning environment where different design backgrounds, teaching pedagogies, politics, ideas, people, and cultures are welcomed and encouraged – and provide a valuable addition to the learning culture of the SCI-Arc community. The Diversity Initiative is reviewed each year by the Diversity Committee, which works to promote understanding, awareness, and appreciation of equity and diversity throughout the SCI-Arc community and to foster a positive campus climate.

INTERNATIONAL DIVERSITY
International Students: (Non Resident Alien: SCI-Arc average 54% / NAAB average 19%) The diversity of SCI-Arc is best represented through the students themselves. The majority of SCI-Arc's student population is international and represents over 40 different countries including Germany, China, Brazil, Peru, Korea, Mexico, India, Greece, Saudi Arabia, Turkey, Sweden, Taiwan, Venezuela, Russia, Spain, and Ghana. The 2016 NAAB Annual Report noted that the fastest growing category of ethnicity in the institutions it administers is Nonresident alien, which rose from 6% in 2009 to 19% in 2016. In comparison, SCI-Arc's percentage of nonresident alien student population has increased increase from 34% to the current 54% since SCI-Arc's last NAAB review in 2012.

International Faculty: (Non Resident Alien: SCI-Arc 11% / NAAB 2%) International Faculty bring diverse ideas and teaching pedagogies to SCI-arc's curriculum from countries including Austria, Argentina, Greece, Italy, Mexico, Spain, Australia, Canada, Japan, England, China, and The Netherlands. Internal and external international faculty are often invited to participate in SCI-Arc Public Lecture Series, Gallery exhibitions, the weekly Faculty Talk Series, and in nearly all of our review juries.

STUDENT DIVERSITY

One of the greatest challenges affecting colleges today is enhancing domestic diversity. This is no different at SCI-Arc. Correcting for our extremely high proportion of international students, we have more than double the national proportion of Asian students, a higher than average proportion of Hispanic/Latino students, and a significantly lower than average proportion of white students. Our biggest challenge for student diversity has been the recruitment of black or African American students, where we remain below the national average. SCI-Arc continues to monitor student diversity statistics with that of the comparable architecture programs throughout the United States provided by the 2016 Annual Report by the National Architecture Accreditation Board (NAAB) as follows:

UNDUPLICATED ANNUAL STUDENT ENROLLMENT - (B.Arch & M.Arch programs combined):

Race/Ethnicity	Gender	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	SCI-Arc Average Percent 2016-2017	National Average Percent *from 2016 NAAB Annual Report*
American Indian/ Alaska Native	M	0	0	0	0	0	0%	0%
	F	1	0	0	0	0		
Asian	M	61	52	41	38	33	12%	9%
	F	42	32	28	32	26		
Hawaiian/ Pacific Islander	M	3	2	1	1	1	0%	0%
	F	0	0	1	1	1		
Black or African American	M	8	4	1	1	1	1%	5%
	F	1	2	2	2	3		
Hispanic/Latino	M	55	46	40	30	35	11%	17%
	F	30	28	25	23	21		
White	M	85	74	79	66	64	19%	42%
	F	46	42	42	40	32		
Two or more races	M	9	9	10	11	10	2%	3%
	F	3	5	4	2	2		
Nonresident Alien	M	116	132	138	160	166	54%	19%
	F	70	85	99	102	112		
Race / ethnicity unknown	M	8	6	5	2	1	1%	5%
	F	2	5	3	5	4		
	TOTAL	540	524	519	516	512		

STUDENT GENDER COMPARISON - (B.Arch & M.Arch programs combined):

2016-2017	Male Total	Female Total	Total	Percent Male	Percent Female
SCI-Arc	311	201	512	61%	39%
National Architecture Programs **(from 2016 NAAB Annual Report)**	13,233	11,223	24,456	54%	46%

STUDENT RECRUITMENT FOR DIVERSITY

SCI-Arc has taken several steps to recruit a diverse student body. Through outreach, partnerships, marketing, and presentations, a larger audience of prospective students have learned about architecture and SCI-Arc. Some of SCI-Arc's strategies to improve student diversity include:

Youth Academic Outreach: The youth academic outreach initiative at SCI-Arc is dedicated to building connections with high school students both locally and internationally by providing program opportunities which expose youth to design tools and architectural thinking. In addition, this work supports SCI-Arc's goal of community engagement, and offers current students and faculty platforms for connecting with a broader public. This initiative is possible by the strong partnerships created between SCI-Arc and organizations such as the Los Angeles Unified School District (LAUSD), National Organization of Minority Architects (NOMA), Institute for Educational Advancement (IEA), Institute for Contemporary Art LA (ICA LA), and Inner City Arts. SCI-Arc's Youth Academic Outreach consists of the following programs:

Design Immersion Days (DID) is a four-week summer program devoted to introducing high school students to architecture and design. Among skills explored by students are freehand sketching, photography, critical and analytical thinking, non-linear thinking, design drawing, design modeling, graphic presentation, and portfolio layout and design. Successful fundraising has allowed SCI-Arc to offer full scholarships for half of each summer's DID class for those students who have financial need and show creative promise. The DID Program is evaluated each summer by an outside agency.

Pop-Arc is a series of programs SCI-Arc has developed to explore new forms of community engagement with high school students both locally and internationally. Each Pop-Arc grows out of an institutional partnership and is developed to expose youth to architectural and design thinking. Learning from SCI-Arc's long standing four-week DID program, the Pop-Arc programs offers design workshops of varying lengths that focus on a range of topics such as digital design workflows, physical model making, and visual analysis. Each workshop is tailored to a specific student population, and encourages students to think critically about formal decisions.

Partnership: SCI-Arc has worked to build strong partnerships with organizations such as the Los Angeles Unified School District (LAUSD), National Organization of Minority Architects (NOMA), Institute for Educational Advancement (IEA), Institute for Contemporary Art LA (ICA LA), ACE mentorship program and Inner City Arts, geared towards reaching out to a more diverse community of potential architects and designers.

Student Scholarships: We 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. One of the key goals of the restructured and expanded Development Office is to raise additional funds to increase scholarship opportunities for students.

High School Visits: Representatives of the Office of Admissions have visited and presented to numerous high schools around the country considered to be predominantly diverse, including Design Architecture Senior High in Miami, View Park Prep in Los Angeles, New Orleans Center for Creative Arts, Charter High School for Architecture + Design in Philadelphia and Metro Tech High School in San Francisco. In addition, the SCI-Arc Recruitment office attends college fairs sponsored by high schools, professional organizations, college readiness programs and minority organizations is a continuing outreach practice.

FACULTY DIVERSITY

Faculty Diversity has turned into a strength for SCI-Arc. The international (Non-resident Alien) faculty (SCI-Arc 11% / NAAB 2%) and Asian faculty (SCI-Arc 13% / NAAB 7%), continue to be strongly represented at SCI-Arc. The Hispanic/Latino faculty (SCI-Arc 9% / NAAB 8%) are slightly above the national average. SCI-Arc has seen a drop within white faculty (SCI-Arc 64% / NAAB 71%), but the college's biggest challenge is the same as that of the student body, the recruitment of Black or African American faculty (SCI-Arc 0% / NAAB 3%).

SCI-Arc is also working on improving gender diversity amongst its faculty. While currently near the national average of peer architecture colleges (SCI-Arc 73% male and 27% female / NAAB 69% male and 31% female), SCI-Arc's Director/CEO has given a clear directive to improve the proportion of women on SCI-Arc's faculty and become a leader among peer colleges in this area.

SCI-Arc continues to monitor faculty diversity statistics with that of the comparable architecture programs throughout the United States provided by the 2016 Annual Report by the National Architecture Accreditation Board (NAAB) as follows:

COMBINED FACULTY (Full-Time & Part-Time/Adjunct)

Race/Ethnicity	Gender	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	SCI-Arc Average Percent 2016-2017	National Average Percent *from 2016 NAAB Annual Report*
American Indian/ Alaska Native	M	0	0	0	0	0	0%	0%
	F	0	0	0	0	0		
Asian	M	3	4	6	5	5	13%	7%
	F	5	5	1	2	5		
Hawaiian/ Pacific Islander	M	0	0	0	0	0	0%	0%
	F	0	0	0	0	0		
Black or African American	M	0	0	0	0	0	0%	3%
	F	0	0	0	0	0		
Hispanic/Latino	M	4	6	6	7	7	9%	8%
	F	0	0	1	1	0		
White	M	41	45	41	37	36	64%	71%
	F	14	17	15	13	12		
Two or more races	M	0	3	2	2	1	3%	1%
	F	0	2	2	2	1		
Nonresident Alien	M	4	4	4	5	6	11%	2%
	F	2	1	1	1	2		
Race / ethnicity unknown	M	0	0	0	0	0	0%	7%
	F	0	0	0	0	0		
	TOTAL	73	87	80	75	75		

FACULTY GENDER COMPARISON - (Full Time & Part Time/Adjuncts combined):

2016-2017	Male Total	Female Total	Total	Percent Male	Percent Female
SCI-Arc	55	20	75	73%	27%
National Architecture Programs **(from 2016 NAAB Annual Report)**	1,968	872	2,840	69%	31%

FACULTY RECRUITMENT FOR DIVERSITY

SCI-Arc believes it important to recruit a diverse community of faculty at the Institute. As a result, SCI-Arc continues to on the following strategies for the continued recruitment of a diverse faculty:

Job Postings: Post job openings on the SCI-Arc website, Higher Ed jobs, The Chronicle of Higher Education, Archinect, and California Architects Association (CAA). All job postings which include SCI-Arc's statement on Equal Opportunity/Employment and non-discrimination.

Partnerships: Work to build and foster relationships with the National Organization for Minority Architects (NOMA), 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).

Alumni Connections: Strengthen ties to current and future minority alumni, faculty and students through the presence of the Association for Women Architects (AWA) and the National Organization of Minority Architects (NOMA), especially through organized outreach events conducted nationwide through our Alumni Council and Development Department

Public Programs: Invite individuals and visiting faculty from local and international communities, to participate in the All-School Lecture Series, gallery exhibitions, vertical studios, and design studio reviews allowing SCI-Arc the ability to intersect with diverse subjects outside of the discipline of architecture such as philosophy, natural sciences, art, etc. This includes the ongoing search for qualified faculty to teach SCI-Arc's revised Liberal Arts curriculum for the Undergraduate program, and the increase of full-time and adjunct female instructors at SCI-Arc.

CO-CURRICULAR PROGRAMS TO SUPPORT DIVERSITY

SCI-Arc's Diversity Initiative is not only focused on the recruitment of diverse candidates to the academic programs: SCI-Arc also encourages a diverse community through multiple venues or programs available to students and faculty. Beyond the study abroad, traveling studios, and community outreach mentioned above, these include the following:

Exchange Programs: SCI-Arc currently maintains **exchange agreements** with multiple international schools of architecture: The Bartlett School, London; RMIT, Melbourne; University of Applied Arts, Vienna; and Iberoamerican University, Mexico City.

Public Programs: SCI-Arc's public programs invite the community into the school to foster debate and understanding of architecture's capacity to transform the world. The **SCI-Arc Lecture Series** is to the public and includes an eclectic selection of lecturers from multiple disciplines, including architects, artists, film-makers, engineers, theoreticians, and performers. SCI-Arc regularly hosts its own **conferences and symposia** which are open to the full community. Recent conference have included Drawing Conclusions Symposium (2017), Right Now Symposium (2015), Materials Beyond Material Conference (2011), and the SCI-Arc Tokyo Symposium (2016 and 2017) in Tokyo, Japan. **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. 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 from around the world. The Kappe Library also holds informal Saturday afternoon demonstrations and talks throughout the year, showcasing non-architectural creative practices of Downtown LA.

SCI-Arc Press: Founded as a distinct voice in architecture to examine and propagate the work and research of designers and theorists developing the next generation of ideas. Its mission is to publish works that engage and challenge current discourses in architecture and design, and further the Institute's objectives of excellence in research, scholarship, and education. SCI-Arc publications provide a forum for new voices and ideas of relevance to the architectural education of its students, the SCI-Arc community, the profession, as well as the interested public.

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION POLICIES (EEO/AA)

SCI-Arc Equal Opportunity, Harassment, And Nondiscrimination Policy

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.

SCI-Arc adheres to all federal and state civil rights laws banning discrimination in institutions of higher education. The Institution will not discriminate against any student, applicant for admission, employee, applicant for employment, vendors, or contractors, on the basis of race, religion, color, ethnicity, national origin (including ancestry), citizenship status, marital or familial status, physical or mental disability, medical condition, pregnancy, age, sex, sexual orientation, gender, gender identity, gender expression, veteran or military status, predisposing genetic characteristics or any other protected category under applicable local, state or federal law, including protections for those opposing discrimination or participating in any resolution process within SCI-Arc or within the Equal Employment Opportunity Commission or other human rights agencies.

This policy covers nondiscrimination in employment and in access to educational opportunities including, but not limited to admissions, financial assistance, education programs, academic counseling, activities, or employment. Therefore, any member of the campus community, guest or visitor who acts to deny, deprive or limit the educational, employment, residential and/or social access, benefits and/ or opportunities of any member of the campus community on the basis of their actual or perceived membership in the protected classes listed above is in violation of SCI-Arc's policy on nondiscrimination. When brought to the attention of the Institution, any such discrimination will be appropriately addressed.

SCI-Arc does not discriminate on the basis of sex in its educational, extracurricular, or other programs or in the context of employment. Sexual misconduct, including sexual harassment, is a form of sex discrimination that unjustly deprives a person of equal treatment and is prohibited by Title IX of the Education Amendments of 1972. No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. .

Accommodating Disabilities

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 request 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 Institute.

I.1.4 DEFINING PERSPECTIVES

A. COLLABORATION AND LEADERSHIP

SCI-Arc prides itself on developing young leaders in the profession and we work to foster opportunities for leadership throughout the student experience. We also believe that the education of young architects must involve a deep understanding of the collaborative skills necessary for students to navigate the complexity of the built environment, and that leadership is a form of teamwork.

Students work in teams at multiple points in the core curriculum of all three accredited programs, including design studios; DS1030: AMIGAA: Articulation and Tectonics I; DS1031: AMIGAA: Articulation and Tectonics II; DS1120: Comprehensive Design Studio; DS1200: Computational Design Studio I; and the Design Development seminars AS3040: Design Development (B.Arch); AS3122: Design Development and Documentation (M.Arch 1); and AS3222: Design Development and Documentation (M.Arch 2). The collaborative nature of architectural design is reinforced as students learn the skills necessary to navigate complex architectural problems and the diverse world of practice in a team environment. Outside experts in various fields are invited to lecture, serve on juries, and review student work, demonstrating to students the inherent diversity of expertise that is needed in architecture, and how to navigate complex decisions. The Professional Practice seminars of AS3050: Professional Practice (B.Arch), AS3130: Practice Environments: Contracts, Liabilities, and Business Models (M.Arch 1); and AS3230: Practice Environments: Contracts, Liabilities, and Business Models (M.Arch 2), further ensure students learn the complexity of teamwork in the professional realm, involving contracts, project delivery methods, and the broad range of stakeholders involved.

Various vertical studios have given students opportunities to experience real-world collaborative projects, including the 2011 and 2013 Solar Decathlon projects in which students collaborated with CalTech to build net-zero homes. The SCI-Arc / Habitat for Humanity house in 2015 and involved fundraising, budget constraints, and the realities of building a sustainable alternative to low income housing, successfully building the project in Lynwood, CA. These projects allowed students to participate directly in highly complex projects with multiple client needs, community groups, and stakeholders.

STUN, the SCI-Arc Student Union, is the official voice of the student body, holding elections each fall for representatives of each program and year level. STUN serves as a forum for developing student leaders, acts to bring important issues to the administration, and elects the student representative to the SCI-Arc Board of Trustees. This position helps inform the administration and Board of Trustees on student issues and involves the students in the administrative activities of the school. Each year, SCI-Arc recognizes student leadership at graduation with the SCI-Arc Service Award, and the Alpha Rho Chi Medal, which “encourages student leadership.” STUN members also attend and participate on the Academic Council Committee, actively discussing issues with faculty and administration.

Qualifying graduate students serve as Teaching Assistants in many courses, a system that allows the best student leaders to actively engage in the curriculum. Many of these students will pursue teaching careers in their future, and the TA positions give them opportunities to collaborate with faculty, learn how teaching is a team approach, and prepare them as future leaders in education.

Every student at SCI-Arc in the accredited programs is required to do a final Thesis Project, a project of their own making involving intensive research. As part of the Thesis program, whether in the Spring term for the B.Arch program, or the beginning of Fall in the M.Arch 1 and M.Arch 2 programs, students present their projects to the younger students before final reviews and those students are encouraged to help the thesis students on their projects during the final week. This fosters the ability for students nearing graduation to learn how to inspire others, and learn to manage a team of assistants. The students who help thesis students are given an opportunity to see how they may approach their own thesis in the future and learn from the experience in a collaborative manner.

B. DESIGN

Design is at the heart of the SCI-Arc curriculum, and design studios in all programs are tailored to providing young architects by graduation with the skills necessary to engage in design activity that is a multi-stage process involving complex problems that have the power to provide cultural value towards an improved future.

The design studio curriculum is differentiated for the specific student body of each program whether it be the five-year B.Arch undergraduate program, the three-and-half-year M.Arch I graduate program, or the two-and-half-year M.Arch II program.

All three design studio curricula progress from basic design problems toward increasing complexity. The core design studios of B.Arch from first to fourth year, the first and second years of the M.Arch I program, and the first year of the M.Arch II program are all staged to incrementally increase the challenges of building type, scale of project, program, and design complexity. Students build on the skills learned from each core studio, applying the knowledge gained in seminars, and integrating this knowledge into their projects. Throughout the core design studios, students learn the importance of different design strategies, how to consider options, evaluate various decisions, perform rigorous research, apply technical expertise, and most importantly demonstrate in tangible terms through drawings, models, and various media how to frame an architectural argument and position. Multiple formal juries and informal pin-ups with SCI-Arc faculty and outside experts give students the opportunity to present and test their design strategies as they progress in each semester.

After the core design studios, students are mixed in the three programs in their final year before thesis and are given the opportunity to choose through a lottery system their vertical design studio instructors, usually from 10-12 different studio options. This gives the students the ability to focus on their individual interests by choosing to work with a diverse array of senior and invited faculty on a variety of architectural projects. The vertical studios serve as a bridge to their final thesis project, where students are expected to define their own project. Prior to the Thesis Design Studio semester, the Thesis Research Seminar in all programs involves rigorous research including; design methodology, precedents, site, and theoretical positions that help to frame their individual arguments and positions prior to implementing their thesis project in the final semester.

C. PROFESSIONAL OPPORTUNITY

Preparing students for internship and licensure starts at day one with all new students at orientation. The Academic Advisor / Architect Licensing Advisor (NCARB) presents all students with information on the Architectural Experience program (AXP) and the importance of registering, and the licensing process related to the specifics of licensure in California. Invited NCARB presenters on the AXP process and licensure are given annually to the student body. The Academic Advisor / Architect Licensing Advisor (NCARB) acts as the advisor for AXP with the student body, and serves to communicate the changes and updates to the AXP program.

The Professional Practice curriculum AS3050 (B.Arch), AS3130 (M.Arch 1); AS3230 (M.Arch 2), further teaches students the exam process and the paths towards licensure. Alternate career paths are also discussed in the Professional Practice curriculum, as students gain knowledge of the opportunities an architectural education can have beyond the traditional roles of architects.

Students are allowed to take internships of up to six units through the CPT program, getting academic credit as well as AXP hours for interning under a licensed architect. This process is managed and documented by the Academic Advisor / Architect Licensing Advisor (NCARB). The SCI-Arc Job Board is an online listing of job openings, giving SCI-Arc alumni exclusive access to great opportunities. It also provides potential employers with the ability to share job openings directly with SCI-Arc alumni.

Open Season is a bi-annual program where invited firms including SCI-Arc alumni visit the school. Students pinup their work and create resumes and attend a networking session with interested firms who

are hiring for either internships or full-time employment. Student involvement is high, with over half the student body participating and dozens of interested professional attending. Various alumni events at the school also foster connections between practicing graduates and students at the school, including resume workshops conducted by invited alumni.

The SCI-Arc curriculum has portfolio workshops in all programs that serve to teach students the importance of documenting and presenting their academic work. These workshops both aid in our assessment of the various programs and allow students to have a portfolio to aid in gaining internships and employment. Recently the administration has begun to track alumni through LinkedIn, using the data to understand where alumni are employed, and continue to work with Advancement office to connect alumni with the school.

D. STEWARDSHIP OF THE ENVIRONMENT

SCI-Arc educates young architects to understand and take responsibility towards stewardship of the environment. Throughout the curriculum, environmental considerations are embedded in design studios and seminars. Particularly in the advanced Applied Studies courses, students learn the importance of understanding natural conditions, sustainable practices, and how to implement these considerations into an architectural project in their design studios.

Core courses include; (B.Arch) AS3020 and AS3031: Environmental Systems I and II; (M.Arch 1) AS3121 and AS3123: Environmental Systems I and II; (M.Arch 2) AS3201 Advanced Building Systems. These seminar courses from the backbone of students learning of the importance of climate, geography, sustainability, energy, and the responsibilities architects have towards the environment. The combined courses of the Integrative Studios (B.Arch: DS1031 and AS3040) / (M. Arch 1: DS1120 and AS3122) / (M.Arch 2: DS1200 and AS3222), in particular focus on students demonstrating how buildings a can better respond to the environment. In the Design Development seminars, highly technical and focused workshops on solar design and envelope design serve to demonstrate to the students how their studio projects can serve as positive responses to the environment. These address thermal comfort parameters, air quality, energy, climate data, and include state-of-the-art digital software to simulate performance and optimize positive environmental outcomes.

SCI-Arc competed in the Solar Decathlon in 2011 and 2013, collaborating with CalTech students and faculty in designing and building two net-zero solar homes. These projects allowed students to see in tangible built projects how their design sensibilities and innovative strategies could demonstrate positive change towards the environment. Both projects were physically built on the SCI-Arc campus before being transported to the competition sites, with mock-ups and on-site testing of their net zero systems. Each solar decathlon project spanned over two years, involving faculty, students, outside experts, and administration to design, schedule, fundraise, and build the net-zero homes.

In 2016, SCI-Arc students collaborated with Habitat for Humanity in designing and building the IVRV House, a low income house that was built with sustainable and innovative building technologies. The students had the opportunity to understand the complexity of balancing design and innovation within a limited budget, proving that sustainable practices need not be costly. The highly collaborative project between local politicians, HFH, SCI-Arc faculty, students, and the homeowners leveraged SCI-Arc's reputation of innovative design and has received two AIA Design Awards.

E. COMMUNITY AND SOCIAL RESPONSIBILITY

Since moving to the Santa Fe Building in the Arts District of Los Angeles in 2001, SCI-Arc has been actively involved in the surrounding community. On an administrative level, the school participates in local community groups including the Arts District Business Improvement District (BID), and the Los Angeles River Artists and Business Association (LARABA). SCI-Arc's Board of Trustees is made up of many individuals with strong ties to downtown Los Angeles and the local Arts District. The school consistently hosts outside groups that use the Keck Auditorium as forums for community engagement such as; PowerfuLA (the LA AIA's 2016 symposium on women in architecture), the 2016 and 2017 Pipeline

Summer Camp for the Los Angeles chapter of the National Organization of Minority Architects (NOMA), as well as meetings for the Los Angeles County Metropolitan Transportation Authority (Metro), and Los Angeles Department of Transportation (LA DOT) on planning and public forums regarding local improvement projects. All of these events are open to faculty and students to attend, and serve to directly connect the student body with the community and engender them as active participants.

The DID and Youth Outreach Coordinator at SCI-Arc is responsible for outreach to local organizations that are interested in architectural education at the K-12 level. Recent collaborations include inviting and hosting Los Angeles Unified School District teachers and students at SCI-Arc, and collaborating with the Inner-City Arts through SCI-Arc's Pop-Arc program to develop their architectural curriculum. These programs involved both SCI-Arc students and faculty and served to better strengthen SCI-Arc's connections to the local K-12 community, and as an avenue towards diversity outreach.

SCI-Arc students are active participants in the local Los Angeles Arts District. Each year the SCI-Arc Student Union (STUN) organizes a drive to donate lunches and personal hygiene kits to the homeless in the Arts District and Skid Row communities, and donates food during Thanksgiving. In 2017 the SCI-Arc Student Union created a Community Outreach Committee to further develop aid programs and ties to the local community.

The previously mentioned Solar Decathlon and Habitat for Humanity IVRV House projects were both examples of students having the experience of actively engaging the community and understanding the ways that architecture can positively affect change in the built and natural environment. The Habitat for Humanity IVRV House in particular allowed students to engage in the local community, presenting the project to the homeowners, HFH staff, Lynwood neighbors, council district representatives, and community leaders.

Various design studio projects focus on the importance of community as it pertains to social issues. Recent vertical studios have included topics on the Los Angeles River (Florencia Pita), social housing in Mexico City (John Enright and Francisco Pardo) and new models of prison design (Frank Gehry). Recent core studios have included topics on the Los Angeles River (DS1121 2GB Design studio), and SCI-Arc's Masterplan as it is related to the local community (DS1201 2GBX Design Studio). All SCI-Arc design studio reviews are open to the public, and the annual Spring Show, Undergraduate Thesis and Graduate Thesis reviews are well attended by the local community.

The SCI-Arc series of master classes and public lectures also serve as a forum for students to be exposed to social issues from a variety of viewpoints. Some examples of lectures that have particularly addressed social issues include Slavoj Zizek and Graham Harman (philosophy, culture & politics), Sianne Ngai (gender issues), Simon Critchley (political philosophy), Tim Morton (world ecology), and Antoni Vives (Deputy Mayor of Barcelona), Los Angeles Mayor Eric Garcetti to speaking at graduation in 2014, and a hosted a debate between Ben Shapiro and Brian Whitman focusing on the 2012 (Obama v Romney) presidential election.

HOW THE DEFINING PERSPECTIVES INFORM AND SUPPORT THE SCHOOL:

Learning culture and curriculum design, review, and development: The curricula of each program are presented to and assessed by the chairs, director, vice director, and faculty at the individual curriculum retreats held every summer. The Coordinator of Learning Assessment advises on all curricular change to ensure that the highest academic standards are maintained and that all changes satisfy both SCI-Arc policy and the requirements of our accrediting agencies.

Specific course review, development, or revision: The administration, in conjunction with the coordinators of Applied Studies, Visual Studies, History & Theory, and Liberal Arts review courses through the curriculum committees of each program, including the annual retreats. The defining

perspectives relative to individual coursework receive attention and revisions as necessary. All new courses are also reviewed by the Coordinator of Learning Assessment for the rigor and clarity of their descriptions, goals, learning objectives, readings, and schedule, and to ensure that course assignments and grading can support the stated learning objectives.

Off-campus, extracurricular, or co-curricular learning: SCI-Arc administration coordinates with all of the school's constituents related to off-campus and extracurricular activities including faculty, students, alumni, Board of Trustees, outside community groups, and staff. The defining perspectives, particularly Community and Social Responsibility, help to define where SCI-Arc's outreach and engagement can best be focused. SCI-Arc Research also engages students in collaborative work with faculty on real projects, often in association with outside sponsors and audiences.

Long-range planning for the programs: SCI-Arc administration and the Board of Trustees work on long-range planning at the institutional level. The defining perspectives overlap with some long term decisions regarding the planning of the school, for example Professional Opportunity and Community and Social Responsibility. Long range planning at the curricular level is coordinated and developed through the administration including the Director, Vice Director, Chairs, Coordinators, and faculty. The defining perspectives relative to individual coursework are reviewed, and changes are discussed and implemented.

Self-assessment activities for the programs: The defining perspectives are reviewed and assessed to gauge their success within the institute through curricular review at multiple levels, from design studio reviews, portfolio reviews, course evaluations, committee meetings, Spring Show and Thesis exhibitions, and annual program curriculum retreats. The Learning Assessment Coordinator also serves to aid in curricular assessment in conjunction with the administration, staff and faculty.

I.1.5 LONG RANGE PLANNING

INSTITUTIONAL
The SCI-Arc Board of Trustees (described in section I.2.5 of this report) meets quarterly, and assesses long range planning as it pertains to the goals of the school on various levels. Multi-year plans are developed, and reported on by the administration at each Board meeting as to their progress. Long-range planning aspects that are of particular concern for the Board of Trustees include multi-year financial projections, Director/CEO appointment and searches, student body projections, fundraising, investments, tuition costs, discount rates, and future facilities planning. The Board of Trustees has just completed its 7-year plan securing funding for the payment of the bonds for the purchase of the SCI-Arc property and building. It is currently assessing options of bond refinancing, endowment funds, investments, fund raising and a future Master Plan for the school. This will result in a new multi-year Board of Trustees Strategic Plan to be initiated in 2018.

LEADERSHIP
SCI-Arc's Board of trustees is charged with the hiring of the Director / CEO of the Institute, and historically has appointed Director/CEO's for five year terms. In 2014 the Board of Trustees decided on an internal search process that lead to the election of Hernan Diaz Alonso as Director / CEO. During this process the Board involved students, alumni, faculty, and staff in their decision making process, ensuring a transparent and inclusive process. As part of that process, Director/CEO Hernan Diaz Alonso made an open presentation to the constituents outlining his plan for the future of SCI-Arc, which had led to the long-range plan he put in place as his tenure began in 2015. Some of the points of this plan are the need to keep the school at 500 students and not enlarge it, the need to expand the Post Graduate programs, a new web/social media/branding initiative, renewed global outreach through international programs, and new research partnerships and fundraising possibilities. As the Director reports to the Board of Trustees on a quarterly basis, as well as through multiple committees of the Board, his multi-year long-range plan is assessed and discussed on an ongoing basis.

STUDENT LEARNING
Long-range planning as it pertains to student learning is inherent in the academic structure of SCI-Arc. Lead by the Director/CEO, Vice Director / Chief Academic Officer, the Chairs of the three programs (Undergraduate, Graduate, and Post-Graduate) meet and discuss how the long-range goals of the programs are being monitored on a bi-weekly basis. The Coordinators are also included in planning of the academic programs including the Applied Studies Coordinator, Visual Studies Coordinator, Liberal Arts Coordinator, History Theory Coordinator, and Learning Assessment Coordinator. All of the above attend the annual program all-day retreats each summer and discuss, debate, assess the success of the previous years student work. Faculty curriculum committees in each program are lead by the Chairs and occur twice a semester. The Portfolio Coordinator serves the undergraduate and graduate programs Chairs to help in the creating of student portfolios at various points in the curriculum to assess student learning objectives. The DID and Outreach Coordinator works with the Undergraduate Chair and Directors on the development of outreach to K-12 as it pertains to long-range planning.

ADMINISTRATION
Long-range planning on the administrative level is communicated to the staff through all-staff meetings and regular department head meetings, generally once a month throughout the year, attended by the Directors, Chairs, CFO, and the Chief Administrative Officer. Staff departments are informed of cross-departmental issues and initiatives, Board of Trustees directives, and long term planning. Each department head reports as it pertains to the issues at hand. These departments typically include; Admissions, Advancement, Facilities, Communications, Student Store, Shop, Library, Information Technology, Human Resources, and Financial Services.

The Student Union (STUN) generally meets independently from the administration and faculty unless it requests their presence, but its representatives meet with the Directors and Chief Administrative Officer to discuss student issues multiple times each semester. The Administration communicates to the STUN leaders any long-range issues that may be of importance, and the Director also convenes an all-school meeting attended by all staff, faculty and students at the beginning of each Fall semester to outline the goals of the school and inform all of long-range planning issues.

The Academic Council meets at least once every semester, led by the Directors and attended by the Chairs, Faculty Coordinators, and student representatives. This serves as an open forum for the dissemination of information, new items for discussion of the objectives of long-range and also short-term planning of the school.

ACCREDITATION
SCI-Arc is accredited by both NAAB and WASC, and the process of accreditation has at times initiated long-range planning issues that have been noted in the accreditation process. Recent examples include the purchase of the building (WASC 2008), and the need for student health insurance (NAAB 2012). With each of these initiatives, long-range planning was initiated by the administration in response to the reports, brought up to the Board of Trustees, and action taken to accomplish the initiatives.

DATA AND INFORMATION RESOURCES
Long-range planning vis-à-vis data and information resources is fed by multiple sources. SCI-Arc's operating software, Jenzabar EX, serves as the hub for all data management at the school. Reports on student data, retention, attendance, registration, financial status, demographics, etc. are just some of the data used to assist the school to meet its long-range goals. Reporting has been streamlined through the use of Izenda reports, which are able to give graphic-friendly, real-time reporting on data to the administration. Each year, enrollment projections are tracked, data analyzed and reviewed, towards maintaining the 500 student population of the school, involving the administration and staff including the departments of Financial Services, Registrar and Admissions. Social Media and web analytics are reported through the Social Media Manager, and reported to the administration.

Faculty and administration monitor student learning through multiple reports and input, starting form the physical layout of the school itself, where design reviews are open and conducive to open review. Jenzabar EX tracks student retention, GPA, and reports on trends as they appear to the Administration, Chairs, and Coordinators. The Portfolio Coordinator, and the integrated portfolio workshops in the curriculum serve to allow reviews of student learning in tangible ways as the portfolios include design studio and seminar work. Three major all-school events, the Undergraduate Thesis in April, the Graduate Thesis in September and the all-school Spring Show, also in April, serve as forums for the assessment of student learning in the school.

SCI-Arc's Board of Trustees relies on staff reporting at each of their quarterly meetings including reports from the Director / CEO, Vice Director / Chief Academic Officer, Student Representative, Faculty Representative, Alumni Representative, CFO, Chairs, and key staff members. Long-range planning initiatives are weighed against these reports and monitored as to their progress. The Board Committees also report on Auditing, Building and Grounds, Trustees, Finance, Investments, Advancement, and Governance.

FIVE PERSPECTIVES IN LONG-RANGE PLANNING

Throughout the above process, the five perspectives enter into long-range planning in various manners. On the curricular level, Collaboration and Leadership, Design, Professional Development, Stewardship of the Environment, and Community & Social Responsibility all serve to inform long-range curricular decisions through the working structure of the Directors, Chairs, Administration, and Faculty. This involves the continuous assessment of each program and developing initiatives and coursework that serve to teach students the importance of these core perspectives. At the Board of Trustees level the five perspectives enter into decisions by the Board that balance the day-to-day operations of the school with long-range planning that supports the administration and faculty to develop programs that cater to the five perspectives. For example, this may involve the future Master Plan as it pertains to the role of a new campus building in bridging stronger connections to the local community and new partnerships. The Master Plan may also offer the opportunity for the new buildings to be environmentally conscious, and examples of sustainable architecture and of course to be a symbol of innovative design. The nature of the Board of Trustees itself, made up of representatives of faculty, alumni, and students, also shows by example the use of collaboration and leadership within the school.

I.1.6 ASSESSMENT

PROGRAM SELF-ASSESSMENT

Governance and Participants in ongoing Assessment

Several key groups and projects inform SCI-Arc's self-assessment process and ensure that all constituencies have a voice in SCI-Arc's program development. At the top, shared governance at SCI-Arc ensures that the Board of Trustees is deeply involved in assessing the success of the institute's programs. The board is constituted so that students, faculty, and alumni are all represented in decision-making at the highest level. The institute's Alumni Council, a self-elected body, makes quarterly reports to the board that can include program and curricular concerns. The institute also maintains social media presence for extended alumni outreach.

Several additional groups communicate program assessment concerns directly to the Director/CEO and Vice-Director/Chief Academic Officer. The Academic Council is the principal group in this process, as described below. The student body elects representatives to STUN, the SCI-Arc Student Union, which is extremely active in the SCI-Arc community. The institute's Learning Assessment Coordinator, a member of the faculty, also reports directly to the Director/CEO and Vice-Director/Chief Academic Officer. Faculty sub-committees on Technology, Studio Culture, and Diversity each help inform major aspects of program self-assessment. Finally, the institute has worked to create a robust data set on its student body and

teaching outcomes, and we are now working to build more sophisticated tools to better understand, analyze, and act on this data.

