

Name of Institution: UNIVERSITY OF NEVADA, LAS VEGAS
Name of Academic Unit: SCHOOL OF ARCHITECTURE

Architecture Program Report for 2011 NAAB Visit for Continuing Accreditation

M. Arch [preprofessional + 48 graduate credits]
M. Arch [non-preprofessional + 96 graduate credits]

Years of the Previous Visit: 2005/2008
Current Term of Accreditation:

The board noted the concern of the visiting team regarding problems with the curriculum and administration, student verbal and writing skills, and continuing problems with human resources.

As a result, the professional architecture programs:

Master of Architecture (preprofessional + 2 years)
Master of Architecture (3+ years)

were formally granted six-year terms of accreditation with the stipulation that a focused evaluation be scheduled to look only at Human Resources, Professional Degrees and Curriculum, and Verbal and Writing Skills and the progress that has been made in those areas. The accreditation terms are effective January 1, 2005. The program is scheduled for its next full accreditation visit in 2011. The focused evaluation is scheduled for the calendar year 2008.

Submitted to: The National Architectural Accrediting Board
Date: October 7, 2010

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Table of Contents

<u>Section</u>	<u>Page</u>
Part One. Institutional Support and Commitment to Continuous Improvement	
1. Identify & Self Assessment	
1. History Mission	1
2. Learning Culture and Social Equity	20
3. Responses to the Five Perspectives	50
4. Long Range Planning	54
5. Program Self Assessment	56
2. Resources	
1. Human Resources and Human Resource Development	69
2. Administrative Structure and Governance	74
3. Financial Resources	78
4. Physical Resources	90
5. Information Resources	100
3. Institutional Characteristics	
1. Statistical Reports	102
2. Annual Reports	105
3. Faculty Credentials	106
4. Policy Review	106
Part Two. Educational Outcomes and Curriculum	
1. Student Performance Criteria	107
2. Curricular Framework	
1. Regional Accreditation	113
2. Professional Degrees and Curriculum	112
3. Curriculum Review and Development	125
3. Evaluation of Preparatory/Pre-professional Education	126
4. Public Information	
1. Statement on NAAB-Accredited Degrees	127
2. Access to NAAB Conditions and Procedures	127
3. Access to Career Development Information	128
4. Public Access to APRs and VTRs	128
5. ARE Pass Rates	128
Part Three. Progress Since Last Site Visit	
1. Summary of Responses to the Team Findings	130
a. Responses to Conditions Not Met	
b. Responses to Causes of Concern	

2.	Summary of Responses to Changes in the NAAB Conditions	133
Part Four.	Supplemental Information	
1.	Course Descriptions	135
2.	Faculty Resumes	170
3.	Visiting Team Report [2008] (VTR)	194
4.	Catalog (or URL)	198

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Part One (I). Institutional Support and Commitment to Continuous Improvement

I.1. Identity & Self Assessment

I.1.1. History and Mission

HISTORY

The first collegiate classes in southern Nevada started in 1951 on an extension basis in a spare room at Las Vegas High School. Dr. James Dickinson was the only full-time faculty member and the student body totaled twelve. Six years later, the university was officially founded as a southern regional division of the University of Nevada by action of the Nevada Board of Regents. In the summer of 1957, the university constructed its first classroom and administration building—Maude Frazier Hall—on its present campus site and opened its doors to a class of 300 students.

Twenty-nine students accepted degrees at the university's first commencement ceremonies in 1964. The following year, the Nevada Legislature named the school Nevada Southern University, and the Board of Regents hired the campus' first president. In 1968, the university was granted autonomy under the state's higher education system, giving it status equal with the University of Nevada, Reno. The Board of Regents approved the institution's present name in January 1969.

DESCRIPTION

The University of Nevada, Las Vegas is a state supported, co-educational university and the largest of the eight institutions composing the University and Community College System of Nevada (UCCSN), which is governed by a 13-member elected Board of Regents. The Board also oversees the University of Nevada, Reno; Nevada State College in Henderson, Great Basin College in Elko, College of Southern Nevada in Las Vegas, Western Nevada College in Carson City, Truckee Meadows Community College in Reno, and the Desert Research Institute in Las Vegas, Reno and Boulder City.

UNLV offers more than 220 graduate and undergraduate programs to over 28,000 students who are taught by approximately 1,500 full- and part-time faculty. The university is composed of eleven separate colleges and two professional schools. The main campus is located on 337-acres in one of the most vital areas of Las Vegas, close to McCarran International Airport and the internationally renowned Las Vegas Strip. The UNLV Shadow Lane campus is located on 18-acres west of the downtown area and houses biomedical and biotechnology projects. UNLV also has programs at locations throughout Las Vegas including the Fifth Street School in downtown Las Vegas, the off campus site of the School of Architecture Downtown Design Center.

MISSION

The University of Nevada, Las Vegas, is a research institution committed to rigorous educational programs and the highest standards of a liberal education. We produce accomplished graduates who are well prepared to enter the work force or to continue their education in graduate and professional programs. Our faculty, students, and staff enthusiastically confront the challenges of economic and cultural diversification, urban growth, social justice, and sustainability. Our commitment to our dynamic region and State centrally influences our research and educational programs, which improves our local communities. Our commitment to the national and international communities ensures that our research and educational programs engage both traditional and innovative areas of study and global concerns. UNLV's distinctive identity and values permeate a unique institution that brings the

best of the world to our region and, in turn, produces knowledge to improve the region and world around us.

UNLV is committed to and driven by these shared values that will guide our decision making:

- High expectations for student learning and success;
- Discovery through research, scholarship, and creative activity;
- Nurturing equity, diversity, and inclusiveness that promotes respect, support, and empowerment;
- Social, environmental, and economic sustainability;
- Strong, reciprocal, and interdependent relationships between UNLV and the region around us;
- An entrepreneurial, innovative, and unconventional spirit.

PROGRAM HISTORY

Experimental architecture courses were initiated at UNLV in 1981 at the urging of the Las Vegas American Institute of Architects (AIA) and a small group of Las Vegas architects who volunteered their time to teach design and professional practice courses. Augmented by the engineering faculty, who taught supplemental courses and provided assistance with class scheduling, registration and administration, the experimental Architecture Studies Program was housed in the College of Science and Mathematics. The Architecture Studies Program proved exceptionally popular with students and, in 1982, local architect Raymond Lucchesi was named to develop a formal two-year program in coordination with the existing programs at Arizona State University, the University of Arizona, and the University of Idaho so that students could matriculate from the two-year UNLV program into third-year studies at any of these institutions. Following the success of the two-year Architecture Studies Program, a four-year program leading to the Bachelor of Science in Architecture degree was developed and, in 1986, Dr. Hugh Burgess was named as full-time head of the Architecture Studies Program. The Architecture Studies Program was placed in the newly established Howard R. Hughes College of Engineering in 1988 under the administration of Dean William R. Wells.

In 1989, the Board of Regents approved the Master of Architecture, M.Arch., graduate professional degree program. The UNLV M.Arch. degree is applied to three different NAAB recognized program types: a "4+2" program for students who pursue a two-year M.Arch. degree after completing a four-year Bachelor of Science in Architecture degree at UNLV or another accredited university; a "3+" program for students with baccalaureate degrees in disciplines other than architecture, who pursue a three and one-half or four year M.Arch. plan of study; and a "5+1" program for students who hold a NAAB-accredited Bachelor of Architecture degree, B.Arch.

In August 1994, the Board of Regents separated the Architecture Studies Program from the College of Engineering and recognized the College of Architecture, Construction Management and Planning as an autonomous academic unit containing the programs for Architecture, Construction Management, Landscape Architecture, Urban Planning, and Interior Architecture. The new college, the smallest at UNLV and smaller than many UNLV departments, struggled for two years without a critical mass of faculty and students to maintain college status. In 1996, under the new administration of President Carol Harter, the design programs of Architecture, Landscape Architecture, Interior Architecture and Urban and Regional Planning were reorganized as the School of Architecture and, with consultation from National Architecture Accrediting Board (NAAB), placed the School within the College of Fine Arts.

In September 1997, shortly after the completion of the Paul B. Sogg Architecture building, the UNLV architecture program was given a 5-year accreditation by NAAB. The Architecture Program was reaccredited in 2002 and 2005.

That same academic year, the Interior Architecture and Design program was accredited by the Foundation for Interior Design Education and Research (FIDER) and the Landscape Architecture Accrediting Board (LAAB) accredited the Landscape Architecture program. The Interior Architecture and Design Program was reaccredited in 2002 and 2008. The Landscape Architecture Program was reaccredited in, 2001, 2006, 2008, and the current six year accreditation in 2010.

Throughout the late 1990's and the early 2000's, the academic focus of the school reflected the economic context of Las Vegas and southern Nevada. Growth and growth related issues formed the foundation of the School's mission as seen in this excerpt from the 2005 APR.

The School of Architecture mission is centered on the following encompassing foci^{}:*

- *Local and regional issues that influence architecture, interior architecture and design, and landscape architecture and planning decision-making.*
- *The Las Vegas Strip and the implications for entertainment and resort architecture world-wide.*
- *Sustainable growth and speculative development.*
- *Urban and rural issues unique to the southwest United States.*
- *Climatic and cultural issues of arid desert regions.*

The economic realities of that era influenced the University and the School of Architecture in a number of ways. The University, as well as the School, grew rapidly to accommodate the population growth of southern Nevada, from under 1 million in 1995 to a high of approximately 2 million in 2009. During this period, the administrative and strategic planning challenges of the School centered on the accommodation of a growing program.

Until the recession, School of Architecture students of this period were characterized by the following, synopsised from the 2005 APR:

- *The majority of architecture students were part-time rather than full time students taking 60% of the recommended full time class load.*
- *73% of architecture students worked a minimum of 25 hours per week. 67% of architecture students worked in design or construction professions.*
- *50% of architecture students had taken time off from school averaging 5.6 years for undergraduate and 7.6 years for graduate students.*
- *39% of School of Architecture students had transferred credits from an institution other than UNLV.*
- *The majority of graduates expected to remain in Las Vegas, most likely with their current employer.*

The impact of the recession has transformed the School of Architecture student body (refer to I.3.1). The program as well has been impacted by the change in southern Nevada's economic climate and outlook. Where much of the administrative emphasis had been on serving a growing population, the University has directed colleges and programs to restructure themselves according to currently available and future resources.

PROGRAM MISSION

The study of Architecture in southern Nevada is informed by the region's arid climate, history of growth, tourism and gaming related activities, limited resources, self-reflective cultural climate, and the lasting impact of the economic downturn. With this context in mind, it is the mission of the School of Architecture at the University of Nevada, Las Vegas to prepare future architects to conceptualize and implement solutions to the critical social, environmental, and

economic challenges of the future. These future architects will possess a global and regional perspective as a consequence of their education and that they are educated to become future leaders in the profession and its advancement through practice.