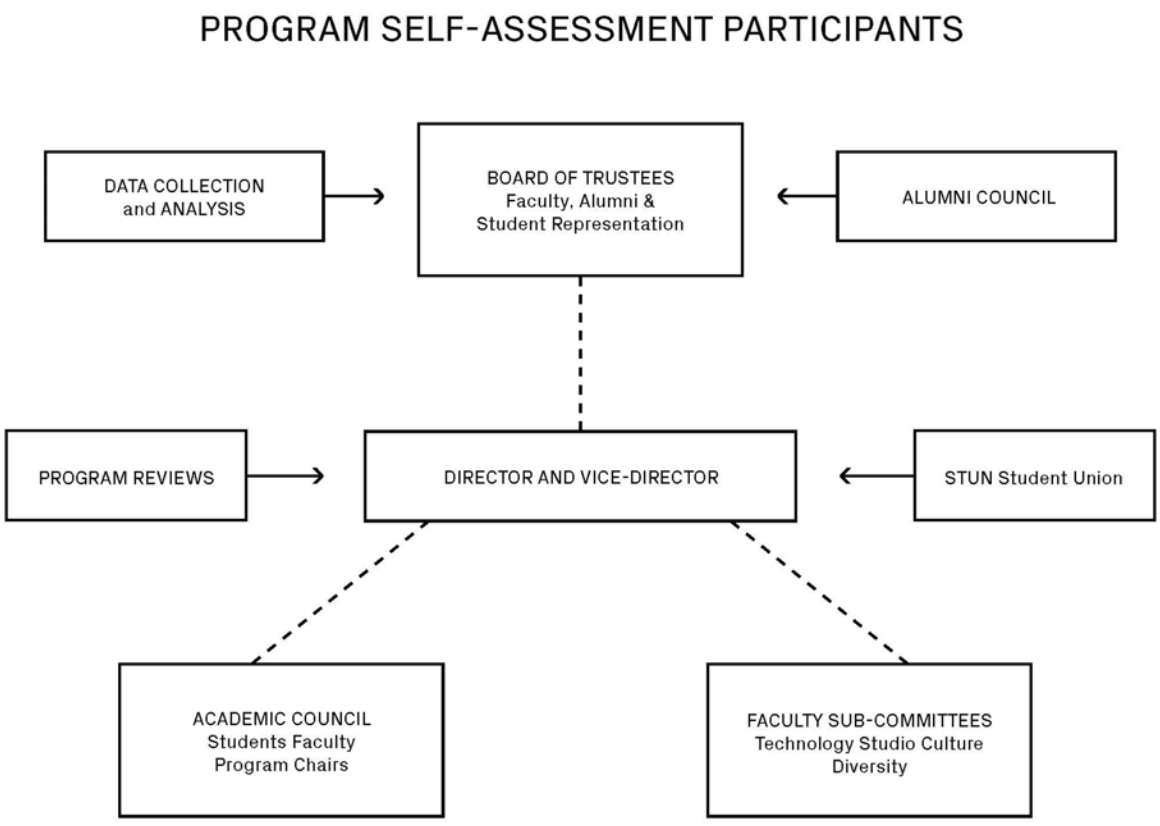
Recurring Program Assessment Practices

In addition to the ongoing decision making structure mentioned above, several formal occasions for program assessment occur at regular intervals

Annual faculty retreats for each program give an opportunity for an in-depth discussion of program priorities and outcomes in consideration both of faculty experience and of a body of data and recommendations collected throughout the year, as described below.

Meetings of the Academic Council address assessment across all programs. Students, faculty, and program chairs are all represented on the council to give input on program and curricular changes. The council reports to the Vice-Director/Chief Academic Officer, who can then act on its observations and recommendations.

Biannual program reviews. Under the guidance of the new Coordinator of Learning Assessment, the faculty and Program Chairs are planning written program reviews to better identify opportunities for improvement and to better track decision-making trajectories. Program reviews will evaluate current curriculum, benchmark practices at competing institutions, and assess outcome data. These reviews will be biannual, commencing in fall 2018.

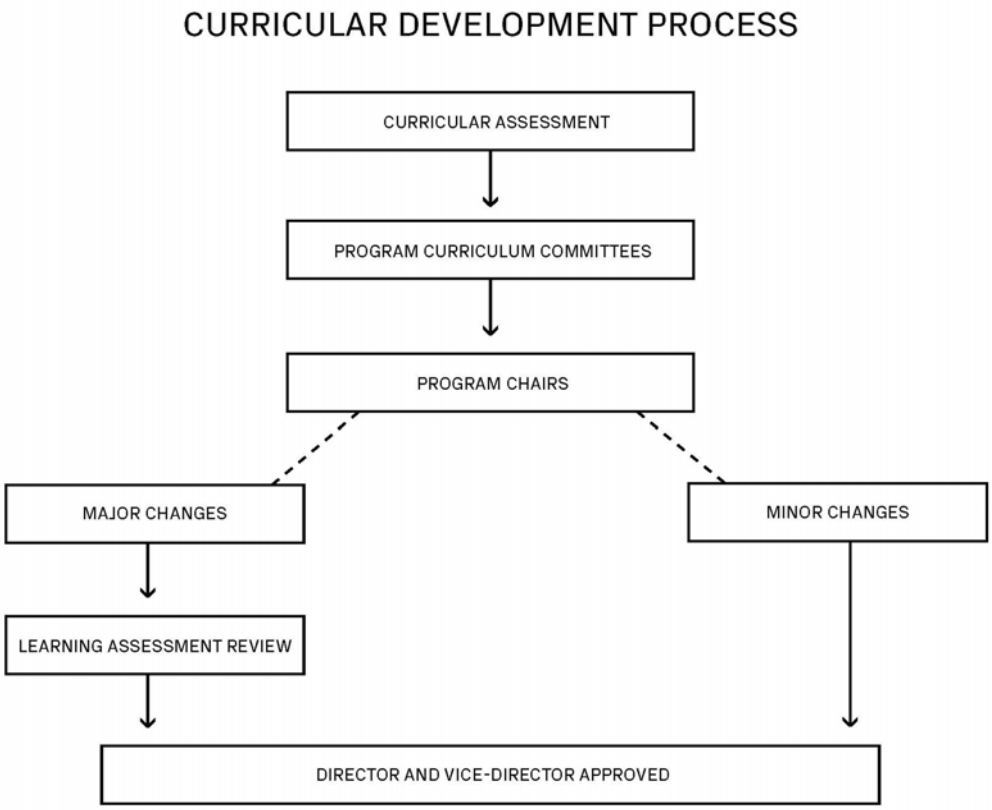


CURRICULAR ASSESSMENT AND DEVELOPMENT

Curricular Assessment is overseen by the Coordinator of Learning Assessment, a member of the regular faculty. It begins within each program under the supervision of the program Chair, with the collection of work and anonymous course evaluations from the students in each course. This is supplemented by observation of the results of studio reviews both for student performance and for the reactions and opinions of the external jurors and of our recent program graduates. Issues and possibilities identified in this process or by members of the faculty are then discussed in meetings of the program faculty both as a group and individually with the chair.

Informed by these assessment practices, curricular development begins with each program's curriculum committee, which includes coordinators for all involved branches of the curriculum and other members of the faculty appointed by the chair. These committees can develop and recommend changes in departmental policy, practice, or curriculum to the program chair. In practice, the curriculum committee's work is the formal result of a lively and multi-tiered discussion within the institute, faculty meetings, and in some cases public programming to investigate new possibilities for curricular content. The program chair considers the recommendations of the curriculum committee, developing them into a finished proposal.

When proposed curricular changes include new courses, substantial course changes, or changes to the required program curriculum, the Learning Assessment Coordinator also reviews them. The coordinator considers them in the light of regional and professional accreditation requirements, for the clarity of course goals and learning outcomes and their relationship to course and program deliverables and to course assignments, and for their scholarly and professional rigor in relation to the broader academic arena. After any changes required by the coordinator are successfully addressed by the program chair and curriculum committee, these changes then go to the Director and Vice-Director for final approval.



SECTION 2. PROGRESS SINCE THE PREVIOUS VISIT

CONDITIONS NOT MET

[2009] A.10 Cultural Diversity (M. Arch only)

[2014] A.8 Cultural Diversity and Social Equity

Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.

SCI-ARC Response [2012 - 2017]

M.ARCH 1

A8 is addressed in the following classes: **History of Architecture and Urbanism II (HT 2120)** utilizes emerging scholarship to foreground architecture's role in dominant socio-spatial power structures from the Renaissance to the outbreak of World War II. Lecutres treat the often troubling relationships between architecture, urbanism, and landscape alongside issues of cultural diversity and social justice, including gender equality, socio-economic stratification, racism, slavery, and colonialism. Student understanding is demonstrated through in-class participation during lectures and discussion sections, in-class quizzes, and the final exam. In Design Studio **DS1101**, students are introduced to issues of cultural diversity and social equity. Through site analysis, workshops, discussions, and research, the students evaluate the diverse needs, values, and behavioral norms that characterize the culture of the neighborhood and its context. Diagrams analyzing the social and spatial patterns combined with analysis of the character of the constituent community are produced to connect diverse values with the community at large. Additionally social equity is reviewed through a study of neighborhood accessibility, ensuring equitable accessibility. This shared research creates a fertile ground for a discussion on diverse definitions of community and modes of working with social responsibility in mind. Finally, in **Intro to Contemporary Architecture (HT 2100)**, students are introduced to the ethical, socio-economic, cultural, ad political dimensions of architectural discourse. Students demonstrate their understanding of these issues in an essay assignment that prompts students to reflect on the architect's responsibility to various constituencies, and in reading response assignments that task students with identifying and evaluating the political and social dimensions in various theoretical texts.

M.ARCH 2

In 2012, prerequisites were used to satisfy the A10 SPC, as incoming students all had taken architectural history courses prior to arriving at SCI-Arc. Students who did not possess transcripts and work samples demonstrating adequate coverage of materials were required to take HT 2101. This system was discontinued beginning in 2016-17, when the entire M. Arch II curriculum was redesigned to address SPCs A7 and A8 within core coursework. During the two-semester sequence, **Theories of Contemporary Architecture I (HT 2200)** and **Theories of Contemporary Architecture II (HT 2201)**, students are introduced to a wide range of architectural work from various regions around the world, and are asked to reflect on the diverse social contexts, spatial patterns, and cultural values these projects embody. Architecture's accessibility to individuals and communities is considered through the projects presented in the lectures and in the weekly readings. Students are asked to discuss issues of social equity in their evaluations of the architectural projects under consideration. Other issues in the SPC (e.g. physical access to sites, buildings, and structures) as well as further discussion of needs, values, behavior, and in particular spatial patterns, received further attention in **Computational Design Studio I DS 1200**.

[2009] C.2 Human Behavior (B.Arch and M.Arch)

[2014] N/A Individual SPC eliminated
These principles are now expressed as learning aspirations for Realm A.

SCI-ARC Response [2012 - 2017]

B.ARCH
SPC eliminated - now covered as learning aspirations within Realm A

M.ARCH 1 / M.ARCH 2
SPC eliminated – now covered as learning aspirations within Realm A

[2009] C.5 Practice Management (B.Arch and M.Arch)

[2014] D.3 Business Practices
Understanding of the basic principles of a firm's business practices, including financial management and business planning, marketing,

SCI-ARC Response [2012 - 2017]

B.ARCH
The seminar **Professional Practice (AS3050)** addresses D.3 through a series of lectures, weekly assignments, quizzes, and tests. The basic principles of architectural practice management is a major topic of lectures in Week 5, *The Office*, where topics of firm sizes, configurations, planning, and legal structures are discussed. In Week 6, the *Business of Business*, topics of financial considerations in running an architecture practice, how to calculate Architect's fees, and Marketing are discussed. In Week 7, *Architecture Basic services* are covered, and in Week 9 *Contracts and Clients*, understanding Clients and their needs and agendas, along with an introduction to the different Project Delivery Methods, and Contracts are covered. Risk Management is covered in terms of mediation and arbitration, and recognizing trends that affect practice, in lectures in Weeks 9 and 6. The seminar **Advanced Construction and Project Delivery (AS3041)** also addresses D.3 through lectures and testing on business practice, financial management, business planning, marketing, organization, and entrepreneurship. It also includes architectural office visits, and discussions with professionals about the design and management process.

M.ARCH 1
The Graduate Program introduces students to the understanding of financial management, business planning, marketing, office organization, and business development. **Practice Environments: Contracts, Liabilities, and Business Models (AS3130)** is presented in lectures on issues including obtaining the appropriate licenses, business models, and firm planning. Students are required to produce a detailed business plan for a new start-up practice in architecture which includes, a financial plan, a vision statement, staff organizational chart, staff titles along with job descriptions, staff salary considerations for all employees, a marketing strategy, target markets, overhead and profit margins, the firms experience and services, the firms unique qualities, the pros and cons between forming an S-Corporation, a sole proprietorship or another form of ownership. In **Advanced Project Delivery / Construction Documents (AS3140)**, lectures are given on basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship. Each team prepares Work Plan (Gantt Chart Schedule) for their course project. Students prepare Project Organizational chart for the roles of Project Architect, Project Manager, Project designer, and so

on with the emphasis of staff expenses and compensation, revenue projections, overhead expenses, and profit plan for the project.

M.ARCH 2
The seminar **Practice Environments: Contracts, Liabilities, and Business Models (AS3230)** addresses D.3 through a series of lectures on issues including obtaining the appropriate licenses, business models, and firm planning. In particular, in Assignment 1 Students are required to produce a detailed business plan for a new start-up practice in architecture which includes, a financial plan, a vision statement, staff organizational chart, staff titles along with job descriptions, staff salary considerations for all employees, a marketing strategy, target markets, overhead and profit margins, the firms experience and services, the firms unique qualities, the pros and cons between forming an S-Corporation, a sole proprietorship or another form of ownership. The seminar **Design Development and Documentation (AS3222)** also addresses D.3 through lectures and tests on business practices; assembling appropriate employees and consultant teams, defining a business plan, including marketing, organization, and entrepreneurship.

[2009] C.7 Legal Responsibilities (B.Arch and M.Arch)

[2014] D.4 Legal Responsibilities
Understanding of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

SCI-ARC Response [2012 - 2017]

B.ARCH
In the seminar **Professional Practice (AS3050)**, student gain understanding of the Architect's legal responsibilities to the public and the client through lectures, assignments, and testing, thus addressing D.4. Students review the key points of the A101 series of Standard AIA Agreements between Owner and Architect, the key points of the A201 General Conditions,and the Architect's Practice Act (APA), to become familiar with the legal and ethical dimensions of practice. In a lecture in Week 3, *Legal Responsibilities,* topics of law, copyright, registration, building codes and stakeholders are covered. In Week 9 *Contracts and Clients* are covered, and in Week 7, *Architecture Basic Services* are covered. The students are also exposed and tested on zoning issues, building code, and ADA regulations during class. The seminar **Advanced Construction and Project Delivery (AS3041)** also addresses D.4. Here, students gain understanding of the Architect's contractual liabilities and other legal concerns in regard to their client and the public. Students gain insight into their legal responsibilities and risks via a lecture and testing, as well as class discussions and an assignment to prepare a contract for Architectural professional services.

M.ARCH 1
Practice Environments: Contracts, Liabilities, and Business Models (AS3130) provides the students with an understanding of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts. Two lectures cover in detail the B141, the Standard Form of Agreement Between Owner and Architect. The California Architects Practice Act is covered which includes licensing requirements ethical behavior and enforcement for a breech in the Act. In addition, during **Advanced Project Delivery / Construction Documents (AS3140)** instructors lecture on the architect's responsibility to the public and the client. Students gain insight into their legal responsibilities and risks via a lecture and testing, as well as class discussions and an assignment to prepare a contract for Architectural professional services.

M.ARCH 2
The seminar **Practice Environments: Contracts, Liabilities, and Business Models (AS3230)** addresses D.4 providing the students with an understanding of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts. Specifically, two lectures cover in detail the B141, the Standard Form of Agreement Between Owner and Architect. Instructor lectures on The California Architects Practice Act, which includes licensing requirements, ethical behavior and enforcement for a breech in the Act. The students are tested on the material. The seminar **Design Development and Documentation (AS3222)** also addresses D.4 through lectures on the regulations and legal considerations involving the practice of architecture and professional service contracts.

[2009] C.8 Ethics and Professional Judgment (B.Arch and M.Arch)

[2014] D.5 Professional Conduct
Understanding of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the *NCARB Rules of Conduct* and the *AIA Code of Ethics* in defining professional conduct.

SCI-ARC Response [2012 - 2017]

B.ARCH:
In the seminar **Professional Practice (AS3050)**, the topic of Ethics and Professional Judgment are covered in many classes; through lectures, including seminal case studies of projects where these issues were particularly crucial in decision-making, legal action, etc. Students are introduced to The NCARB Rules of Conduct, as well as the AIA Code of Ethics, to give students an understanding of the expectation of professional organizations in relation to Professional Conduct. Assignments, quizzes, and tests, demonstrate the understanding of the students. D.5 is also covered in **Advanced Project Delivery and Documentation (AS3041)**, where professional conduct of an Architect is taught in terms of the health, safety, and welfare of the public, client and team relationships, and as formally mandated in requirements for professional licensure, NCARB membership, and AIA membership. Students are introduced to issues of professional conduct via lectures and testing, as well as office visits.

M.ARCH 1
In **Practice Environments: Contracts, Liabilities, and Business Models (AS3130)** students gain understanding of Professional Conduct through a series of lectures covering each section of the NCARB Rules of Conduct and the AIA Code of Ethics. Students own CVs are reviewed by the instructor and given feedback to, in order to offer them an advice on their career path and their professional opportunities. Students learn about professional licensure through a lecture on "Becoming an Architect" by guest speakers, including information on the IDP process, licensing process, and obtaining and maintaining an architectural license. In addition there are required reading assignments reinforcing the understanding of building cost and feasibility, the understanding operational costs and life-cycle cost and the understanding and identifying work plans and project schedules.In **Advanced Project Delivery / Construction Documents (AS3140)** Students are introduced to issues of professional conduct via lectures and testing. instructors lecture on the ethical issues involved in the exercise of profession. Each student writes a brief narrative / essay on their understanding of AIA Code of Ethics & Professional Conduct and/or the NCARB Rules of Conduct.

M.ARCH 2
In the seminar **Practice Environments: Contracts, Liabilities, and Business Models (AS3230)**, the topic of Ethics and Professional Judgment are covered in many of the class sessions. The instructor lectures on the NCARB Rules of Conduct and the AIA Code of Ethics, and assigned readings are incorporated in the course. During the semester an in-depth lecture is presented on the IDP program and licensing process students are encouraged to start the licensing process and the advantages of doing so as soon as possible.In **Design Development and Documentation (AS3222)** students receive the Emerging Professionals Companion along with updated IDP information. Instructor lectures on the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.

CAUSES OF CONCERN

1. Student Financial Aid

Visiting Team Report [2012]: As noted in the Financial Resources section, the program continues to make great strides in improving and strengthening the endowment for SCI-Arc. However, the team recognizes the heavy financial burden that students carry in order to achieve the professional degree at both the undergraduate and graduate levels. Currently SCI-Arc is able to support approximately 10 percent of a student's tuition and fees through scholarship awards, and it has set a long-range goal of 10 percent. The student body would benefit from a more aggressive goal to offset their indebtedness.

SCI-Arc Response [2012 - 2017]: SCI-Arc's commitment of a 10 percent of student tuition for scholarship awards increased to 13% in FY16-17, 14% in FY17-18, and is targeted at 15% in FY18-19. Discussions with faculty, administration and the Board of Trustees have outlined a long term goal for tuition scholarships to be in the range of 20-25% in order for the institution to remain competitive with other high ranked architectural schools. Continued efforts to increase contributed revenue and yield from the investment portfolio is expected to fund scholarships, curriculum, and general operating expenses. Unrestricted contributions directed towards funding general operations will reallocate tuition revenue to support an increase in tuition discounts. Additionally, the institution intends to launch an endowment campaign for scholarships. A feasibility study will determine if the endowment should be focused solely on scholarships, which would add to the existing scholarship endowment, or an unrestricted general endowment fund with a portion of the earnings allocated to scholarships.

Since the last NAAB visit, SCI-Arc is positioned well to focus on areas such as board development and diversified fundraising. A strong BBB+ S&P rating gives the institution the ability to refinance the existing building loan at a competitive rate for another 30 years. Strong cash reserves allow investment opportunities to help support scholarships and operations. The institution intends on starting a 5-year strategic planning process in 2018. The plan will focus on board development, staff and faculty development, diversified fundraising, research, curriculum development, campus expansion, alumni, community partnerships and student support.

2. Student Health Benefits

Visiting Team Report [2012]: International students who enroll at SCI-Arc are required to obtain health insurance and show proof prior to enrolling at SCI-Arc. Currently, there are no such requirements for U.S. citizens. During the school-wide meeting with students, it was noted that the majority of those in attendance did not have health insurance.

SCI-Arc Response [2012 - 2017]: Beginning in the 2012/2013 academic year, SCI-Arc began providing the new SCI-Arc **Student Health Insurance Plan** with a very affordable annual cost. The new plan requires that all students (domestic or international) enroll in the SCI-Arc offered

program (or equivalent) in order to register for classes each semester. The SCI-Arc provided plan includes essential health benefits, as defined by the Federal Health Insurance mandate, as well as coverage for doctor's visits, surgery, and mental health care. This decision to require student health insurance was one that was made in collaboration with the SCI-Arc Student Union.

All Potential students can find information notifying them of the SCI-Arc mandatory health insurance requirement under the Admissions/Cost to Attend page of the SCI-Arc website (https://sciarc.edu/admissions/financial-aid/cost-to-attend/). In addition, details of coverage and requirements of SCI-Arc's health insurance coverage gets emailed out to all new and current students prior to the start of each new academic year (Attachment I.1.6 - Student Health Insurance notification email). All students are given the opportunity to wave out of the SCI-Arc insurance as long as they can confirm they will have equal or better coverage during the academic year year. Information about the student health insurance is also included in the Student Handbook, posted on the my.sciarc web portal, and discussed at new student orientation each year by the policy administrator.

3. Faculty Diversity

Visiting Team Report [2012]: Faculty diversity remains a concern despite the aggressive efforts the program has instituted since its last visit. SCI-Arc developed through its Diversity Initiatives a Faculty Diversity Plan which describes the method the program uses to broaden its reach for recruiting a diverse pool of applicants. While it appears as though they have expanded their recruitment reach, there was no evidence that this has been fruitful. It is also not clear whether the program uses its guest lecturers, visiting critics, or short-term appointments as a means to identify potential candidates.

SCI-Arc Response [2012 - 2017]: Faculty Diversity has turned into a strength for SCI-Arc. With the help of SCI-Arc's **Diversity Initiative**, which helps to establish plans towards recruiting a more diverse faculty population, SCI-Arc continues to work to create a learning environment where outside design backgrounds, teaching pedagogies, politics, ideas, people, and cultures are welcome and encouraged – and provide a valuable addition to the learning culture of the SCI-Arc community.

SCI-Arc's **Diversity Committee** works to promote understanding, awareness, and appreciation of equity and diversity throughout the SCI-Arc community and to foster a positive campus climate. The Committee endorses a broad definition of diversity and is committed to acknowledging, recruiting, engaging, and empowering the distinctiveness of diverse cultures through conscious practices. The committee is dedicated to fostering an inclusive and accessible institution that strives for a student body, faculty, and staff that reflects the multicultural nature of SCI-Arc.

Statistically, The international (Non-resident Alien) faculty (SCI-Arc average 11% / NAAB average 2%) and Asian faculty (SCI-Arc average 13% / NAAB average 7%), continue to be strongly represented at SCI-Arc. The Hispanic/Latino faculty (SCI-Arc average 9% / NAAB average 8%) are slightly above the national average. SCI-Arc has seen a drop within white faculty (SCI-Arc average 64% / NAAB average 71%), but the college's biggest challenge is the same as that of the student body, the recruitment of Black or African American faculty (SCI-Arc average 0% / NAAB average 3%).

SCI-Arc is also working on improving gender diversity amongst its faculty. While currently near the national average of peer architecture colleges (SCI-Arc average 73% male and 27% / National average 69% male and 31% female), SCI-Arc's Director/CEO has given a clear directive to improve the proportion of women on SCI-Arc's faculty and become a leader among peer colleges in this area.

PROGRAM RESPONSE TO CHANGES IN CONDITIONS (2009 TO 2014)

SCI-Arc was last reviewed under the previous NAAB Conditions for Accreditation (2009), and has adapted its B.Arch, M.Arch I, and M.Arch II programs to align with the 2014 Conditions. SCI-Arc program chairs have found that the consolidation of several SPCs and the introduction of the Five Perspectives resonate with the values and goals of all three of our programs. At SCI-Arc, we are invested in the total integration of architectural design, building performance, physical context, and cultural engagement. The consolidation of 34 SPCs into 26 dovetails with our desire to situate architecture in the broadest and most comprehensive way possible, and splitting Realm C into Realm C and D resonates with our curriculum's twin focus on holistic design thinking via design studio and history/theory seminars, and professional practice in courses focused on ethics, law, business, and public health, safety, and welfare.

Specific adjustments were made to fully align with the new Conditions. These include addressing issues of sustainability and accessibility at multiple points across the curriculum rather than primarily in Comprehensive Studio, shifting the goals of Comprehensive Studio to focus on total integration of Realms A, B, and C, and expanding our focus on cultural values and stakeholder needs through precedent study and environmental analysis. In architectural history and theory, we have changed the curriculum to engage more fully with indigenous and vernacular architectures, global history, cultural diversity, and social equity.

In addition, SCI-Arc welcomes the changes in the Conditions related to a renewed focus on pathways to licensure, which we have engaged through a combination of advising, teaching, and career services school-wide. We are confident that students at SCI-Arc have benefited from this renewed engagement, and are more aware of, and prepared for, entering professional practice.

SECTION 3. COMPLIANCE WITH THE CONDITIONS FOR ACCREDITATION

I.2.1 HUMAN RESOURCES AND HUMAN RESOURCE DEVELOPMENT

FACULTY RESUMES AND FACULTY MATRIX
The following documents are attached as **Supplemental Information** to this report.

- **Faculty Resumes** (full-time instructional faculty):
  - **(Attachment: I.2.1 – Faculty Resumes)**
- **Faculty Matrix** (2015-2016 / 2016-2017 / 2017-2018):
  - **(Attachment: I.2.1 – Faculty Matrix)**
- **Faculty Research, Scholarship, Creative Activities** (2012-2017):
  - **(Attachment: I.2.1 – Faculty Research, Scholarship, Creative Activities)**

FACULTY EMPLOYMENT & DEVELOPMENT
Maintaining a qualified Faculty is critical to a maturing educational institution. SCI-Arc's faculty represents a wide range of contemporary approaches to Architecture and related disciplines. Among its members are renowned theorists, critics, and historians and some of Los Angeles's leading architectural practitioners who have devoted their careers to investigating how broad aesthetic, social and cultural concerns can be integrated into an overall understanding of the built and natural environments. SCI-Arc also attracts visiting faculty from around the world whose work has placed them firmly at the forefront of the discipline. Faculty Bios can be found on the SCI-Arc website (**https://sciarc.edu/institution/people/faculty/**).

FACULTY CREDENTIALS (Full-Time & Part-Time/Adjunct)

Degree Level	Gender	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
M.Arch	M	32	39	32	32	32
	F	14	19	16	12	17
B.Arch	M	5	8	4	5	7
	F	3	4	1	1	1
Ph.D in architecture	M	2	2	2	1	2
	F	0	2	0	0	0
Ph.D in other discipline	M	2	0	2	3	4
	F	1	0	2	2	3
Other degrees	M	16	16	16	14	14
	F	4	4	5	3	2
Registered in U.S. Jurisdiction	M	21	24	22	25	21
	F	3	3	3	3	2

FACULTY STAFFING PLAN
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. Prospective faculty members are selected based on teaching experience, research and creative work, and professional competence and activity. Available teaching positions are advertised through postings on the SCI-Arc website, Higher Ed jobs, The Chronicle of Higher Education, Archinect, and California Architects Association (CAA). All job postings which include SCI-Arc's statement on Equal Opportunity/Employment and non-discrimination.

Faculty members are also 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 Vice-Director/Chief Academic Officer and Director/CEO have 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 resume, experience, letters of recommendation, and interviews.

All faculty positions are non-tenured. 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:

- **Full-Time Faculty** appointments are for terms of two years and in some circumstances for three years. Faculty members are considered full-time if they teach a minimum of two studios and one seminar or five seminars per year. A full-time involvement in the institute implies a commitment beyond classroom teaching. Full-Time Faculty may be requested to be visiting critics or participate in another instructor's class, serve on various committees, assist is recruitment/admissions efforts, and attend institutional functions.
- **Full-Time Faculty (with Creative Leave):** A select number of senior faculty may be awarded Full Time Teaching appointments of a maximum of 5-years which 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. All Full-Time qualify for benefits—medical and retirement.
- **Part-Time, Adjunct, Visiting Faculty** are contracted for less than the above teaching load, for terms of one year or less.
- **Academic Coordinators** appointed 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.
- **Distinguished Appointments:** Distinguished Faculty are major figures in our field recognized for their ongoing and outstanding contributions to the discipline of architecture. 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.

FACULTY EVALUATION/PROMOTION (Attachment: I.2.1 – Faculty Evaluation and Promotion)
Detailed policies & procedures regarding faculty evaluation, promotion, and tenure are listed in the **Faculty Handbook**. 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: **Professional Achievement, Service to the Institute and broader community, Curricular Fit, Promise of Excellence, Ethical Conduct.**

Contract renewal is neither automatic nor guaranteed. The Academic Coordinator keeps a clear timetable for contract renewal. In the penultimate semester of a contract, a Regular Faculty member is asked to submit materials for Peer Review, and a committee of Peer Reviewers is selected. Following Peer Reviews, and with comments from the written reports from the Peer Reviewers, the Vice-Director/Chief Academic Officer and Program Chairs meet with the faculty member to examine the Review, evaluate performance and discuss future plans.

New faculty members are generally given one-semester or one-year contracts, and are reviewed by the Program Coordinators, Program Chairs and the Vice-Director/Chief Academic Officer 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.

FACULTY DEVELOPMENT

SCI-Arc faculty grow and develop by engaging in collective, practical, and theoretical research, teaching, and practices, and SCI-Arc does everything it can to support such activities. Faculty are encouraged to attend higher education and professional conferences, workshops, and online webinar training to keep current with best practices in higher education administration and the architecture profession. Faculty are also encouraged to participate in architecture design competitions in the profession. Funds are reserved to support Faculty Development in the financial budget each year. Over the past several years, SCI-Arc has supported several professional development opportunities:

Creative Leave: Senior Full-time Faculty are offered one semester of creative leave every five years in order to conduct research and pursue professional exhibitions or competitions. Eligible faculty must submit a Creative Leave application, a brief proposal and two letters of support from other Faculty and/or design professionals at least one year prior to start of proposed leave. Creative Leave proposals must pose a clear, relevant benefit to the profession of architecture, and must have a clear description of the project's intellectual merits and/or design promise.

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.

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.

Public Lectures & Faculty Talks: SCI-Arc faculty are invited to participate in the SCI-Arc Public Lecture Series. In addition, all new full-time faculty are invited to deliver a lecture to the School at weekly public talks, a Friday lunchtime lecture series that is open to the entire School.

Conferences and Symposiums: 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 regularly hosts its own conference and symposium which are open to the full community. Recent conference have included Drawing Conclusions Symposium (2017), Right Now Symposium (2015), Materials Beyond Material Conference (2011), and the SCI-Arc Tokyo Symposium (2016 and 2017) in Tokyo, Japan.

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.

Grant Application Support: In 2017, SCI-Arc added a new Coordinator of Sponsored Research position to assist faculty and the Office of Development with research grant applications, as well as developing larger grant initiatives for institute-wide research themes. In addition to the coordinator, the Office of Development provides grant application support for individual faculty research/creative projects that align with the SCI-Arc mission and institutional priorities.

Junior Faculty Mentoring: SCI-Arc 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.

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.

Biennales & SCI-Arc Design Competitions SCI-Arc faculty participated in the Venice Architecture Biennale and Chicago Architecture Biennale. Faculty are also encouraged to participate in various institutional and professional competitions. Recent institutional competitions include the design of the current Graduation Pavilion and the café, as well as the fabrication of SCI-Arc's Board of Trustees meeting table (also used for classroom space).

STAFF EMPLOYMENT & DEVELOPMENT (https://sciarc.edu/institution/people/staff/)
SCI-Arc has invested in growing administrative departments such as Development/Alumni Relations, Admissions, Recruitment, Information Technologies, Library, Human Recourses, and Academic Affairs with qualified employees with experience in higher education administration. SCI-Arc also has a history of promoting staff from within and providing sufficient training for new positions.

Staff Recruitment: New or existing job descriptions are reviewed and updated by the Department Supervisor with input and approval from the Vice-Director/Chief Academic Officer, Chief Administrative Officer, and the Human Resources Director. Available jobs openings are posted on the SCI-Arc website (**https://sciarc.edu/institution/careers/**), as well as on other higher education or professional organization websites and publications.

Administration / Staff Job Descriptions: SCI-Arc maintains job descriptions detailing the roles and responsibilities of the various staff on campus. Job descriptions are written in accordance with best practices for Higher Education administration, and involve input from the Director/CEO, Vice-Director/Chief Academic Officer, Chief Administrative Officer, and/or Human Resources, and the appropriate department supervisor. Staff at SCI-Arc are of sufficient professional qualifications for their position, many of whom come to SCI-Arc with specific qualifications in Higher Education administration.

Staff Evaluation/Promotion: All staff at SCI-Arc complete an annual review each summer. Department Supervisors conduct one-on-one reviews with each staff member and meet with the Vice-Director/Chief Academic Officer and Chief Administrative Officer to discuss each staff member's performance. Department Supervisors are reviewed directly by the Vice-Director/Chief Academic Officer and the Chief Administrative Officer. All staff reviews are presented to the Director/CEO for his observations who, with the input of the Vice-Director/Chief Academic Officer, Chief Administrative Officer, and Human Resources Director, decide on possible merit salary increases. Moving forward, SCI-Arc is working to create a more formalized staff review process to include better communication of yearly goals and direct feedback to staff.

Staff Development: Staff are encouraged and supported to participate in professional development opportunities to keep current with new technological tools, softwares, and changing trends in higher education. On-site trainers are also brought to campus to train staff on topics such as sexual harassment laws or Title IX Requirements, and to better utilize tools such as Jenzabar EX and CourseEval. This training and support is funded in the annual SCI-Arc budgets created by the Board Finance Committee and approved by the Board of Trustees.

STUDENT SUPPORT SERVICES

Because of the small size of SCI-Arc, the institution is able to offer highly personal support services on a case-by-case basis. Descriptions of most of SCI-Arc academic support services, such as the Kappe Library and new EZ Proxy Server, Media Archive, Information Technology Resources, Print Center, Supply Store, Fabrication Shop, New Magic Box Facility, Robot House, are found on the website (https://sciarc.edu/institution/facility/) and are included in the Student Handbook, and described above in this report. Additional support services include the following:

Faculty Advising: SCI-Arc invites distinguished architects/contributors to the profession to work as Visiting Thesis Advisors. These Visiting Thesis Advisors work closely with the thesis students and faculty to mentor students during their final academic year in the academic programs. This includes individual advising; attending thesis reviews as an outside critic; and providing MasterClasses/lectures. In addition, every thesis student receives additional advising from a member of the history and theory faculty.

Academic Advising: SCI-Arc maintains an academic counseling service for the benefit of all students. The Academic Advisor is available for advice about general program requirements and help with academic problems. Graduate core and undergraduate students must meet with the Academic Advisor at least once a semester to update their checklist to ensure satisfactory academic progress. Other students must meet with the Academic Advisor at least once each academic year. (See Below, Section Student Advising)

Student Conduct: 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; and Drug and Alcohol policies. Student conduct grievances are addressed to the Academic Advisor. The Academic Advisor acts as an initial mediator on these issues and offers support, assuring that due process and fairness is compliant with school policy. However, as SCI-Arc is an open institution, students may also schedule direct meetings with the Program Chairs, Chief Administrative Officer, Vice Director/Chief Academic Officer, or Director/CEO regarding grievances.

Financial Aid Counseling: SCI-Arc begins working with students on their financial aid education and literacy well before they are accepted into an academic program. The educational process continues throughout their stay at SCI-Arc. We begin by informally evaluating each individual's financial aid knowledge and tailoring an educational program to meet their specific needs, beginning in the candidacy phase. Before any financial aid is awarded, we ensure the student completely understands the obligations that she or he is undertaking if receiving financial aid in the form of state/federal grants, scholarships, or government/private loans for their education. We strongly encourage students to only take financial aid to cover what they need.

Upon admission, all students who are eligible for financial aid must participate in a financial aid session during orientation. As they progress through their respective programs, before each academic year begins, every student's financial aid status is reviewed and discussed with them in detail on an individual basis. This not only includes what they are eligible for the upcoming year, but also what obligations they have incurred to date. In the final year, each student must attend an "Exit" counseling session as part of their graduation requirements. In this session, students are educated and counseled in the various options available to them in order to manage any outstanding debt they have incurred after graduation.

Housing Resource Assistance: While SCI-Arc does not provide on-campus housing, the Admissions office is available to provide recourses and guidance to students looking for housing and to help incoming students learn about neighborhoods and living options. Student also have access to my.sciarc.edu which allows easy communication among those who are looking for roommates or have sublets or apartment openings. The admissions and recruitment staff is also available to assist students in finding housing.