To accomplish these goals, the School pursues the following objectives:

- Create a student centered learning environment;
- Support faculty and staff to encourage the development of innovative approaches to teaching, learning, research and administration;
- Increase scholarly productivity to contribute to the profession at large as well as increase the profile of the program nationally;
- Manage faculty resources and enrollment to achieve excellence;
- Employ methods to sustain the multicultural enrollment of the school;
- Create a working and learning environment that encourages excellence, innovation, creativity, ethical behavior and reflection;
- Serve the State of Nevada through faculty and student service efforts;
- Collaborate with Landscape Architecture, Interior Architecture, and other programs within the University to create multidisciplinary and collaborative learning opportunities and enhance scholarly research productivity;
- Collaborate with programs off campus to create collaborative and multidisciplinary learning opportunities that build regional or global awareness and enhance the profile of the School;
- Commit to the communication and dissemination of student work and faculty scholarship to promote ongoing efforts;
- Educate students to be enlightened architects, committed to life long learning, informed critics of relevant issues, and fluent in the tools and skills necessary to lead in today's competitive environment.

The program will accomplish these objectives within the framework of the following program foci:

- Addressing regional issues associated with Las Vegas and the State of Nevada;
- Critical reflection related to the hospitality and entertainment industry in our society;
- Critical reflection on design and conservation of natural resources in an arid climate;
- Critical reflection on urban growth in a region dominated by large-scale horizontal development;
- The growing importance of integrated design and fabrication;
- Continued development of interdisciplinary focus tracks in the curriculum.

EVIDENCE OF THE PROGRAM'S BENEFIT TO THE INSTITUTION

The UNLV School of Architecture houses the only fully accredited professional programs in Interior Architecture, Architecture and Landscape Architecture and Planning within the State of Nevada. The School provides the State's premier educational opportunities for the individuals that ultimately plan and design our communities, parks, golf courses, schools, office buildings, furniture, lighting fixtures, signs and shopping/entertainment environments. Our graduates become leaders in the design professions and in communities throughout the State of Nevada. They manage our resources, enrich our lives and play a vital role in the State of Nevada's economic growth and prosperity.

The School of Architecture continues to be a key player in the university's strategic plan. The School's faculty and programs are uniquely equipped and positioned to help achieve the stated goals and objectives laid out in the UNLV's Focus: 50 to 100 planning document:

- Las Vegas and the region offer unique research opportunities, often of global significance, for the study of subjects such as **sustainable desert cities, rural/frontier environments,**

urban growth, immigration, and health.

- The issue of **sustainability, including environmental, economic, and social sustainability**, is particularly relevant for Nevada. Research opportunities in this field abound, such as in the areas of **water resources, the hospitality industry**, energy systems, health, and education.
- UNLV resides in a city with a unique economic climate, facilitating study of the **hospitality industry, entertainment**, business, law, **construction, architecture**, and other regionally important economic concerns.

The building industry is at the center of the sustainable/green movement and the UNLV School of Architecture excels in this arena. The School is a key participant in the new UNLV Solar and Renewable Energy Minor. Several of our faculty are LEED accredited and leaders in this expanding field - especially regarding how sustainability and green design relates to Nevada's climate and culture. Our faculty have conducted research and published numerous papers on the subject. School of Architecture faculty give public lectures/workshops throughout the State of Nevada including the *Las Vegas Springs Preserve* regarding sustainable practices.

The School of Architecture also excels at community involvement and engagement. One example is the re-invigoration of the Downtown Design Center led by Robert Dorgan. Our architecture students also reach out to the community through programs like *Freedom by Design* where students design and build small projects that improve access for the disabled community. The School's faculty are active in numerous local, regional and national organizations including: Las Vegas Chapter of the A.I.A. (Board Member), American Society of Landscape Architects (Member of Executive Committee), Environmental Design Research Association, International Solar Energy Society, American Solar Energy Society, Society of Building Educators, American Society of Civil Engineers (Energy Engineering Journal), Green Roofs for Healthy Cities, United States Green Building Council. National Trust of Historic Preservation, Urban Land Institute, Historians of 18th Century Art and Architecture (UNLV is hosting the annual conference this year), Society of Architectural Historians, Council for Educational Facilities Planners Intl (Las Vegas Chapter President).

In addition, our School capitalizes on its unique location offering exceptional instruction in hospitality/entertainment design, active/passive solar design, urban design/planning and water management.

EVIDENCE OF THE INSTITUTION'S BENEFIT TO THE PROGRAM

The School of Architecture benefits greatly from being apart of a dynamic urban land-grant university in one of the country's fastest-growing and most enterprising cities. Our program is enriched by the 40 million visitors to Las Vegas every year as well as the affordable and direct flights that connect us to every part of the globe.

We have arguably one of the best design laboratories in the world with developments like the City Center with in walking distance of the school and the Hoover Dam merely a short drive. The built-environment is surpassed only by the natural assets that surround the city: Lake Mead, the Colorado River, Mt. Charleston and the renown Red Rock National Preserve. We are the only accredited program in the Mohave Desert – a unique and unforgiving eco-system.

The University has provided our programs the ability to build meaningful and productive relationships with scholars and students in other disciplines such as the Hotel College - ranked #1 in the world. This fertile cooperative environment recently produced collaborations with the

School of Architecture, College of Engineering, Construction Management and Environmental Studies to form a university wide minor in Solar and Renewable Energies.

DESCRIPTION OF HOW THE PROGRAM'S COURSE OF STUDY ENCOURAGES THE HOLISTIC DEVELOPMENT FOR YOUNG PROFESSIONALS.

The University of Nevada Las Vegas School of Architecture offers two avenues to a professional degree in architecture: a six year M. Arch degree program consisting of four year BS. Arch and two year M. Arch programs and a three year plus M. Arch program. The course of study and support resources for these programs are structured to instill in students a broad understanding of the social, environmental, and economic issues of the profession as well as the critical and technical skills to respond to these issues thoughtfully and innovatively. The following themes run throughout the Program course of study defining critical foci of study and the framework for relevance of co-requisite course content:

- Holistic and mutually supportive development of traditional and digital studio skills;
- Research as an integral component of architectural practice;
- Development of collaborative skills;
- Development of collaboration in multidisciplinary projects;
- Environmental responsiveness and appropriateness;
- Fabrication and making in support of design and research objectives;
- Coordination and integration of the curriculum;
- Demonstrated application of acquired knowledge and skills;
- Communication of ideas verbally, in writing and graphically;
- Exhibited transference of course content between technical and studio course settings.

It is an objective of the program that at the conclusion of their studies graduates of School are recognized as enlightened practitioners possessing the following characteristics:

- The student should be worldly – aware of critical issues and characteristics at the global and regional scale and capable of engaging these issues in their work.
- The student should be thoughtful and critical – capable of engaging in the informed discourse of the profession and capable of critical skills necessary for effective problem solving.
- The student should be responsive to issues – the student should understand the moral component of the profession and capable of acting upon them.
- The student should be connected – the student should embrace the multidisciplinary and multicultural nature of the profession and capable of working in that environment.
- The student should possess a balanced and broad range of skills – the student should be fluent in digital and traditional methods related to the practice of the profession.

PROGRAM COURSE OF STUDY

The M. Arch Degree Granting Program (172 Total Credits) consists of a BS. Arch Degree course of study (124 credits) and an M. Arch Degree course of study (48 credits). (II.2.2)

The student experience today is different than that of the last accreditation visit in 2005. While the courses that compose the curriculum remain largely the same, the program then was largely defined by a part time student body and faculty. This had an impact on course scheduling with course section times offered throughout the day and evening and consequently on the development of school culture and student cohorts.

Today, as a result of the economic changes in the state, the rise of full-time students in the program, and increased full-time faculty, course scheduling is structured to support the

development of strong student cohorts, strong faculty cohort development, and an overall improvement in student experience.

While student and faculty cohort development largely centers on the studio environment, the non-studio courses remain one of the notable strengths of the program. To reinforce the relevance of these courses in a more robust studio environment, the curriculum course sequence is structured to incorporate co-related course content. In this pedagogic structure, course content is expected to bridge between studio and non-studio courses although this places an emphasis on faculty coordination and planning. To facilitate this bridging, or transference of content, studio instruction when feasible is conducted by all faculty especially those involved in the correlated courses, i.e., structures or construction technologies instructors engaged in the concurrent studio sequence.

The integration of studio and non-studio instruction has added benefits for the student experience. There is greater awareness of course assignment scheduling conflicts and efforts to minimize the overworking of the program's students during critical periods in the semester. This includes efforts to instill healthy habits in our students, to use time more efficiently, and to minimize the number of all-nighters.

BS. Arch Course of Study

The BS. Arch program is an open enrollment program admitting an average of 120 students in the fall freshman semester and graduating an average of 28 BS. Arch. recipients. There are two competitive gates in the program positioned between 1st and 2nd year studies and between 2nd and 3rd year studies. The gate between 2nd and 3rd year studies marks a student's progression from Lower Division to Upper Division standing in the School of Architecture.

This division defines the student experience in the following manner:

- The Lower Division course of study is principally comprised of the University's General Education Requirements and Architecture Liberal Arts and Prerequisite Curriculum.
- Students in Lower Division receive annual advising from the College of Fine Arts Advising Center supported with as-needed advising from the School of Architecture.
- The Advising Center is the student's point of contact for information relating to academic improvement and support.
- University and preparedness for study in the major is assessed by the Advising Center and modifications to a student's course of study are handled through the Advising Center.
- The Lower Division studio student teacher ratio is 1:20

- Upper Division studies entirely consist of architectural courses in an immersive educational context with the exception of students pursuing minor or dual major degrees.
- Students receive semester, rather than annual, advising from the School of Architecture designated advisor (usually the Architecture Program Coordinator)
- Students have full access to all School of Architecture shop and technical resources.
- The Upper Division studio student teacher ratio is 1:13 in 3rd Yr and 1:16 in 4th Yr vertical studios.

First Year Studies

The First Year Course of study is open to any student admitted to the University. As an open enrollment program, this leads to exceptionally large freshman class and a low percentage graduation rate. Generally, the UNLV entering student population comes from educational, economic or a cultural background that has not prepared them for immediate success in a rigorous program such as architectural studies. Consequently, the First Year course of study is mostly composed of general education studies intended to successfully transition students to the University setting and develop skills necessary to succeed in the program.

Two architecture courses are offered during first year studies, one each semester, in a large lecture format. These courses are structured to introduce critical foundational concepts for skills identified as essential for the success of the program's students by the School of Architecture faculty. The foci for these courses include:

- Development of non-internet based research skills and research in the library setting;
- Development of a working knowledge of the Architecture Studies Library;
- Communication of thoughtful analysis through cogent speaking and writing;
- Foundational understanding of the conventions of architectural graphic communication;
- Recognition of embedded architectural concepts in these conventions;
- Working productively in teams;
- Critical thinking.

First Year to Second Year Gate

The gate admitting students to Second Year studies is established to identify and advance the students with the greatest likelihood of success in the program. The gate admits the 60 students with highest overall University GPA from the eligible pool of students having successfully completed the First Year curriculum.

The gate also serves to manage faculty and facility resources for the improvement of the educational experience. Prior to the establishment of the gate in the 2010 Catalog Second Year studies maintained the open enrollment structure of First Year, placing a disproportionate burden on resources as well as efforts to advance excellence in the program.

Second Year Studies

Thematically, Second Year Studies center on the following:

- Introduction to the studio setting and problem based learning;
- Development of Studio Culture;
- Development of fluency in formal architectural languages;
- Introduction of digital tools such as BIM;
- Development of graphic communication skills;
- Introduction of architectural precedent.

Course Sequence

Studio

Students entering Second Year are introduced to the studio environment and pedagogic structure. As this is the first studio these students will have had, the arc of the studio structure during the year is broad, progressing from the introduction of architectural formal languages and concepts, the design process, and critical analytical skills through the introduction of architectural precedent, contextual analytical skills, and digital communication and design skills. Emphasis is placed on the development of studio culture as a unique characteristic of the major and the profession.