HEALTH CARE AND COUNSELING

Student Health Insurance Plan: Beginning in the 2012/2013 academic year, SCI-Arc began providing the new SCI-Arc Student Health Insurance Plan with a very affordable annual cost. The new plan requires that all students (domestic or international) enroll in the SCI-Arc offered program (or equivalent) in order to register for classes each semester. The SCI-Arc provided plan includes essential health benefits, as defined by the Federal Health Insurance mandate, as well as coverage for doctor's visits, surgery, and mental health care. Detailed information regarding the new student Health Insurance Plan is communicated to students via the SCI-Arc Student Handbook, New Student Orientation, and email notifications. This decision to require student health insurance was one that was made in collaboration with the SCI-Arc Student Union.

Personal Counseling: Two 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. The Academic Advisor also has lists of providers who work with individuals on a sliding scale.

Drug and Alcohol Support: SCI-Arc Policy on Drugs and Alcohol, available in the Student Handbook and the my.sciarc student portal, and handed out at new student orientation, provides students with resource contact information for local agencies, centers and other sources of assistance such as Drug and Alcohol support services, women's services, and counseling.

STUDENT ADVISING

Pre-Orientation Advising: Once fall students are accepted, transcripts are evaluated by the Academic Advisor and recommended classes to "waive" are evaluated. The Academic Advisor 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 Advisor 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.

M. Arch students are emailed (in advance) details about the program, course scheduling, and a brief introduction of the Academic Advisor'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 Advisor 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 that a student feels connected to a school, the more likely they are to have an academically successful semester and persist to future semesters.

New Student Orientation: On the day of orientation, the Academic Advisor collaborates with Admissions and Registrar to be closely integrated into the day's activities. The Academic Advisor 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 Advisor is present during down time such as between sessions, lunch break, or pre-breakfast. Visibility of the Academic Advisor allows students to connect and ask questions in a group setting. This also allows the Academic Advisor to field question to more students in a shorter time-frame, and gives 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. This mechanism is especially helpful as a method for Student Advising in the cases of prerequisites (which are outlined clearly in the online system) and for transfer students. Transferred courses are tracked (in detail) in the school system as well as an exclusive digital file to assure the Academic Advisor 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 Advisor 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. This also works well for students who leave Los Angeles during the summer months to work at firms away from California.

Online advising complements 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.

Satisfactory Academic Progress: Per the Student Handbook, the Academic Advisor monitors the progress of students by identifying those on academic warning and through close contact with teachers. The Academic advisor notifies the Program Chairs and Vice Director/Chief Academic Officer of students falling below Satisfactory Academic Progress and strategies to assist students are formulated on a case-by-case basis. The Academic Advisor meets regularly with teachers throughout the semester to discuss student progress, at-risk students, and strategies for student success.

Educational Development: The Academic Advisor 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 Advisor 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.

CAREER PLACEMENT

Open Season: Open Season is SCI-Arc's career networking event, held once in late March and once in the fall during Graduate Thesis Weekend. The school invites employers, including studio principals, hiring managers, and alumni to view an exhibition of student work where they can meet students.

The series is made possible by the alumni who volunteer their time to review student resumes and offer first-hand advice about interviewing and presenting their work and skills in a successful way. The workshops include recommendations for crafting an impressive resume and portfolio, as well as highlight possible career trajectories, based on the personal experiences of the participating alumni. Each spring, for the Open Season Exhibition, students pin up in the South Gallery, selecting the work that best shows their skills and interests. Each year, students report that they made valuable connections during Open Season that helped land them their first job.

Job Board: (https://sciarc.edu/institution/people/alumni/career-resources/) The SCI-Arc Job Board is an online listing of job openings, giving SCI-Arc alumni exclusive access to great opportunities. It also provides potential employers with the ability to share job openings directly with SCI-Arc alumni. Employers, including alumni and non-alumni, are invited to submit postings to the Job Board. This is a free service. The site also includes opportunities such as temporary work and available studio space.

Career Practical Training (CPT) / Internships: Students are encouraged to intern at a professional firm through our Career Practical Training credit option. Curricular Practical Training authorizes employment when it is required as an integral part of the academic program for which academic credit is given. CPT is recorded as units toward a degree. CPT allows eligible F-1 students to engage in paid internship/employment which is related to and is an integral part of the major field of study. CPT helps encourage strong ties from the Institute to the fields of architecture and related design throughout the city and abroad.

Alumni Network: SCI-Arc's alumni can be found living and working in 51 countries and are crucial to the advancement of the school, providing a strong link between SCI-Arc and the professional world. In an effort to connect alumni in every corner of the world, the SCI-Arc has focused on increasing its presence in cities where there are pockets of SCI-Arc graduates. Recognizing the value of in-person connections in the Internet age, SCI-Arc and the SCI-Arc Alumni Council have been building a robust event program to help alumni meet and connect with fellow SCI-Arc alumni in the cities in which they live. Each year, SCI-Arc holds several regional gatherings around the U.S., including a reception during the AIA National Convention. In addition, SCI-Arc is focused on meeting and getting to know the international SCI-Arc alumni community and has held alumni receptions and networking events in Asia and Europe.

The **SCI-Arc Alumni Council** exists to connect alumni to each other, the school, and students, while supporting the advancement of the school. Council members, representing a range of decades, degrees, and professions, provide a strong link between SCI-Arc and the professional world. Meeting several times a year and working in small committees, the Council fosters opportunities for alumni networking, aids students with professional growth, encourages alumni to support the school, and provides counsel to SCI-Arc leadership on alumni needs. As dedicated volunteers, members serve as ambassadors for SCI-Arc by promoting a positive identity for the school in their far-reaching networks.

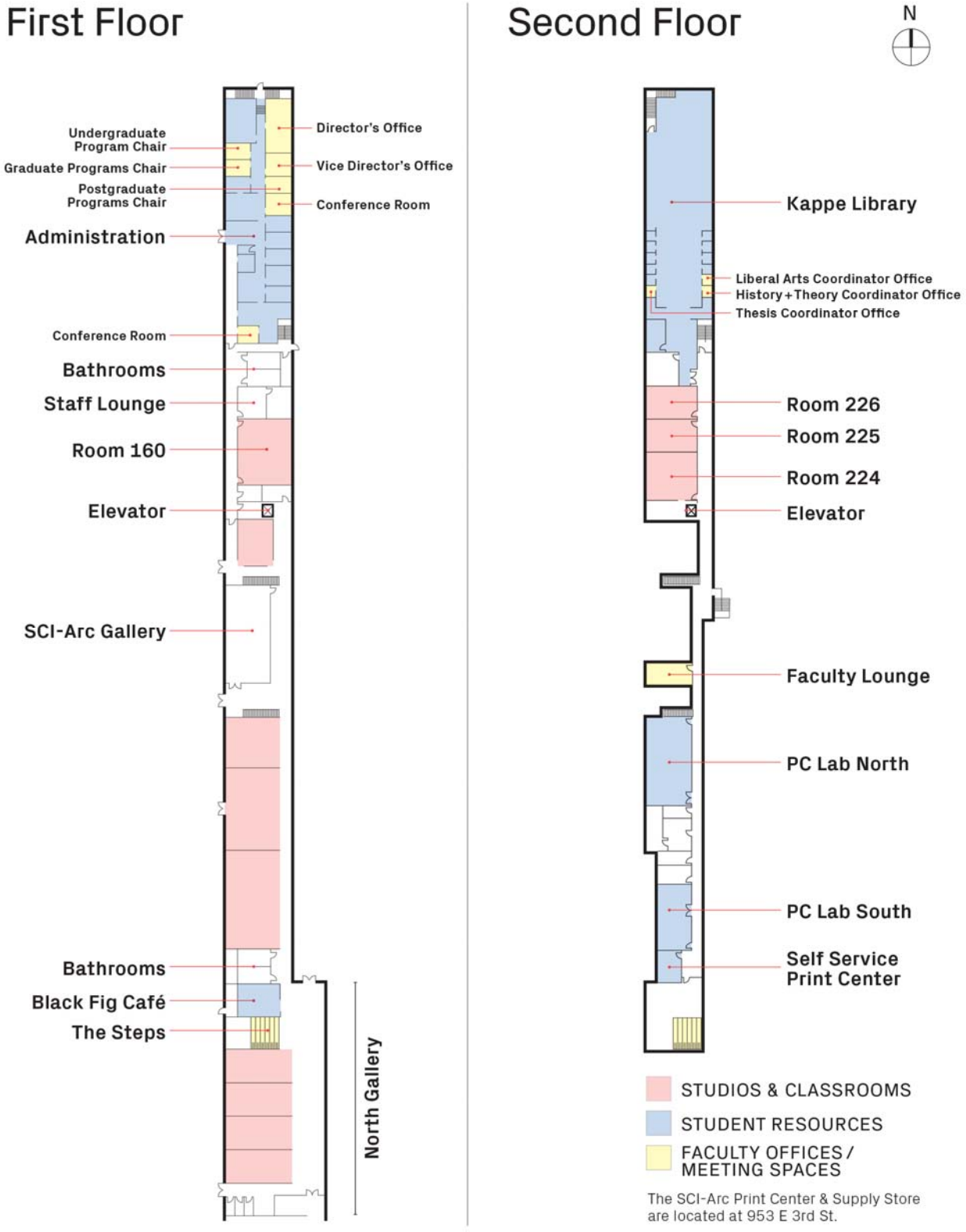
MONITORING OF PROFESSIONAL LICENSURE

Architecture Registration Exam (ARE): Information regarding the ARE Licensure exam is handed out and discussed with students during Orientation, and through the office of the Academic Advisor. Resources for ARE exam prep courses are sent out each semester to SCI-Arc students and alumni, and the Kappe library maintains ARE study guides. The Academic Affairs Office completes and annual assessment of ARE pass rates comparing SCI-Arc graduates with graduates from peer colleges and national averages. This ongoing study is tool SCI-Arc uses in its review of student success and preparation. A Link to the ARE Pass rate statistics for SCI-Arc Graduates is available on the website (https://sciarc.edu/academics/learning-objectives/student-success/)

Professional Development (AXP): Information regarding the Architectural Experience Program (AXP) and requirements per the California Architecture Board (CAB) and National Council of Architecture Registration Board (NCARB) are posted on the SCI-Arc website (https://sciarc.edu/institution/people/alumni/career-resources/) and on the student site (my.sciarc.edu). Information regarding AXP, NCARB Registration, AIAS membership, and the ARE Licensure exam is also handed out and discussed with students during Orientation. A representative from CAB or NCARB is scheduled each year to present an AXP workshop to all students.

Architect Licensing Advisor:	Participation in Professional Development Workshops:
Deb Locascio Academic Advisor deb_locascio@sciarc.edu 213-356-5316	**NCARB Architecture Licensing Advisors Summit** (July 27-29, 2017) **AXP - The Supervisor's Role in Certifying Competency** (June 20, 2017) **The Value of Licensure** (May 18, 2017) **Architect Licensing Advisors Webinar - Is IPAL Your Pal?** (December 15, 2016) **Architect Licensing Advisors Webinar - AXP in-depth: Experience Settings and Other Experience Opportunities** (November 17, 2016) **Architect Licensing Advisors Webinar - Licensing Advisors Jeopardy** (October 27, 2016)

I.2.2 PHYSICAL RESOURCES



W. M. Keck Hall
South Gallery
Bathrooms
Robot House
Fabrication Shop
Magic Box
First Floor
N
Magic Box Lounge
Magic Box
Second Floor
STUDIOS & CLASSROOMS
STUDENT RESOURCES
FACULTY OFFICES / MEETING SPACES

GENERAL DESCRIPTION (Attachment: I.2.2 – Building Map)
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, 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 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. Below are descriptions of the facilities available to SCI-Arc students, faculty, and staff.

Administration Offices: The majority of administration offices make up most of the north end of the SCI-Arc building, These administration offices include the Director/CEO, Vice Director/Chief Academic Officer, Academic Chairs, and Chief Administrative Officer. In addition, the space included offices such as Human Resources, Admissions/Recruitment, Academic Advising, Registrar, Development, Publications, and Facilities. Information Technologies are located on the second floor, while Finance, Financial Aid, and Payroll are located across the street with the SCI-Arc Supply Store and Print Center. The building also has dedicated space for staff and faculty meeting or break rooms.

Faculty Offices and Meeting Areas:
While SCI-Arc prides itself as a school without walls with an open learning environment, it also understands the need for private areas for students and faculty to meet. The **Faculty Lounge** is located on the 2nd floor of the SCI-Arc building and is a dedicated meeting room for faculty to use. The Faculty lounge offers a space for faculty to work independently or for committee or student advising meetings. It includes a meeting table, lockers, refrigerator/microwave, and computer/printer for faculty use. **Faculty offices** are provided to faculty with additional academic administrative responsibilities where students and faculty can meet. These include offices for the Director, Vice Director, Undergraduate Program Chair, Graduate Programs Chair, Post Graduate Chair, History+Theory Coordinator, Thesis Coordinator, Liberal Arts Coordinator, and the Learning Assessment Coordinator. **Private Meeting Areas** open for general faculty use include the faculty lounge, and three conference rooms located in Finance, Administration, and the Admissions Office. During studio hours, The Board Conference Room, classrooms 160, 224, 225, and 226 are also available for private meetings. The library offers computers and printing for faculty use including more private study carrels and open tables, as well as the faculty lounge for course preparation. **Open Meeting Areas** are more casual open areas throughout the school which offer less private areas for meetings including; the Magic Box 2nd floor lounge, the SCI-Arc steps, the Café, the library, and the outside lunch area with picnic tables.

Studios: SCI-Arc offers dedicated space used for studios. These individual spaces are separated into bays which can accommodate studios of anywhere from 15 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 connections, and wireless internet access.

Seminar Rooms: The building provides 3 traditional classrooms which hold between 25-80 students each. SCI-Arc also holds larger lecture seminars in the 4,600 square foot W.M. Keck Lecture Hall which is equipped with a large format projector, lighting, and audio system and wireless internet access. Each classroom is equipped with flat screen monitors with media connections and with wireless internet access.

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 (1,300 sq. ft.), W.M. Keck Lecture Hall (4,600 sq. ft.), SCI-Arc Gallery wall (590 sq. ft.), and Fishbowl Gallery (530 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.

W.M. Keck Lecture Hall: Designed as a large multipurpose room, the Keck Lecture Hall hosts the weekly SCI-Arc lecture series, large 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, and wireless internet access.

CAMPUS RESOURCES

Library and Galleries

Kappe Library (https://sciarc.edu/institution/facility/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. In November 2014 the Kappe Library at SCI-Arc began offering external access to its online proprietary resource collections, enabling students, faculty and staff to log in and access these resources from anywhere 24/7.

In order to meet the needs of SCI-Arc's **Liberal Arts program**, the Kappe Library began expanding its holdings in non-architecture topics in 2010, when it initiated access to Ebrary, providing the SCI-Arc community with access to 70,000+ ebooks in the social sciences, language and literature, and science and technology. Since then, the library has added relevant digital resources (the Routledge Encyclopedia of Philosophy, Oxford English Dictionary, and two additional Arts & Sciences collections from Jstor) and worked directly with Liberal Arts faculty to acquire resources to compliment and augment their courses.

Gallery & Library Gallery: (https://sciarc.edu/institution/facility/galleries/): 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.

Fabrication and Printing

Fabrication Shop (https://sciarc.edu/institution/facility/fabrication-shop/): The recently-renovated 6,000-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, including new multi-use drill presses and table saws with the latest safety features, and full vacuum-forming capabilities. The facility enables and encourages innovation with materials including wood, metals, plastics, concrete, and alternative green materials, and allows for the creation and assembly of substantial projects. Students and faculty are 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. Safety training is conducted at the beginning each semester on how to properly use shop equipment. The shop has space for outdoor work year-round as needed.

The Magic Box (https://sciarc.edu/institution/facility/magic-box/): SCI-Arc's new $4.2 million state-of-the-art digital fabrication lab expands the school's experimental approach to digital three-dimensional design. Completed in Spring 2015, the new 2-story digital lab, along with the existing Shop and the Robot House, occupies more than 12,000 sq.ft, making it one of the world's largest and most advanced fabrication facilities at an architecture school, allows SCI-Arc students and faculty the tools to help imagine the future of architecture. The Magic Box is equipped with state of the art computer controlled (CNC) machines, including laser cutters, 3-axis milling machines, powder, paper, resin, and plastic 3D printers.

Robot House (https://sciarc.edu/institution/facility/robot-house/): The double-height 1,000-square-foot is a research space for hands-on collaborative experimentation, advanced multi-robotic fabrication, and exploration of innovative architectural design techniques. The 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.

Supply Store & Print Center: The SCI-Arc Supply Store (https://sciarc.edu/institution/facility/art-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 hard-woods, as well as plastic, metal, and wood structural shapes.

The SCI-Arc Print Center (https://sciarc.edu/institution/facility/print-center/) provides students and faculty with access to large format high resolution color laser prints at a fraction of typical service center prices. The Print Center is currently supplied with Four 42" Canon full color wide format plotters (12 color processing), one OCE' engineering color plotter, one Canon Image Press C1 for

up to 12”x18” Laser prints (multi-purpose machine), and one HPT2300 6 color wide format Inkjet Printer. In addition, in September 2012, SCI-Arc created a Self-Service Print Center to provide students and faculty the ability to print large-format high-resolution color prints for a nominal fee. The Self-Service Print Center is available 24 hours a day and includes wide-format plotters and color laser printers for student and faculty use.

Digital Resources

Information Technology: SCI-Arc's Information Technology Department includes two state-of-the-art computer labs that provide a technologically rich environment for research, learning and teaching. 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 computer labs, free black and white network printing, on-site full color large format printing and high volume duplex laser printers.

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.

SCI-Arc Media Archive: Launched in an effort to preserve and make accessible SCI-Arc’s unique video documentation of 40 years of public lectures. The SCI-Arc Media Archive provides a searchable platform for viewing over 1000 hours of videotaped lectures featuring the most significant voices in architecture originally presented at the Southern California Institute of Architecture from 1974 to 2017 and is continuously updated.

Please note: During 2017-8 SMA will be migrating from the original platform to a new platform which will be integrated into sciarc.edu*. Recent lectures can be accessed at SCI-Arc On Livestream and The SCI-Arc Channel (via YouTube).*

Website and Social Media: The new **SCI-Arc website**, launched in 2015, uses an entirely new architecture and design, built from the ground up to better address the needs of the school and its constituency. The website includes information about the college for both prospective and current students (including ongoing news, events, degree program information, resources, initiatives, and profiles of faculty and students). **SCI-Arc Social Media** utilizes Instagram, Facebook, LinkedIn, Twitter, YouTube, Snapchat, and Pinterest, and includes an international following that spans over 200k people. Social media efforts focus on collaborating, networking, sharing and generating knowledge and content to a broader audience with the goal of making architectural academia more accessible. It serves as an active and engaged community platform and supports all major departments including Academic Programs, Admissions and Recruitment, Public Programs, Development, Communications, Publications, the Media Department, as well as relations with alumni, current, and prospective students.

SCI-Arc Channel (www.youtube.com/c/sciarcchannel): A new online platform for the communication of ideas, showcasing events both at the school and beyond, with a particular focus on the contemporary culture of Los Angeles. Content includes short features and webisodes that engage individuals from across the world to experience some of the most important contemporary architects, designers, and thinkers at work in their creative environments, unpacking issues in architecture, design, art and related fields. Features on current events in Los Angeles, SCI-Arc public programs previews and reviews, special focus discussions, and more are published weekly on the SCI-Arc Channel.

Food and Drink

The Black Fig: Since the fall of 2009, the SCI-Arc café has provided healthy and affordable meal options for students, faculty, and staff at SCI-Arc. Since 2012, the café has been run by highly-rated Los Angeles restaurant vendors Chris and Paris Rice as The Black Fig, and offers a full menu Monday through Friday from 9:00am-7:00pm.

CHANGES TO THE PHYSICAL RESOURCES EITHER UNDER CONSTRUCTION OR PROPOSED

Facilities Improvements since 2012:

- The Magic Box addition (4,000 SF) & Analogue Shop Remodel (6,000SF)
- New Studio Mezzanine (4,500 SF)
- Parking lot improvements including; re-surfacing, new fencing and guard booth, basketball hoop, lunch area, and exterior seating.
- Renovated and consolidated administration offices.
- Renovated staff lounge.
- Café renovation.
- Misc. HVAC, energy efficient LED lighting, and computer hardware upgrades.
- New projection screen and sound system for the Keck Hall.

Planned improvements for 2017-2018 include:

- Concrete repairs to interior structure.
- Faculty Lounge Renovation
- SCI-Arc Channel / Photo Lab construction
- Restrooms remodel, improved signage, and window shades.
- New printing and 3D printing equipment, IT equipment, and website improvements.

Long Term Facility Plans: In 2017 the Board of Trustees commissioned an internal Masterplan to study the possibility of future building improvements to the SCI-Arc campus. This included the existing historic Santa Fe Freight Depot Building and the parking lot area which comprises all of the current SCI-Arc property. The Board of Trustees in conjunction with the administration in FY 17/18 will be further studying the potential of future development as it pertains to the institute's long term needs, financial capabilities, and strategic plan.

I.2.3 FINANCIAL RESOURCES

Financial Stability & Planning:
SCI-Arc continues to demonstrate sound and consistent financial health.. Over the last five years the Institute has produced strong annual operating surpluses averaging 26%. This has resulted in unrestricted cash reserves and the ability to increase institutional scholarships from 9% to 15% since 2013. The Institute has also been able to fund significant construction and equipment purchases for expansion and upgrades to its facilities without having to take on additional debt or borrow on its line of credit.

The Institute operates on a fiscal year ending August 31. The following table summarizes the Statement of Activities for the years ended August 31, 2013, 2014, 2015, 2016 and 2017.

Statement of Activities
(in thousands)

	2013	2014	2015	2016	2017
Change in unrestricted net assets:					
Revenues:					
	$19,457	$21,071	$23,405	$23,465	$24,755
Tuition and fees	(1,769)	(1,983)	(2,191)	(2,686)	(3,221)
Less scholarships					
Net tuition and fees	17,688	19,088	21,214	20,779	21,534
Contributions	776	691	348	324	473
Auxiliary enterprises	1,097	1,029	1,131	1,252	1,184
Other income	219	310	245	362	295
Investment income (loss)	28	29	(245)	609	2,072
Net assets released from restrictions	400	314	242	89	38
Total revenues	$20,208	$21,461	$22,935	$23,415	$25,596
Expenses:					
Instruction	$9,378	$9,009	$9,597	$10,091	$11273
General and Administrative	4,038	3,864	4,012	4351	4799
Auxiliary enterprises	1,005	1,088	1,157	1400	1514
*Fund Raising	0	0	0	600	638
Depreciation	852	845	840	883	884
Interest	684	670	750	740	722
Total expenses	$15,957	$15,476	$16,356	$18,065	$19,830
Change in unrestricted net assets	$4,251	$5,985	$6,579	$5,350	$5,766
Change in temporarily restricted net assets:					
Contributions	$50	$262	$106	$4	$0
Net assets released from restrictions	(400)	(314)	(242)	(89)	(38)
Change in temporarily restricted net assets	$(350)	$(52)	$(136)	$(85)	$0
Change in permanently restricted net assets:					
Contributions	$706	$355	$28	$468	$291
Change in net assets	$4,607	$6,288	$6,471	$5,733	$6,019
Net assets, beginning	19,270	23,877	30,165	36,636	42,369
Net assets, ending	$23,877	$30,165	$36,636	$42,369	$48,388

*Early adopted the accounting standards on the presentation of Not-for-Profit financial statements on September 1, 2016. Prior to the change in presentation, Fundraising expenses were included under General and Administrative expenses.

The Institute's net assets as of August 31, 2013, 2014, 2015, 2016 and 2017 were as follows:

Net Assets
(in thousands)

	2013	2014	2015	2016	2017
Net assets:					
Unrestricted	$21,996	$27,981	$34,560	$39,910	$45,676
Temporarily restricted	314	262	126	41	3
Permanently restricted	1,567	1,922	1,950	2,418	2,709
Total net assets	$23,877	$30,165	$36,636	$42,369	$48,388

SCI-Arc's financial health was recently confirmed by **Standard & Poors (S&P)** who maintained the Institute's **(BBB+/Stable) public rating** in December 2017. S&P assessed SCI-Arc's enterprise profile as strong and stable, with a geographically diversified student body. S&P also required a fresh audit for FY16-17 in order to issue a new rating. The audit was clean with no findings.

SCI-Arc will be embarking on a 5-year strategic plan during this current academic year. The Institute is at the end of the current multi-year projection (Attachment I.2.3 - SCI-Arc multi-year Projection 2010-2018), and plans on completing a new 5-year financial outlook during the strategic planning process. The final two years of the current multiyear plan has been updated with a FY17-18 forecast against budget (Attachment I.2.3 – FY17-18 Forecast vs Budget) and a high level FY18-19 projection (Attachment I.2.3 – FY18-19 Projection) reflecting the most recent board approved tuition increase and tuition discount to 15%. Both academic years now reflect the re-financing of the mortgage on the property.

SCI-Arc's mortgage was successfully re-financed on December 19, 2017. In negotiating the loan covenants for the 2017 Bond Series, SCI-Arc was able to remove the property covenant and unencumber the land and the building. The Institute's ability to re-finance with less loan conditions confirmed investor confidence in the school's long-term outlook over a24-year loan term. With the re-financing complete, the institution is revisiting its investment portfolio diversification and spend policy and plans to make a decision on a new policy and advisor during the Spring 2018 semester.

SCI-Arc's development team has grown by two employees since the APR was submitted in September 2017. One of these new positions, the Institutional Giving Manager, opens up more opportunity for grants to fund instructional and general operations and allows the Development Director to focus on individual and major gifts for the endowment. Sustainable Institutional and Individual portfolio growth will be addressed during strategic planning.

PROCESS FOR ALLOCATING FINANCIAL RESOURCES

SCI-Arc's annual budget planning process is managed by the CFO who collaborates with department managers to plan and compile operating revenues, expenses and capital expenditures budgets. The budget is reviewed and approved by the Director/CEO and Vice Director/Chief Academic Officer and then presented to the Finance Committee of the Board of Trustees. The Finance Committee then recommends the budget to the full Board for approval.

The institution's annual budget planning process requires all departments to project operating needs for the upcoming fiscal year including any near-term laddering or infrastructure costs to support the following fiscal year. In addition to departments that directly budget for faculty and curriculum needs, other departments that support the curriculum such as IT and Facilities work with program chairs and faculty to plan for any curriculum requirements. The auxiliary departments also collaborate with instructional staff to plan for technology and supplies. Pricing for auxiliary services is also revisited during the budget planning process to offer competitive or below market prices to students.

Expense and Revenue Categories:
SCI-Arc is an independent school for architecture and therefore has control of all expense and Revenue categories.

Scholarship, Fellowship, and Grant Fund Available: SCI-Arc awards institutional scholarships at a rate of 1% of tuition in addition to named endowed scholarships, with a Board approved plan to increase scholarships to 15% in FY18-19 Qualifying students are also eligible to receive grant awards from PELL, SEOG and Cal Grant. Students are encouraged to apply for outside scholarships. Information on applying for these scholarships is provided on the school's website.

SCI-Arc is focused on obtaining faculty research grants and has begun building the infrastructure to support this effort with the addition of a new sponsored research grant writer to the development department.

Pending reductions or increases in enrollment and plans for addressing these change:
N/A – SCI-Arc has maintained an approximate enrollment of 500 students. There are no plans to reduce or increase enrollment.

Changes in funding models for faculty compensation, instruction, overhead, or facilities since the last visit and plans for addressing these changes: SCI-Arc's focus is to diversify and increase contributed revenue to support scholarships and general operations. This will be accomplished through building a strong development team with expertise in institutional giving and government grants, major gifts, individual giving, alumni giving and special events. This will require Board development and diversification to support and provide donor networks for each of these areas. The decision to refinance, rather than payoff, the building loan will enable the school to invest the cash and use the investment income to fund scholarships and general operations.

Planned or in-progress institutional development campaigns that include designations for the program (e.g., capital projects or endowments): SCI-Arc plans to launch an endowment campaign in the next two years. There are longer term plans to expand the campus and build on the adjacent parking lot through a capital campaign. Both will require feasibility studies to determine the level of funding to be raised.

I.2.4 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 largest academic library in Los Angeles focused on architecture, the Kappe Library welcomes all architectural researchers.

FACILITIES
The Kappe Library is located on the second floor of the north end of SCI-Arc's Depot building. During the fall and spring terms, the library is open 70 hours a week, every day, and 46 hours a week during summer.

Functions within the 7000-square-foot facility are organized to minimize noise:

- Circulation, reference assistance, public workstations, printer, copier and library office, and equipment room are consolidated at the entrance.
- Work tables in the front of the library facilitate group work and meetings.

- The front of the library also provides additional gallery space, mostly for flat work. Since 2012 there have been eight exhibits featuring Alexis Rochas, *A Confederacy of Heretics,* SCI-Arc post-graduate students, Russell Thomsen, Ellie Abrons, Joe Day, Victor Jones, and José Oubrerie.
- Study carrels provide private areas for individual work.
- Three offices provide work and meeting spaces for the History + Theory, Liberal Arts, and Undergraduate Thesis coordinators.
- The self-serve open stacks are located midway between the entrance and the lounge.
- The back of the library features the C-Hub meeting table, and racks displaying selected current print magazines.
- Interstitial spaces are furnished with comfortable chairs and sofas, cultivating a welcoming environment for students and faculty.
- Environmental controls insure care of the collections and the comfort of patrons.
- The library is included in the campus-wide Wi-Fi network, and also includes a Wi-Fi connection for guests.
- Library storage is offsite with Iron Mountain.

INSTITUTIONAL CONTEXT

The Kappe Library is managed by the Library Manager under the supervision of the Vice Director/Chief Academic Officer. The Library Manager is supported by a full-time Librarian and 5 to 8 student Library Assistants each term. The library staff collaborates and shares space with the full-time Media Manager and Media Assistant.

Library activities are developed and coordinated in collaboration with the Directors, Program Coordinators, Media Manager, Public Programs, Facilities, IT, and the Finance office. These are summarized in *Kappe Library Plans, Policies & Procedures*, articulating guidelines and principles regarding collection development, emergency response, gifts, information literacy and other library functions.

The library maintains a dialog with all SCI-Arc constituencies:

- *Directly*, through daily contact at the Front desk, where both the Library Manager and Librarian cover shifts Monday-Friday, hearing patrons' day-to-day questions and concerns, and learning about topics and issues in demand. Request, question and complaint e-mails go directly to the Library Manager.
- *Formally*, through regular dialog with the Faculty Council and Student Union, and the 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 Directors.
- *Empirically*, through monitoring circulation and use data.

INFORMATION RESOURCE COLLECTIONS

Collections (all data is as of July 2017) include a variety of print, digital and physical media resources. Media formats are selected for appropriateness, appeal to patrons, durability and economy.

Print books: The collection includes 20,000 print books, of which 7400 have "NA / Architecture" call numbers. Over the last five years an average of 460 books were purchased each year, and the same number donated.

All library acquisitions are coordinated by the Library Manager. Print book acquisitions are either direct requests or comprehensive orders prepared by the Library Manager. Request orders constitute the bulk of book purchases during the fall and spring terms: 47% of library book acquisitions in the last two years

were patron requests. The Humanities coordinator provides a collated spreadsheet the book needs of all Humanities instructors at the start of each term. Comprehensive orders either reflect a new topic in the curriculum, or focus on new titles. They happen after the new publication announcements have been reviewed, usually in the summer, with large orders via Gobi and Hennessey + Ingalls.

Since 2012 print book circulation has averaged 3543 transactions per academic year.

The content of the print book collection is mostly (59%) reflecting the topics of the undergraduate and graduate core curricula, which are also the highest selection level ("Central") for acquisitions:

- California & Los Angeles / Pacific states (Library of Congress codes F850-870)
- Communities (HT)
- Visual arts (N, NB-NE, NX)
- 20th Century Architecture (NA680-682)
- 21st Century Architecture (NA687-689)
- Architecture of special countries (NA701-1607)
- Architectural theory (NA2430-2695)
- Architectural drawing. Computer design (NA2700-2738)
- Buildings classed by Use (NA4170-8611)
- Aesthetics of cities, City planning (NA900-9300)
- Engineering, Civil engineering (TA)
- Building construction (TH)

Another 18% of the collection reflects the Proximate selection level, reflecting a broad range of design studio and seminar topics, and current discourse at SCI-Arc, including post-grad programs. Another 16% of the print book collection reflects the Adjunct selection levels, including non-design disciplines that regularly come up in the curriculum. A final 7% of the collection reflects topics that are not directly relevant to the curriculum (Marginal selection level).

Print magazines*:* The library maintains 86 print periodical subscriptions and more than 3400 bound periodical volumes. New and bound magazines do not circulate.

Reflecting changes in the curriculum, in Fall 2016 the library added subscriptions to magazines in allied design arts such as fashion (*Harper's Bazaar, Vogue*), graphic and product design (*Adweek, Communication Arts, Eye, How, Juxtapoz, Uppercase*), and general interest (*McSweeney's, N+1*).

Digital resources: The library currently maintains 19 online database subscriptions. In fall 2015 it added OCLC's EzProxy to enable off-campus access to proprietary databases.

In addition to supporting general studies courses with print resources, since 2012 the library has added online humanities resources such as the *Routledge Encyclopedia of Philosophy*; the *Oxford English Dictionary*; five E-journals through RB Digital; *Jstor World Heritage Sites: Africa*. Other recent acquisitions include *Details Inspiration*; and two streaming video services: *OnArchitecture*, and *Art & Architecture TV*.

ProQuest's *Ebook Central* provides 150,000 academic e-books from 425 publishers. While it includes much directly related to architecture (MIT Press, Princeton Architectural Press), it's emphasis on history, world cultures and the sciences supports course offerings in general studies.

The most popular digital resources are, in order of us: *Ebook Central*, the *Avery Index*, *Jstor*, *Artstor*, *Art & Architecture Source*.

Since 2010 subscriptions to digital resources have been the largest expense in the library's budget. Usage is carefully monitored in order to justify continuation: since 2007 the library has tried and dropped seven digital resources because of lack of use.

Since 2008, the library has been a member of the Southern California Electronic Library Cooperative (SCELC), which gives small, non-profit libraries deeply discounted access to online resources, as well as access to shared expertise.

Media Archive: The Library Manager reviews, describes and publishes SCI-Arc-produced lecture videos to the SCI-Arc Media Archive, a free online showcase featuring over 1000 hours of videos of public lectures presented at SCI-Arc from 1974 to the present. SMA receives over 8300 visits per month. The site has been covered in press (*Archinect*, *Blouin ArtInfo*, *Downtown News*, *L.A. Curbed),* and one of its sponsors, the NEA, featured us as a model media project in its 2013 design guidelines workshop. In summer 2017 the contents of the site were moved to cloud storage, in preparation for a new, updated platform within the main SCI-Arc website.

Other media: There are also smaller collections of physical media (Blu-ray, DVD, CDs). Acquisitions of these began in earnest in 2016 to support Michael Stock's film seminars. The expanded physical media collection was re-cataloged and moved to display area more convenient for browsing.

Physical media elements of SCI-Arc-produced videos are stored off-site with Iron Mountain. Most of these are not individually inventoried, but since spring 2014, whenever a box of media elements is retrieved from Iron Mountain, its contents are completely barcoded & inventoried before being returned.

Audio/visual equipment: The library loans audio/visual equipment to students, faculty and staff primarily for presentations (projectors, flat-screen monitors), but also for media production (still and video cameras). The library also loans adaptors, cables, backdrops and other necessities. Since 2012 circulation of a/v equipment has averaged 1090 transactions per academic year.
A/V equipment acquisitions are entirely driven by the curriculum. Since fall 2016 the library, at faculty request, has acquired two Vive VR kits with 2 EVGA GeForce GTX 1080 drives, two BlackMagic pocket cinema cameras, a PlusTek scanner, among other equipment.

SERVICES

In-person services: For research assistance, a library staff member is on duty at the Front Desk during all operating hours. Both the Library Manager and Librarian cover shifts Monday-Friday.

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

While library workshops focus on introducing and demonstrating the research tools most relevant for the current problem, they are structured to re-inforce the core concepts of the Association of College & Research Libraries' *Framework for Information Literacy in Higher Education* (2016):

- Authority Is Constructed and Contextual
- Information Creation as a Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration
  Each workshop is customized for the specific context (audience size, academic level, current research problem).

As part of its mission to provide an independent avenue of learning, and actively contribute to the cultural life of the school, in Spring 2016 the library began to offer informal afternoon presentations by our neighbors in downtown L.A. in creative fields *other* than architecture and the fine arts. The emphasis is on live performance—showing instead of talking. The goal is to engage SCI-Arc's neighbors living and working in the Arts District, and also to broaden the horizons of SCI-Arc students and faculty. The Sunday Salons, as they have evolved into, have featured workshops on perfume design, the science of coffee,

innovative materials in fashion, magic in Los Angeles, and a lecture/demonstration by members of the Urasenke Tea Association, Los Angeles.

From fall 2015-2017, the library also hosted four Wikipedia Edit-a-thons, in collaboration with the Association of Women in Architecture + Design (AWA+D). The workshops are part of the #wikiD initiative, a global campaign for improving and increasing Wikipedia articles pertaining to the lives and works of women in architecture and the built environment.

Digital services: In Summer 2013 the library migrated from the BookSystems Atrium integrated library system to EOS Academic. The following summer, staff initiated a database clean-up project, leading to a complete upgrade of ebook records, login methods, and a new system for the library's ILS to communicate with Jenzabar. Database clean-up projects continue, especially with digital resources (e.g. *Ebook Central*) that have records in the library's online public access catalog.

Library staff also prepare the *Kappe Library Research Guides*, which provide tips on how to research architecture efficiently and effectively, and recommended resources on selected architecture topics, with a focus that reflects the needs the SCI-Arc community. These began in 2004 as paper handouts, were revised and went online as PDFs in 2008, were revised and republished as LibGuides in 2013, and, since 2016, are being revised and published on the new LibGuides V.2 platform. They are the third most heavily used online resource.

I.2.5 ADMINISTRATIVE STRUCTURE & GOVERNANCE

ADMINISTRATIVE STRUCTURE (Attachment: I.2.5 – Institutional Organization Map)
SCI-Arc gives first priority to its students and faculty, the content of their work, and the conditions in which they produce it. The organizational structure of SCI-Arc is based on our Mission as a dynamic institution dedicated to innovation, education, and flexibility. The Institutional Organization Map demonstrates the clear lines of authority and organizational structure within the institutional and academic levels.

While SCI-Arc is organized operationally by subject categories or departments, it is mainly designed to support the convenience of day-to-day operations. At its core, SCI-Arc's organizational structure is designed for those subject categories/departments to work together. Administration, staff, faculty, and students are encouraged to work with each other outside of any "perceived" organizational lines. Everyone has equal access to the institutional leadership, and opportunities for shared governance on SCI-Arc committees. Policy decisions are not made without substantive input from administration, staff, faculty, and students. That cross section of input is essential, and always includes the voice of the pedagogical component of the school. That open discourse is an enormous SCI-Arc strength.

BOARD OF TRUSTEES AND COMMITTEES
(https://sciarc.edu/institution/people/board/) Oversight of SCI-Arc's operations and fiduciary responsibilities are overseen by a diverse Board of Trustees consisting of twenty-four members. Board membership includes recognized leaders in the areas of architectural design, art, finance, real estate, construction, law, entertainment industry, and philanthropy. SCI-Arc faculty, students, and alumni also have representation on the Board. The Director/CEO reports to the Board of Trustees. The Board centers its functions and responsibilities around a set of Board Bylaws that are reviewed annually and revised as needed.

The various Committees of the Board support the overall functioning, assessment, and responsibilities of the Board of Trustees. The Board committees meet on a regular basis and before each quarterly Board meeting. Standing committees of the Board of Trustees include the Finance Committee, Audit Committee, Advancement Committee, Building & Grounds Committee, Investment Committee, Committee on Trustees. Board committees have also included committees such as the Executive Committee, Governance Committee, or Director Search Committee, on an ad hoc basis.

INSTITUTIONAL LEADERSHIP

(https://sciarc.edu/institution/people/leadership/) SCI-Arc's leadership is comprised of individuals who are both influential figures in the field of architecture and design, as well as educational leaders with decades of experience as teachers and higher education administrators. They serve as representatives to various higher education, business, community, and architecture related organizations.

Director/CEO: Hernan Diaz Alonso

The SCI-Arc Director is also the CEO of the college. The Director/CEO is responsible to the Board of Trustees for the overall direction, academic integrity, fiscal planning, and fundraising of the institute. The Director/CEO 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.

Vice Director / Chief Academic Officer: John Enright

The Vice Director/Chief Academic Officer is responsible to the Director/CEO for all academic, accreditation, and faculty matters. The position 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 - Tom Wiscombe
Graduate - Elena Manferdini
Post-Graduate – David Ruy

The Academic Program Chairs develop and oversee the academic program curricula and development of new courses and pedagogical approaches in consultation with the Director/CEO and the Vice-Director/Chief Academic Officer. In addition, the Program Chairs lead the Undergraduate, Graduate, and Post-Graduate Curriculum Committees, Admissions Committee, aid in student recruitment efforts, conduct faculty searches and work with Program Coordinators and the Vice-Director/Chief Academic Officer on faculty recruitment and assessment of faculty performance.

Chief Financial Officer: Sue Gosney

The CFO is active in supporting the financial planning of the institute. The position is responsible for the financial management and reporting of results to the Institutional Leadership, the IRS, the Bank, which is the note holder on the school's debt, and the US Department of Education. The CFO is integral in the development and implementation of financial policies and procedures that insure proper accounting controls are in place and used throughout the institution.

Chief Administrative Officer / Accreditation Liaison Officer (ALO): Paul Holliday

The Chief Administrative Officer/ALO works closely with the Director/CEO, Vice-Director, and Academic Program Chairs on Institutional and Academic planning, accreditation management, policy development, and Strategic goals of the institution. The position is responsible for the day-to-day operations of the institution in the absence of the Director/CEO and Vice Director and for representing SCI-Arc to regional and professional accrediting agencies and local community organizations. This position serves as the Accreditation Liaison Officer (ALO) for SCI-Arc, responsible for preparing all accreditation reports and visits for both WASC and NAAB.

SHARED GOVERNANCE

Administration, staff, faculty, and students are encouraged to work with each other through a philosophy of shared governance at SCI-Arc. Policy decisions are not made without substantive input from administration, staff, faculty, and students. There are equitable opportunities to participate in program and institutional governance through multiple venues at SCI-Arc. These committees and advisors are committed to reflection and planning of assessing the institution's strategic position, articulate priorities, examine the alignment of its purposes, core functions, and resources, and define the future direction of the institution. Venues for this shared governance include:

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. Faculty have one representative (elected by the Faculty Council) on the Board of Trustees. The Students elect a Student Representative to the Board on an annual basis, and the Alumni select a representative to sit on the Board.

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 semester during the academic year, or as needed, 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.

Faculty Council (Faculty): The Faculty Council considers issues of importance to the SCI-Arc Faculty and Institute and formulates proposals for submission to the Director/CEO, Vice Director/Chief Academic Officer, 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.

Student Union (Students): 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.

Alumni Council (Alumni, Staff): The SCI-Arc Alumni Council exists to connect alumni to each other, the school, and students, while supporting the advancement of the school. Council members, representing a range of decades, degrees, and professions, provide a strong link between SCI-Arc and the professional world. Meeting several times a year and working in small committees, the Council fosters opportunities for alumni networking, aids students with professional growth, encourages alumni to support the school, and provides counsel to SCI-Arc leadership on alumni needs, as requested. As dedicated volunteers, members serve as ambassadors for SCI-Arc by promoting a positive identity for the school in their far-reaching networks. Since its establishment, the Council has been integral to driving the promotion of Main Event, creating and overseeing the Alumni Portal, planning the 40/40 Alumni Exhibition, and organizing Open Season.

Curriculum Committees, Undergraduate, Graduate, Post-Graduate (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 Coordinators (Faculty): Coordinators may be appointed, at the discretion of the SCI-Arc Director/CEO, Vice Director/Chief Academic Officer, and in consultation with the Program Chairs, to assist in the administration of segments of the curriculum. In addition to their teaching duties, they coordinate specific programs of the curriculum, such as Applied, History+Theory, Visual Studies, Liberal Arts, or Thesis, in addition to summer programs. The number of Coordinators and their specific duties are determined by the Director/CEO and the Vice Director/Chief Academic Officer. Coordinators are eligible for appointments of up to three years, or for the remainder of the term of the Director/CEO, whichever is less.

Enrollment Management Committee (Administration, Staff): SCI-Arc utilizes an Enrollment Management Committee, composed of the Vice Director/Chief Academic Officer, Chief Administrative Officer, and representatives from Academic Affairs, Admissions/Recruitment, and Finance departments to make decision on yearly enrollment and projection goals. SCI-Arc has maintained its goal of enrolling approximately 500 students each year. Reliable Statistical information to assist the Enrollment Management process is provided by the Enterprise Resource Software **(Jenzabar EX),** as well as budget requirements provided by the financial planning of the SCI-Arc leadership, Board of Trustees Finance Committee and general Board approval.

Admissions Committee (Faculty, Program Chairs): The Admission Committee is composed of current SCI-Arc faculty and Program Chairs. The Admissions Committee meets each spring to review the materials of current SCI-Arc applicants. The Admissions Committee is provided data from the Enrollment Management Committee regarding statistics from the previous year's enrollment and given projected enrollment numbers for the upcoming year. Recommendations of the Admissions Committee are reviewed by the Program Chair and Director of Admissions who make decisions regarding scholarships.

Other Institutional/Academic Committees: Shared governance opportunities are also found in other institutional or academic based committees at SCI-Arc. They include: Portfolio Committees (Undergraduate & Graduate); Scholarship Committees (Undergraduate & Graduate); Diversity Committee, Studio Culture Committee, and the Technology Committee.

II.1.1 STUDENT PERFORMANCE CRITERIA

UNDERGRADUATE PROGRAM

B.ARCH (Attachment: II.1.1 - Course Descriptions – B.Arch)

Student Performance Criteria (SPC) are fulfilled by the B.Arch. Program as shown in the SPC Matrix below. Only required courses are listed. Three Primary Courses that best show how the B.Arch. meets the SPC are noted in the Matrix, although there are other courses where that SPC may be met as well.

In SCI-Arc's B.Arch. Program, no SPC is required to be met by preparatory education for those students enrolling as Freshmen (1A) Students. For Transfer Students admitted into first, second, or third year, SPC are met through a combination of course waivers approved by the Student Academic Advisor in coordination with appropriate Department Coordinator (e.g. the Applied Studies Coordinator or History + Theory Coordinator). Transfer student transcripts are evaluated to determine if they fulfill SPC on a course-by-course basis by examining course descriptions and syllabi. All transferred courses must have an equivalent grade of "B" or better. Courses that are determined to fulfill SPC of courses are applied to the students record, while courses that are denied waiver are retaken at SCI-Arc.

B.Arch. NAAB SPC

		REALM A								REALM B										REALM C			REALM D					
		A.1 Professional Communication Skills - A	A.2 Design Thinking Skills - A	A.3 Investigative Skills - A	A.4 Architectural Design Skills - A	A.5 Ordering Systems - A	A.6 Use of Precedents - A	A.7 History and Global Culture - U	A.8 Cultural Diversity & Social Equity - U	B.1 Pre-Design - A	B.2 Site Design - A	B.3 Codes & Regulations - A	B.4 Technical Documentation - A	B.5 Structural Systems - A	B.6 Environmental Sytems - A	B.7 Building Enveloipe Systems and Assemblies - U	B.8 Building Materails and Assemblies - U	B.9 Building Service Systems - U	B.10 Financial Considerations - U	C.1 Research - U	C.2 Integr. Evals and Decision-Making Design Process - A	C.3 Integrative Design - A	D.1 Stakeholder Roles in Architecture - U	D.2 Project Management - U	D.3 Business Practices - U	D.4 Legal Responsibilities - U	D.5 Professional Conduct - U
I. FOUNDATION UNDERGRADUATE PROGRAM																												
1A	DS1010: Objects: Mass and Interiority I- 6 Units																											
1B	DS1011: Objects: Mass and Interiority II- 6 Units					A.5			A.8																			
1B	HT2012: History of Arch. and Urbanism I- 3 Units			A.3				A.7																				
2A	DS1020: Object to World: Ground and Apertures I- 6 Units		A.2			A.5					B.2												D.1					
2A	HT2024: History of Arch. and Urbanism II- 3 Units			A.3				A.7	A.8																			
2A	AS3021: Structures I- 3 Units													B.5														
2B	DS1021: Object to World: Ground and Apertures II- 6 Units																											
2B	HT2025: History of Architecture and Urbanism III- 3 Units							A.7																				
2B	AS3030: Structures II- 3 Units													B.5														
II. CORE UNDERGRADUATE PROGRAM																												
3A	DS1030: AMIGAA: Articulation and Tectonics I- 6 Units				A.4	A.5	A.6			B.1		B.3								C.1	C.2	C.3						
3A	HT2030: Architectural Theory- 3 Units	A.1	A.2						A.8																			
3A	AS3033: Tectonics and Materiality- 3 Units			A.3									B.4			B.7	B.8				C.2							
3B	DS1031: AMIGAA: Articulation and Tectonics II- 6 Units	A.1			A.4		A.6				B.2				B.6					C.1		C.3						
3B	AS3020: Environmental Systems I- 3 Units														B.6			B.9										
III. ADVANCED UNDERGRADUATE PROGRAM																												
4A	DS1040: AMIGAA: Positions- 6 Units		A.2		A.4		A.6			B.1	B.2																	
4A	AS3040: Design Development- 3 Units											B.3	B.4	B.5		B.7	B.8	B.9	B.10	C.1	C.2	C.3		D.2				
4A	AS3031: Environmental Systems II- 3 Units														B.6			B.9										
4B	AS3041: Advanced Construction and Project Delivery- 3 Units												B.4			B.7	B.8		B.10				D.1	D.2	D.3	D.4	D.5	
4B	HT2035: Rhetoric I: Contemporary Architectural Discourse- 3 Units																											
5A	HT2050: Thesis Project Research- 3 Units																											
5A	AS3050: Professional Practice- 3 Units											B.3							B.10				D.1	D.2	D.3	D.4	D.5	
5B	DS1051: Thesis- 9 Units	A.1																										

GRADUATE PROGRAMS

M.ARCH 1 (Attachment: II.1.1 - Course Descriptions – M.Arch 1)

Student Performance Criteria (SPC) are fulfilled by the M.Arch.1 Program as shown in the SPC Matrix below. Only required courses are listed. Three Primary Courses that best show how the M.Arch.1 meets the SPC are noted in the Matrix, although there are other courses where that SPC may be met as well.

In SCI-Arc's M.Arch.1 Program, no SPC is required to be met by preparatory education for those students enrolling in the first semester of the first year (1GA). For Transfer Students admitted into second year, SPC are met through a combination of course waivers approved by the Student Academic Advisor in coordination with appropriate Department Coordinator (e.g. the Applied Studies Coordinator, Visual Studies Coordinator or History + Theory Coordinator). Transfer student transcripts are evaluated to determine if they fulfill SPC on a course-by-course basis by examining course descriptions and syllabi. Courses that are determined to fulfill SPC of courses are applied to the students' record, while courses that are denied waiver are retaken at SCI-Arc.

M.Arch. 1 NAAB SPC

		A.1 Professional Communication Skills - A	A.2 Design Thinking Skills - A	A.3 Investigative Skills - A	A.4 Architectural Design Skills - A	A.5 Ordering Systems - A	A.6 Use of Precedents - A	A.7 History and Global Culture - U	A.8 Cultural Diversity & Social Equity - U	B.1 Pre-Design - A	B.2 Site Design - A	B.3 Codes & Regulations - A	B.4 Technical Documentation - A	B.5 Structural Systems - A	B.6 Environemental Sytems - A	B.7 Building Envelope Systems and Assemblies - U	B.8 Building Materails and Assemblies - U	B.9 Building Service Systems - U	B.10 Financial Considerations - U	C.1 Research - U (Applied Research)	C.2 Integrated Evaluations and Decision-Making Design Process - A	C.3 Integrative Design - A	D.1 Stakeholder Roles in Architecture - U	D.2 Project Management - U	D.3 Business Practices - U	D.4 Legal Responsibilities - U	D.5 Professional Conduct - U
		REALM A								REALM B										REALM C			REALM D				
Core Curriculum																											
1GA	DS1100: Fundamental Design Studio 1 (6 Units) (No Prereq)					A5																					
1GA	HT2100: Introduction to Contemporary Architecture (3 Units)	A1					A6		A8																		
1GA	AS3100: Materials and Tectonics (3 Units)																B8				C2						
1GA	VS4100: Visual Study 1 (3 Units)					A5																					
1GB	DS1101: Fundamental Design Studio 2 (6 Units) (Prereq: DS1100)				A4		A6		A8	B1																	
1GB	HT2101: History of Architecture and Urbanism 1 (3 Units) (Prereq: HT2101)			A3				A7																			
1GB	AS3101: Structures 1 (3 Units) (Prereq: AS3100)													B5													
1GB	AS3121: Environmental Systems 1: Light, Air, and Sound (3 Units)										B2				B6					C1							
2GA	DS1120: Comprehensive Design Studio (6 Units) (Prereq: DS1101)		A2		A4					B1	B2	B3	B4							C1	C2	C3					
2GA	HT2120: History of Architecture and Urbanism 2 (3 Units) (Prereq: HT2100)			A3				A7	A8																		
2GA	AS3120: Structures 2 (3 Units) (Prereq: AS3101)													B5													
2GA	AS3123: Environmental Systems 2: Sustainability and Complex Envelopes (3 Units) (Prereq: AS3121)														B6	B7		B9				C3					
2GB	DS1121: Architecture and Urban Design Studio (6 Units) (Prereq: DS1120)	A1		A3	A4	A5	A6			B1	B2																
2GB	HT2121: History of Architecture and Urbanism 3 (3 Units) (Prereq: HT2120)		A2																								
2GB	AS3122: Design Development and Documentation (4 Units) (Prereq: AS3123)											B3	B4	B5	B6	B7	B8	B9	B10		C2	C3		D2			
Advanced Curriculum																											
3GA	AS3130: Practice Environments: Contracts, Liabilities, and Business Models (3 Units)																		B10				D1	D2	D3	D4	D5
3GA	AS3140: Advanced Project Delivery / Construction Documents (3 Units)											B3	B4			B7	B8	B9	B10	C1			D1	D2	D3	D4	D5
3GB	HT2410: Thesis Research (3 Units)	A1	A2																								
4GA	DS1420: Graduate Thesis (9 Units) (Prereq: HT2410)																										

M.ARCH 2 (Attachment: II.1.1 - Course Descriptions – M.Arch 2)

Student Performance Criteria (SPC) are fulfilled by the M.Arch.2 Program as shown in the SPC Matrix below. Only required courses are listed. Three Primary Courses that best show how the M.Arch.2 meets the SPC are noted in the Matrix, although there are other courses where that SPC may be met as well.

In SCI-Arc's M.Arch.2 Program, two SPCs (B5 and B6) are required to be met by preparatory education for those students enrolling in the first semester of the first year (2GAX). For students admitted in the M.Arch.2 program, SPC are met through a combination of course waivers approved by the Student Academic Advisor in coordination with appropriate Department Coordinator (e.g. the Applied Studies Coordinator). Student transcripts are evaluated to determine if they fulfill SPC B5 and B6 by examining course descriptions and syllabi. Courses that are determined to fulfill SPC of courses are applied to the students' record, while courses that are denied waiver are retaken at SCI-Arc.

M.Arch 2. NAAB SPC

		A.1 Professional Communication Skills - A	A.2 Design Thinking Skills - A	A.3 Investigative Skills - A	A.4 Architectural Design Skills - A	A.5 Ordering Systems - A	A.6 Use of Precedents - A	A.7 History and Global Culture - U	A.8 Cultural Diversity & Social Equity - U	B.1 Pre-Design - A	B.2 Site Design - A	B.3 Codes & Regulations - A	B.4 Technical Documentation - A	B.5 Structural Systems - A	B.6 Environemental Sytems - A	B.7 Building Envelope Systems and Assemblies - U	B.8 Building Materials and Assemblies - U	B.9 Building Service Systems - U	B.10 Financial Considerations - U	C.1 Research - U (Applied Research)	C.2 Integrated Evaluations and Decision-Making Design Process - A	C.3 Integrative Design - A	D.1 Stakeholder Roles in Architecture - U	D.2 Project Management - U	D.3 Business Practices - U	D.4 Legal Responsibilities - U	D.5 Professional Conduct - U
		REALM A								REALM B										REALM C			REALM D				
Preparatory/Pre-Professional Education																											
	AS3101: Structures 1													B5													
	AS3120: Structures 2													B5													
	AS3121: Environmental Systems 1: Light, Air, and Sound														B6												
Core Curriculum																											
2GAX	DS1200: Computational Design Studio 1 (6 Units)			A3	A4	A5			A8	B1	B2	B3															
2GAX	HT2200: Theories of Contemporary Architecture 1 (3 Units)	A1	A2	A3			A6	A7	A8																		
2GAX	AS3200: Advanced Material and Tectonics (3 Units)													B5	B6	B7	B8			C1	C2	C3					
2GBX	DS1201: Computational Design Studio 2 (6 Units) (Prereq: DS1200)				A4	A5	A6			B1	B2	B3	B4							C1	C2	C3					
2GBX	HT2201: Theories of Contemporary Architecture 2 (3 Units) (Prereq: HT2200)	A1	A2					A7	A8																		
2GBX	AS3201: Advanced Building Systems (3 Units) (Prereq: AS3200)										B2		B4		B6	B7	B8	B9	B10								
2GBX	AS3302: Advanced Structural Systems (3 Units) (Prereq: AS3200)													B5													
Advanced Curriculum																											
3GAX	AS3222: Design Development and Documentation (3 Units) (Prereq: AS3201 & AS3302)											B3	B4	B5	B6	B7	B8	B9	B10	C1	C2	C3	D1	D2	D3	D4	D5
3GBX	HT2410: Thesis Research (3 Units)	A1	A2	A3																							
3GBX	AS3230: Practice Environments: Contracts, Liabilities, and Business Models (3 Units)																		B10				D1	D2	D3	D4	D5
4GAX	DS1420: Graduate Thesis (9 Units) (Prereq: HT2410)																										

METHODOLOGY FOR ASSESSING HIGH ACHIEVEMENT VS MINIMUM ACHIEVEMENT

Students in the **B.Arch Program** are required to be in residence at SCI-Arc for 5 years, or 10 semesters of coursework. Transfer Students, as noted above, must complete the equivalent of this five years of coursework through a combination of approved transferred coursework and SCI-Arc coursework.

Students in the **M.Arch 1 Program** are required to be in residence at SCI-Arc for 3,5 years, or 7 semesters of coursework. Transfer Students, as noted above, must complete the equivalent of this coursework through a combination of approved transferred coursework and SCI-Arc coursework.

Students in the **M.Arch 2 Program** are required to be in residence at SCI-Arc for 2,5 years, or 5 semesters of coursework.

For all programs, grading for each course is completed by the course instructor, according to SCI-Arc's grading systems. This system is tiered based on CR+, CR, CR-, CCR, and NC, which is a version of a Credit/ No Credit system with additional means for reflecting student achievement. These grades can be converted to a traditional letter grade point average system using the following metric: CR+ is 4.0, CR is 3.35, CR- is 2.7, CCR (Conditional Credit) is 2.0, and NC (No Credit), I (Incomplete), and W (Withdraw) are 0.0 (F). Grades for courses with SPC content cannot be taken on a pass/fail basis, and if failed (NC grade), must be re-taken until completed satisfactorily. For courses taught with an individual instructor, that instructor determines criteria for grading; when the course is taught by two or more instructors (as in Core Studios which generally have 4 instructors), a common criteria is discussed and executed among all sections to assure fairness.

Grades of CR+ reflect the highest level of student achievement and are generally given to the top 10-20% of each class. These constitute our High Pass student work. Grades of CR- (and occasionally CR) reflect a lower level of achievement and constitute our Low Pass student work for the purposes of assessing our curriculum, assessing student learning, and conforming to NAAB criteria.

STUDENT PERFORMANCE CRITERIA

REALM A: CRITICAL THINKING AND REPRESENTATION

A.1 PROFESSIONAL COMMUNICATION SKILLS

Ability to write and speak effectively and use representational media appropriate for both within the profession and the general public.

B.ARCH PROGRAM

DS1051: 5B Undergraduate Thesis (9 Units)

Thesis in the B.Arch. is intended to both represent the culmination of core student work, but also the development of their own independent positions in architecture. Thesis arcs across two semesters- as Thesis Project Research (HT2050) in fall, and Thesis (DS1051) in spring. Ours is a project-based Thesis, meaning that students execute projects which are in the news, on the drawing boards, in competitions, or other "real" projects with a specific brief and contingencies. One of the most important parts of Thesis is to combine disciplinary speculation with issues of professional practice, users, and various constituencies. Students are asked to prepare convincing written, verbal, and graphic presentations arguing for their Thesis to these different audiences along the arc of Thesis. Specifically, students produce two written thesis statements – one for a disciplinary audience and one for a non-disciplinary audience.

HT2030: 3A Architectural Theory (3 Units)

Rhetorical skills are developed in weekly discussions (led by students and supervised by faculty) on contemporary theory, politics, aesthetics, and social relations. Arguments first tested orally in these sessions are honed in written responses to course material throughout the term. Students are assessed on their ability to communicate clearly to peers, professionals, and the public. Writing assignments range from questions of abstract knowledge ("what is theory?") to the interpretation of specific buildings in the context of architectural discourse.

DS1031: 3B AMIGAA- Articulation and Tectonics II (6 Units)

Comprehensive Studio is broken into two complementary parts. The first is AMIGAA-Articulation and Tectonics (DS1031), where students take on a complex cultural building project and develop it in all of its dimensions including urban context, building massing, interiority, circulation, structure, tectonics and sustainability. AMIGAA (Architecture: Mass, Interiority, Ground, Aperture, Articulation) refers to the dimensions of building design students in 3rd year are expected to engage. This Design Studio is complimented by Comprehensive Studio part 2, 4A Design Development (AS3040) in the following semester. There, students engage these projects in further detail, focusing on the complete technical integration of the project. In DS1031, studio projects are understood and communicated as both technical/professional projects as well as projects that should be intelligible to the general public. Therefore, in DS1031 students are responsible to produce written statements aimed at both professional and general audiences, describing the reasoning for the design and the features that benefit the various constituencies. In addition, students make multiple verbal presentations to different audiences using the design documents to describe the work and the criteria used to make architectural decisions.

M.ARCH 1 PROGRAM

HT2100: 1GA Intro to Contemporary Architecture (3 Units)

This course introduces and contextualizes key concepts and ideas in 20th-century and contemporary architecture to provide a foundation for the study of both the discipline and practice of architecture. Students are assessed on their ability to develop a coherent

written, spoken, and graphic vocabulary with which to interpret and analyze these architectural movements. Writing assignments and comparative analyses of buildings, projects, and cities require students to learn how to write effectively and focus on questions of how architectural discourse must be adjusted to fit appropriate professional and public audiences.

HT2410: 3GB Thesis Research (3 Units)

The Graduate Thesis Program at SCI-Arc represents the culmination of the master's curriculum and it is the most significant test of the students' and school's ability to synthesize and produce critical and rigorous architecture. Divided into two semesters long -Thesis Research HT2410 during spring and a Design Thesis Studio DS1420 during summer- thesis at SCI-Arc is the place in the curriculum where students are asked to produce a personal and original contribution to the discipline of architecture. To this end, students are asked to prepare convincing written, verbal, and graphic presentations arguing for their final thesis. Statements are constantly updated and revised by the design faculty instructors and history theory consultants. During thesis students are asked to present their statement to a selected group of external guests of high caliber in the field of architecture. This conversation is fundamental to prepare the students to speak to a professional audience and address the larger public during their final reviews.

DS1121: 2GB Architecture and Urban Design Studio (6 Units)

Because of the vastness of the Los Angeles River site and the urban implications of these large-scale building projects, students' proposals are understood and communicated in a manner that engages the expertise of a professional audience and is intelligible to a broad general public that would have a vested interest in a project of such substantial scale and impact on the urban environment. Students produce written, oral, and graphic presentations of their projects, describing the features of the design, including sub-systems such as open space and circulation. Primary means of representation include plans, sections, renderings, and large building models.

M.ARCH 2 PROGRAM

HT 2200: 2GAX Theories of Contemporary Architecture I (3 Units)

In HT2200 students are expected to develop speaking and writing skills through close analysis of texts, in-class discussions, written assignments, and oral presentations. The historical knowledge and understanding of global architectural culture that students acquire is evaluated through verbal, in-class presentations and discussions as well as written essays. Students are required to situate their work within a disciplinary lineage of architectural precedents, and address how architecture creates value for its users and the larger community in terms suited to each audience.

HT 2201: 2GBX Theories of Contemporary Architecture II (3 Units)

This seminar is part two of the M.Arch.2 core course sequence. The seminar builds on ideas established in HT2200 with case studies on contemporary, global architectural practice. To this end, students are expected to display increased competence in critical thinking, speaking and writing skills. Close analyses of texts, in-class discussions, written assignments, and oral presentations are the primary means of developing and evaluating student understanding. The ability to communicate verbally and through the use of image-based media is demonstrated in a culminating symposium where students present their final paper abstracts as the starting points for class-wide discussion and debate.

HT2410: 3GB Thesis Research (3 Units)

The Graduate Thesis Program at SCI-Arc represents the culmination of the master's curriculum and it is the most significant test of the students' and school's ability to synthesize and produce critical and rigorous architecture. Divided into two semesters long -Thesis Research HT2410 during spring and a Design Thesis Studio DS1420 during summer- thesis at SCI-Arc is the place in the curriculum where students are asked to

produce a personal and original contribution to the discipline of architecture. To this end, students are asked to prepare convincing written, verbal, and graphic presentations arguing for their final thesis. Statements are constantly updated and revised by the design faculty instructors and history theory consultants. During thesis students are asked to present their statement to a selected group of external guests of high caliber in the field of architecture. This conversation is fundamental to prepare the students to speak to a professional audience and address the larger public during their final reviews.

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

B.ARCH PROGRAM

HT2030: 3A Architectural Theory (3 units)

Design Thinking pertains to theoretical frameworks as well as to built structures. Architectural Theory (HT2030) teaches students to ask precise questions about architectural paradigms and projects, both historical and contemporary, and think through the abstract logics that they adhere to. Through rigorous class discussions and debates, students are taught to test their initial ideas about architectural form, strategy, precedent, and technology against diverse theoretical positions in the context of diverse points of view. Positions initially defined in oral debates are refined in written responses that incorporate supporting research, reasoned argument, and speculation.

DS1040: 4A AMIGAA- Positions (6 units)

In this studio Design Thinking is based on connecting disciplinary concerns (such as the role of precedent, aesthetics, and tectonics) to the practical contingencies of a site (such as context, environment, law, culture, etc.). Diagramming is rigorously employed as a means to represent sophisticated ideas in a simple format accessible to both a professional and general audience. Students are expected to begin to formulate their own architectural positions within a framework that is both open and structured by a set of shared values. This underlying structure helps students connect to deep disciplinary issues rather than depart on esoteric projects. Site and program are shared and small in scale, to promote craft and precision of ideas and execution. The goal of DS1040 is to allow students moving into their Thesis year to begin to build their confidence and independent thinking skills. Students are responsible for constructing a rigorous approach, developing their initial design ideas through abstract design techniques, and testing results against the given disciplinary and professional criteria from the studio brief. They develop their design thinking skills through visual representation, writing, and verbal argumentation in regular studio reviews.

DS1020: 2A Object to World- Ground and Apertures I (6 units)

Students begin with research and analysis of a precedent project and produce diagrams related to formal typology, spatial volume and sequence, ordering systems, and circulation of given precedents. Abstract organizing and spatial principles of fields, objects, and vectors are applied to their precedent diagrams to generate an organizational parti to be deployed in their projects. As program and two sites are introduced, students are asked to translate their parti into a massing strategy and consider the best site and programmatic solution against their massing. Students receive lectures and criteria from project stakeholders (such as a representative of Tesla for their design studio project for fall 2017), in order to understand relevant criteria and consider diverse points of view. Students are asked to produce a narrative for the project based on program and site selection. Finally, students describe their decision-making process through a project assessment statement with corresponding diagrams that contend with massing, scale, spatial adjacencies, circulation and building orientation, allowing time for editing the design before the final presentation.

M.ARCH 1 PROGRAM

DS1120: 2GA Integrated Comprehensive Design Studio (6 Units)

This design studio is structured to hone each student's awareness of issues involved in a complex architectural project. Elemental spatial constructs and organizational systems are seen as resulting from and reacting to site conditions, cultural context, program distribution, structural systems, building envelope systems and assemblies, environmental factors, and building regulations. This Design Studio is complimented by a Design Development applied study seminar AS3122 in the following semester, where groups of students engage these projects in further detail, focusing on the complete technical integration of the project. During the first part of the design studio students produce a series of original diagrams for at least three design massing alternatives, along with a serial set of drawings showing the ongoing formal development of one. Captions accompany each diagram describing the strengths and weaknesses of each iteration. Students are also asked to test their designs strategies through structural, environmental, and code standards, so to reach a well-reasoned outcome against diverse possibilities.

HT2410: 3GB Thesis Research (3 Units)

Throughout the spring semester, graduating students work on the production of a Thesis Research Book that compiles not only a series of relevant references but also original design content that will be developed during the summer semester. Initially the research investigates existing formal, organizational, and material strategies, and interrogates the specific meanings and effects associated with the organization, configuration, and articulation of buildings and building elements. During thesis prep students prove their ability to take a body of research as point of departure for the production of a series of original diagrams, designs and writings that will shape their creative design contribution during the summer. During the various reviews, students are able to engage with other professionals that will bring to the forefront different points of view.

HT2121: 2GB History of Architecture and Urbanism III (3 Units)

This course provides a chronological review of major movements in global architecture and urbanism from the 20th century to the present, in the context of technological, environmental, socio-economic, political, military, and philosophical developments. In it, students engage with key works in global architecture and urbanism, crafting their ability to search for the arguments, terms, and positions represented. Through student-led group discussions and in individual reading responses, students are asked to link these readings together with the material covered in lecture in an ongoing conversation through history. Students demonstrate their ability to critically engage with the material covered in the course on the final exam, where they are asked to present a well-reasoned position that has been challenged in group discussions and tested in previous reading responses.

M.ARCH 2 PROGRAM

HT 2201: 2GBX Theories of Contemporary Architecture II (3 Units)

In this course, which continues from HT 2200 (below), students review and interpret case studies with an eye toward connecting them with contemporary architectural theory. In the process, they are tasked to raise relevant questions and evaluate diverse points of view before formulating their own arguments. These positions are further honed during in-class discussions and the final seminar symposium.

HT 2200: 2GAX Theories of Contemporary Architecture I (3 Units)

In this introductory core seminar, students review and interpret case studies with an eye toward connecting them with contemporary architectural theory. In the process, they are tasked to raise relevant questions and evaluate diverse points of view before formulating

their own arguments. These positions are further honed during in-class discussions and the final seminar symposium.

HT2410: 3GBX Thesis Research (3 Units)

Throughout the spring semester, graduating students work on the production of a Thesis Research Book that compiles not only a series of relevant references but also original design content that will be developed during the summer semester. Initially the research investigates existing formal, organizational, and material strategies, and interrogates the specific meanings and effects associated with the organization, configuration, and articulation of buildings and building elements. During thesis prep students prove their ability to take a body of research as point of departure for the production of a series of original diagrams, designs and writings that will shape their creative design contribution during the summer. During the various reviews, students are able to engage with other professionals that will bring to the forefront different points of view.

A.3 INVESTIGATIVE SKILLS

Ability to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

B.ARCH PROGRAM

HT2012: 1B History of Architecture and Urbanism I

Students are assigned a research paper that requires them to evaluate a local, iconic piece of architecture or landscape in the context of these projects' references to ancient Central or South American or traditional Chinese or Japanese design. After focusing their analysis on ornament and detail, interior plan and layout, materials and construction, urban siting and context, or form and geometry, visiting the site, and consulting and citing reference works, students produce a substantiated argument for why their chosen project's relationship with its source should be classed as "ersatz" or "inspired". Alternatively, students are assigned a research paper on private house forms from pre-history to the Renaissance, using references to comparatively evaluate their chosen subject in its local and historical contexts. In both cases students are required to gather research from primary and secondary sources and to cite these references.

AS3033: 3A Tectonics and Materiality (3 Units)

In AS3033 students approach building assemblies thorough research, close reading, documentation and analysis of existing case studies. Students begin by gathering information about the different aspects that affect the performance of envelope and material systems, such as moisture transfer, durability, energy and material efficiency, and manufacturing techniques. By means of technical drawings and diagrams, comparative charts and written observations, and image citations, students comprehensively evaluate a given system's performance. Students are then tasked to re-contextualize their analyzed case study in the specific climatic conditions of a newly given site. Subsequently, they produce a minimum of three design iterations and indicate in each how modification to the envelope affects solar heat gain, daylighting, natural ventilation, and other aspects of environmental performance. Finally, students produce a written report pinpointing about advantages and disadvantages of each possible solution and arguing for a specific material and tectonic strategy.