The second year studio curriculum is coordinated with common assignments differentiated in approach and development by individual section instructors. As Second Year studio instruction frequently relies on part-time faculty, a full-time faculty member acts as a Second Year coordinator.

Co-related Courses

In addition to studio, the second major thread introduced in Second Year studies centers on architectural history and the understanding of architectural precedents through analytical practices. Architectural history coursework spans the entire year, first with a humanities-based survey of architectural history and a subsequent semester of architectural history and analysis. The introduction of Building Information Modeling as the platform for future studio skills rounds out the Second Year architectural studies.

Course Content Transference

The transference of course content from co-related courses to the studio and vice versa is a cornerstone of the School of Architecture curriculum. During the course of Second Year studies spring semester studio assignments are developed to extend the precedent and contextual analytical skills being developed concurrently in the architectural history courses. This emphasis on transference of course content builds relevance into individual courses and builds in students a broad perspective of their education as opposed to the myopic prospect of their studio desk.

Non-Architecture Coursework

Non-architecture coursework during Second Year studies consists of either architecture prerequisite courses, such as physics, or University Gen-Ed courses such as social, international and multicultural studies. At the end of their Second Year studies students will have completed their non-major course requirements. This is significant on two counts:

- Students failing to advance to upper division studies have the ability to transfer to other majors without significantly adding time to complete their new course of studies
- Students progressing to upper division studies will have been exposed to a broad range of ideas and studies outside of architecture. This is a significant change from the previous curriculum (2008) that placed Gen-Ed elective studies at the end of the BSArch curriculum.

Student Experience

The introduction of the studio experience to second year students is one of the most significant and transformative experiences in their education. The quality of the student experience in studio-based education is essential to the advancement of the school's overall cultural experience and sense of community as well as to an individual student's progression and intellectual growth. Studio culture in Second Year studies is principally concerned with cohort development, stressing group interaction and the development of productive studio habits necessary for future success.

The following are key points in the second year student experience:

- Adequate space to work – students are assigned dedicated desks throughout the year. The desk to student ratio is 1.5/1
- Multiple Voices – To promote a diverse understanding of the discipline, the studios have common course assignments differentiated by the pedagogic method of individual instructors.
- Multiple Voices 2 – Students must rotate studio instructors from semester to semester, developing an understanding of the discipline from diversity.
- Off Campus Experiences – Students have the opportunity to participate in at least one field trip to a neighboring urban center and or significant work of architecture. Most frequently, second year students journey to either Phoenix or Los Angeles.
- Development of Studio Work Habits –Studio Assignments are structured in class to promote the advancement of strong & efficient work habits, to maintain a healthy approach to their studies and to give all of their courses proper effort.

- Participation in either School or University functions – Student participation in School and or University functions, such as lectures and all-School meetings, is considered essential and student participation is made part of course assignments.

Second Year to Third Year Gate

Admission to Upper Division studies is competitive with an average of 56 students applying for 39 positions. Prior to applying to Upper Division, students must have completed all Lower Division courses. Materials for admission consist of a portfolio, two forms of written material, an essay response to a directed question and the written description of the student's work presented in the portfolio, and the student's overall GPA. The student submissions are reviewed by the Foundation and Architecture Program Coordinators and an at-large faculty member. A cumulative score is generated from the average ranking of the three reviewers with the top scoring students being admitted to upper division studies. Students may be admitted on probation when their GPA is below 3.0, the threshold for admission to upper division.

Upper Division Studies

Third Year is the first academic year students will have an all architecture curriculum. The third year course of study emphasizes the transference of content between the design studio and the co-related non-studio courses: structures, environmental control systems, and construction technologies. Advising for students entering Upper Division transfers from the College of Fine Arts Advising Center to the School of Architecture. Students are expected to meet with their advisor each semester to gauge their progress and guide their course selections.

Third Year Studies

Thematically Third Year Studies center on the following:

- Emphasis on the physical making of architecture both technically and poetically;
- Holistic development of design skills including digital and tactile skill sets;
- Coordinated common course assignments differentiated by individual instructor methodology;
- Advancement of contextual skills, ranging from environmental responsiveness to the development of poetic knowledge of the site;
- Understanding of actual sites rather than intellectual site constructs.

Course Sequence

Studio

The pedagogic structure of Third Year studio centers on the making, technically and poetically, of architecture and how these can inform one another. This emphasis is reflects concurrent third studies and builds on course content delivered in non-studio coursework through the demonstrated application of this content in the studio setting. Studio assignments are scaled to support the investigation of this content and center on issues of assembly and systems.

Co-related Courses

In addition to studio, students are immersed in a curriculum that consists entirely of architectural studies. Most significantly, these courses center on the technical aspects of architecture including Construction Technologies and Methods for the entirety of the academic year, Structures, and Environmental Control Systems.

History/Theory remains a constant thread in the course of study with course content centering on the history of architecture from the enlightenment to the mid-20th century and architectural history and theory from 1950 to the present.

Course Content Transference

As conceived, the Third Year curriculum is structured to support the pedagogic model of the building workshop. In this model, building systems curriculum and architecture studio curriculum are positioned to support a *concept development* and *critical application* design methodology that is evidenced through the outcome of studio projects. Transference of content is facilitated in two ways:

- Studio instruction and project development is conducted by faculty concurrently teaching co-related courses;
- Structuring studio assignments to reinforce principles and material being delivered in non-studio courses.

Non-Architecture Coursework

N/A

Third Year Student Experience

The Third Year student experience is a continuation of the cohort experience that began with second year studies and the immersion in the studio environment. Physically, as with second year, third year studios are located in a contiguous open studio facilitating the growth of studio culture. Studio instruction reinforces the development of positive studio behavior and openness. The following are key aspects of the third year student experience:

Space to Work – students have dedicated desks in the studio with 1.5 desks per student. Students are encouraged to construct partitions to for spatial definition and to expand display and storage space;

Multiple Voices – students are exposed to a third year teaching cohort that utilizes both group and individual teaching methods. Group teaching is especially relevant as the teaching cohort reflects the range of courses the students are currently enrolled in.

Off Campus Experience – Studio assignments engage real locations. Students are expected to participate in site visits and meetings with agencies or individuals from outside of the University that provide insight or educational content related to project assignments.

Off Campus Experience – Non-Studio Courses as well involve off campus exercises ranging from visits to projects under construction to the long-term study of the environmental performance of completed works of architecture in southern Nevada.

Off Campus Experience – Students have the opportunity to participate in a multi-day field trip to San Francisco and the Bay Area. San Francisco serves to introduce students to urban conditions and inhabitation significantly different than the automobile dominated landscape of Las Vegas and neighboring cities. Participation in this trip has grown each year since its inception in 2008.

Emphasis is placed on hands-on engagement with class assignments whether through lab assignments in structures and environmental control systems or studio course work.

Internship Program

Students participate in a professional internship program the summer between their third and fourth years of studio. Students work a minimum of 200 hours under the direction of a licensed architect. Students may choose to work in a professional office setting or engaged in pro-bono efforts, such as Habitat for Humanity.

Fourth Year Studies

Thematically Fourth Year Studies center on the following:

- Topically defined course options in both studio and seminar settings;
- Research based design investigation;
- Engagement in the world outside of the University or School;
- Vertical education experiences with studio and seminar courses comprising both graduate and undergraduate students;
- Multi-disciplinary course content and instruction.

Course Sequence

Overall, the Fourth Year student experience is defined by student choice. The Fourth Year curriculum consists of two semesters of topical studio investigations. These topical studios are developed by individual instructors along either lines of research interest or external opportunities such as community outreach. Students have the opportunity to choose between either three architecture studio options and from studios in the Landscape Architecture, Interior Architecture, or study abroad programs. Students in Fourth Year studies are expected to complete 6 credits of elective courses either from a selection of architectural electives or in support of either minor or dual major studies. The remainder of the fourth year curriculum is rounded out by the continuation of non-studio technical coursework and courses related to the sociological dimensions of architecture.

Co-related Courses

Defined by topical investigations, the fourth year course of study does not incorporate specific course co-relationships with the exception of vertical studios supported by specific multidisciplinary seminars.

Course Content Transference

N/A

Non-Architecture Coursework

Students may take non-architecture courses as approved by the Architecture Program Coordinator. Course meeting minor or dual major requirements are automatically approved, other courses are approved on a case by case basis.

Student Experience

The student experience in Fourth Year studies is significantly different from the common cohort structure found in previous academic years. As opposed to common assignments, students are engaged in individual studio investigations, often in a vertical studio, conducted along the lines of a graduate program pedagogic structure incorporating issues-based research and research-based design. The majority of topic studio options directly engage entities outside of the School or the University including other Colleges or institutions such as the City of Las Vegas. Architecture elective offerings further promote student choice in Fourth Year studies with up to four electives offered per semester. Electives are offered on a rotating basis by School of Architecture faculty and on the basis of individual faculty desire. The following are key aspects of the Fourth Year student experience:

- Topical Studio Investigations illustrated by such offerings as:
 - USITT Theater Design Competition Studio conducted with CFA Theater Dept.

- Downtown Design Center Studio
- Manufactured Affordable Housing Studio parallel investigation with University of Kentucky
- Research-based and BIM assisted Design Studio
- Hospitality & Entertainment Design Vertical Studio
- Landscape Architecture Studio
- Graduate Studio style approach to project investigation;
- Students direct course of study with regard to electives and studio selection;
- Off-Campus Studio experience available to a maximum of 2/3 of the fourth year class;
- Exposure to and collaboration with scholars and students outside the School of Architecture.

Graduate Program Studies

Admission to the Master of Architecture Degree Program is competitive and requires application to the University of Nevada Las Vegas Graduate School and a separate application to the School of Architecture. Admission to the Graduate School is based on previous academic performance and performance on standardized test such as the GRE. Application to the School of Architecture consists of the added requirements of a portfolio, statement of intent, and letters of reference. There are currently two paths of study to an M. Arch degree. (refer to II.2.2 for credit distribution and curriculum structure) Students enrolled in the three year plus M. Arch program are embedded in the two year M. Arch course of study following the completion of a course of study of varying length, four semesters maximum, depending on prior educational accomplishments.

The M. Arch Course of Study

Overall, the pedagogical structure of the graduate degree program is based on the resolution of critical lines of inquiry informed by the development of insightful and original research. This structure reflects the premise that the architect of the 21st century requires skills essential to be self informing and capable of resolving emerging architectural challenges. Within this structure the arc of M. Arch studies proceeds from an emphasis on integrated building design to the development of individual expertise within one of the graduate program's concentration tracks. The Graduate Program Coordinator serves the advising needs of the graduate student.

The program consists of a four semester course of study that is organized in the following manner:

- Fifth Year Studies – Common cohort studio structure with common course assignments. The arc of fifth year studies is to prepare students for and execute a comprehensive building design project (as defined in the SPC).
- Sixth Year Studies – Concentration track studies. Students opt for one of four concentration tracks. Concentration tracks are conducted as year long multidisciplinary investigations incorporating teaching expertise from outside the School of Architecture.

Fifth Year Studies

Thematically Fifth Year studies center on the following:

- Development of research-based design methods;
- Regional project themes such as sustainable design and urban growth;
- Integrated building design;
- Collaboration between building systems related disciplines
- Preliminary concentration track studies

Course Sequencing

The fifth year course of study emphasizes pedagogic course pairings between design studio and architectural research methods in the fall and design studio and integrated building systems in the spring. Common assignments are given throughout fifth year studies with diversity arising from the development of individual student research-based lines of inquiry.

In addition to the semester course pairings, students take elective coursework outside of the School of Architecture in preparation for the sixth year concentration track studies.

Co-Related Courses

The fall studio is paired with the graduate program's research methods in architecture course. The spring studio is co-taught with the graduate program's integrated design systems course.

Course Content Transference

Fifth year studio assignments are structured to rely on methods of investigation and analysis introduced in co-related coursework for the development of design resolution. Content transference is more direct between integrated building systems and comprehensive design studio as these courses are co-taught.

Non-Architecture Coursework

Students are engaged in non-architecture coursework in support of individual concentration track courses of study.

The Fifth Year Student Experience

The first semester experience is dedicated to two separate projects; the first being a project focusing on sustainability, the second on the developer experience. An example of sustainability assignments is "The Greening of UNLV"; an assessment and analysis of existing campus facilities leading to designs of adaptive and additive systems for developing sustainability, with the intent to demonstrate potential options that would allow UNLV to meet the 2030 Challenge.

The second project of the first semester has been to emulate an actual developer project, having a practicing Architect/Developer from the local area co-teaching the project in the role of the "client" for the studio. The assignment is designed to give the student the experience of assessing market factors, developing a Pro-Forma and selecting project type, preparing zoning submittals and submitting schematic project designs, stressing an actual client's role in the development. This assignment includes evaluation of an existing Las Vegas urban site, research into and practical understanding of the development process, and employment of local jurisdictional requirements.

The second (Spring) semester focuses on comprehensive design and has included such past projects as hospitality, museums, commercial centers and performing arts centers, all of which have been located within the desert environment of the Las Vegas Valley. The semester work includes Pre-Design services such as program development, selection of site and research into planning and zoning ordinances and other public entitlements. Project work is patterned after common AIA practice standards of Pre-design, Schematic Design and Design Development with stress on accessibility and Building Codes. This semester work is co-taught with Integrated Building Systems, using the student projects as the basis for the integration of structure, HVAC and electrical systems. Sustainability, materiality and constructability are stressed as parts of the second semester comprehensive studio experience.

Planned for the Spring 2011 Studio is a collaboration with the Department of Architectural Science at Ryerson University located in Toronto, Ontario, Canada to study design and materiality within the Mojave Desert. This will be an interactive studio whereby the students of Ryerson University

will travel to Las Vegas and, along with the UNLV students, will spend actual time experiencing the desert environment and designing methods by which architecture can be sustainable.

The emphasis of sustainability and sustainable design in the fifth year experience extends to an investigation of life in the Mojave Desert, focusing on methods of early survival building techniques, the study of current methodologies for environmental solutions, and discussing the critical role that architects can and should play in providing solutions for the ecological challenges mankind faces now and in the future. This emphasis includes tours of unique and significant works including:

- Scotty's Castle Death Valley National Monument: A study of an historic ranch structure constructed in the mid-1920's, completely independent of external energy resources.
- Cashman Equipment Co., Henderson, NV: An investigation of geothermal systems.
- Las Vegas Springs Preserve: A study of a demonstration project designed to educate the public on materials, construction techniques and environmental systems that are environmentally appropriate for desert architecture.
- The Janie Gail Residence: A study of a residence recently constructed in the Las Vegas Valley that is operationally independent of civic utilities and constructed of local native materials.

Sixth Year Studies

Thematically, sixth year studies are defined by the focus track structure of the program. These are:

- Building Sciences and Sustainability Research centering on sustainable issues;
- Downtown Design Center Studio centering on urban issues and community design;
- Hospitality and Entertainment Design Studio centering;

And,

- Housing and Urban Design Studio Conducted during 2010-2011 academic year by Rios Clemente Hale (Los Angeles)
- In planning for introduction in the 2011-2012 academic year, Education Facility Design & Research concentration track (as a replacement for the Rios Clemente Hale studio).

The course of study is unique for each of these programs and described separately as follows:

BUILDING SCIENCES AND SUSTAINABILITY RESEARCH

Course of study overview and objectives

Economic, social, and environmental forces are creating significant new demands for sustainable architecture. As a result, the architectural profession has begun a transformation that is leading to the demand for highly skilled decision-makers and leaders in the building sciences area. To address this need, the School of Architecture at UNLV has partnered with the departments of Environmental Studies, Construction Management, and Mechanical Engineering to offer both a graduate concentration in building sciences and sustainability as well as a graduate certificate in solar and renewable energy. A key component of this track is the Natural Energies Advanced Technologies Lab (NEAT). The NEAT Lab has recently signed a cooperative agreement to do research in sustainable architecture with the Politechnic University of delle Marche, Italy and with the National Autonomous University of Mexico.

Course of Study Sequence/Co-related courses

The graduate concentration in building sciences and sustainability builds upon successful research carried out by graduate students at the Natural Energies Advanced Technologies (NEAT) Laboratory at the School of Architecture. Over the last five years, seven M. Arch. students chose to pursue the *Written Thesis Option* to obtain their M. Arch. professional degree doing research in the building sciences. These students conducted their research under the supervision of (and in five cases, with financial support from) the Natural Energies Advanced Technologies (NEAT) Laboratory staff.

Given the high quality of these theses and the successful job placement of the students that conducted these projects, it was decided to formally offer the *Written Thesis Option* with a focus on building sciences and sustainability starting in the Fall of 2010. This graduate concentration will benefit from a new multidisciplinary graduate certificate in solar and renewable energy offered in conjunction with the departments of Environmental Studies, Construction Management, and Mechanical Engineering.

The graduate concentration in building sciences and sustainability weaves seamlessly with the existing curricula of the *Written Thesis Option*. The four electives that inform this graduate concentration are:

ENV 702 - Environmental Problem Solving (3 credits)

Examines the dynamic, interdependent and interactive relationships between human activities and ecosystems. Evaluates opportunities to shift toward more sustainable human behavior.

This class provides instruction and experience in the development of conceptual and quantitative systems models useful in analyzing environmental problems, understanding the effects of those problems on human and natural systems, and identifying optimal solutions to those problems.

EKG 650 - Introduction to Solar and Renewable Energy Utilization (3 credits)

Introduction to solar energy applications. Includes environmental motivations, historical perspectives, solar thermal processes and power generation, photovoltaics, building design applications, wind energy, biomass, alternative fuels, power utility considerations, and political factors.

This class provides a familiarity with terminology and types of solar and renewable energy utilization.

ABS 632 - Solar Energy Applications in Architecture (3 credits)

Solar energy as a renewable energy resource for heating and cooling of buildings. Presents technical and design issues of passive and active solar energy systems, as well as solar electric power (photovoltaics). Emphasis on architectural design integration and occupant comfort. Explores design-related projects and case studies of existing solar buildings.

This class provides instruction and experience in the design and layout of building integrated solar systems.

CEM 680 - Sustainable Construction (3 credits)

Overview of sustainable design and construction. Introduction to green buildings, LEED assessment process, high-performance building, and green building material. Economic analysis of green buildings.

This class provides a familiarity with green building rating systems and state-of-the-art green building practices.

In addition to the four electives listed above, the students pursuing the graduate concentration in building sciences and sustainability are expected to take a fifth graduate elective (3 credits) related to their specific thesis topic and an independent study (3 credits) with the chair of their advisory committee to satisfy the 48 credits required to obtain the M.Arch. professional degree.

DOWNTOWN DESIGN CENTER STUDIO

Course of Study Overview and Objectives

The Downtown Design Center provides an opportunity for students to study architecture and urban design in the heart of downtown Las Vegas. Studios and classrooms are located in a recently renovated grammar school built in 1936, the historic Fifth Street School, on Las Vegas Boulevard (the Strip).

UNLV shares the facility with the Nevada School of the Arts, the City of Las Vegas Office of Cultural Affairs and AIA-Las Vegas, providing many opportunities for cross-cultural exchange. At the Downtown Design Center, students and faculty work closely with the stakeholders shaping our urban environment, including the Las Vegas Redevelopment Agency, the City of Las Vegas Planning Department, and members of the local chapters of the American Institute of Architects, the American Planning Association and the American Institute of Graphic Artists. Local design professionals, planners, politicians, civic and community leaders are frequent contributors to classes and reviews at the Fifth Street School.

The Downtown Design Center Studio is conducted as an open vertical studio focusing on the issues presented by current Downtown Design Center projects rather than being structured by specific year level design problems. In this setting, concentration track candidates respond to the discourse of the studio and propose in depth lines of investigation that respond to critical issues of the urban realm and in application of the particular investigation.

Course of Study Sequence

We typically offer two studios per semester at the Fifth Street School. The 4th year undergraduate studio sequence (AAE 480/482) provides the backbone of the studio sequence at the Downtown Design Center. In different years, we have also offered various graduate design studio options: AAE 713L/714L (Graduate Design III/IV), AAE 771I/772L (Architectural Design V/VI), and AAE 789/791 (Architectural Research Studio/Final Project Design).

Co-related Courses

Other non-studio courses offered at the Downtown Design Center include: Multidisciplinary Theory and Analysis in Architecture (AAE 451/651), Landscape Interpretation (AAL 455/655), Landscape Architectural Design VI (AAL 486), Making Public with Site (LAND 495), Art in Public Places (ART 495), and Written Thesis (AAE 790).

Course Content Transference

N/A

Non-Architecture Coursework

Each fall we offer an Honors Design Seminar (HON 400), for non-design majors enrolled in the Honors College at UNLV.

Student Experience

An integral part of the student experience at the Downtown Design Center involves participation in a host of extra-curricular professional and cultural events offered at the Fifth Street School. The Downtown Design Center offers a brownbag 'meet the professionals' lunchtime lecture series, bringing 8-12 practitioners into the studio each semester to share their work. We host the Klai Juba lecture series in our Auditorium, bringing an additional 5-10 national and international design professionals to the School each semester. We also provide speakers for monthly AIA Membership Meetings, for the Vegas Valley Book Festival every fall, and have collaborated on events with local AIGA and APA chapters to share their work with our faculty and students. We have also hosted a series of performances from UNLV's College of Fine Arts programs in music, dance and theatre.

The Downtown Design Center has also become the local host for faculty and students from other institutions traveling here to study Las Vegas, providing opportunities to share our work with others and to learn from others' experiences in Las Vegas. In the short time we have been downtown, we have been fortunate to meet with students and scholars from Cal Poly - San Luis Obispo, Columbia, Cornell, Denver, Graz (Austria), University of Liverpool, Federal University of Minas Gerais (Brasil), University of Minnesota, Monterrey Institute of Technology (Mexico), University of New Mexico, University of Nis (Serbia), Pratt Institute, Syracuse University, University of Tokyo, TU-Vienna, UC-Berkeley, UCLA and the University of Washington.

For the past two years, the Downtown Design Center has entered into an Interlocal Agreement with the City's Redevelopment Agency, allowing students to work directly with civic leaders rewriting the City's masterplan for downtown Las Vegas. In two summer interdisciplinary studios offered downtown, students from architecture, landscape architecture and interior design, have had the opportunity to work on community design projects for Nellis Air Force Base and for the Barrick Museum of Natural History. These type of collaborative studios have significantly changed the way our students think of their studies and their design work, as members from outside the academy become increasingly involved in the student experience at the Fifth Street School.