HT2024: 2A History of Architecture and Urbanism II

Students are required to research, compare, and contrast two buildings from 1450 to 1850, performing a close analysis of each project's similarities and differences. Successful projects examine buildings, drawings, photographs, and other available sources of documentation to make a case for how the projects fit within or diverge from

the historical moment as it is generally understood by historians. Student are asked to identify the most salient or critical aspects of each building by asking what features of each project are exemplary and exceptional. References are cited. Alternatively, students are assigned an "Ekphrasis": a carefully, detailed visual description of an architectural image that leads to a creative interpretation of its significance. Students are asked to assemble fine-grained, accurate, and precisely written observations drawn from a prolonged visual encounter with the image before building an argument that compellingly presents the student's unique understanding of the image's significance.

M.ARCH 1 PROGRAM

HT 2101: 1GB History of Architecture and Urbanism I

This course covers the history of architecture and urbanism from prehistory to the Renaissance. Along with weekly lectures and discussion groups, students are asked to research and analyze a piece of vernacular or indigenous architecture or urban form from a non-western society. Final papers include textual citations and pertinent visual resources from which an argument is crafted for the significance of the work each student has chosen. Alternatively, students are asked to closely analyze one of the most significant foundational texts in architectural and urban history: Vitruvius' *De Architectura*. Aspects of the work under consideration include the form and layout of the book, its intended audience, illustrations, notions of numerics, ordering, and geometry, the argument of its text, the forms of knowledge it privileges, and the relationship between its text and images. Once gathered and assessed, this material is used to substantiate a reasoned articulation of the text's importance.

HT 2120: 2GA History of Architecture and Urbanism II (3 Units)

This course provides a chronological overview of the evolution of architecture: major movements, styles, and developments in global architecture and urbanism from the 16th century to the outbreak of World War II. Students are required to research, compare, and contrast two buildings from 1450 to 1850, performing a close analysis of each project's similarities and differences. Successful projects examine buildings, drawings, photographs, and other available sources to make a case for how the projects fit within or diverge from their historical moment, as it is generally represented by historians. Students are tasked to identify the most salient or critical aspects of each building by asking what features of each project are exemplary and exceptional. Alternatively, students are assigned an "Ekphrasis": a careful, detailed visual description of an architectural image that leads to a creative interpretation of its significance. Students are asked to assemble fine-grained, accurate, and precisely written observations drawn from a prolonged visual encounter with the image before building an argument that compellingly presents the student's unique understanding of the image's significance.

DS1121: 2GB Architecture and Urban Design Studio (6 Units)

This urban design studio analyzes the Los Angeles River area with its specific geographical and economic context, in addition to its architectural and urban features. Tasked with developing proposals for a large scale mixed use project, students learn to diagram other relevant, large scale projects and comparatively evaluate them in order to support conclusions to be applied to an original design proposal. Selected case studies are used not only to inform an overall organizational strategy but also become creative artifacts whose plans and section can generate an unusual formal and typological exploration. This enables the students to work towards a new level of scale and organizational creativity in their design.

M.ARCH 2 PROGRAM

HT 2200: 2GAX Theories of Contemporary Architecture I (3 Units)

In this seminar, students conduct independent library research, including gathering, assessing, and citing primary and secondary source texts and images. This material is presented in the form of a written essay accompanied by captioned images, citations for texts, quotations, and bibliographic references. The project culminates in a clearly formulated argument that advances a specific position.

DS1200: 2GAX Computational Design Studio 1 (6 Units)

DS1200 design studio develops proposals for a mid-scale project (clean-tech incubators in Fall 2016/Library in Fall 2017), students are asked to research three relevant case studies and evaluate them in order to support conclusions to be applied to an original design proposal.

HT2410: 3GBX Thesis Research (3 Units)

During the two semesters long sequence -Thesis Research HT2410 in spring and a Design Thesis Studio DS1420 in summer- students work through precedents, readings, analysis, and design techniques to arrive at solutions that are not obvious, but are well-reasoned both in terms of the general requirements of architecture and rigorous speculative thinking. During spring students are asked to visit the collections and archives of various institutions such as the Getty Center, the Hammer Museum and the Urban Land Institute, and expand their research skills beyond the walls of our school. This body of research is collected in a Thesis Research Book that is testament of how creatively fruitful investigative skills can be when applied to a creative process.

A.4 ARCHITECTURAL DESIGN SKILLS

Ability to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design.

B.ARCH PROGRAM

DS1030: 3A AMIGAA- Articulation and Tectonics I (6 Units)

Architectural design skills are fundamental in the SCI-Arc B.Arch. Program and are the focus of Design Studio from second year through Thesis. Third (Core) year deals the most comprehensively with the broadest disciplinary and professional design criteria, including formal, organizational, and environmental principals of two and three dimensional design. In AMIGAA- Articulation and Tectonics (DS1030), students build on their previous work on Massing, Interiority, and Ground, adding in a new focus on tectonic logic and materials. Students develop project massing in an evolutionary feedback between three-dimensional form, elevation, and plan, with particular emphasis on plan and sectional optimizations associated with tower typologies. DS1030 studio projects are developed to take into account structural, programmatic, organizational, site, and environmental factors, and specific responses to each are represented and discussed.

DS1031: 3B AMIGAA- Articulation and Tectonics II (6 Units)

DS1031 builds further on the student's design repertoire, focusing on complex building envelopes and totally integrated design. It is the first part of the 2-part Comprehensive Design Studio sequence, followed by 4A Design Development (AS3040). Students deal with a 'spherical' building typology in an urban site such as a museum, library, or other civic typology, where envelope and interior function may not be fully aligned. This allows for a different kind of formal and tectonic exploration than in DS1030, which concentrates on tight-fit envelopes in plan and section. A workshop conducted within the studio environment by a Building Physics Consultant (usually Transsolar) furthers the students' ability to integrate principles of

sustainable design. Students produce a comprehensive set of diagrams of their design project as it develops, including formal and contextual relationships, organizational/programmatic relationships, and environmental analysis and diagrams indicating how the project responds to environmental factors and creatively employs passive energy systems.

DS1040: 4A AMIGAA- Positions (6 Units)

This Design Studio is focused on identifying and evolving each student's particular architectural sensibility toward Thesis. AMIGAA- Positions (DS1040) does this through a tightly defined small architectural project such as a single or multi-plex residence. While a wide range of interdisciplinary issues may come to bear on the student's thinking, the ultimate expression of the project is expected to be translatable into an architectural design method and formal repertoire. In this way the students learn how to get traction with their ideas and avoid seeing their work as visionary or artistic. They become part of disciplinary and professional discourse. Students couple Precedent Transformation with simple Parti schemes, in both 2D and 3D, with an emphasis in creating imaginative and plausible architectural proposals. While the precedent transformations tend to yield abstract and unruly objects, the parti strategy acts as a disciplining device that addresses practical issues such as zoning, typological, organizational, circulatory, and climatic concerns, creating a solid performance envelope within which to develop their ideas.

M.ARCH 1 PROGRAM

Architectural design skills are fundamental in the M.Arch.1 Program and are the focus of each Design Studios from first year through Thesis. In particular, the sequence 1GA, 1GB, 2GA and 2GB addresses various architectural scales, from the single family house to the city. Throughout this calibrated design studio sequence, students with no previous architectural background are able to acquire the conceptual and technical tools necessary to become competent and creative architect. Within the studio sequence we selected the following as example of Architectural Design Skills:

DS1120: 2GA Integrated Comprehensive Design Studio (6 Units)

DS1120 Design Studio along with its correspondent Design Development AS3122 seminar in the following semester, will teach students the basic design strategies for structural, environmental, and code standards, so to reach a well-reasoned outcome against diverse possibilities. Students will produce diagrams of formal and massing evolution, taking into account geometrical, organizational and environmental factors, and indicating how the student project responds to each. To further students' ability to integrate principles of sustainable design, a Workshop by a Building Physics Consultant is organized within the studio environment, and students are expected to apply what they learn there to their design projects. A series of highly technical drawings will link the 3 dimensional information to the 2 dimensional one, teaching the students an efficient and fruitful workflow between the various modes of representation needed in an architectural project.

DS1101: 1GB Fundamental Design Studio 2 (6 Units)

The 1GB studio is a continuation and expansion of the fundamental issues of architecture that were introduced in 1GA DS1100, the first studio of the core sequence. The 1GB DS1101 studio begins with studies of a set of overarching conceptual, formal, and organizational strategies in significant architectural precedents. Following analyses of precedents, site, program and type, the semester culminates in a well-drawn and highly articulate project for a house (a duplex). In particular, the studio beginning exercise takes as a point of departure the two dimensional artwork of Eduardo Chillida and develops techniques to transform them into interlocking masses and spaces. Formally the studio focuses on the interaction between two and three dimensions, as well as various methods for the derivation of architectural form, and interfaces them with the site

orientation and various pragmatic code consideration that makes this a precise architectural proposal.

DS1121: 2GB Architecture and Urban Design Studio (6 Units)

The environmental questions and applied principles of working on the Los Angeles River are introduced through research and analysis that includes current technical and other professional studies of the river and its potential development, and by presentations made to the students by visiting stakeholders and experts. Students develop parti strategies that study the relationship between two-dimensional plan and section diagrams and the folding of these diagrams into a three-dimensional artifact. This is evidenced in study and final models, graphic diagrams, and building plans and sections.

M.ARCH 2 PROGRAM

DS1201: 2GBX Computational Design Studio 2 (6 Units)

DS1201 Design Studio along with its correspondent Design Development AS3222 seminar in the following semester, will teach students the basic formal and organizational principles necessary to reach a well-reasoned outcome integrated building design against diverse possibilities. At the beginning of the semester particular emphasis is placed on the program distribution based on various data, codes and site configurations. A series of drawings will link the three-dimensional information to the two- dimensional one, teaching the students an efficient and fruitful workflow between the various modes of representation needed in an architectural project.

DS1200: 2GAX Computational Design Studio 1 (6 Units)

In the studio, students use formal principles to inform three-dimensional design. This is evaluated through diagrams of massing evolution taking into account the formal strategies set forth by the brief, accompanied by example massing studies. Organizational principles that inform project design are presented through diagrams of massing evolution and plan/section drawings that take into account external factors including site conditions, building orientation, building height, and context as well as internal factors including program, and circulation. Students are asked to produce an organizational diagram of their project. The environmental principles that inform the project design are presented through diagrams of building orientation and façade design based on environmental factors including sun, prevailing winds, and topography. Students are asked to 3D model a portion of their building façade that demonstrates the architectural response to these factors.

A.5 ORDERING SYSTEMS

Ability to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

B.ARCH PROGRAM

DS1030: 3A AMIGAA- Articulation and Tectonics I (6 units)

Systems of order, whether formal and rigorous or informal and fluid, are crucial for the development of design skills in our program. It is assumed that one major difference between architecture and allied disciplines such as art is that architecture is on some level always deals with systems of elements. In AMIGAA- Articulation and Tectonics I (DS1030) such interrelationships are studies through series of preliminary study models, diagrams, plans and elevations showing how metrics, grids, and axes as well as form, structure, envelope, and environmental factors constitute or affect systems of order at multiple scales. The project of a high-rise typology undertaken in DS1030 specifically requires students to learn the demands of, and possibilities inherent within, architectural seriality.

DS1011: 1B Objects- Mass and Interiority II

In DS1011, students explore how ordering systems often underlie architectural constructions and spaces, and how abstract ordering systems such as three-dimensional grids, frames, and other forms of seriality and notation can inform three-dimensional design. Students learn about how ordering systems can be productive when applied to issues of programmatic organization, spatial design, and axonometric and planometric representation. Figure/ground program studies and spatial diagrams are explored as three-dimensional physical models. Formal and natural ordering systems are considered in terms of the relation between formal seriality and the natural forces of human and non-human movement.

DS1020: 2A Object to World- Ground and Aperture I

In DS1020, Students derive formal ordering systems (such as grids, figure-ground relationships, and axes) from relevant precedents and apply these to organize the plans, sections, three-dimensional form and distribution of program and circulation of their own building design projects. As their projects develop, students consider both ordering systems in 2D and 3D drawings and models, in order to evolve their project's programmatic, circulatory, and structural order. This is studied in depth through diagrams, plan drawings, and axonometric drawings in the midterm and final presentation.

M.ARCH 1 PROGRAM

DS1100: 1GA Fundamental Design Studio 1 (6 Units) &
VS4100: 1GA Visual Study 1 (3 Units)

The DS1100 design studio (and associated VS4100 visual study seminar) ask the students to develop diagrams of conceptual forms that transform the three dimensional geometry of a sculpture by artist Tony Smith first toward an organic field and later into a building massing study. This is studied through a series of three dimensional physical models, and two dimensional plans, sections, and isometric drawings. As their projects develop, students are asked to identify and evolve systems of programmatic, circulatory, and formal order through diagrams. Colored renderings and model photographs documented lighting and material effects as examples of organic ordering systems.

DS1121: 2GB Architecture and Urban Design Studio (6 Units)

Through the research and analysis of the natural site conditions and relevant large building precedents, students are asked to understand existing ordering systems as they relate to the urban and building scales. In the building design phase of the project, students produce a set of alternative conceptual designs articulating formal and organizational strategies for the interior and exterior of the building itself, which simultaneously address urban strategies for the larger site context. They also deploy ordering systems in the development of plans, sections, and building massing.

M.ARCH 2 PROGRAM

DS1200: 2GAX Computational Design Studio 1 (6 Units)

In studio DS1200 Ordering Systems are understood as simultaneously rigorous and creative. An example of creative ordering systems can be found in their first weeks exercise, when students model a series of objects (for instance a chair in Fall 2016 or a bar of soap in Fall 2017) and are asked to produce three axonometric diagrams, with annotation describing the formal and morphological differences between them, and how they best inform the design of the building. This assignment teaches students how to engage issues that range from fundamental morphological transformations through rigorous 3D modeling, to the role of the image and digital sampling in the production of

architectural form. Recursive geometries and their logic are at the center of the beginning studio design workflow. An example of a rigorous ordering system can be found the 3D model of the building that integrates various aspects of the projects, like skin, structure, slabs, and cores.

DS1201: 2GBX Computational Design Studio 2 (6 Units)

Through the research and analysis of several relevant building precedents, students are asked to understand existing ordering systems as they relate to the studio project scale and program. Students are asked to find the rule sets that will inform their program distribution on the site. In the building design phase of the project, students produce a set of alternative conceptual designs articulating formal and organizational strategies for the interior and exterior of the building itself, which simultaneously address urban strategies for the larger site context.

A.6 USE OF PRECEDENTS

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

B.ARCH PROGRAM

DS1030: 3A AMIGAA- Articulation and Tectonics I (6 Units)

In DS1030, analytical diagrams and written observations describing the urban, formal, programmatic, circulatory, infrastructural, and tectonic ordering systems of built and unbuilt high rise building are produced. Students are confronted with a wide array of design solutions to a single typology, and begin to identify the comparative similarities and differences between these solutions. Diagrams and study models are produced in which students redeploy different elements or features of their high rise precedents in projective ways. They are prompted to test the efficacy of these redeployments against program and site requirements set out in the project brief. These include: base/ground/entry, mass fitness, and vertical circulation.

DS1031: 3B AMIGAA- Articulation and Tectonics II (6 Units)

In DS1031, students form small teams to analyze significant, built architectural precedents by describing the range of building systems that make up the project. Site planning principles, formal typologies, program distribution and relationships, environmental systems, building structure, circulation, envelope tectonics and assemblies are documented in photographs and drawn in in plan, section, axonometric and diagram. Students learn about a variety of building systems that combine to produce an integrated work of architecture, providing a platform from which to deploy a selection of building systems in their own work. In their comprehensive, final projects the students produce the same type of drawings and diagrams to describe the systems that make up their design. Large scale, detailed physical models further the understanding of how the systems interact with the integrated whole of the building.

DS1040: 4A AMIGAA- Positions (6 Units)

Learning architecture through precedent is a fundamental value in the Undergraduate Program, and is a priority across the curriculum as a whole. In AMIGAA- Positions (DS1040), precedent is taught and discussed as the sum total of all buildings, unbuilt projects, and ideas across history. The relevance of precedent is explored through both analytical and speculative modes, according to the idea that architecture comes from architecture, as well as many other sources. In DS1040, students select a building precedent from a list (or one of their own choosing) and digitally model it with a high degree of precision in order to learn about all of its aspects, and maybe discover features they were previously undisclosed. After analysis and discussion, students produce drawings and diagrams that demonstrate their particular interests in their precedent, and what aspects might inform their design projects, and, specifically how.

M.ARCH 1 PROGRAM

HT2100: 1GA Intro to Contemporary Architecture (3 Units)

In this introductory core seminar, students engage with precedents on two levels: case studies are used as a means of understanding paradigm shifts in architectural discourse, and the concept of precedent is evaluated a contested idea within architectural thought in its own right. Student understanding is demonstrated in class discussions and in two essay assignments: the first requires students to pair an architectural project with a theoretical concept, and the second prompts students to demonstrate the role of precedent in a canonical architectural text.

DS1121: 2GB Architecture and Urban Design Studio (6 Units)

During the first part of the semester students are asked to look at approximately 50 large-scale buildings. The careful analysis of selected large scale building precedents provides the students with knowledge about the disciplinary principles of architecture at the scale of urbanism. These case studies are then analytically compared to one another through a creative diagram exercise, with students expected to extract abstract ideas and urban principles that can be deployed and transformed in the development of the building project. The use of diagrams of case studies as a generator for design provides students an efficient means to acquire knowledge about typology in relation to form and function at a very large scale.

DS1101: 1GB Fundamental Design Studio 2 (6 Units)

During the first part of the semester students take on a collective and individual research of twenty-five 20th century single family house case studies. The careful analysis of selected precedents provides the students with knowledge about the principles of architectural spatial planning and architectural detailing at ¼ inch scale. In particular, the use of precedents is meant for the students as an efficient means to expand their knowledge of the typology and its relationship between program, space, site and methods of construction. These case studies are analyzed comparatively to strengthen strengthening the students' understanding of a variety of strategies so that they can gain the ability to make informed decisions about their own design proposals.

M.ARCH 2 PROGRAM

DS1201: 2GBX Computational Design Studio 2 (6 Units)

During the first part of the semester students are asked to look at several case studies that relate to the studio project because of their program, size, and design significance. The careful analysis of selected precedents provides the students with knowledge about the principles of architectural massing strategies, along with an understanding of relevant program and code requirements. In particular, the use of precedents is meant for the students as an efficient mean to acquire knowledge about the relationship between volume, program distribution, circulation as they relate to a specific type of building and its urban setting. These precedents are then analytically compared to one another, strengthening students' ability to make informed decisions about their own design proposals.

HT 2200: 2GAX Theories of Contemporary Architecture I (3 Units)

The seminar introduces a wide range of architectural and urban precedents through the lectures and weekly readings. Students write a final essay identifying contemporary architectural projects that build on these precedents, and elucidating how such affiliations may productively inform current architectural discourse.

A.7 HISTORY & GLOBAL CULTURE
Understanding of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors.

B.ARCH PROGRAM

HT2012: 1B History of Architecture and Urbanism I (3 Units)
This class focuses on world architecture and culture from pre-history to the Renaissance. Lectures focus on a comparative understanding of the built environment in a variety of geographical, technical, ecological, and socio-economic contexts. To demonstrate their understanding of how Western architecture has been shaped by indigenous, vernacular, and regional influences, students are assigned a research paper that requires them to evaluate a local, iconic piece of architecture or landscape in the context of these projects' references to ancient Central or South American or traditional Chinese or Japanese design. After focusing their analysis on ornament and detail, interior plan and layout, materials and construction, urban siting and context, or form and geometry, students produce a substantiated argument for why their chosen project's relationship with its source should be classed as "ersatz" or "inspired". Alternatively, students are assigned a research paper on private house forms from pre-history to the Renaissance, comparatively evaluating the dwellings they choose in their local and historical contexts. Students are also tested and quizzed on their ability to recognize various indigenous forms and notable works of architecture from around the globe.

HT2025: 2B History of Architecture and Urbanism III (3 Units)
This course presents to students histories of architecture, not history in the singular sense of a dominant, unchallenged master narrative. Assignments are oriented toward with the task of conceptualizing histories of architecture as the interaction of multiple and contingent factors: of culture, society, and technology. Particular attention is paid to the analysis of specific relationships between the organization, configuration, and articulation of buildings and cities as well as the historical, conceptual, and political contexts with which they are associated, and the way in which diverse needs, values, behavioral norms impact and organize social and spatial patterns of users in various cultures. Lectures and discussions focus on issues of technology, nature, representation, diversity, and communication. Student understanding is demonstrated through in-class participation during lectures and discussion sections, in-class quizzes and tests, and written assignments.

HT2024: 2A History of Architecture and Urbanism II (3 Units)
This course utilizes emerging scholarship to challenge the twin myths that Western architecture from the Renaissance to World War II was much more influential on the rest of the world than influenced by it, and that formal, aesthetic narratives more accurately capture architectural developments during this period than socio-economic, environmental, and technical considerations. Examples covered in the lectures include the radical reevaluation of the origins of Art Nouveau in the context of the "whiplash style" developed in the Republic of Congo; a re-situation of Gottfried Semper's "Caribbean Hut" in the context of enslaved laborers in the sugar plantations of the West Indies; the contextualization of Buckminster Fuller's Dymaxion House in the discourse surrounding affordable housing, ecological efficiency, the military-industrial complex, and refugee camps; an account of the sophisticated architectural resistance performed during nineteenth-century Jonkonnu festivals in Jamaica; and a comparative evaluation of Renaissance perspective and East Asian representations of distance during the same period. Students demonstrate their understanding of such topics in short-essay-answer quizzes and exams.

M.ARCH 1 PROGRAM

HT 2101: 1GB History of Architecture and Urbanism I (3 Units)

Class lectures cover a broad range of issues related to global architectural history and culture within a broad span of chronological time. In order for students to develop a global architecture, students are taught not only histories of individual civilizations and cultures, but also the status of exchange between cultures developed through political, economic and religious travel. The lectures and readings expose students to foundational non-Western works, including Islamic, Indian, Chinese and Japanese architecture. In addition, students were assigned contemporary scholarly readings which begin to interrogate and unpack the traditional silo-ing of global cultures and people in order to understand early history (from prehistory to 16th century) as itself a complex movement of people, materials, and knowledge.

HT 2120: 2GA History of Architecture and Urbanism II (3 Units)

This course utilizes emerging scholarship to challenge the twin myths that Western architecture from the Renaissance to World War II was much more influential on the rest of the world than influenced by it, and that formal, aesthetic narratives more accurately capture architectural developments during this period than socio-economic, environmental, and technical considerations. Examples covered in lectures include the radical reevaluation of the origins of Art Nouveau in the context of the “whiplash style” developed in the Republic of Congo; a re-situation of Gottfried Semper’s “Caribbean Hut” in the context of slave labor in West Indian sugar plantations; the contextualization of Bucky Fuller’s Dymaxion House in the discourse surrounding affordable housing, ecological efficiency, the military-industrial complex, and refugee camps; an account of the sophisticated architectural resistance performed during nineteenth-century Jonkonnu festivals in Jamaica; and a comparative evaluation of Renaissance perspective and East Asian representations of distance during the same period. Students demonstrate their understanding of such topics in short-essay quizzes and exams.

M.ARCH 2 PROGRAM

HT 2201: 2GBX Theories of Contemporary Architecture II (3 Units)

Following on HT 2200 (below), this seminar continues to explore diverse global architectural histories and extends the knowledge base of architectural case studies. Political, social, economic, technological, and ecological factors are taken into consideration as students write about and discuss architectural work and vernacular traditions from various regions around the world. Students are asked to argue for the relevance of various indigenous and traditional approaches to the built environment in the context of contemporary international practice. These positions are presented in class discussions, writing assignments, and a final essay.

HT 2200: 2GAX Theories of Contemporary Architecture I (3 Units)

Taking the position that various modes of appropriation have been formative in the shaping of global architectural histories, this class examines the complex terrain defined by recent shifts in political, social, economic, technological, and ecological paradigms. Students investigate architectural work and vernacular traditions from various regions around the world before arguing for their relevance in the context of contemporary international practice. These positions are presented in class discussions, writing assignments, and a final essay.

A.8 CULTURAL DIVERSITY & SOCIAL EQUITY
Understanding the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.

B.ARCH PROGRAM

HT2024: 2A History of Architecture and Urbanism II (3 Units)

This course utilizes emerging scholarship to foreground architecture's role in dominant socio-spatial power structures from the Renaissance to the outbreak of World War II. Lectures treat the often troubling relationships between architecture, urbanism, and landscape and issues of cultural diversity and social justice, including gender equality, socio-economic stratification, racism, slavery, and colonialism. Topics covered include the connection between Renaissance perspective, the centralized church plan, and the privileged European male gaze; the enclosure of common grazing lands in Britain and the landscape design device of the ha-ha; the socio-economics of labor, surveillance, and access in Palladian villas; Thomas Jefferson's architecturalization of slavery at Monticello; Gottfried Semper's "Caribbean Hut" in the context of enslaved laborers in the sugar plantations of the West Indies; the connection between Adolf Loos's theory of ornament and racialized theories of evolutionary anthropology and phrenology; and Le Corbusier's ribbon window and piloti as an attempt to establish a more democratic relationship with the ground. In quizzes and the final exam, students are asked to address cultural diversity and social equity directly, using historical examples from the course to ground their own position toward the responsibility of the architect today.

DS1011: 1B Objects- Mass and Interiority II (6 Units)

In first year Design Studio (DS1011), students are introduced to issues of cultural diversity and social equity. Through lectures, discussions, and testing, the varied needs and interests of potential users of their design project are explored. Theories of Social Equity and Universal Design-- responding to the diverse needs, values, behavioral norms and physical abilities of various users and of diverse cultures-- are introduced through lectures, discussions, and testing. Finally, groups of students interview a selected set of professionals on the topic of community and social responsibility. Highlights of the interviews are written up and shared collectively to the class to incite a discussion on diverse definitions of community and modes of working with social responsibility in mind.

HT2030: 3A Architectural Theory (3 Units)

Diversity of values, abilities, and needs are crucial to a sophisticated understanding of architecture. Class lectures in HT2030 cover a broad range of issues related to cultural diversity and social equity, and address each SPC. Particular attention is paid to the analysis of specific relationships between the organization, configuration, and articulation of buildings and cities as well as the historical, conceptual, and political contexts with which they are associated, and the way in which diverse needs, values, behavioral norms impact and organize social and spatial patterns of users in various cultures. Lectures and discussions focus on issues of technology, nature, representation, diversity, and communication. Assignments and lectures in this course are intended to foreground the way in which architectural histories are concerned both with users and subjects of architecture and their reception of the built environment, as well as clients and architects themselves as significant historical figures. Student understanding is demonstrated through in-class participation during lectures and discussion sections, in-class quizzes and tests, and written assignments focusing on comparative analysis.

M.ARCH 1 PROGRAM

HT 2120: 2GA History of Architecture and Urbanism II (3 Units)

This course utilizes emerging scholarship to foreground architecture's role in dominant socio-spatial power structures from the Renaissance to the outbreak of World War II. Lectures treat the often troubling relationships between architecture, urbanism, and landscape and issues of cultural diversity and social justice, including gender equality, socio-economic stratification, racism, slavery, and colonialism. Topics covered include the connection between Renaissance perspective, the centralized church plan, and the privileged European male gaze; the enclosure of common grazing lands in Britain and the landscape design device of the ha-ha; the socio-economics of labor, surveillance, and access in Palladian villas; Thomas Jefferson's architecturalization of slavery at Monticello; Gottfried Semper's "Caribbean Hut" in the context of slave labor in West Indian sugar plantations; the connection between Adolf Loos's theory of ornament and racialized theories of evolutionary anthropology and phrenology; and Le Corbusier's ribbon window and piloti as an attempt to establish a more democratic relationship with the ground. In quizzes and the final exam, students are asked to address cultural diversity and social equity directly, using historical examples from the course to ground their own position toward the responsibility of the architect today.

DS1101: 1GB Fundamental Design Studio 2 (6 Units)

In first year Design Studio (DS1101), students are introduced to issues of cultural diversity and social equity. Through site analysis, workshops, discussions, and research, the students evaluate the diverse needs, values, and behavioral norms that characterize the culture of the neighborhood and its context. Diagrams analyzing the social and spatial patterns combined with analysis of the character of the constituent community are produced to connect diverse values with the community at large. Additionally, social equity is reviewed through a study of neighborhood accessibility, ensuring equitable accessibility. This shared research creates a fertile ground for a discussion on diverse definitions of community and modes of working with social responsibility in mind.

HT2100: 1GA Intro to Contemporary Architecture (3 Units)

This course introduces students to the ethical, socio-economic, cultural, and political dimensions of architectural discourse. Students have the opportunity to demonstrate their understanding of these issues in an essay assignment that prompts students to reflect on the architect's responsibility to various constituencies. Alternatively, students are tasked with identifying and evaluating the political and social content in various theoretical texts in class discussions and short essays.

M.ARCH 2 PROGRAM

HT 2200: 2GAX Theories of Contemporary Architecture I (3 Units)

In this introductory core seminar, students are introduced to a wide range of architectural work from various regions around the world, and are asked to reflect on the diverse social contexts, spatial patterns, and cultures these projects embody. Architecture's accessibility to individuals and communities is considered through the projects presented in the lectures and in the weekly readings. Students are asked to discuss issues of social equity in their evaluations of the architectural projects under consideration.

HT 2201: 2GBX Theories of Contemporary Architecture II (3 Units)

Following on HT 2200 (above), this seminar continues to present architecture in the contexts of social equity and cultural diversity. Students are introduced to additional case studies from various regions around the world and are asked to assess the diverse social patterns and spatialities germane to each project's cultural context. Issues of individual and community access are also considered.

DS1200: 2GAX Computational Design Studio 1 (6 Units)

Diversity of values, abilities, and needs are crucial to a sophisticated understanding of architecture. As part of the site and program research in DS1200 studio, a group of students attends a community meeting and compiles a report on the diverse needs, values, behavioral norms, and social and spatial patterns that characterize the community and this is presented to the class.

REALM B: BUILDING PRACTICES, TECHNICAL SKILLS, AND KNOWLEDGE

B.1 PRE-DESIGN

Ability to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs; and inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

B.ARCH PROGRAM

DS1030: 3A AMIGAA- Articulation and Tectonics I (6 Units)

In DS1030, Predesign is more advanced, mirroring the Architect's Handbook of Professional Practice. In this studio, students complete a written assessment of client and user needs, and produce a sequence of diagrams organizing and tabulating the spaces necessary to fulfill the given program and the requirements of those spaces with respect to user groups, privacy, natural light, spatial volume, adjacencies, access requirements and egress requirements. Students conduct group research into site conditions (given a number of possible building sites), present that research, and then individually produce graphic diagrams describing those conditions on their selected site. Students conduct group research into relevant building codes and standards, including relevant sustainability requirements, present that research, and then individually complete a written assessment of the implications of those codes, standards and requirements on the project.

DS1040: 4A AMIGAA- Positions (6 Units)

In DS1040, Predesign is a studio-wide collective research effort that is structured around six categories: program analysis, program preparation, urban analysis, environmental analysis, code analysis, and site selection. The students are provided with an urban neighborhood and asked to look at and assess issues such as fiscal and demographics, transportation networks, local culture, zoning regulations, parcel info, parks, solar effects, etc. From this data they propose five possible sites, user types, and client types. This matrix serves as a loose scenario for each student to make a site/program selection which then informs their project in direct or indirect ways. The research is curated into a single bound document and made available to the class. The students then use this document as a reference and source for incorporating selected data into their project.

M.ARCH 1 PROGRAM

DS1120: 2GA Integrated Comprehensive Design Studio (6 Units)

In 2GA DS1120 pre-design is more advanced, mirroring the Architect's Handbook of Professional Practice. The site and program complexity is also more demanding. During the first part of the semester students are asked to prepare an analytical dossier including program with adjacencies, access requirements, egress requirements, sustainability requirements, code and zoning requirements. The dossier includes the most relevant

considerations in relationship to early design decisions and summarizes the implications of these requirements on the project, and what criteria are ultimately to be used to assess the performance of the design.

DS1101: 1GB Fundamental Design Studio 2 (6 Units)

During the 1GB DS1101 studio students develop the ability to understand the role of pre-design in the development of architecture through a series of lectures and workshops where they research and analyze relevant pre-design topics as an integral part of their design process. They study essential house programmatic components: baths, kitchens, furniture, stairs, etc. by analyzing them in precedents and also by producing prototypical measured drawing of these user's needs components. They also prepare a comprehensive program matrix for a single family house, which includes an inventory of spaces and their square footage requirements, with an assessment of their implications for the project including an assessment of user needs. Students participate in a building code workshop and lecture of the relevant building codes (ADA, safety, fire, egress, etc.) and standards for a single family residence in Los Angeles. They also analyze the site conditions and context in relation to relevant zoning codes to understand what are essential qualities that define the site selection and how zoning constraints effects their design. Students also analyze relevant sustainability requirements including; solar shading, daylighting, energy and materials and applications. Through the comprehensive study of these fundamental pre-design issues and then developing their projects, the students gain the ability to understand the role of pre-design to the development of architecture.

DS1121: 2GB Architecture and Urban Design Studio (6 Units)

In the research portion of the studio, and via presentations during the semester, students are introduced to the principles of sustainable energy production and alternative transportation strategies for large-scale developments. They research and analyze site conditions, including existing buildings and developmental patterning, and are asked to investigate circulation and programming strategies that are especially relevant to large buildings. From a general set of scales and uses, each student prepares a series of graphic and quantitative documents describing their individual building program.

M.ARCH 2 PROGRAM

DS1201: 2GBX Computational Design Studio 2 (6 Units)

In DS1201 students are asked to research as a team effort all the most relevant considerations in relationship to early design decisions and summarize the implications of these requirements on the project. The research is compiled in a dossier, and it is informed by a precise evaluation of client and user needs, along with relevant case studies of similar buildings. Students take into consideration complex mix program with adjacencies, access requirements, egress requirements, environmental requirements (to be expanded in associated AS3222), code and zoning requirements. This Pre-design document includes comparative analysis that summarize the implications of these requirements on the project.

DS1200: 2GAX Computational Design Studio 1 (6 Units)

In DS1200 students are asked to compile an analytical dossier including a project brief that outlines and evaluates client and user needs. The dossier includes a spreadsheet with a breakdown of the program with adjacencies. A documentation of existing buildings, historical fabric, and topography are also included as well as a spreadsheet of access requirements, egress requirements, zoning and sustainability requirements. The analytical dossier also includes a text that explains the criteria are used to assess the design.

B.2 SITE DESIGN
Ability to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design.

B.ARCH PROGRAM

DS1031: 3B AMIGAA- Articulation and Tectonics II (6 Units)

In DS1031 (Comprehensive Studio Part 1), students are taught more advanced skills relating to Site Design, building on the fundamentals established in the previous year. Students begin by conducting research in small teams to describe contextual, urban characteristics, development patterns, historical fabric, surrounding formal and program types, infrastructure, topography, climate, ecology and building orientation. Soil conditions are introduced as a principle for structural design and elaborated in more detail as they develop these projects in the AS3040 (4A Design Development). Site Design informs the initial massing strategies for the projects by placing them within a site plan indicating topography (existing and altered), relative building massing, solar orientation and movement patterns. Exterior street elevations situate the project relative to surrounding buildings and context. Students are asked to evaluate a particular massing in the site in relation to the context. Diagrams of the ecological context and climate of are explored in greater detail as the project develops during the Building Physics Workshop, making students aware of how a specific geographical location can influence design outcomes. Building orientation in relation to site conditions is explored as well, with students producing diagrams of solar orientation that carry forward to inform their design project.

DS1040: 4A AMIGAA- Positions (6 Units)

In DS1040 we use the parti format to address Site Design. Student are asked to develop a set of three partis in relation to site and context, including topography, building orientation, solar, historical fabric, cultural values, etc. This data is researched and catalogued by the class collectively then assembled into a single document as a resource (see B.1 Pre-Design). Rather than begin with a parti, the students analyze a formal strategy by distilling it down to its basic characteristics in order to clarify their projects relation to site and context. Intelligence gleaned from the parti assignment is then folded back into their formal strategy.

DS1020: 2A Object to World- Ground and Apertures I (6 Units)

In DS1020, students are introduced to site design, by being given two different sites to select from. To begin, the studio collectively researches, documents and analyzes both sites and produces a bound booklet of site information that includes each site's characteristics, historical fabric, topography, ecology, climate, and immediate context. Individually, students evaluate each site against their massing and program and make a selection of one of the two sites to best satisfy their design strategy. The development of student's project in relation to their selected site conditions is explored in through fundamental site plan, plans, site elevations, and sectional drawings. Shade and shadow, parking, paving, vehicular and pedestrian circulation, planting and building orientation are considered in the overall design of each student's project. In addition, students are asked to draw upon lectures from their structures course and make educated assumptions on their building's foundations, based on the soils composition of their selected site.