HOSPITALITY DESIGN (ENTERTAINMENT ARCHITECTURE) CONCENTRATION

Course of study overview and objectives:

The Hospitality Design (Entertainment Architecture) Concentration focuses on the following:

- Fostering a philosophical approach to understanding the dynamic forces that shape "The Strip" and the international hospitality design industry,
- Analytical skills applied to architectural contexts; professional and theoretical, local, national, and international,
- Design research; application of design ideas to explore potential solutions to challenges/opportunities discovered through investigative analysis,
- Collaborative and interdisciplinary efforts simulating environments encountered within the profession(s),
- Rhetoric; clear and creative communication for the purpose of sharing design ideas with communities beyond the classroom,
- Presentation and publication of design research findings to aide the continuing development of the profession and provide partnering institutions with insights to the program's evolving pedagogy.

Course of study sequence

The HD(EA) Concentration is dedicated as a two semester sequence throughout the final year of the graduate program. The fall semester sees the entire class focused on a shared hospitality design challenge seeking a nearly comprehensive design solution for the purpose of exposing graduate students to several issues with the capacity for in-depth research during their spring semester independent design research projects.

Co-Related Courses

The HD(EA) Studio (fall semester) includes the co-requisite HD Seminar, which is co-taught with SoA faculty and several principal architects from area firms recognized as hospitality design industry leaders. Students also take two electives outside of the School of Architecture identified as supporting the objectives of the HD(EA) concentration. Several of the approved electives are taught in the hotel, business, and law colleges.

Content Transference

The interrelatedness of the fall semester studio, seminar, and hospitality design elective is evidenced by the multifaceted insights explored through design. Discussions about design are not exclusive to the studio, nor are they limited to the School of Architecture with student thinking being informed by all facets of their curriculum. The entire fall semester's line of questioning (particularly that which is found in the HD Seminar) is translated into individual spring semester design research projects. Instructors of electives outside the School of Architecture, professionals involved in the seminar, and HD(EA) Studio faculty become members of graduate design research committees during spring investigations.

Student Experience

The opportunities for students are unique in this vertical studio. Recognizing that our context essentially serves as the world's best laboratory for the study of hospitality design and entertainment architecture, regularly scheduled site visits and invited lectures support semester design foci. The experiences of regular critiques with professionals, question and answer sessions with outside faculty, and internal challenges of collaborations between the undergraduate and graduate programs add to the richness of the concentration.

I.1.2. Learning Culture and Social Equity

LEARNING CULTURE AT THE UNLV SCHOOL OF ARCHITECTURE

Learning Culture, as has been noted in previous accreditation visits, has been problematic for the UNLV School of Architecture. Since its inception, the school has struggled to instill the importance of the School as a community of scholars who exchange ideas, information, and experiences. To be precise, the “learning culture” issues for UNLV are quite the opposite of the “learning culture” issues confounding more established, traditional schools of architecture. This was attributable to several factors including:

- Predominately commuter student population base of the program;
- Older part-time student population with established families;
- Access to better resources at places of employment rather than at the School of Architecture encouraging the habit of working somewhere other than the campus;
- Class scheduling that hindered cohort development;
- Lack of exposure to segments of the School Faculty through off-hours class times.

The School has initiated measures to improve the learning culture of the program. These measures mostly focus on student cohort development and facilities improvements to strengthen the School’s community of student scholars. These measures include:

- Common class time scheduling;
- Common studio assignments in 1st, 2nd, and 3rd Year Courses;
- Policy requiring undergraduate that students to not repeat studio instructors, giving students exposure to the wider variety of School of Architecture faculty;
- Collaborative projects requiring group work;
- Common mid-term and end of semester review times;
- Faculty coordination to minimize conflicting deadlines;
- Work turn in-times that minimize student “all-nighters”;
- School-sponsored social events at the beginning and end of semester;
- Introduction of class travel;
- Upgraded technology resources and connectivity in studios;
- Upgraded fabrication lab facilities offering capabilities not found in professional offices;
- Improved student communications within the School of Architecture building and on the internet;
- Ongoing displays of outstanding student work throughout the building.

STUDIO CULTURE POLICY

As a consequence of the learning culture historically found in the School of Architecture, the development of a wholly student-initiated Studio Culture Policy has not occurred. To address this, the development of a Studio Culture Policy has been integrated in the course curriculum of one of two courses, originally AAE 481 Architecture Place Identity and more recently AAE 440 Professional Practice and Society during the 2009-2010 academic year. In this setting, fourth year students have been divided into eight task force groups (of four students each) to critique the AIAS Studio Task Force document “Redesigning Studio Culture,” and to apply the issues and recommendations to conditions found at UNLV. Each task force is to then recommend language to be inserted into the UNLV School of Architecture Handbook addressing the following:

- Fundamental Values of Optimism, Respect
- Collaborative and Social Aspects of the Design Process
- Time Management

- Balance between Design and other Courses
- Guidelines for Studio and Jury Courtesy and Professional Decorum

The Task Force Reports were forwarded to the officers of the AIAS, the student chapter of the American Society of Landscape Architects (ASLAS) and the student chapter American Society of Interior Design. The officers compiled the various recommendations, and edited them into a recommended language for the Student Handbook. These recommendations were forwarded to the faculty for review and vote for inclusion in the Student Handbook.

The Student Handbook and Studio Culture Policy are available online via the School of Architecture Website.

<http://architecture.unlv.edu/>

Note: The School of Architecture website is currently being rebuilt and will be complete at the end of the Fall 2010 semester. Not all material referenced will be available at the time of this document's submission.

The Revised Studio Culture Policy follows:

Studio Culture Policy
Commitment to SUCCEED
University of Nevada Las Vegas School of Architecture

Studio

1. The success of a design studio hinges on participation. It is essential that students and faculty promote the studio as a group effort where ideas are shared freely, open communication is welcomed and active participation by all is expected.
2. Studio requires a serious personal commitment that should not be taken lightly. It should be expected that a studio will require a significant amount of time both during and outside scheduled classes. However, faculty and students should strive to create a balance between studio and other academic and personal responsibilities. The studio should not be seen by faculty or students as having an importance eclipsing all other academic and personal responsibilities.
3. The student's health is of great importance. Design requires the intense use of all of the student's faculties and students should take very seriously their responsibility to their bodies. A good night's sleep, a healthy diet and exercise help the brain work at peak performance. A healthy student will likely find that they are more creative and productive if their health remains a priority.
4. Effective time management is crucial in studio and learning it is essential to developing good work habits that translate in a professional environment. Faculty should recognize that this is a skill that is learned and develop curriculum in such a way that encourages students to learn proper time management techniques. Faculty should structure projects with reasonable deadlines and students should endeavor to be responsible in their execution of those deadlines. This encourages a healthy balance between studio and the student's other academic and personal obligations.
5. Diversity is encouraged in a studio setting. Students should feel comfortable presenting their individual perspectives, cultivating a diversity of personalities, opinions, culture, and influence. Studio classes invite all students to interact and exchange thoughts and ideas on a group level. It is important that in such

settings, each participant maintains a respectful relationship with their peers and faculty.

6. The studio environment should be one that fosters creativity and productivity. Students should be provided the flexibility to develop their studio workspace in such a way that they can take advantage of their individual work styles and habits so long as it does not prove a detriment to the other students or the functioning of the building. Students should be encouraged to develop something unique to their work area to lend a sense of individuality and belonging and promote self confidence.

Understanding

1. Students and faculty should understand that diversity of all things is crucial in a studio environment and be respectful of the differences between individuals. Students and faculty shall always treat each other with the utmost respect and professionalism.
2. Architecture students come from a wide range of people with widely varying personal situations. Many students have jobs and/or families and other social and personal obligations with varying economic circumstances. Students should be free to manage their education with respect to their other personal and economic obligations. Studio requirements should not be made that preclude or alienate a student of any personal, social or financial circumstance.
3. Students and faculty alike should understand and respect the value and importance of time. Every effort should be made by both students and faculty to effectively manage time during formal instruction and critique allowing everyone the equal opportunity to effectively manage their other obligations.

Community

1. A successful architecture school requires that it act as a community. The school should not only work as a community within, but should make every effort to collectively engage the community outside as much as possible. The more the school takes part in the university, the architectural and the local community, the more successful it will be.
2. Architecture students must have a balance of experiences in university life beyond the architecture school. In order to foster a presence in community life, architecture students must interact and share their experiences with students of other disciplines. Such activities are beneficial to the architecture student's understanding of the connection between the architectural profession and the community.
3. As part of a community, students should be encouraged to take pride in their work and share their successes with the rest of the school. Every studio class should be given a dedicated space within the common area where they are encouraged to exhibit the work of their studio providing influence and inspiration to the entire school.

Collaboration

1. Collaboration is essential to the success of an architecture school. Students are responsible to continually collaborate with each other, the faculty, the university and the local community to encourage a diversity of ideas and influences.
2. Collaboration between faculty members is also essential to a cohesive education. Faculty should make every effort to structure curriculum so that it is coordinated with the other classes students are likely to be taking; major

deadlines should be staggered where possible. Most students learn best by applying knowledge. Where plausible, class assignments should be written so that students have the freedom to apply the concept to their current studio project.

Enrichment

1. Students and faculty should continually stride for personal enrichment. While individuality is encouraged, students should also be encouraged to take risks and innovate. Therefore students should endeavor to always look for new influences and techniques that will add to their repertoire rather than settling for the few they are comfortable with. Sometimes the best lessons come from failures, and students should be encouraged to take risks so that they learn to temper the fear of failure and begin to develop confidence.
2. The architecture school should also collectively stride for enrichment of its program as well as having the goal of enriching the university and local community. Students and faculty should be encouraged to take part in university and local events such as lectures and exhibits as well as innovating ways that the curriculum can be executed to provide a community service thereby enriching the university or surrounding community.

Evaluation

1. The Critique is an important part of the architect's education. Faculty, students and guests should always be respectful and the tone of the critiques should always be constructive and invite discussion. Students should strive to accept criticism in as dignified and constructive a manner in which it is offered.
2. Formal juries should be encouraged of all major studio projects covering a variety of perspectives including the academic and professional. Juries should be executed efficiently including the effective preparation of the jurors and proper management of time. Diversity of jurors as well as student participation should be encouraged.
3. Ongoing and informal critiques during the studio process such as desk crits and pin-ups are an integral part of design and are important to assessment and promotion of effective time management. Desk crits and pin-ups will serve as constructive critiques for growth and self-improvement.
4. Accountability is important to the implementation of a studio culture policy. Students and faculty should be periodically assessed in their ability and commitment to uphold the tenets of this document. Students and faculty found to consistently and blatantly disregard or violate the spirit of this document should be held accountable.

Diversity

1. Architects are generally expected to be well rounded individuals with a wide range of life experiences and influences from varied and sometimes unexpected directions. This diversity should be encouraged and students should seek to open themselves to influence and interaction with the world outside the architecture studio. While the studio is an important part of the architect's education, varied life experiences and influence are just as important.
2. Diversity in students means diversity in ideas, techniques and methods. This diversity should be cultivated in a studio setting. Students should be encouraged by faculty and their peers to exercise their individuality in their

design methods and presentation techniques. Students should always be encouraged to innovate in the communication of their designs and should not be limited to standard convention in their presentations.

SUCCEED!

THE FOLLOWING IS A COPY OF THE UNLV SCHOOL OF ARCHITECTURE STUDENT HANDBOOK

Note: The Student Handbook is in need of revision to reflect changes in the School of Architecture curriculum and facilities. This is planned to begin during the 2010-2011 academic calendar.

SCHOOL OF ARCHITECTURE MISSION STATEMENT

Vision

The UNLV School of Architecture is a diverse and dynamic learning environment that offers professional education in socially and environmentally responsible design. The School capitalizes on its unique regional location to improve the human condition through teaching, research, and service.

Mission

The mission of the School is to provide interdisciplinary, yet well-balanced, *student-focused* and research programs designed to inspire and educate future leaders in the design professions; future leaders with a natural curiosity about the world. Collectively, the students, faculty, and staff are a creative and dynamic *community of scholars* engaged in the diverse aspects of the academic programs. The School advocates excellence through its programs in architecture, interior architecture and design, and landscape architecture and planning. The mission of the school is guided by the following principles:

- Our primary responsibility is teaching.
- Our research, creative activity, and scholarship enhance teaching and learning.
- Collaboration can contribute to excellence.
- The creation of a social, cultural, physical, and technology-advanced environment that is supportive of working and learning.

Focus

The School of Architecture mission is centered on the following encompassing foci[†]:

- Local and regional issues that influence architecture, interior architecture and design, and landscape architecture and planning decision-making.

[†] These foci are currently under review by the faculty as the strategic planning process continues into 2003-2004. The faculty will be addressing in depth the future direction of the school during this process. It is expected that the direction of the school will built upon a significant regional presence and focus with attributes that distinguish it from peer institutions in the west and southwest.

- The Las Vegas Strip and the implications for entertainment and resort architecture world-wide.
- Sustainable growth and speculative development.
- Urban and rural issues unique to the southwest United States.
- Climatic and cultural issues of arid desert regions.

Further, the School of Architecture aims to:

- Encourage an understanding of the contribution and value of architecture, interior architecture, and landscape architecture to the identity and continuity of culture.
- Promote the production of meaningful physical places through innovative architectural, interior, and landscape designs.
- Explore the relationship of architecture, interior architecture, and landscape architecture to other creative arts, disciplinary canons, and to the breadth of cultural understanding manifest in an interdisciplinary context.
- Foster the acquisition of knowledge appropriate to manifesting technical plausibility in the making of architectural, interior, and landscape design works.
- Foster meaningful ties between the architectural, interior, and landscape professions and the community at large through outreach, education, and service.

ACCREDITATION

The Commission on Colleges and Universities of the Northwest Association of Schools and Colleges

The Commission on Colleges and Universities of the Northwest Association of Schools and of Colleges and Universities is recognized by the U.S. Department of Education and by the Council on Higher Education Accreditation as the regional authority on the quality of institutions of higher education in the seven Northwest states: Alaska, Idaho, Montana, Nevada, Oregon, Utah and Washington. The Commission is responsible for the evaluation and accreditation of eligible public and private colleges, universities, and other institutions of higher education in the Northwest region.

The Commission provides guidance and assistance to established and developing institutions and sets standards for accreditation. It assists institutions that are undertaking self-study, appoints peer-evaluators, schedules visits by Commission representatives, considers reports and recommendations of evaluators, and makes accreditation decisions.

UNLV was last reviewed and accredited in 2005.

Foundation for Interior Design Education Research

The Foundation for Interior Design Education Research (FIDER) is a specialized accrediting agency, accrediting interior design programs at colleges and universities in North America. Its mission is to "provide the foundation for excellence in the interior design profession by setting standards for education and accrediting academic programs that meet those standards."

The UNLV Interior Architecture And Design program was accredited by FIDER in 2001 and in December 2003.

Landscape Architecture Accrediting Board

The Landscape Architectural Accreditation Board (LAAB) is recognized by the Council for Higher Education Accreditation (CHEA) as the accrediting agency for first-professional baccalaureate and master's degree programs in landscape architecture in the United States. LAAB is a member of the Association of Specialized and Professional Accreditors. LAAB accredits 45 programs leading to baccalaureate degrees and 30 leading to master's degrees.

The UNLV Landscape Architecture program was accredited by LAAB in spring 2001. The next visit is spring 2006.

National Architectural Accrediting Board (M.Arch.)

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes two types of degrees: the Bachelor of Architecture and the Master of Architecture. A program may be granted a five-year, three-year, or two-year term of accreditation, depending on its degree of conformance with established educational standards.

Master's degree programs may consist of a pre-professional graduate degree and a professional graduate degree, which, earned sequentially, comprise an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

The NAAB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program should be accredited within six years of achieving candidacy, if its plan is properly implemented.

The UNLV Master of Architecture program was accredited by NAAB in 1997, in 2002, and in 2005. The next visit is scheduled for 2008.

GRADING STANDARDS

UNDERGRADUATE LECTURE AND SEMINAR COURSES

The following standards supplement the Grading System for Undergraduate Students as listed in the current Undergraduate Catalog.

Letter Grade Description

- A Superior: Represents comprehensive excellence. Not only does the work fulfill all requirements in an excellent and professional manner but goes beyond the given requirements aiming at standards higher than requested. The student is an active and engaged participant in all class activities and intellectual progress and development have been demonstrated by the timely preparation of thoughtful work on a regular basis. This work is of a quality that is instructive to the teacher and exemplary to the rest of the class and sets a standard for the exercise and/or the course.
- B Above Average: Represents work that can be distinguished as being of truly “good” quality. The work is free of significant flaws, is comprehensive in scope and exceeds all minimum requirements. The student is an active and engaged participant in all class activities and intellectual progress and development have been demonstrated by the timely preparation of work on a regular basis. This work is of a quality that is exemplary for the exercise and/or the course.
- C Average: Represents satisfactory and average performance. The work is free of major flaws, is comprehensive in scope, and meets all minimum requirements. Intellectual progress and development have been demonstrated by the timely preparation of work on a regular basis. The student and instructor can take “satisfaction” in the average resolution of the exercise and/or course.

Students of Architecture, Interior Architecture and Design, and Landscape Architecture must attain a minimum grade of “C-” in all coursework taken within the School of Architecture as a part of the completion of their major course requirements. Students who attain any grade below a “C-” in any course within their major must retake that course and attain a minimum grade of “C-” in order to advance towards graduation.

- D-F Failing: Represents substandard work that is not passable. The work has not fulfilled requirements, or has not been completed on time, or does not appropriately address the issues raised by the exercise and/or course and is unacceptable.
- I Incomplete: An “incomplete” on a **project** can only be given in exceptional cases in which failure to complete the assignment is a result of illness or injury requiring a visit to a doctor, a death in the immediate family, military or legal obligations, or other equally serious reasons that can be documented in acceptable written form (such as medical records or legal notification). When possible, all outstanding circumstances that might impact the completion of a project should be brought to the instructor’s attention in advance of the class(es) that may be missed. In addition, documentation for excused absences must be provided no later than the third class meeting following the event or the absence(s) will be counted as unexcused and no Incomplete can be given. All incomplete work is subject to late penalties as per the instructor’s policy.

An “incomplete” in a **course** is only given in exceptional cases where there is/was a serious excusable reason for not completing course requirements (see above). The quality of work in the course up to that point has been

satisfactory and passing (see Academic Policies section of the Undergraduate Catalog for further details).

Instructors are permitted to assign + or – to grades. However, there is no grade of “A+” within these guidelines.

UNDERGRADUATE STUDIO COURSES

The following standards supplement the Grading System for Undergraduate Students as listed in the current Undergraduate Catalog.

Letter Grade Description

- A Superior: Represents comprehensive excellence. Not only does the work fulfill all requirements in an excellent and professional manner but goes beyond the given requirements aiming at standards higher than requested. The student is an active and engaged participant in all class activities and intellectual progress and development have been demonstrated by the timely preparation of thoughtful work on a regular basis. This work is of a quality that is instructive to the teacher and exemplary to the rest of the class.
- B Above Average: Represents work that can be distinguished as being of truly “good” quality. This work is of a quality that has been instructive to the rest of the class. The work is free of significant flaws, is comprehensive in scope, and is recognizable as coherent architecture. The student is an active and engaged participant in all class activities and intellectual progress and development have been demonstrated by the timely preparation of work on a regular basis.
- C Average: Represents satisfactory and average performance. The work is free of major design flaws and is recognizable as coherent architecture. Intellectual progress and development have been demonstrated by the timely preparation of work on a regular basis. The student and instructor can take “satisfaction” in the average resolution of the design exercise.
- Students of Architecture, Interior Architecture and Design, and Landscape Architecture must attain a minimum grade of “C-” in all coursework taken within the School of Architecture as a part of the completion of their major course requirements. Students who attain any grade below a “C-” in any course within their major must retake that course and attain a minimum grade of “C-” in order to advance towards graduation.***
- D-F Failing: Represents substandard work that is not passable. Work has not fulfilled requirements, or has not been completed on time, or does not appropriately address the design exercise, and is unacceptable.
- I Incomplete: An Incomplete on a **project** can only be given in exceptional cases in which failure to complete the assignment is a result of illness or injury requiring a visit to a doctor, a death in the immediate family, military or legal obligations, or other equally serious reasons that can be documented in acceptable written form (such as medical records or legal notification). When possible, all outstanding circumstances that might impact the completion of a project should be brought to the instructor’s attention in advance of the class(es) that may be missed. In addition, documentation for excused

absences must be provided no later than the third class meeting following the event or the absence(s) will be counted as unexcused and no Incomplete can be given. All incomplete work is subject to late penalties as per the instructor's policy.

An Incomplete in a **course** is only given in exceptional cases where there is/was a serious excusable reason for not completing course requirements (see above). The quality of work in the course up to that point has been satisfactory and passing (see the Undergraduate Catalog for further details).

Instructors are permitted to assign + or – to grades. However, there is no grade of “A+” within these guidelines.

GRADUATE LECTURE AND SEMINAR COURSES

The following standards supplement the Grading System for Graduate Students as listed in the current Graduate Catalog.

Letter Grade Description

- A Superior: Represents comprehensive excellence. Not only does the work fulfill all requirements in an excellent and professional manner but goes beyond the given requirements aiming at standards higher than requested. The student is an active and engaged participant in all class activities; intellectual progress and development have been demonstrated by the timely preparation of thoughtful work on a regular basis. This work is of a quality that is instructive to the teacher and exemplary to the rest of the class and sets a standard for the exercise and/or the course.
- B Above Average: Represents work that can be distinguished as being of truly “good” quality. The work is free of significant flaws, is comprehensive in scope and exceeds all minimum requirements. The student is an active and engaged participant in all class activities; intellectual progress and development have been demonstrated by the timely preparation of work on a regular basis. This work is of a quality that is exemplary for the exercise and/or the course.
- C Average: Represents satisfactory and average performance. The work is free of major design flaws and is recognizable as coherent architecture. Intellectual progress and development have been demonstrated by the timely preparation of work on a regular basis. The student and instructor can take “satisfaction” in the average resolution of the design exercise.

A “C” is not passing work at the graduate level; all graduate students must attain a minimum grade of “B-” or higher in order to progress towards completion of the degree. Courses in which a grade lower than a “B-” has been attained must be repeated.

Graduate Assistants must achieve a grade of “B” or higher in all courses in order to maintain their Assistantship (see the Graduate Catalog for more details).