M.ARCH 1 PROGRAM

DS1120: 2GA Integrated Comprehensive Design Studio (6 Units)

In 2GA DS1120 students first research and collect information about urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation. Subsequently they produce diagrams in response to those conditions specific to their massing proposal. Students produce 2D figure/ground and 3D

axonometric drawings of massing, showing relationship to adjacent buildings and territories. Topography, hardscape, and softscape are represented in site plan. Building Orientation in relation to site conditions is explored, and students produce diagrams of solar orientation and carry that knowledge forward to inform their design project. Envelope, elevation, and interior courtyards are considered, affecting the further development of massing studies.

DS1121: 2GB Architecture and Urban Design Studio (6 Units)

The studio project works at the interface of a heavily engineered river - whose environmental performance is being altered - with a historic neighborhood and large pieces of transportation infrastructure. Students are asked to consider the site, both built and natural, and distill from it a set of priorities and operations that negotiate the complex interface between the static urban artifact of the building, a variable, dynamic river and a changing urban context. Students produce a site plan showing the relationship of their design project to the surrounding urban context, Students produce at least one site section describing a strategy for establishing a connection between the building project and the river, addressing the substantial elevation change between street level and water level, and either crossing over or going under existing rail tracks. Students produce a series of site diagrams situating their project in the ecological context of the site, which includes the river, Elysian Park, and existing pocket parks, the existing and proposed public transportation through the site, and the proposed property to be developed. Students produce a diagram describing the energy system of the building.

AS3121 1GB Environmental Systems 1: Light, Air, and Sound (3 Units)

This 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. Building up a comprehensive energy site is the premise of the course project to test students' ability to respond to site environmental systems. Lectures, references and quizzes all refer to site thermodynamic behaviors (including climate, wind, seasonal change, humidity, temperature and natural light); building orientation (including sun-path prevailing winds and acoustics) as well as ecology and topography. Students study their effect on the building design and their relationship to form, material, orientation and geometry. Initial analysis of precedent building in current site leads to transformation of precedent for adaptation to new site and climate zone. Students repeat analysis, simulations and illustrations of energy performance of transformed precedent in new site. Transformation of precedent geometry, orientation, massing and materiality is documented with energy performance analysis in diagrams, simulation data and composite representations of energy systems.

M.ARCH 2 PROGRAM

DS1200: 2GAX Computational Design Studio 1 (6 Units)

Students produce annotated site analysis diagrams including relevant information outlining urban context, developmental patterning, and historical fabric and a written assessment of how they impact the project. Annotated site analysis diagrams are also produced that include relevant information on soil characteristics, topography, ecology, and climate and a written assessment of how they impact the project. The building orientation relative to urban context, daylighting, shadow, wind direction and topography is studied through a series of annotated diagrams and a written assessment of how they impact the project.

DS1201: 2GBX Computational Design Studio 2 (6 Units)

In DS1201 students first research and collect information about the urban context of the site project, researching information relative to the area development, its historical fabric, topography, existing ecology, and climate. They produce sun and shadow analysis, wind

paths diagram, public transportation, pedestrian and car traffic in the area. Topography (when present), hardscape, and softscape are represented in their site plan along with existing vegetation. Students produce 3D models of possible volumes with relative entry/exit relationships and relative program distributions. These criteria inform their final decision making process relative to their building orientation. Subsequently they design projects taking into considerations those conditions.

AS3201: 2GBX Advanced Building Systems (3 Units)

Students undertake a comprehensive semester project that includes a detailed site and climate analysis, including analyses of the site's solar exposure and insolation, wind conditions, precipitation, soil and geology, urban context, temperature and humidity conditions, and climate change scenarios; students then put their building project in the context of the site to assess optimal orientation, massing, and shading strategies. The site analysis is based on readings and lectures, as well as case studies of design for climate. Specific analysis includes site water balance calculations, solar insolation modeling, natural ventilation studies, and renewable energy generation from solar. The site design assignment is in the context of designing low-energy active systems for mechanical and electrical that forms the basis for a larger part of the class. Material is also covered on comprehensive mid-term and final exams.

B.3 CODES & REGULATIONS

Ability to design sites, facilities and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards.

B.ARCH PROGRAM

AS3040: 4A Design Development (3 Units)

Codes and regulations are used throughout Design Development (AS3040) to rigorously develop projects. The tension between adhering to requirements while retaining design intent is the primary focus of this second half of Comprehensive Studio. Students research and design to UBC and CABSC regulations pertaining to occupant load, egress, and others via diagrams and other drawings, showing how specific codes apply to their design projects. Occupancy and construction type analysis and application, as well as energy code analysis and compliance through certain design aspects is included. ADA barrier-free access is studies through diagrams and plan details of ADA compliance such as in stairs and toilets.

DS1030: 3A AMIGAA- Articulation and Tectonics I (6 Units)

In our Undergraduate Program, we expect students to have the ability to understand building codes and regulations, and produce design work that reflects that understanding. Criteria from governmental agencies and civil rights acts are part of our social contract for the health, safety, and welfare of our citizens and young architects must be prepared to contend with these requirements through thoughtful design solutions. In AMIGAA Articulation and Tectonics I (DS1030), students are taught to be able to identify applicable codes and regulations with focus on the Uniform Building Code and the current California Building Standards Code and apply them to their design projects. Students summarize relevant regulatory sections, such as calculation of occupancy requirements and diagrams of occupancy and fire separations between different program areas. Students develop vertical core design with reference to structural, mechanical, electrical, and plumbing systems requirements. They identify principles of life safety and accessibility with focus on Americans with Disabilities Act and Chapters 7, 10, and 11 of the California Building Code. Students summarize relevant sections and document application to studio project through egress and life-safety diagrams.

AS3050: 5A Professional Practice (3 Units)

In AS3050, students are provided, through lectures, an overview of state codes, ADA, local building codes, jurisdictional codes, planning department, FAR, zoning, Coastal Commission, covenants, conditions, and restrictions, setbacks, height limits, hillside

ordinances, and the plan check process. They are tested on these subjects as evidence of their ability.

M.ARCH 1 PROGRAM

DS1120: 2GA Integrated Comprehensive Design Studio (6 Units) &
AS3122: 2GB Design Development and Documentation (3 Units)

During the DS1120 course students gain proficiency in identifying applicable codes and regulations with focus on the Uniform Building Code and the current California Building Standards Code and apply them to their design projects for a medium size public project. Instructors lecture on life-safety, egress, and ADA requirements followed by a quiz. Students summarize relevant regulatory sections, such as calculation of occupancy requirements and diagrams of occupancy and fire separations between different program areas and produce plans and diagrams showing life-safety, accessibility, cores, and egress strategy for their design. Students develop vertical core design with reference to structural and code requirements.

This project is then used the following semester as case study for the Design Development (AS3122) seminar. The tension between adhering to requirements while retaining design intent is the primary focus of this second half of Comprehensive Studio. Students further develop their designs to adhere to Uniform Building Code and California Building Standards Code regulations pertaining to site (ADA site diagram including parking, curb cuts, path of travel, setbacks, easements, etc.), facilities (occupant load and egress diagrams and calculations, plan details of ADA compliant components - stair, ramp, toilets, Elevator, etc.) and systems (life safety, fire separation zones).

AS3140: 3GA Advanced Project Delivery / Construction Documents (3 Units)

During their second design studio DS1101, students have a lecture and participate in a series of workshops on relevant building codes and standards as they relate to a residential project in Los Angeles including; building and safety codes (egress, fire, access, etc.), local zoning codes, title 24 and green building codes. Students are also given a comprehensive quiz the fundamental building codes and standards for a house. Students learn about the relevance of Accessibility Codes and standards including their relationship to its' Title 9 status, California's Architects Practice Act and the fact that accessibility is a civil right. The students gain a working knowledge of Codes & Regulations as it relates to the design and site design of a duplex. This project is then used the following year as case study for the Construction Document seminar AS3140. Students analyze and further develop the design studio project by creating a detailed 3d digital BIM model and a set of 2d construction documents specifically tailored for the design challenges of the project.

M.ARCH 2 PROGRAM

AS3222: 3GAX Design Development and Documentation (3 Units)

This course focuses on construction systems, building technology, use of materials and system integration. AS3222 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. Specifically, students are asked to use as a point of departure their DS1201 and DS1200 studio projects and produce ADA site diagram including parking, curb cuts, path of travel, setbacks, easements, etc. Students research the occupant load and design egress diagrams with relative calculations, plan details of ADA compliant components inclusive of stair, ramp, toilets, elevator, etc. In relationship to life safety, students are asked to draw a RCP with sprinkler layout, exit pathway signage, fire separation zones.

DS1200: 2GAX Computational Design Studio 1 (6 Units)

In DS1200 students are required to produce an ADA site diagram including parking, curb cuts, path of travel, setbacks, easements, etc. Occupant load and egress diagrams, plan details of ADA compliant components - stair, ramp, toilets, and elevator, are included in the example Egress and ADA diagram produced by each student. Life safety is included in a RCP drawing containing sprinkler layout, exit pathway signage.

DS1201: 2GBX Computational Design Studio 2 (6 Units)

Students summarize relevant regulatory sections, such as setbacks and height limits, zoning, parking requirements, calculation of occupancy requirements and produce diagrams showing cores, and egress strategy. This project is then used the following semester as case study for the Design Development (AS3222) seminar.

B.4 TECHNICAL DOCUMENTATION

Ability to make technically clear drawings, prepare outline specifications and construct models illustrating and identifying the assembly of materials, systems and components appropriate for a building design.

B.ARCH PROGRAM

AS3040: 4A Design Development (3 Units)

The primary purpose of Design Development (AS3040) is to advance the students' ability to develop designs in an integrated way through technical documentation. AS3040 is the second part of our 2-part Comprehensive Design Studio. In our program, students are expected to complete an "outline" Design Development set of drawings including wall sections, details, axonometric drawings showing systems, and a "Mega-drawing" which features a large and highly detailed, peel-away or cut-away "chunk" of their building. Through the Mega-drawing they learn the importance of effective communication of technical solutions for builders, including identifying assemblies, material selection and subdivision, joints and interfaces between systems, waterproofing and insulation, structure, and sustainability measures.

AS3041: 4B Advanced Construction and Project Delivery (3 Units)

AS3041 is intended to build on Design Development (AS3040) to advance the students' knowledge of technical documentation as well as various methods of project delivery and what kind of documentation is paired with each. The larger goal of this course is to give students the ability to understand how architects must clearly and rigorously documents their design work in the contemporary construction industry, including detailed 3D documentation. Students design and document in BIM (using Autodesk Revit software) a small mixed use building. They produce set of drawings and 3D BIM models which include whole assemblies, clearly identifying the differences between building components.

AS3033: 3A Tectonics and Materiality (3 Units)

In AS3033, students learn about technical documentation through the production of comprehensive, large scale cut-away axonometric or oblique drawings. Emphasis is given to sectional features in both large and small portions of a building, and all drawings are noted and specified to identify systems and components, and the decision-making related to those specifications. These allow students to visualize construction, fabrication and assembly methods aligned with the materials and their specific technical limitations and possibilities.

M.ARCH 1 PROGRAM

DS1120: 2GA Integrated Comprehensive Design Studio (6 Units)

DS1120 represent the integrated comprehensive design studio in the M.Arch.1 core sequence where students are asked to produce scaled plans, sections, elevations, and enlarged detail drawings showing building structure (including foundation), materials,

assemblies and envelopes for a medium sized public building. These drawings are further developed during the following semester in the Design Development AS3122 seminar associated with this studio.

AS3122: 2GB Design Development and Documentation (3 Units)

In this class students learn to develop the building design developed in DS1120 producing an appropriate technical 2D and 3D documentation. During the semester, students are expected to become familiar with the level of specificity of a Design Development set of drawings including wall sections, details, axonometric drawings showing systems, and a "Mega-wall section" which features a large and highly detailed representative 3D section of their building. Students learn how to specify assemblies, material selection and subdivision, joints and interfaces between systems, waterproofing and insulation, structure, and sustainability measures. Students also produce an outline specification and construct digital models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

AS3140: 3GA Advanced Project Delivery / Construction Documents (3 Units)

The course focuses on advanced methods of project delivery and construction documents incorporating digital technologies and investigating new models for linking design and construction processes. It introduces Building Information Modeling as one of the tools for realignment of the traditional relationships between the project stakeholders. The larger goal of this course is to give students the ability to understand how architects must clearly and rigorously document their design work in the contemporary construction industry, including detailed 3D documentation which include whole assemblies, clearly identifying the differences between primary structure, secondary structure and non-structural elements. Students also produce an outline specification.

M.ARCH 2 PROGRAM

AS3222: 3GAX Design Development and Documentation (3 Units)

This course focuses on construction systems, building technology, the use of materials and system integration with their relative documentation. Studio projects from the previous semester DS1201 and DS1200 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. Students become familiar with Outline specifications, and learn how to draw 3d envelope axonometric, 3d detail axos, 3d material assembly, 3d MEP axon, etc.

AS3201: 2GBX Advanced Building Systems (3 Units)

Students are introduced to technical documentation, including contract documents, specifications, drawings, and details, through comprehensive lecture on integrated design and specific building systems, such as mechanical, electrical, plumbing, controls, and envelopes. Students integrate this into a team-based semester case study project, which includes developing drawings and details to define key building systems for energy, lighting, fire/life safety, accessibility, water, ventilation, vertical transportation, controls, energy generation, and passive design. A detailed façade section, with materials and assembly methods specified, is developed for each project. The projects are formatted into a final booklet with all diagrams from the semester. Drawings include site plans with sun path studies, wind, and storm-water assessments, solar insolation studies for each primary elevation, and typical space daylighting studies. Material is also covered on comprehensive mid-term and final exams.

DS1201: 2GBX Computational Design Studio 2 (6 Units)
In DS1201 students are asked to produce a set of schematic drawings, comprehensive of plans, elevations, and sections. This set of drawings is then implemented in the AS3222 class, where students will outline specifications and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

B.5 STRUCTURAL SYSTEMS

Ability to demonstrate the basic principles of structural systems and their ability to withstand gravitational seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

B.ARCH PROGRAM

AS3021: 2A Structures I (3 Units)
AS3021 introduces students to structural engineering principles of gravity, statics and mechanics of materials, including design load criteria. Basic calculations, including the basic physics and math principles required to do analysis, are taught through lectures and homework. Lectures include technical instruction as well as case-studies of important buildings. Homework assignments are given requiring hand calculations, knowledge of steel and wood framing systems, lateral seismic and wind load calculations, material strength and column buckling, and soils and foundations. A series of quizzes, midterm, and final exams are used to test student knowledge and ability; answers require either calculations or descriptive responses to the question.

AS3030: 2B Structures II (3 Units)
AS3030 advances students' knowledge of materials, framing systems, and lateral load application of these principles. In AS3030, structural building code requirements are explored, in terms of how they may affect architectural design. Historical and technological developments in materials and structural systems are discussed.

AS3040: 4A Design Development (3 Units)
In AS3040, Part 2 of our Comprehensive Design Studio, structural systems are explored through a detailed 3D model of the structure of their project, including foundations, basements, slabs, cores, frames, and horizontal and vertical diaphragms for resolving lateral forces. Diagrams are produced noting the appropriate construction type, materials, and how various elements tie together into an integrated structural solution.

M.ARCH 1 PROGRAM

AS3101: 1GB Structures 1 (3 Units)
This course introduces students to the fundamental principles governing structure such as equilibrium, span, stiffness, and load path. The course looks at common building materials - wood, steel, etc– and their mechanical properties to understand how and when to apply these materials in construction. Through in-class examples and discussion, and homework assignments which include exercises in shear and bending moment diagrams and the calculation of equilibrium and internal forces, material strength and column buckling, students develop a fundamental understanding of structural behavior and how this can be extrapolated to a greater intuition of building construction.

AS3120: 2GA Structures 2 (3 Units)
This course aims to provide students with a comprehensive understanding of structural engineering and of the architect's role in the creative application of engineering principles. During the first part of the term, the class examines concepts and definitions of gravity framing systems. The latter half of the course introduces lateral loads and the structural systems used to resist those loads, specifically lateral seismic and wind load

calculations. The class introduces students to building code requirements pertaining to lateral load definition and lateral load-resisting systems. Historical and technological developments in materials and structural technology are touched on to ground the discussion in real world applications.

AS3122: 2GB Design Development and Documentation (3 Units)

In this class structural systems are explored through a detailed 3D building model from DS1120 studio, including foundations, basements, slabs, cores, frames, and horizontal and vertical diaphragms for resolving lateral forces. Diagrams are produced noting the appropriate construction type, materials, and how various elements tie together into an integrated structural solution.

M.ARCH 2 PROGRAM

B5 is one of the SPC prerequisites for a student to gain admission to the M. Arch. 2. Program (please refer to Evaluation of Preparatory Education for description of the reviewing process). While this SPC is typically covered in the students' prerequisite course materials prior to admission to the program, these topics are further touched upon in the following courses:

AS3222: 3GAX Design Development and Documentation (3 Units)

Studio projects from DS1201 and DS1200 are developed in AS3222. The seminar focuses on the detailed design of a zone of the building in terms of the resolution of its structural system and building envelope. In particular, students develop possible diagrammatic approaches to the project structural system. These diagrams are evaluated towards relevant criteria, in order to make a final proper selection. Students draw a structural axonometric of the primary and secondary structure, comprehensive of the seismic and lateral components.

AS3302: 2GBX Advanced Structural Systems (3 Units)

The course examines how architectural form can be derived from force flow and load path. Established structural systems such as long span trusses, arches, vaults, membranes, shells, tension structures, space frames, folded plates, diagrids, pneumatics, and cable nets are studied through evaluations of built projects, current designs and class assignments. Different structural materials are examined with an emphasis on making appropriate material choices for different structural systems and methods of construction. The course focuses on engineering fundamentals for quick evaluations of structural concepts to develop schemes.

AS3200: 2GAX Advanced Material and Tectonics (3 Units)

This 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 particular students draw integrated cut-away axon and/or section of case study building diagramming the relationship existing between the tectonics of the envelope and the underlying primary structural system.

B.6 ENVIRONMENTAL SYSTEMS

Ability to demonstrate the basic principles of environmental systems' design, how design criteria can vary by geographic regions, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems and acoustics.

B.ARCH PROGRAM

DS1031: 3B AMIGAA- Articulation and Tectonics II (6 Units)

Knowledge of environmental systems, both passive and active, and associated technology is a priority for the Undergraduate Program. To support this, in DS1031 we conduct a special workshop led by invited guests, such as Transsolar, the renowned building physics consultant. Students interact with Transsolar consultants through lectures and discussions, ultimately enabling a comprehensive approach to sustainability in their individual building projects. Students are expected to demonstrate basic principles of environmental system design and understand how design criteria can vary by geographic region. Design solutions must engage principles of active and passive heating and cooling, solar geometry, day lighting, natural ventilation, indoor air quality, solar systems, lighting systems and acoustics. Students produce diagrams and overlays of building plans and sections of their studio design projects to demonstrate their environmental engineering approach, including passive and active solar design, design criteria based on geographic region, and performance assessment using proprietary engineering software.

AS3031: 4A Environmental Systems II (3 Units)

In AS3031, students study advanced heating and cooling systems through diagrams identifying mechanical equipment in sample projects. Students develop advanced understanding of various mechanical systems and their merits, in terms of performance, energy efficiency and life cycle cost. Students are tested on electrical system performance and plumbing system layouts. In their projects, students are required to demonstrate natural ventilation, solar geometry, daylighting and other lighting systems, natural ventilation, IAQ, solar systems, and acoustics in diagrams. This work is learned via lectures, case-studies, and testing. In AS3031 students continue their study of passive and active environmental behaviors and systems, but the primary focus of this second part of the Environmental sequence is active environmental systems and their applications. Using the precedent homes from AS3020 as a point of departure, students learn how to enhance passive environmental performance in an alternate climate zone with active environmental systems. A detailed building envelope section and schematic layout of active environmental systems such as lighting and heating/cooling are required to supplement the comprehensive documentation and analysis of the precedent buildings' environmental systems.

AS3020: 3B Environmental Systems I (3 Units)

AS3020 defines energy behaviors, environmental systems terminology, system techniques through case-studies in lecture and quizzes. Students define active systems that supplement passive systems as needed to achieve intended environmental performance objectives and provide system comparisons on various active systems, day lighting, natural ventilation, indoor air quality, solar systems, lighting systems and acoustics for enhanced performance. The semester project of AS3020 is to study canonical mid-century modern houses as environmental precedents, and alter them to enhance energy performance. Students first measure the energy performance of these homes and supplement that information with location and time specific simulations of passive energy behaviors. Based on those criteria, students modify the building massing, orientation, geometry, and materials, focusing on the building envelope to enhance energy performance for a site in a new climate zone.

M.ARCH 1 PROGRAM

AS3123 2GA Environmental Systems 2: Sustainability and Complex Envelopes (3 Units)

This class focuses on the analysis of environment and the application of environmentally supported building systems and technologies in the design and development of a sustainable, zero net energy project. Students investigate issues pertaining to the principles of environmental design and the relation to building envelope, HVAC systems, and their integration. The course covers building services including HVAC, plumbing, electrical, life safety and vertical movement, systems and their effects on the development of a sustainable architectural design. Through a series of lectures, group presentations, and individual assignments, current typologies and specific architectural precedents are researched and discussed, with a focus on materials, envelope systems, sustainability, energy efficient systems, constructability, cost, and process. Students integrate this material, developing specific systems diagrams for a team-based semester case study project. A detailed façade section, with materials and assembly methods specified, is developed for each project. The projects are formatted into a final booklet with all diagrams from the semester. Drawings include site plans with sun path studies, wind, and storm-water assessments, solar insolation studies for each primary elevation, and typical space daylighting studies. Material is also covered on comprehensive mid-term and final exams.

AS3122: 2GB Design Development and Documentation (3 Units)

Students are asked to prove their environmental systems knowledge and apply it to the DS1120 building design project. Students start with a careful analysis of the site and climatic conditions, to determine which environmental systems are appropriate for a specific location. Studio building plan and section diagrams are implemented to show active heating and cooling system including vertical and horizontal distribution along with passive heating and cooling. Students are asked to produce an accurate analysis of solar radiation and recommendation for PV placement. Their section diagrams show daylight and sun protection, natural ventilation, indoor air quality. Students take into consideration the pros and cons of different solar systems. They develop RCP showing light fixture schedule and layout and section and plan diagram showing room acoustic measures and acoustical separation.

AS3121 1GB Environmental Systems 1: Light, Air, and Sound (3 Units)

This 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. Terminology, techniques, and examples are provided in lectures and assigned references. Fundamental principles and historical examples are tested as part of regular quizzes. Site-specific energy measurement and climate simulation tools provide the performance assessment of an existing architectural precedent, which is transformed to perform better in response to this data. Simulation and measurement tools are used to demonstrate existing and enhanced energy performance of precedent project. Subsequently, active systems supplement passive systems as needed to achieve intended environmental performance objectives. The existing performance of heating/cooling, solar geometry, day lighting, natural ventilation, indoor air quality, solar systems, lighting systems and acoustics transformed for enhanced performance are documented by fully annotated diagrams, data from simulations and site measurements that are assigned as part of final project presentation requirements.

M.ARCH 2 PROGRAM

B6 is one of the SPC prerequisites for a student to gain admission to the M. Arch. 2. Program (please refer to Evaluation of Preparatory Education for description of the reviewing process). While this SPC is typically covered in the students' perquisite course materials prior to admission to the program, these topics are further touched upon in the following courses:

AS3222: 3GAX Design Development and Documentation (3 Units)

Taking as point of departure the studio project DS1201 or DS1200, students analyze the site and its climatic conditions, and select which environmental systems are appropriate for their specific criteria. They draw building 3 dimensional axonometric diagrams showing active heating and cooling system including vertical and horizontal distribution, and diagrams showing passive heating and cooling systems. Students analyze solar radiation and make a recommendation for PV placement. They consider pros and cons of different solar systems through diagrams and arrive to appropriate conclusions. Students learn about natural ventilation. The RCP shows light fixture schedule and layout while a Section and plan diagram shows room acoustic measures and acoustical separation.

AS3201: 2GBX Advanced Building Systems (3 Units)

AS3201 introduces students to the design implications and performance of environmental systems by focusing on the behavior of lighting, acoustical and climate modification systems within the built environment. Students learn about the following topics: passive heating/cooling systems; solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics. During the semester they produce diagrams for building occupancy and use, climate assessments for natural ventilation, heating/cooling demand calculations, and environmental acoustics assessments for interior occupants. Light system design is incorporated as part of a typical reflected ceiling plan development.

AS3200: 2GAX Advanced Material and Tectonics (3 Units)

In AS3200 students learn about the relationship between environmental systems and the tectonics of the architectural envelope in lectures, case study analysis and design exercises. The semester project prompts students to transform that case study into a new building envelope system in order to respond to a new given geographic and climatic location. This, in its turns, provokes the revision of the envelope's environmental performance (as it relates to issues of solar geometry, shading, day lighting, natural ventilation, etc.) and the consideration of alternative economic, aesthetic and material logics inherent in this transformation.

B.7 BUILDING ENVELOPE SYSTEMS & ASSEMBLIES

Understanding of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

B.ARCH PROGRAM

AS3040: 4A Design Development (3 Units)

Building envelope systems and assemblies comprise a crucial part of what we understand as architecture in the world, as well as a significant part of the resources in any given building project. In our Undergraduate program, we prompt students to think of envelope tectonics not only in a technical ways, but in a fully integrated way that contends with material, aesthetics, and environmental criteria. In AS3040 (Comprehensive Studio Part 2), significant time is spent teaching students the various criteria that are involved in selecting and deploying various envelope systems. Envelopes are paired both with the aesthetic intent of the design project from DS1031, as well as the environmental, structural, material, and other performance criteria

for the given building type and site conditions. Systems and assemblies are drawn in a set of 2D details and a large, highly detailed "Mega-drawing". Understanding this "chunk" of building in great detail and including the entire assembly helps students understand the implications of design decisions in all aspects.

AS3033: 3A Tectonics and Materiality (3 Units)

AS3033 approaches this SPC through thorough close reading and documentation of existing building envelope systems and assemblies, as well as through the design of new systems. The course includes lectures by the Faculty and Guest Lecturers covering the fundamental performance of building envelopes, such as, aesthetics, moisture transfer, durability, and energy and material resources. Via charts, matrixes, feed-back loop diagrams as well as annotated elevations, comprehensive cut-away axonometric drawings and detailed 2D wall sections, students analyze the above issues and culminate with a comprehensive and conclusive report. The semester project prompts students to transform that precedent into a new building envelope system in order to respond to a new given geographic and climatic location. This prompts revision of the envelope environmental performance (in terms of of solar geometry, shading, day lighting, natural ventilation, etc.) and the consideration of alternative economic, aesthetic and material logics inherent in this transformation.

AS3041: 4B Advanced Construction and Project Delivery (3 Units)

Building envelope and associated assemblies are studied in AS3041 through a technical 3D digital model and 2D drawings of a case study building. The intent is to demonstrate understanding and ability to modify envelope systems to be higher performance, but without compromising their architectural integrity. Work assigned in AS3041 includes building wall sections, detail drawings, specifications and associated cut sheets, and testing related to increasing students' understanding of: selection of building envelope systems, fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

M.ARCH 1 PROGRAM

AS3122: 2GB Design Development and Documentation (3 Units)

In AS3122 students are exposed to the various criteria that are involved in selecting and developing the optimal envelope systems for their studio design. Envelopes are analyzed from an aesthetic point of view, as well as the environmental, structural, and material performance criteria that would apply to a specific building type and site conditions. Systems and assemblies are drawn in a set of 2D details and a large, highly detailed "Mega-wall section". Understanding this "chunk" of building in great detail and including the entire assembly helps students understand the implications of design decisions in all aspects.

AS3140: 3GA Advanced Project Delivery / Construction Documents (3 Units)

The course introduces Building Information Modeling as one of the tools to implement the geometry of a skin with all the envelope systems requirements that need to be integrated in the design of a building. BIM 3d and 2d information of the envelope of the project become the ideal platform for students to modify all systems simultaneously without compromising the integrity of the envelope. Students become familiar of how the multiple layers of an envelope system effect each other and how to control their relative changes through the design process. Students study the appropriate selection and application of envelope systems and their performance negotiating the aesthetic ambitions with the requirements of moister transfer, durability, and energy efficiency and document their work through wall section, details cut sheets and specifications as well as quizzes based on lectures.

AS3123 2GA Environmental Systems 2: Sustainability and Complex Envelopes (3 Units)

Building envelope and associated assemblies are interrogated in AS3123 through a comprehensive, large-scale section drawing of both large and small portions of the

semester case study building, both with notes to call out various and primary components of assemblies. These exercises allow to visualize construction, fabrication, and assembly methods aligned with the materials and their technical limitations utilized within each building system. The envelope section is specifically developed to assess how the case study project addresses key site environmental issues in relation to the comfort of occupants. Case studies focus on zero net energy buildings, identifying lessons learned and strategies that respond to the demands of resource scarcity and climate change. Material is also covered on comprehensive mid-term and final exams.

M.ARCH 2 PROGRAM

AS3222: 3GAX Design Development and Documentation (3 Units)

In AS3122 students are exposed to the various criteria that are involved in selecting and developing the optimal envelope systems for their studio design. Envelopes are analyzed from an aesthetic point of view, as well as the environmental, structural, and material performance criteria that would apply to a specific building type and site conditions. Systems and assemblies are drawn in a set of 2D documents along with highly detailed large scale drawings able to convey how envelop systems are integrated to other building systems.

AS3200: 2GAX Advanced Material and Tectonics (3 Units)

In AS3200 students approach Building Envelope systems and assemblies thorough close reading, documentation and transformation of existing case studies. The course includes lectures by the Faculty and Guest Lecturers covering the fundamental performance of building envelopes, such as, aesthetics, moisture transfer, durability, and energy and material resources. By means of charts, matrixes, feed-back loop diagrams as well as annotated elevations, comprehensive cut-away axonometric drawings and detailed 2D wall sections, students analyze the above issues and culminate with a comprehensive and conclusive report. Students write notes and call out for the primary components of assemblies of their buildings. This graphic and written documentation is useful to visualize construction, fabrication and assembly methods aligned with the materials and their technical applications. Finally, students produce a sectional model of small portion of their building envelope showing primary components of assemblies.

AS3201: 2GBX Advanced Building Systems (3 Units)

Building envelope and associated assemblies are addressed through a comprehensive, large-scale section drawing of both large and small portions of the semester case study building, both with notes to call out various and primary components of assemblies. These exercises allow to visualize construction, fabrication, and assembly methods aligned with the materials and their technical limitations utilized within each building system. The envelope section is specifically developed to assess how the case study project addresses key site environmental issues in relation to the comfort of occupants. Case studies focus on zero net energy buildings, identifying lessons learned and strategies that respond to the demands of resource scarcity and climate change. Material is also covered on comprehensive mid-term and final exams.

B.8 BUILDING MATERIALS & ASSEMBLIES

Understanding of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products, components and assemblies based on their inherent performance, including environmental impact and reuse.

B.ARCH PROGRAM

AS3040: 4A Design Development (3 Units)

Building materials and their associated assemblies are crucial to the realization of our students' architectural imagination as well as the production of technically suitable and environmentally sound buildings. As a project-based program, with a project-based Thesis, we value a high degree of resolution and fidelity in material selection, and their aesthetic, technical performance, and environmental appropriateness, including environmental impact and re-use. In AS3040, 2D details and 3D "Mega-drawings" show all of these aspects at once, helping students understand the interrelationship of all of these criteria. Exterior and interior materials are accounted for spatially and technically.

AS3033: 3A Tectonics and Materiality (3 Units)

In AS3033, materials and assemblies are presented and discussed in class, and students are asked to reflect on their decision-making process and appropriateness of decision making. Final projects show highly detailed 2D and 3D drawings which note building materials and assemblies. These projects include comparative analysis of performance criteria of various materials, as well as an assessment and noted drawings related to their inherent performance, as well as, environmental impact and re-use of materials.

AS3041: 4B Advanced Construction and Project Delivery (3 Units)

In AS3041, students do comparative analysis of different materials and their properties, resulting in 3D and 2D drawings demonstrating the ability to substitute materials with compatible properties. This helps students understand how material choices are made and how technical knowledge and flexibility during the design process can help them arrive at appropriate solutions. Students produce wall sections, specifications, and locate cut sheets related to their study of building materials and assemblies, and are tested on their understanding.

M.ARCH 1 PROGRAM

AS3122: 2GB Design Development and Documentation (3 Units)

In the Graduate Program students learn that building materials and their associated assemblies are crucial for the aesthetic value of architecture as well as its technical performance, for both exterior and interior spatial conditions. In AS3122, students learn how to integrate in their building designs aesthetic and technical performance, along with environmental appropriateness. They are asked to select each material assembly and evaluate pros and cons of their proposal and arrive at a final balanced solution.

AS3140: 3GA Advanced Project Delivery / Construction Documents (3 Units)

The course introduces Building Information Modeling as one of the tools to implement the geometry of a project with other technical requirements. Students do comparative analysis of different materials and their properties, resulting in 3D and 2D drawings demonstrating the ability to substitute materials with compatible properties. This helps students understand how material choices are made and how technical knowledge and flexibility during the design process can help them arrive at appropriate solutions. The work is documented through specifications, cut sheets and wall sections, and BIM.

AS3100: 1GA Materials and Tectonics (3 Units)

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. Students work on a case study based assignments. Final presentation to show graphics and a 300-word written reflective observation about the decision making process that impacts the integration of the various systems into a single design proposal.

M.ARCH 2 PROGRAM

AS3222: 3GAX Design Development and Documentation (3 Units)

In AS3222, students learn how to integrate in their building designs aesthetic and technical performance, along with environmental appropriateness. They are asked to select each material assembly and evaluate pros and cons of their proposal and arrive to a final balanced solution. Students compile a matrix of material choices to make an informed selection and learn about the performance and environmental impact and reuse of products, components, assemblies as they produce final large drawings.

AS3200: 2GAX Advanced Material and Tectonics (3 Units)

In AS3200 students compile a material research to show via images, diagrams, comparative charts and written observations the particularities of an innovative material production present in case studies as well as the historic trajectory of that technology. Their research ranges from the immediate qualities of the material, their inherent performance, to its modes of production, to current applications, as well as their environmental impact and re-use.

AS3201: 2GBX Advanced Building Systems (3 Units)

Beginning with a lecture on basic physical properties of materials, including emissivity, durability, extraction/use, conduction, and absorption, AS3201 introduces students to innovative methods of construction, fabrication, structuring, and assembly enabled by the advent of new technologies, as well as key issues around environmental sustainability, resource scarcity, supply chains, and material ingredients. Lectures cover topics such as lifecycle assessment and product declarations, as well as supply chains and sustainability certification schemes in detail and in the context of the semester project. Material is also covered on comprehensive mid-term and final exams.

B.9 BUILDING SERVICE SYSTEMS

Understanding of the basic principles and appropriate application and performance of building service systems, including lighting, mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems.

B.ARCH PROGRAM

AS3020: 3B Environmental Systems I (3 Units)

Building service systems are introduced to Undergraduate students at an introductory level, covering a wide range of disciplines and performance criteria. In AS3020, readings, such as Bradshaw's The Building Environment: Active and Passive Control Systems are employed to give students overview of different scopes of work and associated design criteria. Through lectures, readings, and testing at the end of each class, students learn the importance of MEP systems, lighting, communication, vertical transportation, security, and fire/ life-safety systems to both architectural expression and the technical performance of buildings. Testing covers mechanical system components, electrical distribution system, plumbing system, humidity control, day lighting penetrations, vertical transportations including 5 minute ratios, waiting intervals, acoustic, security system components, communication devices, photovoltaic systems, wind energy and understanding real life buildings, fire alarm and detection systems.

AS3031: 4A Environmental Systems II (3 Units)

AS3031 builds on Building Service Systems form AS3020. More advanced subjects in lighting, MEP systems, communication and security systems, and fire/ life-safety systems, and fire protection systems are undertaken in a series of lectures and students' understanding is tested. Students will be given quiz on real life projects identifying mechanical, electrical, fire protection plumbing equipment locations. Lectures include water conservations including Net Water Zero, WELL program, and using students projects for show case their interpretation on sustainability system consideration such as earth tubes.

AS3040: 4A Design Development (3 Units)

Building service systems are considered in AS3040 as part of a much larger comprehensive design project. Service systems are integrated into project documentation such as diagrams to assure basic understanding of all of the layers and disciplines involved in any building project. Student understanding of building service systems is advanced through reflected ceiling plans showing equipment and layout, a 3D MEP systems diagram, and testing covering lighting, MEP, communication, vertical transportation, and security.