- I Incomplete: An Incomplete on a **project** can only be given in exceptional cases in which failure to complete the assignment is a result of illness or injury requiring a visit to a doctor, a death in the immediate family, military or legal obligations, or other equally serious reasons that can be documented in acceptable written form (such as medical records or legal notification). When

possible, all outstanding circumstances that might impact the completion of a project should be brought to the instructor's attention in advance of the class(es) that may be missed. In addition, documentation for excused absences must be provided no later than the third class meeting following the event or the absence(s) will be counted as unexcused and no Incomplete can be given. All incomplete work is subject to late penalties as per the instructor's policy.

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An Incomplete in a **course** is only given in exceptional cases where there is/was a serious excusable reason for not completing course requirements (see above). The quality of work in the course up to that point has been satisfactory and passing (see the Graduate Catalog for more details).

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Instructors are permitted to assign + or – to grades. However, there is no grade of “A+” within these guidelines.

GRADUATE STUDIO COURSES

The following standards supplement the Grading System for Graduate Students as listed in the current Graduate Catalog.

Letter Grade Description

- A Superior: Represents comprehensive excellence. Not only does the work fulfill all requirements in an excellent and professional manner but goes beyond the given requirements aiming at standards higher than requested. The student is an active and engaged participant in all class activities; intellectual progress and development have been demonstrated by the timely preparation of thoughtful work on a regular basis. This work is of a quality that is instructive to the teacher and exemplary to the rest of the class.
- B Above Average: Represents work that can be distinguished as being of truly “good” quality. This work is of a quality that has been instructive to the rest of the class. The work is free of significant flaws, is comprehensive in scope, and is recognizable as coherent architecture. The student is an active and engaged participant in all class activities; intellectual progress and development have been demonstrated by the timely preparation of work on a regular basis.
- C Average: Represents satisfactory and average performance. The work is free of major design flaws and is recognizable as coherent architecture. Intellectual progress and development have been demonstrated by the timely preparation of work on a regular basis. The student and instructor can take “satisfaction” in the average resolution of the design exercise.

A “C” is not passing work at the Graduate level; all graduate students must attain a grade of “B-” or higher in order to progress towards completion of the degree. Courses in which a grade lower than a “B-” has been attained must be repeated.

Graduate Assistants must achieve a grade of “B” or higher in all courses in order to maintain their Assistantship (see the Graduate Catalog for more details).

- I Incomplete: An Incomplete on a **project** can only be given in exceptional cases in which failure to complete the assignment is a result of illness or injury

requiring a visit to a doctor, a death in the immediate family, military or legal obligations, or other equally serious reasons that can be documented in acceptable written form (such as medical records or legal notification). When possible, all outstanding circumstances that might impact the completion of a project should be brought to the instructor's attention in advance of the class(es) that may be missed. In addition, documentation for excused absences must be provided no later than the third class meeting following the event or the absence(s) will be counted as unexcused and no Incomplete can be given. All incomplete work is subject to late penalties as per the instructor's policy.

An Incomplete in a **course** is only given in exceptional cases where there is/was a serious excusable reason for not completing course requirements (see above). The quality of work in the course up to that point has been satisfactory and passing (see the Graduate Catalog for more details).

Instructors are permitted to assign + or – to grades. However, there is no grade of “A+” within these guidelines.

GENERAL POLICIES

Academic Honesty

The UNLV School of Architecture strongly adheres to the University policy concerning cheating, plagiarism, and academic dishonesty. Academic dishonesty includes any act that infringes or hinders the academic processes of the University or the School of Architecture. As described in the University Conduct Code such acts

“include, but are not limited to, cheating on an examination, stealing examination questions, substituting one person for another at an examination, falsifying data, destroying or tampering with or stealing a computer program or file, and plagiarizing (using as one's own the ideas or writings of another).”

These policies also apply to all studio, graphics, animation, and independent study courses.

The penalty for academic dishonest may be severe. As stated in the University Conduct Code:

“If a student in a particular course is deemed by the instructor to be guilty of academic dishonesty, the student may be assigned a failing grade for the corresponding segment of the course or for the entire course. The faculty member may also initiate disciplinary review under procedures described in the UCCSN Board of Regents document *Rules and Procedures for Members of the University Community*. Disciplinary sanction options described therein include warning, probation, suspension and expulsion.”

Attendance and Administrative Drops

If you must miss class because of illness or injury requiring a visit to a doctor, a death in the immediate family, military or legal obligations, or other equally serious reasons, you will be given an excused absence when you provide acceptable written documentation of the reason. This should be done, if at all possible, in advance of the class(es) you will miss; in any case, for an absence to be excused this documentation must be provided by no later than the third class meeting after the missed class(es) or the absence will be considered unexcused.

Please note the following UNLV policy (see the Undergraduate and the Graduate Catalogs for more details):

"Failure to attend a course or to submit required work will result in a grade of F. The student who neglects a course is solely responsible for dropping the course or withdrawing from the University. However, an administrative drop may be initiated at the discretion of the instructor."

In the School of Architecture, any student in any course who accumulates three or more unexcused absences will be sent a warning letter specifying a date by which (s)he must meet with the course instructor to discuss the reasons for the absences; if (s)he has not met with the course instructor by that date, the instructor will either initiate an administrative drop or assign a grade of F.

NOTE: If you expect to be absent from class during a religious holiday, it is your duty to notify the instructor of the date of the holiday in advance and, when necessary, to arrange to make up any work that may be missed.

Work Expectations

It should be clearly understood that the architecture faculty expects a time commitment on the part of each student enrolled of about **two hours outside of class for every credit hour taken**. For example, if the course that you are enrolled in is a three-credit class, then you are expected to work about 6 hours per week outside of class (in addition to your time in class). This is true for all courses including animation, lecture, seminar, studio, and independent study format classes at both the undergraduate and graduate levels. If your life circumstances do not allow this type of time commitment, it will be difficult for you to productively pursue a professional education.

Honor Code

All students are expected to follow the honor code and submit only their own original work. Students are expected to work individually on assignments unless otherwise instructed in the assignment description. Students may discuss the assignment (interpretation of the problem, procedures to be used, precedents, etc.) as a means of better understanding, interpreting, accessing, and addressing the problem, assignment, or project. The final submittal, however, must be the result of the student's individual effort, except in cases of group assignments, and proper credit must be given to all sources.

Security

The School of Architecture is a part of an urban campus—many students and non-students have access to the buildings and grounds and, therefore, School of Architecture students should be aware of the surroundings at all times, particularly in the evenings. Report all suspicious activities to Campus Security.

The School of Architecture is locked after hours in order to insure the safety and well being of all our students. Keep all exterior exits closed and locked after hours, during weekends, and holidays. Handle your Marlock card with care and do not leave it lying around. Do not leave

valuables unattended. If you are the last to leave, please make sure that desk lamps, coffee pots, or any other studio equipment are turned off and that all exits are closed and locked.

- **DO NOT JAM DOOR LATCHES SO THEY WILL NOT LOCK**
- **DO NOT PROP OPEN DOORS TO OUTSIDE OR TO HALLS**

If you are planning to walk across campus after hours, you may contact Campus Security and ask for an escort to accompany you to your dorm or car.

GENERAL STUDIO ETIQUETTE AND POLICIES

A precondition to professional development is the establishment of a studio culture within which all of us, students and faculty, can do our best work. You have the distinct privilege of having your own personal studio space; therefore, a few rules of conduct and etiquette must be followed in order to insure a creative, safe, and supportive working environment.

Studio Environment

The overall studio environment is the responsibility of all the students of the class. General arrangement of desk space is left to the discretion of the class with approval by each studio instructor. Each student, however, should keep in mind the needs of his/her neighbors and all applicable fire codes, such as 44" exit widths. Studio spaces must be kept reasonably clean and it is the responsibility of students to regularly clean up their individual workspaces and any group or shared spaces used by the studio. In the event of malfunctioning items, such as burned-out lights or broken locks, report the problem to the studio instructor as soon as possible to insure prompt repairs.

Studio Partitions

Students who wish to build studio partitions and/or work area dividers must receive approval from their instructor and program coordinator prior to building, adding, or bringing in partitions, walls, and/or dividers. Each student is responsible for dismantling and/or removing all personal partitions, walls, and/or dividers from the studio by the end of the designated studio clean up period. Any damages to the building or studio equipment are the responsibility of the student.

Aerosols and Spray Cans

All aerosols and spray cans must be used only in the spray booth located in the model shop. Students caught using aerosols or spray cans in any other areas of the building, including exterior areas and exterior stairs, will be required to repair any damages caused by this prohibited activity.

Consideration

Be considerate of your studio classmates; keep your work, materials, and accessories on your desk or within your work-space. The work, materials, and accessories, including drawings and models, of others are not to be disturbed, damaged, or thrown away without the explicit permission of the student in question; this is true of computer images and other studio products regardless of media.

Disciplinary Actions

Tampering with the work, materials, accessories, and/or supplies of other students without explicit permission can result in disciplinary actions as per university policies. Students charged with such violations are subject to disciplinary hearings and expulsion if /when allegations are substantiated.

Food and Drinks

Food is not to be consumed during studio class hours. Non-alcoholic drinks are permissible in studio but all empty containers must be disposed of properly. Students will be held responsible for any damage to the building or School of Architecture property resulting from the improper disposal and/or storage of food or drinks.

- **ALCOHOL IS STRICTLY PROHIBITED ON THE UNLV CAMPUS AND WITHIN THE SCHOOL OF ARCHITECTURE EXCEPT AT SANCTIONED SCHOOL OF ARCHITECTURE EVENTS.**

Noise

All music CD, tape, MP3 players, radios, and televisions must be turned off during all studio meeting hours. After hours, these items may be in use only with headphones.

Cellular Telephones

All cellular telephones and pagers must be turned off during all class sessions, including lecture, seminar, and studio classes, as well as school-sponsored events such as public lectures.

STUDIO CLEAN-UP AND END-OF-TERM PROCEDURES

All students must completely clean out their studio space, including the second floor gallery area, and remove locks and clean out all lockers by 4:00 P.M. on the Friday of finals week (your studio instructor may set a specific deadline for your studio). If this deadline is missed and the studio is not properly cleaned, all students run the risk of losing any remaining work and material. All furniture assigned to students, including studio desks, chairs, and/or lockers, must be left in good working condition and free of debris at the end of each term.

Students must also remove all projects from the studio at the end of the term unless the studio instructor has asked to archive the work for purposes of accreditation and/or publication. **Grades for the semester will not be submitted to Student Enrollment Services for a studio class until all clean-up is complete. No exceptions!**

The School of Architecture, UNLV is not responsible for any personal belongings or projects left in the studios or elsewhere.