M.ARCH 1 PROGRAM

AS3123: 2GA Environmental Systems 2: Sustainability and Complex Envelopes (3 Units)

This course focuses on advanced building systems and technologies, with targeted investigation of the building envelope as the site of integration of multiple technologies. More advanced subjects in lighting, MEP systems, communication and security systems, and fire/ life-safety systems, and fire protection systems are undertaken in a series of lectures and readings, as well as through a comprehensive team-based semester project. The project focuses specifically on a precedent case study for zero net energy buildings in light of the global challenges of climate change and resource scarcity, as well as the need for buildings to provide comfortable, safe, and healthy spaces for people. The project deliverables include key diagrams for site, mechanical, ventilation, electrical, and plumbing systems, with additional consideration given to information technology, vertical transportation, security, and fire/life safety systems. Material is also covered on comprehensive mid-term and final exams.

AS3122: 2GB Design Development and Documentation (3 Units)

In AS3122 students are asked to apply their knowledge relative to building service systems to their integrated comprehensive design project DS1120 from the previous semester. Lighting and mechanical are documented through a series of drawings and diagrams, while knowledge about plumbing, electrical, vertical transportation and security and communication are tested in class through specific quizzes.

AS3140: 3GA Advanced Project Delivery / Construction Documents (3 Units)

The class takes the studio project DS1101 (or alternatively - a small mixed use building designed for the purposes of the class) and further develop it by creating a detailed 3d digital BIM model and a set of 2d construction documents able to integrate the basic principles and appropriate application and performance of building service systems, including lighting, mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems.

M.ARCH 2 PROGRAM

AS3201: 2GBX Advanced Building Systems (3 Units)

This course focuses on advanced building systems and technologies. More advanced subjects in lighting, MEP systems, communication and security systems, and fire/ life-safety systems, and fire protection systems are undertaken in a series of lectures and

readings, as well as through a comprehensive team-based semester project. The project focuses specifically on a precedent case study for zero net energy buildings in light of the global challenges of climate change and resource scarcity, as well as the need for buildings to provide comfortable, safe, and healthy spaces for people. The project deliverables include key diagrams for site, mechanical, ventilation, electrical, and plumbing systems, with additional consideration given to information technology, vertical transportation, security, and fire/life safety systems. Material is also covered on comprehensive mid-term and final exams.

AS3222: 3GAX Design Development and Documentation (3 Units)

In AS3222 students are asked to apply their knowledge relative to building service systems to their integrated comprehensive design project DS1201 or DS1200 from the previous semester. Lighting and mechanical are documented through a series of drawings and diagrams, while knowledge about plumbing, electrical vertical transportation and security and communication are tested in class through specific quizzes.

B.10 FINANCIAL CONSIDERATIONS

Understanding of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

B.ARCH PROGRAM

AS3040: 4A Design Development (3 Units)

In AS3040, Part 2 of the Undergraduate Comprehensive Design Studio, students gain understanding of financial considerations in building design through cost estimate takeoffs and drawings, a ROM cost estimation spreadsheet, and a test.

AS3041: 4B Advanced Construction and Project Delivery (3 Units)

In AS3041, students gain understanding through a lecture on cost considerations and a test to evaluate their learning.

AS3050: 5A Professional Practice (3 Units)

In Professional Practice (AS3050), students gain understanding of financial considerations via lectures, reading assignments, quizzes and written assignments. Evaluating prospective clients, client financing, loan typologies, proforma analysis, the various methods of cost estimating during different phases of design, methodologies of construction scheduling, 4D and 5D analysis, and life cycle costing are covered. Tests are given after these lectures to evaluate student learning.

M.ARCH 1 PROGRAM

AS3122: 2GB Design Development and Documentation (3 Units)

In AS3122 students gain an overarching understanding of financial considerations in building design through cost estimate take-offs and drawings. In particular students are quizzed on project financing methods and feasibility, construction scheduling, operational cost, life cycle cost and construction cost estimating.

AS3130: 3GA Practice Environments: Contracts, Liabilities, and Business Models (3 Units)

The AS3130 instructor lectures on Financial Considerations and the subject is reinforced through two lectures on the Standard Form of Agreement between Owner and Architect and additional reading assignments. In addition, operational costs, and life-cycle costs are covered in reading assignments. The students are tested on the material during the semester.

AS3140: 3GA Advanced Project Delivery / Construction Documents (3 Units)
In AS3140 students gain a deeper financial understanding through a lecture on cost considerations and a test to evaluate their learning.

M.ARCH 2 PROGRAM

AS3222: 3GAX Design Development and Documentation (3 Units)
In AS3222 students gain an overarching understanding of financial considerations in building design through cost estimate take-offs and drawings. In particular students are quizzed on project financing methods and feasibility, construction scheduling, operational cost, life cycle cost and construction cost estimate.

AS3230: 3GBX Practice Environments: Contracts, Liabilities, Business Models (3 Units)
AS3230 instructor lectures on Financial Considerations and the subject is reinforced through two lectures on the Standard Form of Agreement between Owner and Architect and additional reading assignments. In addition, operational costs, and life-cycle costs are covered in reading assignments. The students are tested on the material during the semester.

AS3201: 2GBX Advanced Building Systems (3 Units)
In AS3201 students learn about methods of construction, fabrication, and assembly enabled by the advent of new technologies. During the semester students are asked to become familiar with cost estimates and estimation methods, as well as understanding how to create a lifecycle cost assessment and assess financial performance and business cases for architecture, with a specific focus on high-performance, zero net energy systems.

REALM C: INTEGRATED ARCHITECTURAL SOLUTIONS:

C.1 RESEARCH
Understanding of the theoretical and applied research methodologies and practices used during the design process.

B.ARCH PROGRAM

DS1030: 3A AMIGAA- Articulation and Tectonics I (6 Units)
In order to arrive at an integrated architectural solution, it is important that the point of departure is informed and that the process involves both applied and theoretical research methods. In our Program, students learn how architectural designs are informed by both theoretical discourse and applied design methods. In DS1020, students are introduced to several contemporary case studies which are researched in terms of the architectural theory that drove their design decision-making, as well as how the design process itself influenced the specific outcome. Through surveys by History + Theory Faculty (such as Michael Osman, Ph.D.) and lectures by technical experts (such as Enclos), and written responses to these presentations, students gain understanding of both the theoretical and technical underpinnings of the curtain wall and steel frame throughout architectural history. Students produce a written reflection positioning their own design project in relation to those contexts as well as identify applied design processes that may affect its formal and technical development. Further, students learn about the structures of collaboration and feedback loops established with architectural design teams on large projects, from inception to execution. Students produce a reflective written response outlining how team participants coordinate between themselves and consultants, considering opportunities for leadership.

DS1031: 3B AMIGAA- Articulation and Tectonics II (6 Units)

Throughout DS 1031, students are asked to conduct research into various building systems in both theory and application. Beginning with assigned precedent studies of significant built works that are similar in use and scale to the studio design project, students study, evaluate and document the various building systems that integrate to form the precedent. Students then evaluate and apply that research to their own work using the same types of drawings, diagrams and written descriptions to describe the comprehensive building systems that integrate in new ways to form their own design studio projects.

AS3040: 4A Design Development (3 Units)

AS3040 focuses on applied research methods, specifically into building assemblies, construction materials through publications such as Details Magazine, construction industry publications, etc. Students gain understanding of applied research methods by researching structure, materials, and envelope systems and assembling that research into a selection matrix to assist with appropriate system selection. Understanding of theoretical research methods is advanced through a writing exercise connecting their applied research to contemporary discourse of materials in terms of their aesthetic and representational effects.

M.ARCH 1 PROGRAM

DS1120: 2GA Integrated Comprehensive Design Studio (6 Units)

In DS1120 students acquire the ability to describe various systems and relationships within a building (program, solid vs. void, circulation, typology, etc.). The students remodel, analyze, and diagram a collection of buildings in order to extract essential qualities that will be considered throughout their design process.

In particular, instructors deliver a lecture on the theoretical research underlying the disciplinary interests of the studio project. Students will include the positioning of their design project in relation to that theoretical context in a description text. Instructors will describe the relevant, practices, tools and techniques that will be employed in the design and development of the student design project. Students will make documents and models employing those practices, tools and techniques.

AS3121: 1GB Environmental Systems 1: Light, Air, and Sound (3 Units)

This course introduces students with 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. Using new digital simulation and field measurement tools students are able to 'build' an energy-only site that will be informing a series of architectural design decisions.

AS3140: 3GA Advanced Project Delivery / Construction Documents (3 Units)

In AS3140 students research existing buildings, they study their components and model them using BIM tools. They research typical material specifications and learn how to modify them to fit specific conditions in their own project. They are also asked to select an appropriate engineering team for the particular project they are doing. The students research different firms and with a narrative of one page for each firm they explain why it is suitable for the project - based on similar building type experience, BIM capability, etc.

M.ARCH 2 PROGRAM

DS1201: 2GBX Computational Design Studio 2 (6 Units)

In DS1201 students acquire the ability to describe various systems and relationships within a building (program, circulation, typology, etc.). The students remodel, analyze, and diagram a collection of buildings in order to extract essential qualities that will be considered throughout their design process. In particular, instructors and students engage with the theoretical research underlying the disciplinary interests of the studio project. Students will include the positioning of their design project in relation to that theoretical context in a description text.

AS3222: 3GAX Design Development and Documentation (3 Units)

In AS3222 students are exposed to applied research methods, specifically on the topic of building assemblies and construction materials, and asked to become familiar with a selection of construction industry publications. Students are asked to use as a point of departure well known examples of building systems that are similar in terms of aesthetics and detailing to their studio design. Faculty lectures on contemporary projects they worked on, including Disney Concert Hall (Gehry), Cal Trans (Morphosis), etc. and provide direct access to resources that enable students to further research and implement their proposals. Students produce comparative sheets on structural systems, materials and assemblies, and envelopes that guides their design selections.

AS3200: 2GAX Advanced Material and Tectonics (3 Units)

AS3200 focuses mainly on applied research methodologies and practices an architect needs to master during the design process. In AS3200 students are exposed to the new ability of architects to design, develop and produce structural assemblies for highly specific performances and applications. Through guest lectures and presentations by leading architects in notorious LA architecture offices (Morphosis, Gehry, Maltzan, etc.) students survey how the identity of these offices is shaped by different tectonic and material methodologies and practices. Subsequently, students write a reflective written observation on the methodologies and practices employed in the development and application of those material and tectonic investigations.

C.2 INTEGRATED EVALUATIONS & DESCISION-MAKING DESIGN PROCESS

Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

B.ARCH PROGRAM

DS1030: 3A AMIGAA- Articulation and Tectonics I (6 Units)

In the Undergraduate Program, design integration and the creative but rigorous decision making methods that are required are fundamental. We promote the idea that architecture in the contemporary environment is a plural exercise, and involves weaving multiple forms of information and criteria together, iterating design solutions, and evaluating those solutions based on criteria defined at the outset. In this way, over time, students learn that certain design processes will be more successful than others and it is not a random enterprise. In DS1030, students use this ‘evaluative loop’ as method. They write a statement defining the problem, and then produce iterative graphic and 3D process work that links the goals to the systems and variables employed. Final presentations show this iterative design process work, accompanied by a series of short written statements explaining evolution of project and why particular decisions were taken in regards to a given performance criterion.

AS3040: 4A Design Development (3 Units)

AS3040 is based on integrated evaluations and clear decision-making process. Student design projects evolve over many iterations in response to feedback from instructors, Structural and

MEP Consultants, and other invited guests. Their drawings are marked up continuously as new information is presented and as further detail and more systems are added. At the outset of the course, students set out an architectural agenda that defines criteria for evaluation, and by the end of the class, students are expected to have met those criteria and be able to self-reflect on the process and the effectiveness of their implementation.

AS3033: 3A Tectonics and Materiality (3 Units)

Students examine the performance of building envelope against the specific climatic conditions of an alternate site and geographic region. They produce three design transformations, showing in each how changes to the envelope (solar geometry, day lighting and shading, natural ventilation, indirect illumination, etc.) would help improve its overall environmental performance. Students are prompted to argue the pros and cons of each using short written observations which explain why particular decisions were taken so as to environmentally respond to the projects' new geographic position and draw conclusions as to which environmental systems would be best fit for it. A written statement is then produced identifying problem-defining criteria across multiple systems and variables for the design and completion of a project.

M.ARCH 1 PROGRAM

DS1120: 2GA Integrated Comprehensive Design Studio (6 Units)

In DS1120 integrated comprehensive design studio, students are asked to produce three design alternatives stating the criteria and reasoning for evaluating potential solutions to problems in relation to the multiple systems and variables of their design project. Students are encouraged to produce comparative diagrams, drawings and models that propose and evaluate different design solutions and address the anticipated effectiveness of the design solution and its implementation.

AS3122: 2GB Design Development and Documentation (3 Units)

In AS3122 students are asked to make decisions based on integrated evaluations. The class is designed to expose students to the feedback of various consultants whose professional experience informs their design decisions along the way. Technical drawings are marked up every week as further systems and specificity are added to the documentation. Students are expected to define clearly the design problem at hand and define their evaluation criteria and meet over time certain technical criteria, which forces them to evaluate the hierarchical relationship between each requirement and predict the effectiveness of each round of implementation. At the outset of the course, students set out an architectural agenda that defines criteria for evaluation, and by the end of the class, students are expected to have met those criteria and be able to self-reflect on the process and the effectiveness of their implementation.

AS3100: 1GA Materials and Tectonics (3 Units)

This course is an investigation into the anatomy of material and its potential use in architecture. 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. Students work on a case study based assignments. Students approach decision making through an evaluative loop and their final presentation show their iterative graphic and/or physical evidence of process work including design versions. A series of short, iterative, 50-word written sentences accompanying diagrams describe evolution of project and why particular decisions were taken.

M.ARCH 2 PROGRAM

AS3222: 3GAX Design Development and Documentation (3 Units)

In AS3222 students are asked to make decisions based on integrated evaluations. The class is designed to expose students to the feedback of various consultants whose professional experience informs their design decisions along the way. Technical drawings are marked up every week as further systems and specificity are added to the documentation. Students produce a document as a homework assignment that identifies the design problem, sets up evaluation criteria, analysis solutions and predicts the effectiveness in a written 500-word description of each together with a drawing set at the beginning/ middle and end of the course that documents the development of the design documents.

AS3200: 2GAX Advanced Material and Tectonics (3 Units)

The course explores new materials, as well as the methods used to design building systems and structures—from design idea to fabrication and erection—to fit designers' specifications and to provide optimized performance. In AS3200 students examine the performance of a case study envelope against the specific climatic conditions of a newly given site and geographic region assigned by the instructor. Subsequently, they produce a number of design transformations and indicate in each how modifications to the envelope in regards to issues of solar geometry, day lighting and shading, natural ventilation, indirect illumination, etc. may help improve its overall environmental performance. Finally, students discuss the advantages and disadvantages of each solution using short written observations. These reflective statements aim to explain why specific decisions are pursued in order to environmentally respond to the projects' new geographic position; and draw conclusions as to which environmental systems would be most adequate for it. A written report is then produced pinpointing a problem-defining criterion across multiple systems and variables for the design and completion of a project.

DS1201: 2GBX Computational Design Studio 2 (6 Units)

In DS1201 integrated comprehensive design studio, students are asked to produce various massing design alternatives (and relative program distributions) stating the criteria and reasoning for evaluating potential solutions to problems in relation to the multiple systems and variables of their design project. Students are encouraged to produce comparative program diagrams and 3D models that propose and evaluate different design solutions and address the anticipated effectiveness of their final massing schema.

C.3 INTEGRATIVE DESIGN

Ability to make design decisions with an complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life-safety, environmental systems, structural systems, and building envelope systems and assemblies.

B.ARCH PROGRAM

DS1031: 3B AMIGAA- Articulation and Tectonics II (6 Units)

In DS1031, integrative design and decision-making is the core learning objective, across a 2-part Comprehensive Studio. Students are asked to produce design iterations and comparatively evaluate them in the development of their comprehensive design project. During initial precedent research, students diagram various building systems (site strategies, formal typologies, program distribution and relationships, environmental systems, building structure, circulation, envelope tectonics and assemblies) and use them to inform and evaluate the design work of the studio as it progresses. Students make the same diagrams of their own project to demonstrate an ability to appropriately integrate each of these systems into a

comprehensive work. The precedent research is treated as a shared catalog of different solutions to situated problems and is used to inform decisions in their own project. The sustainability workshop (from Transsolar) helps students set evaluative criteria and analyze solutions, creating an informed decision-making process to judge effectiveness. Ultimately, the large-scale, highly articulated design projects from DS1031 reflect our core values of iterative, intelligent design processes, resulting in sophisticated, integrated solutions.

AS3040: 4A Design Development (3 Units)

AS3040 is Part 2 of our Comprehensive Studio, and is concentrated on full integration of all the above design criteria and construction systems necessary for successful Integrative Design. Detailed drawings in 2D and 3D show the building fully considered from large scale site, orientation, massing, and environmental considerations to detail issues of assembly, joinery, subdivision of surfaces, materiality, and integrated technologies. Large drawings and models are the pinnacle of our Comprehensive Studio, as they are the ultimate representation of the desire for full integration and a sense of realism.

DS1030: 3A AMIGAA- Articulation and Tectonics I (6 Units)

DS1030 precedes our Comprehensive Design Studio, introducing students to issues of tectonics and building technology. Students here learn how to balance considerations of site, orientation, massing, and environmental concerns with construction and assembly issues. Students learn through diagramming the relationship between tectonics and design strategies of ventilation, passive and active solar shading, and performance assessment; 3D modelling of a portion of the building's envelope, including various, primary components of assemblies; diagramming the relationship of the design project to site conditions, including access and transit infrastructure, boundaries and development patterns, existing buildings and context, as well as climate and solar orientation; diagramming egress paths of travel, fire-stair locations and spaces of refuge; drawings and diagramming aspects of their projects related to renewable and recyclable materials, lifecycle analysis of buildings, energy conservation, air and water pollution reduction, landscape and site strategies, and sustainable technologies.

M.ARCH 1 PROGRAM

DS1120: 2GA Integrated Comprehensive Design Studio (6 Units)

Design DS1120 demonstrates students' ability to make design decisions while broadly considering and integrating multiple complimentary, and sometimes discordant, requirements, desires, and technical realities. This SPC spans from the Design Studio to the end of the Design Development and Environmental seminar in the spring semester. Students produce diagrams and drawings to show how each of these topics is addressed (i.e. how the project relates to site conditions, accessibility, environmental systems, etc.) in the final, integrated project. Guest lecture and workshop by an environmental consultant discuss the ethics of environmental responsibility and stewardship. Contemporary techniques and technologies for optimizing environmental resources in buildings are presented, applied to and documented in individual student projects.

AS3122: 2GB Design Development and Documentation (3 Units)

In AS3122 students are asked to make decisions based on integrated evaluations. The class is designed to expose students to the feedback of various consultants whose professional experience informs their design decisions along the way. Technical drawings are marked up every week as further systems and specificity are added to the documentation. Students are expected to define clearly the design problem at hand and define how they can be addressed. Students are expected to meet over time certain technical criteria, which forces them to evaluate the hierarchical relationship between each requirement and predict the effectiveness of each round of implementation.

AS3123 2GA Environmental Systems 2: Sustainability and Complex Envelopes (3 Units)
This course focuses on advanced building systems and technologies. Students work in teams to develop a comprehensive semester project of an existing case study building, specifically focused on integrated design to achieve a zero net energy outcome for building operations. Students are introduced to the Integrated Delivery Process (IDP) through a comprehensive lecture, which is used to put the systems explored in subsequent lectures on the context of design and construction team responsibilities. Material is also covered on comprehensive mid-term and final exams.

M.ARCH 2 PROGRAM

AS3222: 3GAX Design Development and Documentation (3 Units)
AS3222 implements studio design DS1201 with the integration of all the above design criteria and construction systems necessary for a successful Integrative Design. Detailed drawings in 2D and 3D show the building fully considered from large scale site, orientation, massing, and environmental considerations to detail issues of assembly, joinery, subdivision of surfaces, materiality, and integrated technologies. In particular, in AS3222 students are asked to consider the integration of environmental systems, technical documentation, accessibility, site conditions, life-safety, structural systems, and building envelope systems and assemblies.

AS3200: 2GAX Advanced Material and Tectonics (3 Units)
The course explores new materials, as well as the methods used to design building systems and structures—from design idea to fabrication and erection—to fit designers' specifications and to provide optimized performance. The semester project prompts the transformation of a case study through the introduction of a new site, geographic and climatic location. In such modification, students reconsider the building's environmental performance and entertain the opportunity for the introduction of alternative economic, aesthetic and material logics inherent in this transformation. The final presentation shows technical drawings, diagrams and simulations together with a reflective observation about the decision making process that impacts the integration of the various systems into a single work.

DS1201: 2GBX Computational Design Studio 2 (6 Units)
The integrated studio design DS1201 demonstrates students' ability to make design decisions while broadly considering and integrating multiple complimentary, and sometimes discordant, requirements, desires, and technical realities. This work of the studio should be considered together with the work produced in Design Development AS3222 during the following fall semester. Individual diagrams show how each of these topics is addressed in the final, integrated project produced in AS3222.

REALM D: PROFESSIONAL PRACTICE

D.1 STAKEHOLDER ROLES IN ARCHITECTURE
Understanding relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—and the architect's role to reconcile stakeholder needs.

B.ARCH PROGRAM

AS3050: 5A Professional Practice (3 Units)
In AS3050, lectures introduce students to complex models of project delivery and the multiple roles and stakeholders involved, including clients, user groups, and local community groups. Specific case studies including of Falling Water, the Sydney Opera House cover the complexities of clientele, public opinion, user groups, and the successes and failures of the

architects in those cases are discussed. Various readings are assigned on the subject, written assignments, quizzes and tests assess student's understanding of the role of the architect in resolving often conflicting needs of the various parties involved in a project.

AS3041: 4B Advanced Construction and Project Delivery (3 Units)

In AS3041, students gain understanding of Design and Construction Team stakeholder roles though lectures, construction site visits, and discussions with respective project team participants in the project delivery. This gives students an introduction to many of the interests, needs, and concerns of people in the A, E, and C industries. Students are introduced to interests of outside stakeholders-- such as clients, design review boards, user groups, and local community groups—through lectures and testing.

DS1020: 2A Object to World- Ground and Aperture I (6 Units)

Satisfying the needs and desires of key stakeholders during the design process is imperative for a successful project. In our Undergraduate Program, we discuss these issues beginning in first year. In DS1020, students read excerpts from the Architects Handbook of Professional Practice, Cuff, Dana, Architecture: The Story of Practice, and fill out a questionnaire where they must contemplate the influence of possible stakeholders for the design studio project, and what their interests may be. Students receive lectures from various stakeholders (such as a representative of Tesla regarding their factory projects), and engage in a group discussion with them to understand their roles in the design process. Students also meet separately with practicing architects, and engage in a group discussion with them to understand their role in reconciling stakeholder needs.

M.ARCH 1 PROGRAM

AS3130: 3GA Practice Environments: Contracts, Liabilities, and Business Models (3 Units)

AS3130 is 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. The instructor lectures on Stakeholders Roles in Architecture, and the subject is reinforced through reading assignments. There are lectures on the entitlement process, which includes governmental boards and commissions, the relationship between client, contractor, architect and user groups including community groups. The students are tested on the material.

AS3140: 3GA Advanced Project Delivery / Construction Documents (3 Units)

AS3140 introduces Building Information Modeling as one of the tools for realignment of the traditional relationships between the project stakeholders. During the semester students gain understanding of Design and Construction Team stakeholder roles through sharing of legal documents, and discussions with respective project team participants in the project delivery. Students write a proposal for an Architect / Owner agreement for the scope of the course project.

M.ARCH 2 PROGRAM

AS3230: 3GBX Practice Environments: Contracts, Liabilities, Business Models (3 Units)

This course examines critically 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. In particular, the instructor lectures on Stakeholders Roles in Architecture, the subject is reinforced through reading assignments. There are lectures on the entitlement process, which included

governmental boards and commissions, the relationship between client, contractor, architect, and user groups including community groups. The students are tested on the material.

AS3222: 3GAX Design Development and Documentation (3 Units)

In AS322 There are lectures on the relationships among key stakeholders in the design process— client, contractor, architect, user groups, local community—and the architect's role to reconcile stakeholder needs. The students are tested on the material. For an Architect, comprehending the roles and managing relationships between key stakeholders is fundamental to the success of any built work of architecture. In AS3222 a lecture is given that describes overall conceptual relationships between parties and specific project based lectures are given that describe working with clients, contractors, user groups, and local communities. In the past guest lectures are given by Pavel Getov (Caltrans Headquarters by Morphosis), Herwig Baumgartner (Walt Disney Concert Hall by Frank Gehry, and Brian Zamora (Lou Ruvo Brain Health Center by Frank Gehry) that not only cover the project and process, but discuss client relationships and expectations, contractor management, specific needs of user groups and occupants, along with descriptions of community engagement and local needs for each project. A quiz is given that evaluates the understanding of relationships and an architect's role in managing key stakeholders.

D.2 PROJECT MANAGEMENT

Understanding of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

B.ARCH PROGRAM

AS3050: 5A Professional Practice (3 Units)

In AS3050, Project Management, work plans, schedules, team billing rates and fees, and fees based on scope and complexity vs. construction cost are covered though lectures and testing. As a final project, students do a group project answering a Request for Proposals.

AS3041: 4B Advanced Construction and Project Delivery (3 Units)

In AS3041, lectures are given on the principles of Project Management, Project Delivery methods and on identifying design team members and their roles, with associated testing. Students learn how to select an appropriate engineering team (Structural, MEP, Landscape, etc.) for the particular design studio project they are working on, based on research of different firms. They produce a narrative for each firm, explaining why it is suitable for their project - based on similar building type experience, BIM capability, etc.

AS3040: 4A Design Development (3 Units)

Assembling appropriate consultant teams, defining project schedules, and recommending project delivery methods are fundamental to the role of an Architect and key to project success. In AS3040, a lecture is given covering both general heuristics and specific project-based precedents. In the past Guest Lecturers such as Pavel Getov (The Cooper Union by Morphosis), Herwig Baumgartner (Novartis by Frank Gehry), and Tom Wiscombe (BMW World by Coop Himmelblau) lectured on their respective A&E team, schedule, and project delivery method. A quiz concerning the basic principles of these SPC is given in class to evaluate understanding.

M.ARCH 1 PROGRAM

AS3130: 3GA Practice Environments: Contracts, Liabilities, and Business Models (3 Units)

In AS3130 students gain an understanding of the architect's administrative role and of issues relating to obtaining commissions, like selecting and coordinating consultants.

Interestingly the class offers an introduction to trends such as globalization and outsourcing that are analyzed in their capacity to substantially affect the practice of an architect. Students attend lectures (and are quizzed) on work plan, team-billing rates resulting in fees, fee based on square foot and scope & complexity and construction cost.

AS3122: 2GB Design Development and Documentation (3 Units)

Assembling appropriate consultant teams, defining project schedules, and recommending project delivery methods are fundamental to the role of an Architect. In AS3122, a lecture is given covering both general heuristics and specific project-based precedents. In the past Guest Lecturers such as Pavel Getov (The Cooper Union by Morphosis), Herwig Baumgartner (Novartis by Frank Gehry) lectured on their respective A&E team, schedule, and project delivery method. A quiz concerning the basic principles of these SPC is given in class to evaluate understanding.

AS3140: 3GA Advanced Project Delivery / Construction Documents (3 Units)

In AS3140, lectures are given on the principles of Project Management and design team members and their roles. Students take part in discussions with visiting respective team participants involved in the management process of real completed projects. As example, students are asked to select an appropriate engineering teams (Structural, MEP, Landscape, etc…) for the particular course project they are working on. The students research different firms and with a narrative of one page for each firm they explain why it is suitable for their project - based on similar building type experience, BIM capability, etc. Students prepare bubble diagrams for potential project delivery methods under which the course project may be executed.

M.ARCH 2 PROGRAM

AS3230: 3GBX Practice Environments: Contracts, Liabilities, Business Models (3 Units)

In AS3230 students gain an understanding of the architect's administrative role and of issues relating to obtaining commissions, like selecting and coordinating consultants. Instructor lectures on work plans, team-billing rates resulting in fees (fee based on square foot and scope & complexity and construction cost), project schedules, and time requirements; and recommending project deliver methods. Additional reading assignments also cover the subject. The students are tested on the material.

AS3222: 3GAX Design Development and Documentation (3 Units)

Assembling appropriate consultant teams, defining project schedules, and recommending project delivery methods are fundamental to the role of an Architect and key to project success. In AS3222, a lecture is given covering both general heuristics and specific project-based precedents. In the past Guest Lecturers such as Pavel Getov (The Cooper Union by Morphosis), Herwig Baumgartner (Novartis by Frank Gehry) and Scott Uriu (pro practice) lectured on their respective A&E team, schedule, and project delivery method. A quiz concerning the basic principles of these SPC is given in class to evaluate understanding. Assembling appropriate consultant teams, defining project schedules, and recommending project delivery methods are fundamental to the role of an Architect and key to project success.

D.3 BUSINESS PRACTICES
Understanding of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

B.ARCH PROGRAM

AS3050: 5A Professional Practice (3 Units)
In AS3050, students gain understanding about financial management and accounting, from lectures, readings, and case-studies. Examples and video samples of various offices and their practices are provided during lectures, ranging from large corporate offices such as Gensler, to boutique offices such as Billie Tsien and Todd Williams. A quiz for both business models & marketing are given to test student learning. Business practice questions are also tested at midterm and final.

AS3041: 4B Advanced Construction and Project Delivery (3 Units)
Business practices of Architects are particular to our specific level of risk, fast-changing situations, and entrepreneurship. Our Undergraduate Program teaches students an introductory understanding of financial management, business planning, marketing, office organization, and business development. In AS3041, students gain understanding through lectures and testing on Business Practice, financial management, business planning, marketing, organization, and entrepreneurship. Architectural office visits, and discussions with respective team participants in the management process. Student teams prepare a Gantt chart work plan, an org-chart of participant roles.

M.ARCH 1 PROGRAM

AS3130: 3GA Practice Environments: Contracts, Liabilities, and Business Models (3 Units)
The Graduate Program teaches students an introductory understanding of financial management, business planning, marketing, office organization, and business development. AS3130 lectures on issues including obtaining the appropriate licenses, business models, and firm planning. Students are required to produce a detailed business plan for a new practice in architecture which includes the necessary financial requirements, staffing, a vision statement, a marketing strategy, a market segment they are interested in pursuing, salary considerations for employees, overhead and profit margins. The differences and the pros and cons between forming a corporation or a sole proprietorship.

AS3140: 3GA Advanced Project Delivery / Construction Documents (3 Units)
In AS3140, lectures are given on basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship. Each team prepares Work Plan (Gantt Chart Schedule) for their course project. Students prepare Project Organizational Chart. Students respond to a quiz on the subject of financial management, with questions taken from NCARB released materials for ARE preparation.

M.ARCH 2 PROGRAM

AS3230: 3GBX Practice Environments: Contracts, Liabilities, Business Models (3 Units)
In AS3230 the instructor lectures on issues including obtaining the appropriate licenses, business models, and firm planning. Students are required to produce a detailed business plan for a new practice in architecture which includes the necessary financial requirements, staffing, a vision statement, a marketing strategy, a market segment they are interested in pursuing, salary considerations for employees, overhead and profit

margins. The differences and the pros and cons between forming a corporation or a sole proprietorship. The students are tested on the material.

AS3222: 3GAX Design Development and Documentation (3 Units)

Assembling appropriate employees and consultant teams, defining a business plan, including marketing, organization, and entrepreneurship are fundamental to the role of an Architect. In AS3222 instructor deliver a lecture on the subject matter and students are tested on the material. Assembling appropriate employees and consultant teams, defining a business plan, including marketing, organization, and entrepreneurship are fundamental to the role of an Architect. A quiz is provided that test student's understanding of the basic principles of an architect's firms practice, along with marketing and entrepreneurship.

D.4 LEGAL RESPONSIBILITIES

Understanding of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

B.ARCH PROGRAM

AS3050: 5A Professional Practice (3 Units)

In AS3050, students review the Standard Agreement between Owner and Architect & other sample base contracts, as well as the Architect's Practice Act (APA), to become familiar with their legal responsibilities to clients, the general public, users, and other design and construction professionals. Students gain insight into their legal responsibilities and risks via a lecture, assignments/case-studies, and testing, as well as class discussions.

AS3041: 4B Advanced Construction and Project Delivery (3 Units)

Architects have a variety of legal responsibilities based on their professional licensure, and professional liability for design documents. The Undergraduate Program in AS3041 teaches students a basic understanding of the Architect's contract liability and other legal concerns in regard to their client and the public. Students gain insight into their legal responsibilities and risks via a lecture and testing, as well as class discussions and an assignment to prepare a contract for Architectural professional services.

M.ARCH 1 PROGRAM

AS3130: 3GA Practice Environments: Contracts, Liabilities, and Business Models (3 Units)

AS3130 provides the students with an understanding of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts. Two lectures cover in detail the B141, the Standard Form of Agreement between Owner and Architect. The California Architects Practice Act is covered which includes licensing requirements, ethical behavior and enforcement for a breech in the Act.

AS3140: 3GA Advanced Project Delivery / Construction Documents (3 Units)

In AS3140, lectures are given on the architect's responsibility to the public and the client. Each team prepares a contract for architectural professional services for their course project. Students respond to a quiz on the subject of an architect's legal responsibilities, with questions taken from NCARB released materials for ARE preparation.

M.ARCH 2 PROGRAM

AS3230: 3GBX Practice Environments: Contracts, Liabilities, Business Models (3 Units)
AS3230 provides the students with an understanding of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts. Two lectures cover in detail the B141, the Standard Form of Agreement between Owner and Architect. Instructor lectures on The California Architects Practice Act, which includes licensing requirements, ethical behavior and enforcement for a breech in the Act. The students are tested on the material.

AS3222: 3GAX Design Development and Documentation (3 Units)
Understanding the architect's responsibility to the public and the client, and understanding professional service contracts is fundamental to the success of an Architect. In AS3222 multiple lectures are given on the regulations and legal considerations involving the practice of architecture and professional service contracts. Fundamental topics covered include Zoning Regulations, Building Code, ADA requirements, and Egress fundamentals. A second lecture is given describing client relationships, legal considerations, and professional service contracts. Student output is quizzed in a multiple choice quiz.

D.5 PROFESSIONAL CONDUCT
Understanding of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.

B.ARCH PROGRAM

AS3050: 5A Professional Practice (3 Units)
In AS3050, students gain understanding through lectures covering each section of the AIA code of Ethics, and NCARB Rules of Conduct and associated examples and testing. Students own CVs are reviewed by the instructor and given feedback, and in groups, Students learn about professional licensure through a lecture on "Becoming an Architect" by lectures, including information on the AXP process, licensing process, and obtaining and maintaining an architectural license. Case studies of Citibank, New York, the potential conflicts of interest in the Sydney Opera House, and Hancock Tower in Boston, are discussed with focus on potential ethical issues.

AS3041: 4B Advanced Construction and Project Delivery (3 Units)
Professional conduct of an Architect is crucial for the health, safety, and welfare of the public, client and team relationships, and it is formally mandated in requirements for professional licensure, NCARB membership, and AIA membership. In AS3041, students are introduced to issues of professional conduct via a lecture and test, as well as class discussions in class and on office visits.

M.ARCH 1 PROGRAM

AS3130: 3GA Practice Environments: Contracts, Liabilities, and Business Models (3 Units)
In AS3130, students gain understanding of Professional Conduct through a series of lectures covering each section of the NCARB Rules of Conduct and the AIA Code of Ethics. Students' own CVs are reviewed by the instructor and given feedback to, in order to offer them an advice on their career path and their professional opportunities. Students learn about professional licensure through a lecture on "Becoming an Architect" by guest

speakers, including information on the AXP process, licensing process, and obtaining and maintaining an architectural license.

AS3140: 3GA Advanced Project Delivery / Construction Documents (3 Units)

In AS3140, instructors lecture on the ethical issues involved in the exercise of profession. Each student writes a brief narrative / essay on subject requiring understanding of AIA Code of Ethics & Professional Conduct and/or the NCARB Rules of Conduct. Students respond to a quiz on the subject of architect's legal responsibilities, with questions taken from NCARB released materials for ARE preparation.

M.ARCH 2 PROGRAM

AS3230: 3GBX Practice Environments: Contracts, Liabilities, Business Models (3 Units)

In AS3230 the instructor lectures on the NCARB Rules of Conduct and the AIA Code of Ethics, assigns readings and presents examples. Instructor reviews each student midterm resume and discusses each student desires to help professionally guide them. Students are required to attend a lecture given at SCI-Arc regarding the IDP program and licensing process, discuss obtaining & maintaining license. The students are tested on the material.

AS3222: 3GAX Design Development and Documentation (3 Units)

In AS3222 students receive the Emerging Professionals Companion along with updated IDP information. Instructor lectures on the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct. The students are tested on the material. In AS3222 students are assigned reading assignments of the NCARB Rules of Conduct and the AIA Code of Ethics, along with the Emerging Professionals Companion. The instructor lectures on the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct. The lecture not only describes the NCARB and AIA Code and Rules but also gives anecdotal examples where basic competence are met or not met, or which demonstrate conflicts of interest. The students are quizzed on the topic.

II.2.1 INSTITUTIONAL ACCREDITATION

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July 8, 2016

Mr. Hernan Diaz Alonso
Director and CEO
Southern California Institute of Architecture
960 East Third Street
Los Angeles, CA 90013-1822

Dear Director and CEO Alonso:

This letter serves as formal notification and official record of action taken concerning Southern California Institute of Architecture (SCI-Arc) by the WASC Senior College and University Commission (WSCUC) at is meeting June 22-24, 2016. This action was taken after consideration of the report of the review team that conducted the Accreditation Visit to SCI-Arc March 15-17, 2016. The Commission also reviewed the institutional report and exhibits submitted by SCI-Arc prior to the Offsite Review (OSR), the supplemental materials requested by the team after the OSR, and the institution's May 20, 2016 response to the team report. The Commission appreciated the opportunity to discuss the visit with your colleagues: Mr. John Enright, Vice Director/Chief Academic Officer and Mr. Paul Holliday, Chief Administrative Officer and ALO. Their comments were very helpful in informing the Commission's deliberations. The date of this action constitutes the effective date of the institution's new status with WSCUC.

Actions

1. Receive the Accreditation Visit team report
2. Reaffirm accreditation for a period of eight years
3. Schedule the next reaffirmation review with the Offsite Review in fall 2023 and the Accreditation Visit in spring 2024
4. Schedule the Mid-Cycle Review in spring 2020
5. Schedule an Interim Report to be submitted by March 1, 2020 to address the five recommendations from the team report:
   a. The development, documentation, and application of shared expectations for student learning that account for standards of performance at different levels of the curriculum
   b. Suggested improvements regarding General Studies and the Core Competencies
   c. The development and implementation of a rigorous form of program review for General Studies, the other non-degree-granting programs, and the post professional degree programs
   d. Support of faculty and staff in developing knowledge of current practices in the assessment of student learning and in student-centered teaching approaches as they have evolved in higher education
   e. The use of data to gain deeper understanding of student success, communicate that understanding to all stakeholders, and integrate that data analysis into short- and long-term institutional planning.

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Commendations

The Commission commends SCI-Arc in particular for the following:

1. Successfully navigating recent leadership changes with a clear understanding of its mission and a confidence in the maturation of SCI-Arc
2. SCI-Arc's commitment to create a diverse and international culture and community and for improvements in that regard
3. Faculty and student efforts in building a robust and generative learning environment, embodied in SCI-Arc's long-standing and renowned studio culture
4. The development of an ambitious and distinctive General Studies program
5. The commitment to fully support students and the mission of the Institution
6. Sustained leadership, as well as for leadership's discretion and engagement with the institution, including a renewed commitment to an effective board committee structure and to promoting diversity at all levels of the institution
7. The development of new spaces for learning and discovery
8. Success towards achieving financial stability
9. The continued deployment of an effective data management system and use of data in recruitment, admissions, and enrollment management.

Recommendations

The Commission identifies the following issues for further development:

1. SCI-Arc should develop and document shared expectations for student learning that account for standards of performance at different levels of the curriculum; these expectations should be aligned from course to program to institution; representative examples of student work should be collected, aggregated and analyzed towards a reliable understanding of student progress and educational effectiveness at SCI-Arc; and plans for improvement should be made and actions taken based on these findings. (CFRs 2.3, 2.4, 2.6, 2.7)
2. With regard to both General Studies and the Core Competencies, SCI-Arc should: 1) develop holistic learning outcomes for the General Studies Program that directly express expectations for students completing these requirements; 2) consider the relationship between learning outcomes and WASC-defined Core Competencies by locating those competencies within both the General Studies and studio curriculums; 3) further develop authentic tools for the summative assessment of General Studies Learning Outcomes and Core Competencies. (CFRs 2.2, 2.3, 4.4)
3. SCI-Arc needs to develop a rigorous form of program review for General Studies, the other non-degree-granting programs, and the post professional degree programs. (CFR 2.7)
4. SCI-Arc should increase its support of faculty and staff in developing knowledge of current practices in the assessment of student learning, and in student-centered teaching approaches as they have evolved in higher education. (CFRs 2.8, 3.3)
5. In the absence of a dedicated office of Institutional Research, SCI-Arc should further develop its ability to analyze and interpret data in order to gain deeper understanding of student success, communicate that understanding to all stakeholders, and integrate that data analysis into short- and long-term institutional planning. (CFRs 4.3, 4.5, 4.6)

In taking this action to reaffirm accreditation, The Commission confirms that SCI-Arc has addressed the three Core Commitments and has successfully completed the two-stage institutional review process conducted under the 2013 Standards of Accreditation. Between this action and the time of the next review for reaffirmation, the institution is encouraged to continue its progress, particularly with respect to student learning and success.

In accordance with Commission policy, a copy of this letter will be sent to the chair of SCI-Arc's governing board in one week. The Commission expects that the team report and this action letter will be posted in a readily accessible location on the SCI-Arc website and widely distributed throughout the institution to promote further engagement and improvement and to support the institution's response to the specific issues identified in these documents. The team report and the Commission's action letter will also be posted on the WSCUC website. If the institution wishes to respond to the Commission action on its own website, WSCUC will post a link to that response on the WSCUC website.

Finally, the Commission wishes to express its appreciation for the extensive work that SCI-Arc undertook in preparing for and supporting this accreditation review. WSCUC is committed to an accreditation process that adds value to institutions while contributing to public accountability, and we thank you for your continued support of this process. Please contact me if you have any questions about this letter or the action of the Commission.

Sincerely,

Mary Ellen Petrisko
President

MEP/cno

Cc: William Ladusaw, Commission Chair
Paul Holliday, ALO
Tom Gilmore, Board Chair
Members of the Accreditation Visit team
Christopher Oberg, Vice President
Geoff Chase, Vice President

II.2.1 PROFESSIONAL DEGREES & CURRICULUM

UNDERGRADUATE DEGREE (B.ARCH)
5 Year (10 Term) Program

Tom Wiscombe
Undergraduate Program Chair

CREDIT DISTRIBUTION

	GENERAL STUDIES	PROFESSIONAL STUDIES	OPTIONAL STUDIES	TOTAL
B.ARCH	45	117	10	172

SCI-Arc's Bachelor of Architecture (B.Arch) Program is a 5-year professional degree, accredited by NAAB (the National Architectural Accrediting Board), focusing on both design excellence and intellectual breadth through a liberal arts based education.

The design culture of the B.Arch Program is focused both on the discipline of architecture, in terms of its history, theory, techniques, and on the practice of architecture, in terms of building technology, innovative means of construction, and professional practice. The core of the program is the design studio, where students build visual literacy, learn design skills, test ideas, and receive continuous, personal feedback on their work from studio faculty. Our studio faculty is primarily made up of practicing architects, which allows students a window into the lives of architects, as well as provides options for pursuing professional internships and employment outside the school. Students build, over four years of core design studio, a robust set of techniques and sensibilities for making and appreciating architecture. In their fifth year, students produce a thesis project, constituted by both a position in relation to contemporary architectural discourse and a highly developed building design project.

The four parallel paths of the B.Arch Program feed design studio culture: the Liberal Arts, Architectural History + Theory, Visual Studies, and Applied Studies. Liberal Arts coursework includes art history and theory, film history and theory, contemporary science and technology, history of civilization, philosophy, rhetoric and debate, and a range of other subjects. These are taught as independent forms of cultural knowledge that can disrupt conventional ways of thinking about architecture, space, and cities. Included in this curriculum is an ongoing series of masterclasses taught by international figures in their areas of expertise, engaging students by articulating their particular worldviews.

Architectural History + Theory teaches students how architecture exists simultaneously as a form of knowledge, a set of building objects, and a unique discourse that continuously informs the work of contemporary architects. Visual Studies introduces students to new ways of seeing the world, and the importance of representation in the production of architectural ideas. Applied Studies focuses on cutting-edge methods of building design, documentation, and delivery, emphasizing the importance of linking aesthetic impulses to contemporary building technologies. This includes coursework on advanced building materials, sustainable systems, and new forms of industrial production for the 21st century.

Ultimately, SCI-Arc's B.Arch Program produces individuals who are savvy, broad thinking, and groomed to become leaders of their profession. They emerge with sophisticated portfolios of work that make them highly competitive in the global architectural marketplace. Graduates are poised to establish their own offices and become licensed professionals, enter top international architectural offices, or continue on to higher education in the world's most competitive graduate programs.

Liberal Arts

The Bachelor of Architecture degree program at SCI Arc includes a fully integrated Liberal Arts curriculum broken into 12 core seminars and 3 elective seminars, comprising a total of 45 units of non-architectural content.

The Liberal Art's curriculum at SCI-Arc reimagines the training of young architects today, offering students breadth of knowledge and critical thinking skills to complement their design studio education. Nonarchitectural content serves the students in two ways: firstly, as an intensive series of courses within the core concentrations of art, philosophy, science, and history; and secondly, as a flexible series of elective seminars taught by leading thinkers, writers, theorists, and practitioners in a wide range of fields and subjects, from media theory to gender studies to new models of nature. By preparing students to think critically, engage other disciplines directly, and acquire knowledge through research, writing, and debate, students are positioned to understand the inherent complexity and expertise required in more specific fields during the later sequence of the B.Arch program.

Throughout the Liberal Arts curriculum, students are encouraged to: think both logically and disruptively; speak and write effectively; analyze and organize information synthetically; collaborate creatively; interpret thoughtfully and argue persuasively; discover new lines of inquiry, raising urgent questions that challenge received conventions and readymade theories with conceptual care and intellectual rigor; draw connections from a multiplicity of perspectives, opening alternative ways of seeing, thinking, and understanding; deliberate and defend judgments with conviction, reason, and passion. The ethos of risk taking shared by all Liberal Arts courses not only stokes curiosity, but nurtures self-confidence, preparing students to meet the high standards of B.Arch thesis work, as well as for specific engagement within their field and the profession of architecture.

B.ARCH - DEGREE REQUIREMENTS

First term — 1A	Second term — 1B
DS1010 — 6 units Objects: Mass and Interiority I **LA8010— 3 units** Design Cultures **LA8011 — 3 units** Forms of Writing **LA8012 — 3 units** Film I **LA8013 — 3 units** History of the Universe and Science	**DS1011 — 6 units** Objects: Mass and Interiority II Prerequisite: DS1010 **HT2012 — 3 units** History of Architecture and Urbanism I **LA8014 — 3 units** Art History I **LA8015 — 3 units** New Models of Nature and Biology **VS4011 — 3 units** Visual Studies I

Third term — 2A	Fourth term — 2B
DS1020 — 6 units Objects to World: Ground and Apertures I Prerequisite: DS1011 **HT2024 — 3 units** History of Architecture and Urbanism II Prerequisite: HT2012 **LA8016 — 3 units** Art History II Prerequisite: LA8014 **AS3021 — 3 units** Structures I **VS4020 — 3 units** Visual Studies II Prerequisite: VS4011	**DS1021 — 6 units** Objects to World: Ground and Apertures II Prerequisite: DS1020 **HT2025 — 3 units** History of Architecture and Urbanism III Prerequisite: HT2024 **LA8017 — 3 units** Philosophy I **AS3030 — 3 units** Structures II Prerequisite: AS3021 **VS4021 — 3 units** Visual Studies III Prerequisite: VS4020

B.Arch students must earn an additional one (1) unit of elective credit at any time during their curriculum through participation in masterclasses, workshops, gallery installations, or community outreach programs.

Fifth term — 3A	Sixth term — 3B
DS1030 — 6 units AMIGAA: Articulation and Tectonics I Prerequisite: DS1021 and 2B Gateway Portfolio **HT2030 — 3 units** Architectural Theory Prerequisite: HT2121 **LA8024 — 3 units** Philosophy II Prerequisite: LA8017 **VS4030 — 3 units** Visual Studies IV Prerequisite: VS4021 **AS3033 — 3 units** Tectonics and Materiality	**DS1031 — 6 units** AMIGAA: Articulation and Tectonics II Prerequisite: DS1030 **LA8019 — 3 units** Film II Prerequisite: LA8012 **AS3020 — 3 units** Environmental Systems I **Liberal Arts Elective — 3 units**

Seventh term — 4A	Eighth term — 4B
DS1040 — 6 units AMIGAA Positions Prerequisite: DS1031 **AS3031 — 3 units** Environmental Systems II Prerequisite: AS3020 **AS3040 — 3 units** Design Development **Liberal Arts Elective — 3 units**	**Vertical studio— 6 units** Prerequisite: DS1040 **AS3041 — 3 units** Advanced Construction and Project Delivery Prerequisite: AS3040 **LA8022 — 3 units** Contemporary Civilization Prerequisite: LA8018 **HT2035 — 3 units** Rhetoric I: Contemporary Architectural Discourse Prerequisite: HT2030 **Elective or CPT* — 3 units**

Ninth term — 5A	Tenth term — 5B
Vertical Studio — 6 units **HT2050 — 3 units** Thesis Project Research Prerequisite: Completion of all Core and Vertical Studios **AS3050 — 3 units** Professional Practice **LA8023 — 3 units** Rhetoric II: Positions in Contemporary Philosophy Prereqisite: HT2035 **Liberal Arts Elective — 3 units or CPT**	**DS1051 — 9 units** Studio Thesis Prerequisite: HT2050 and Completion of all Core Studios **Elective — 3 units or CPT** **Elective — 3 units or CPT**

GRADUATE DEGREE PROGRAMS (M.ARCH 1 and M.ARCH 2)

Elena Manferdini
Graduate Programs Chair

For over 40 years, SCI-Arc collaborative and immersive environment of students, theorists, and practitioners has been able to empower the next generation of architects. All the Graduate Programs are led by faculty engaged in worldwide architectural practices in fields ranging from design and engineering to visual and cultural studies. Its curriculum is continuously and dynamically updated in a focused learning environment that can exist only in an institution entirely devoted to architecture. At the same time the school promotes a critical cross-pollination from other fields of art and design and the curriculum is forged to promote synthesis of thinking, inquiry, and execution. A range of public symposia, lecture series, technology labs, seminars, workshops, publications, and special projects create a platform for debate, challenging conventional ways of learning in a classroom.

The graduate programs at SCI-Arc attract a diverse and international student body that after graduation assumes leadership roles in shaping the built environment. Because the school is committed to influencing the evolution of our global culture and is simultaneously grounded in the architectural reality of

Los Angeles, each program provides a rigorous and unusually intimate education, able to cultivate and recognize experimentation and creative freedom.

SCI-Arc offers two professional Master of Architecture degrees, M.Arch 1 and M.Arch 2, both accredited by NAAB (National Architectural Accrediting Board).

M.ARCH 1
3 Year (7 Term) Program

CREDIT DISTRIBUTION

	GENERAL STUDIES	PROFESSIONAL STUDIES	OPTIONAL STUDIES	TOTAL
M.ARCH 1	N/A	99	12	111

The Master of Architecture 1 is a three-year (seven-term) professional program open to applicants who hold a bachelor's degree or equivalent in any field of study. This program requires attendance for the fall and spring terms of the first two years, and the fall, spring and summer terms of the final year.

Central to the program's philosophy is a firm commitment to architectural discipline and design excellence, achieved through a comprehensive course of study that provides students with a solid intellectual base and understanding of the history, theory, technology, and professional practice of architecture.

Starting with a four-semester core sequence, students develop a framework for the discipline, as well as a strong foundation for critical inquiry and experimentation. Alongside an international design faculty, renowned across a wide breadth of fields, and a distinguished group of critics and theorists, students challenge conventional ways of learning and attain the knowledge to shape our contemporary environment. Upon completion of the core sequence, students are encouraged to develop a personal point of view through applied research in advanced studios and seminars.

The M. Arch 1 program culminates with a design thesis that exemplifies SCI-Arc's mission to develop independent thinking and promote research and innovation. The depth and rigor of graduate thesis also serve as a transition from graduate school to professional practice.

M.ARCH 1 - DEGREE REQUIREMENTS

First term— 1GA	Second term — 1GB
DS1100 — 6 units Fundamental Design Studio I **HT2100— 3 units** Introduction to Contemporary Architecture **AS3100 — 3 units** Materials and Tectonics **VS4100 — 3 units** Visual Studies I	**DS1101 — 6 units** Fundamental Design Studio II Prerequisite: DS1100 **HT2101 — 3 units** History of Architecture and Urbanism I Prerequisite: HT2100 **AS3101 — 3 units** Structures I Prerequisite: AS3100 **AS3121 — 3 units** Environmental Systems I: Light, Air, and Sound **VS4101 — 3 units** Visual Studies II Prerequisite: VS4100

Third term — 2GA	Fourth term — 2GB
DS1120 studio — 6 units Comprehensive Design Studio Prerequisite: DS1101 **HT2120 — 3 units** History of Architecture and Urbanism II Prerequisite: HT2101 **AS3120 — 3 units** Structures II Prerequisite: AS3101 **AS3123 — 3 units** Environmental Systems II: Sustainability and Complex Envelopes Prerequisite: AS3121 **VS4120 — 3 units** Visual Studies III Prerequisite: VS4101	**DS1121 — 6 units** Architecture and Urban Design Studio Prerequisite: DS1120 **HT2121 — 3 units** History of Architecture and Urbanism III Prerequisite: HT2120 **AS3122 — 4 units** Design Development and Documentation Prerequisite: AS3123 **VS4121 — 3 units** Visual Studies IV Prerequisite: VS4120

Fifth term — 3GA	Sixth term— 3GB
Vertical studio — 6 units **AS3130 — 3 units** Practice Environments: Contracts, Liabilities, and Business Models **AS3140 — 3 units** Advanced Project Delivery / Construction Documents **HTXXXX — Contemporary Architectural Discourse — 3 units** **Prerequisite: HT2201**	**Vertical studio — 6 units** **HT2410 — 3 units** Thesis Research **Elective — 3 units or CPT*** **Elective — 3 units or CPT***

Seventh Term— 4GA (summer)
DS1420 — 9 units Graduate Thesis Prerequisite: HT2410 **Elective — 3 units or CPT** **Elective — 3 units or CPT**

M.ARCH 2
2 Year (5 Term) Program

CREDIT DISTRIBUTION

	GENERAL STUDIES	PROFESSIONAL STUDIES	OPTIONAL STUDIES	TOTAL
M.ARCH 2	N/A	66	12	78

The Master of Architecture 2 is a two-year (five-term) professional program open to applicants with a minimum of a four-year degree in Architecture, or its equivalent abroad. This program requires attendance for the fall and spring terms of the first year, and the fall, spring and summer terms of the final year.

The curriculum is specifically designed to build upon the knowledge gained from undergraduate degrees in architecture. Shaped as a design research platform, SCI- Arc's M.Arch 2 program advances contemporary experimentation and propels new formal explorations. The curriculum aims to expand the boundaries of conventional architectural practice, and offers students an alternative educational model that promotes close collaboration with a team of faculty and consultants at the top of the field.

During the first year, the program operates as a laboratory for emerging techniques and technologies. Students are exposed to the latest architectural theories and design methodologies and develop contemporary design languages within historical and contemporary contexts.

On completing the two-term core sequence, students select vertical studios and elective seminars that either continue the focus of their core studies or broaden the scope of their education.

Students complete their studies with a presentation and public exhibition of a thoroughly researched architectural thesis. Select thesis projects are featured for extended public display in the SCI-Arc Gallery.

Required Courses
The Academic Advisor 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 I; AS3120: Structures II; and AS3121: Environmental Systems I: 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 will also be evaluated for achievement in the NAAB requirements for Architectural Traditions.

First term — 2GAX	Second term — 2GBX
DS1200 — 6 units Computational Design Studio I **HT2200 — 3 units** Theories of Contemporary Architecture I **AS3200 — 3 units** Advanced Material and Tectonics **VS4200 — 3 units** Visual Studies I	**DS1201 — 6 units** Computational Design Studio II Prerequisite: DS1200 **HT2201 — 3 units** Theories of Contemporary Architecture II Prerequisite: HT2200 **AS3201— 3 units** Advanced Building Systems Prerequisite: AS3200 **AS3302 — 3 units** Advanced Structural Systems Prerequisite: AS3200 **VS4201 — 3 units** Visual Studies II Prerequisite: VS4200

Third term — 3GAX	Fourth term — 3GBX
Vertical studio — 6 units **AS3222 — 3 units** Design Development and Documentation Prerequisite: AS3201 and AS3302 **HTXXXX — Contemporary Architectural Discourse — 3 units** Prerequisite: HT2201 **Elective — 3 units or CPT ***	**Vertical studio — 6 units** **HT2410 — 3 units** Thesis Research **AS3230 — 3 units** Practice Environments: Contracts, Liabilities, and Business Models **Elective — 3 units or CPT***

Fifth Term — 4GAX (summer)
DS1420 — 9 units Graduate Thesis Prerequisite: HT2410 **Elective — 3 units or CPT*** **Elective — 3 units or CPT***

OTHER DEGREE PROGRAMS

POSTGRADUATE DEGREE PROGRAMS
SCI-Arc EDGE, Center for Advanced Studies in Architecture

David Ruy
Postgraduate Programs Chair

SCI-Arc EDGE is a new platform for advanced studies in architecture. Its innovative postgraduate degree programs are designed to test the theoretical and practical limits of architectural innovation in order to launch new architectural careers for the twenty-first century. Each program identifies a distinct territory in the emerging milieus of the contemporary world and empowers students to become active stakeholders in the construction of the future.

The scope of what an architect can do is expanding like never before. Everything is potentially an architectural problem. This requires training. It requires research. It requires speculation. Today, architecture is simultaneously becoming more specialized in its expertise and more diverse in its applications. It requires programs of advanced study that can be more targeted, more focused, and more innovative. Given the complexities of the contemporary world and the intense demands being made on the abilities of architects to meet problems, these programs are carefully designed to develop advanced expertise that a general professional degree cannot address.

The curriculum is choreographed to promote unexpected conversations across the various areas of study represented by each program. Collaboration is an important principle of SCI-Arc EDGE. It is a platform for advanced students to share knowledge as they drill deep into their chosen areas of study. At SCI-Arc EDGE, new concepts and ways of working will emerge in the coming years that will change what we think architecture can do. Everything that we now consider to be canonical, or simply normal, was at one time a crazy idea.

ARCHITECTURAL TECHNOLOGIES (M.S)
Architectural Technologies is a one-year (three term) postgraduate degree program leading to a Master of Science in Architectural Technologies.

After nearly three decades of radical innovations that have utterly transformed the way architecture is designed and built, the Architectural Technologies program aims to establish a new technological discourse for architecture. An open-ended platform for practical training and theoretical research, the Architectural Technologies program builds on SCI-Arc's well-established international reputation for technological innovation in architectural design. Technologies come and go, but the general problem of technology itself and what we do with it as architects remains a persistent problem. Students in the program are asked to master existing technologies as an entry point for completely rethinking them. Like at no other time in architectural history, the production of meaningful architectural effects demands sophisticated technological awareness.

Students acquire expertise in technologies such as robotic fabrication, computational and parametric methods of form generation, additive manufacturing, and machine vision, but more importantly, students are asked to maintain a speculative interest in those technologies that haven't even been invented yet. In anticipation of future technologies that we haven't yet seen or imagined, the program develops a robust conceptual and critical framework for understanding technology's longstanding relationship to architecture in general. As Cedric Price asked back in 1966, "Technology is the answer, but what was the question?"

The program requires attendance in the fall, spring, and summer terms.

FICTION AND ENTERTAINMENT (M.A.)
Fiction and Entertainment is a one-year (three term) postgraduate degree program leading to a Master of Arts in Fiction and Entertainment.

For nearly one hundred years, Los Angeles has been the city where the most captivating forms of fiction and entertainment have been manufactured for the world. This will also be the city where the meaning of fiction and entertainment will transform and mutate in the next one hundred years. Though architects have flirted with fiction and entertainment industries in the past, the future may require a greater degree of commitment as the role of fiction and entertainment practices in the world becomes more complex and more embedded in our environments.

Fiction is an extraordinary shared language through which we exchange ideas and engage with the world. The importance and power of media in the production of culture should not be underestimated. In contemporary life, new worlds are designed and experienced in movies, ad campaigns, videogames, viral Internet videos, or search engines. Given the vast array of media potentially available to the architect, it is both critical and urgent for the architect to widen the scope of practice beyond just buildings alone. Why shouldn't the architect design the next Hollywood blockbuster? Or the next virtual reality environment? Or the next political campaign? In a world that is more mediated than ever before, what we think the world looks like is largely determined by fiction and entertainment practices. This program is focused on building new forms of architectural practice allied with the worlds of film, fiction, animation, marketing, games, and documentary. Working with world-renowned collaborators from these disciplines and deeply embedded within the fiction and entertainment industries of Los Angeles, this program is designed to be a place where we can tell new stories about the alternative realities of the twenty-first century.

The program requires attendance in the fall, spring, and summer terms.

DESIGN OF CITIES (M.S.)
Design of Cities is a one-year (three term) postgraduate degree program leading to a Master of Science in the Design of Cities.

Urban design has been in the past an ambiguous practice caught between the bureaucratic and policy oriented practices of urban planning and the built scales of architecture's design practices. Despite its ambiguous mission, how cities are to be designed remains the most important and most difficult challenge facing architecture. Most of the world's population now lives in cities; we are witnessing an astonishing and unprecedented process of urbanization on a planetary scale. The sheer complexity of this massive movement has put into question the validity of traditional urban design concepts, and it is increasingly urgent for architects to think about how cities should be designed.

The Design of Cities program seeks to clarify the ambiguous mission of urban design by foregrounding design as the primary area of focus. Rather than surrendering design to being nothing more than an accidental byproduct of planning policies and capital investment instruments, this program makes a commitment to the premise that new constituencies and economies can also emerge from innovative design concepts. Against the conventional wisdom that cities are hopelessly complex informal networks beyond the reach of any design model, this program fundamentally believes in the power of the architectural imagination to invent meaningful and sustainable cities for the twenty-first century and beyond.

The program requires attendance in the fall, spring, and summer terms.

DESIGN THEORY AND PEDAGOGY (M.S.)
Design Theory and Pedagogy is a unique one-year (three term) postgraduate degree program leading to a Master of Science in Design Theory and Pedagogy.

The program is highly competitive and requires a terminal degree in architecture for admission (B Arch, M Arch, or equivalent).

Where will the next generation of theorists and teachers come from? Because of how the world is changing, this question may be a complex one moving forward in architecture. The strict separation between practice and academia has been fading, but has now become completely ambiguous due to new research models at the university and new knowledge-based forms of practice. Accordingly, this program addresses a new kind of career that has emerged in architecture. In recent years, a new kind of architect-theorist-educator has become a progressively more important voice in design culture. Despite the importance of this new kind of architect, academia hasn't been able to produce a program to specifically train talented young architects to occupy this new space and facilitate the development of these new protagonists. At the traditional university, we primarily find today professional programs to train practitioners and PhD programs to train scholars. This program is intended to occupy the space in between these two known models of education and targets specifically a hybrid career in academia where the next generation of design studio instructors can emerge. This program focuses on the development an intellectual framework that can sustain a life-long theoretical project in architecture. Students are given substantial opportunities for acquiring practical teaching experiences in how such an intellectual framework can find synergies in pedagogical practices today. Utilizing SCI-Arc itself as a hands-on teaching laboratory, the long-term project of this program is to develop new design pedagogies and construct a new apparatus for the production of design theory.

The program requires attendance in the fall, spring, and summer terms.

CURRICULUM COMPONENTS

APPLIED STUDIES SEMINARS

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, advanced robotics as well as ecology, biomimicry, and solar performance.

HISTORY+THEORY SEMINARS

The History + Theory curriculum at SCI-Arc provides a rigorous immersion into the history, theory, and criticism of architecture in order to equip students with the skills necessary to become leaders in the production of architectural discourse in a global context.

With today's proliferation of aesthetic agendas and technical virtuosities comes a distinct need for new modes of discourse through which design innovations may be translated into significant contributions to cultural production. Thus the History + Theory curriculum conceives of design innovation and conceptual intellection as intimately intertwined and equally subject to formal manipulation. In other words, at SCI-Arc, we no not merely theorize of criticize design, we design the discourse. This stance obliges us to remain attentive to conventional modes of inquiry as we open up other rhetorical avenues along which to advance nascent disciplinary trajectories.

In addition to a focus on history, theory, and criticism of architecture, H+T courses direct attention to themes such as the rhetoric of virtuosity, the construction of audiences, the modulation of attention, to discourses of the beautiful, the grotesque, the awkward, the counter-intuitive, and to other contemporary themes. The curriculum also addresses fundamental questions of disciplinarily.

VISUAL STUDIES SEMINARS

The Visual Studies concentration is a defining feature of the SCI-Arc pedagogy. The famously elaborate drawings, models, renderings, and animations produced by our students and faculty reflect not only the ability to technically document and visually communicate a building's design, but also a deep and long-standing interest in employing these tools as generative creative media. Visual Studies gives students both professional competency and a means for creative speculation. Through exposure to this dual capacity of architecture's tools, the students are introduced to an evolving tradition of creative techniques. In the core Visual Studies sequences, great emphasis is placed on the development of contemporary technical expertise and visual acuity. Through in-depth instruction in the use of advanced software, both undergraduate and graduate courses teach students the skills and tools to precisely determine and compellingly represent complex three dimensional geometric constructs, and to apply these constructs to building projects. In addition to the direct application of this expertise by students in their Design Studios, there are also opportunities to explore and expand these skills via advanced elective Visual Studies courses and workshops led by architects and other creative professionals.

VERTICAL STUDIOS AND ELECTIVE SEMINARS
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. SCI-Arc's Vertical Studios bring students into contact with renowned architects from all over the world whose work has placed them firmly at the forefront of the discipline. Visiting instructors have included Frank Gehry, Thom Mayne, Peter Cook, Michael Maltzan, Wolf Prix, Lise-Anne Couture, Jesse Reiser, Sulan Kolatan, Brendan MacFarlane, Michele Saee, among others.

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.

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 through my.sciarc.edu. All elective seminars fall under the headings of the three academic areas, Applied studies, History+Theory, or Visual Studies.

II.3 EVALUATION OF PREPARATORY EDUCATION

UNDERGRADUATE

B.ARCH
Full application requirements and procedures for the B.Arch program can be found on the **SCI-Arc website** (https://sciarc.edu/admissions/apply/bachelor-of-architecture/)

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 liberal arts coursework.
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 liberal arts 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 three week program consists of two courses which are then applied to the students' degree program.

5) Upon enrollment to the program, and prior to the beginning of the academic year, accepted advanced placement students are contacted by the Academic Advisor or the Student Services Specialist to review their previous transcripts to review which courses, including architecture and liberal arts coursework, are potential transfer courses. Students are required to submit previous course information for review. This includes grades, a course description, and course syllabi. For International students where a syllabus is not available, the student may be asked to submit work generated in the course. This information is evaluated by the Academic Advisor or Student Services Specialist, 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

Full application requirements and procedures for the **M.Arch 1 program** can be found on the **SCI-Arc website** (https://sciarc.edu/admissions/apply/master-of-architecture/)

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 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 Advisor 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 Advisor, 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

Full application requirements and procedures for the **M.Arch 2 program** can be found on the **SCI-Arc website** (https://sciarc.edu/admissions/apply/master-of-architecture/)

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

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 architecture program.
iii. Letters of recommendation from instructors and/or former studio faculty.
iv. Applicant's statement of purpose and resume.
v. GRE test scores

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. Review Stage

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. Enrollment Stage

Upon enrollment to the program, and prior to the beginning of the academic year, accepted students are contacted by the Academic Advisor or the Student Services Specialist with information regarding the documentation required to review the relevant undergraduate courses. Students must fill out and return a waiver request form that lists the potential courses and the grade earned for each course. Students are required to submit previous course information for each course listed for review. This includes grades, a course description, and course syllabus. For International students where a syllabus is not available, the student may be asked to submit work generated in the course. This information is evaluated by the Academic Advisor or Student Services Specialist, the appropriate Program Coordinators, individual faculty members where necessary and, if needed, by the Chair of the Graduate Program. In instances where a student's previous coursework is deemed to not fulfill either the accreditation requirements or NAAB requirements for the M.Arch 2 core curriculum, or other pedagogical goals of SCI-Arc, students are required to take AS 3101: Structures I: Forces and Vectors, AS 3120: Structures 2: Techniques & Implementation: Connections and Systems, and/or AS 3121: Tempering the Environment: Light, Air, Sound at SCI-Arc prior to graduation.

II.4 PUBLIC INFORMATION

CONDITION	DOCUMENTS / RESOURCES	SCI-ARC WEBSITE
II.4.1	**Statement on NAAB-Accredited Degrees**	https://sciarc.edu/institution/accreditation/naab/
II.4.2	**NAAB Conditions and Procedures** **2009 Conditions for Accreditation** **2014 Conditions for Accreditation** **2015 Procedures for Accreditation**	https://sciarc.edu/institution/accreditation/naab/
II.4.3	**Career Development Information**	https://sciarc.edu/institution/people/alumni/career-resources/
II.4.4	**APRs and VTRs** **Annual Reports** **2011 Architecture Program Report (APR)** **2012 Visiting Team Report & Decision letter from the NAAB** **Interim Progress Reports**	https://sciarc.edu/institution/accreditation/naab/
II.4.5	**ARE Pass Rates**	https://sciarc.edu/academics/learning-objectives/student-success/
II.4.6	**Admissions and Advising**	**Prospective Students:** https://sciarc.edu/admissions/prospective-students/ **Application Process & Requirements**: https://sciarc.edu/admissions/apply/ **Financial Aid:** https://sciarc.edu/admissions/financial-aid/
II.4.7	**Student Financial Information**	https://sciarc.edu/admissions/financial-aid/

III.1.1 ANNUAL STATISTICAL REPORTS

SCI-Arc

September 7, 2017

960 East 3rd Street
Los Angeles, CA 90013
(213) 613-2200
info@sciarc.edu

Subject: Statement on NAAB Annual Statistical Reports

To whom it may concern,

The Southern California Institute of Architecture (SCI-Arc) has submitted annual statistical reports as required by the NAAB Procedures each year since the last accreditation in 2012. Copies of these reports will be provided to the Visiting Team by NAAB.

I certify that the annual statistical reports provided in the past years have been verified by the institution and are consistent with institutional reports submitted to national and regional agencies, including the integrated Postsecondary Education Data System (IPEDS) of the National Center for Education Statistics.

Sincerely,

Paul Holliday
Chief Administrative Officer
SCI-Arc
213-356-5348
paul_holliday@sciarc.edu

SECTION 4 - SUPPLEMENTAL MATERIAL

Resumes of faculty teaching in the accredited program	Attachment: I.2.1 – Faculty Resumes
Faculty credentials matrices	Attachment: I.2.1 - Faculty Matrix_2015-2018
Plans or images of physical resources assigned to the program	Attachment: I.2.2 - Building Map
Descriptions of all courses offered within the curriculum of the accredited degree program.	Attachment: II.1.1 - Course Descriptions – B.Arch Attachment: II.1.1 - Course Descriptions – M.Arch1 Attachment: II.1.1 - Course Descriptions – M.Arch2
Studio Culture Policy	Included in Report (p. 9-11) Attachment: I.1.2 - Studio Culture Policy
Self-Assessment Policies and Objectives	Included in Report (p. 23-25)
Policies on academic integrity for students (e.g., cheating and plagiarism)	Attachment: SCI-Arc Student Handbook
Information resources policies including collection development	Included in Report (p.51-55)
The institution's policies and procedures relative to EEO/AA for faculty, staff, and students	Included in Report (p.16) Attachment: I.1.3 - Diversity Initiative
The institution's policy regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements	Included in Report (p.33-36) Attachment: I.2.1 - Faculty Evaluation And Promotion
Policies, procedures, criteria for faculty appointment and promotion	Attachment: I.2.1 - Faculty Evaluation And Promotion
Response to the Offsite Program Questionnaire	Not applicable
The previous VTR (2012)	Documents provided by NAAB
Focused Evaluation materials (2015)	Documents provided by NAAB
Copy of institutional accreditation letter	Included in Report (p. 112-114)
Letter from institutional research regarding ARS data	Included in Report (p. 128)