MODEL SHOP RULES

- **ALL STUDENTS WANTING TO USE THE MODEL SHOP MUST TAKE AND COMPLETE THE SAFETY TRAINING CLASS AND BE REGISTERED TO USE THE SHOP. STUDENTS USING THE SHOP ARE RESPONSIBLE FOR ENSURING SAFE WORKING CONDITIONS BY FOLLOWING THESE RULES:**

1. Clothing must be appropriate for safe working conditions—no loose fitting clothing,
 2. Long scarves, neckties, necklaces, etc.
 3. Long hair must be safeguarded.
 4. Eye protection must be worn; safety goggles and face shields are available in the shop.
 5. Earplugs or ear protection must be worn when using loud machinery.
 6. Table saw: use the “pusher” when necessary and do not get fingers near the saw blade.
 7. Shutting off equipment: blades and discs run after the switch has been shut off—keep hands and objects away from blades and discs until they come to a full stop.
 8. Do not remove fences and miter guides or adjust equipment until the equipment comes to a full stop and the power has been switched off.
 9. Do not crowd the machinery; allow the proper clearance for the operator of the machinery to work safely.
 10. No radio or sound equipment is allowed in the shop.
 11. No guests are allowed in the shop unless they have completed the safety training class and are assisting the student using the equipment and/or shop area.
 12. Students should not leave or store projects or materials in the shop without prior consent of the shop assistants.
- **SHOP ASSISTANTS WILL CHANGE ALL BLADES, SANDING BELTS, OR DISCS AS NECESSARY. IF REPLACEMENT BLADES, BELTS, DISCS, ETC., ARE OUT OF STOCK, THE EQUIPMENT MAY NOT BE USED UNTIL THE NECESSARY REPLACEMENT MATERIALS ARE AVAILABLE.**
 - **REPORT ALL EQUIPMENT PROBLEMS TO THE SHOP ASSISTANTS.**
 -

UNLV POLICIES AND INFORMATION

“If you have a documented disability that requires assistance, you will need to go to Disability Services (DS) for coordination in your academic accommodations. DS is located within the Learning Enhancement Services Office in the Reynolds Student Services Center, room 137. The DS phone number is 702.895.0866, or TDD 702.895.0652”. You may visit their website at www.unlv.edu/studentlife/les.

“The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability as well as disciplinary action under University policies. To help familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page at: <http://www.unlv.edu/committees/copyright/>”

“The University of Nevada, Las Vegas reserves the right to change class times, days, buildings, room numbers, instructors, fees, etc. where circumstances warrant such changes. It is the student’s responsibility to check with the department before the class begins to see if any changes

have been made. The ONLINE COURSE LISTINGS on the UNLV web site are updated daily. Students are encouraged to check the web for additions, changes, and cancellations.”

“The University of Nevada, Las Vegas reserves the right to eliminate, cancel, phase out, or reduce in size courses and/or programs for financial, curricular, or programmatic reasons.”

“Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the last day at late registration of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship on the instructor or the university which could not be avoided.”

Other UNLV policies and regulations are available at this web page: <http://registrar.unlv.edu/20032004Fall/Regulations.asp>.

SEXUAL HARASSMENT POLICY

The School of Architecture follows the Sexual Harassment Policy of UNLV (for more details, see the undergraduate and graduate catalogs):

“It is the policy of the University of Nevada, Las Vegas to maintain the University community as a place of work and study for staff, faculty, and students, free of sexual harassment and all forms of sexual intimidation and exploitation. This stance is consistent with the University’s efforts to maintain equal employment opportunity, equal educational opportunity, nondiscrimination in programs, services, and use of facilities, and the Affirmative Action program.”

The determination of what constitutes sexual harassment will vary with the particular circumstances, but it may be described generally as repeated and unwanted sexual behavior, such as physical contact and verbal comments or suggestions which adversely affect the working or learning environment.

Often sexual harassment involves relationships of unequal power and contains elements of coercion as when compliance with requests for sexual favors become a criterion for granting work, study, or grading benefits. However, sexual harassment may also involve relationships among equals, as when repeated and unwelcome sexual advances or demeaning verbal behavior have a harmful effect on a person’s ability to study or work.

For general purposes, sexual harassment may be described as sexual advances, requests for sexual favors, and other physical conduct and expressive behavior of a sexual nature where:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic standing.
2. Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual.

3. Such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance or creating an intimidating, hostile, or demeaning employment or educational environment.

Examples of sexual harassment can be verbal, nonverbal, or physical, and may include the following if such behavior is unwelcome and is not reciprocated: sexual propositions, obscene gestures or remarks, suggestive or insulting sounds, and unacceptable body contact.

In keeping with this policy, the University of Nevada, Las Vegas is undertaking a plan of action to protect employees, students, and users of university facilities from sexual harassment and to rid the university of such conduct.

Anyone who is subjected to offensive sexual behavior is encouraged to pursue the matter through the Affirmative Action Office. Contacts are confidential. Formal complaints will be handled as a disciplinary matter as outlined in the University and Community College System of Nevada Code (UCCSN Code, Chapter 6). For more information, contact the Affirmative Action Office.

THE SCHOOL OF ARCHITECTURE JURY SYSTEM

The jury system is intended to give the student a broad range of responses to a design proposal, to provide contact with design professionals from the local and/or national community, and to provide a setting within which to exchange ideas, design philosophies, and educated evaluations of a given project. This open exchange provides the student with feedback regarding the student's performance. In addition, the jury system helps to maintain a high level of student and faculty performance as is expected in similar professional programs, by the professional community, and by national accreditation boards.

There are two types of juries utilized by the School of Architecture:

- **Open Juries:** Open juries are public events in which outside professionals and/or educators are invited to form a panel to review the student's work. Open juries are also open to the public but the studio instructor reserves the right to invite, select, and designate jury members. Open juries are customary for completed major projects. Appropriate presentation techniques, dress, and oral delivery are required of all participating students. Only completed projects that have been submitted when due will be presented in open juries.
- **Closed Juries:** Closed juries are held for all sketch, individual, works-in-progress, and/or projects of shorter duration. The studio instructor may invite School of Architecture Faculty for closed juries but the studio instructor maintains the right to limit the discussion to the studio only.

In some cases, the studio instructor may ask jury members to formally evaluate each student's work and issue comments and grades based on the quality of the overall presentation and the overall quality of the work presented. These grades may be integrated into the overall course and/or project grade; however, such grades will be weighted appropriately and the

studio instructor will communicate the grading structure prior to project presentations and the jury review.

Both Open and Closed Juries are mandatory studio events; if a student misses his/her jury without a documented and excusable reason, then that student may receive a failing grade for that project. All students are expected to be involved, attentive, and respectful of others at all juries.

Following each jury, students must take down all displayed work and store them properly in their respective studio spaces unless otherwise indicated by the studio instructor.

The School of Architecture maintains the right to collect and archive student projects for accreditation purposes.

APPLICATION TO UPPER DIVISION

Studios and Portfolio Review

Before a student may enroll in upper division courses, including studio, within the School of Architecture each student must gain approval by the Faculty Review Committee. Admittance to upper division is based upon a faculty review of[‡]:

1. Successful completion of all required courses in Lower Division Studies and the achievement of a minimum of 2.75 Grade Point Average. The minimum GPA will be 3.0 effective for students admitted under the fall 2006-Spring 2008 Undergraduate Catalog. See Major Degree Requirements in the current *Undergraduate Catalog* and the current program of study sheet for your major (35% of total score);
2. Completed School of Architecture Application for Upper Division Form;
3. A portfolio of creative work (40% of total score);
4. Essay as defined by the School of Architecture faculty annually (15% of total score);
5. Documentation and description of community service and/or professional experience (5% of total score);
6. Statement of Professional Interest (5% of total score).

The application deadline is determined each spring semester. Each application is checked for compliance with the minimum requirements before ranking by the Review Committee. Incomplete applications will not be accepted.

Applications are ranked according to the quality of each application as a whole and how well the specified ranking criteria are addressed. The committee has five (5) choices for rating each criterion: 4 = Excellent, 3 = Good, 2 = Fair, 1 = Poor, 0 = Unacceptable. The faculty of the School of Architecture is interested in the quality of work submitted. Students are advised not to lavish energy and expense upon special or unusual packaging and/or formatting.

Students demonstrating satisfactory performance in their application materials, who have meet the minimum GPA requirements, and who have

[‡] Approved by the Faculty of the School of Architecture April 4, 2003.

successfully completed their university core requirements may be admitted into upper division studios. Admission into upper division is competitive; therefore, spaces are limited. For students denied admission, the completion of additional design, graphic, or remedial work may be suggested prior to re-application and re-submission of the portfolio.

Assembling an Effective Portfolio

All of the exhibits must be submitted in an 8.5-inch by 11-inch format (either portrait or landscape format acceptable). Design/graphic work is to comprise no more than ten (10) pages, and the entire application may not contain more than twenty (20) single-sided pages. The applicant is to consider the application submittal as a design problem where clarity of content is of primary importance. The faculty of the School of Architecture is interested in the quality of work submitted. Students are advised not to lavish energy and expense upon special or unusual packaging and/or formatting. Elaborate or expensive bindings are discouraged and any submittal that cannot be easily filed will be returned as unacceptable. All pages, including the covers, must be flat—no three-dimensional work.

Your portfolio should demonstrate an interest in and awareness of architectural ideas and an interest in the investigation of spatial relationships, as well as basic written and graphic communication skills. Portfolios are used not just to evaluate student qualifications for admission into upper division, but also as a record for employment and for graduate school application.

1. Overview - An effective portfolio demonstrates a variety of interests, abilities, and skills. A portfolio that is well rounded, with a diversity of media and project types, is stronger than one, which is dominated by one type of work. In addition to finished projects, include work that shows project development (sketches, study models, etc.). The majority of work presented should be related to the major area to which the student is applying. Students should also include projects or design proposals that illustrate a wide range of interests and a breadth of experiences. Selected examples of mechanical or computer-assisted-drafting may be included; however, drafting alone does not constitute adequate material for evaluation.

2. Organization - Make sure that the portfolio possesses a clear organization in which projects are thoughtfully arranged. Give special attention to the sequence of projects so that they flow with a thoughtful and logical progression. Avoid chronological organizations of the material; however, do include work that illustrates the progressive development of the skills needed for upper division studio work. Lead with quality—show your strongest work first. The portfolio should be aimed at making a lasting impression upon the viewer. Additionally, think of the sequence of strong images so that the overall impression of the portfolio is also strong. Be judicious and select only your best work so that a fair evaluation can be made. This is not a scrapbook; do not include everything that you have done—only those projects and images that illustrate your best efforts and provide insights into the working process behind each project.

3. Format - Use a vertical format whenever possible so that evaluators do not have to frequently turn the portfolio upside down or sideways. Make sure that the orientation of pages and formatting is consistent. Format should be clear and consistent within each project section if not throughout the entire portfolio. Introduce each project with a title, brief text, and course information (date,

instructor, place, etc.). The text included should not only describe the project assignment but also the student's specific approach to the resolution of the design problem. For each project, present an introductory text and a strong general image first; more detailed and specific project images (drawings, models, sketches, etc.) can follow on subsequent pages. Use enough blank space between images, text, and margins to provide contrast and to avoid overcrowding each page.

4. Reproductions - Use only high quality reproductions. Poor reproductions that make projects difficult to see, appreciate, and evaluate often handicap the appreciation of your work. High quality photographic reproductions are recommended; however, high-quality photocopies (both black-and-white and color) are acceptable.

5. Final Notes - Few things demonstrate a student's potential as well as a strong portfolio—one that is carefully and thoughtfully crafted. Therefore, pay special attention to the small things: edit the text carefully, avoid typographical errors, and strive for clarity in both language and in images. Take the time to examine portfolios of other students and look for compositional clues, examples of good graphic communication, good reproductive techniques, and overall organizational tone.

LIBRARY RESOURCES

The School of Architecture considers the use of library resources to be an integral part of the student's education. Students will want to take advantage of the library, its materials and staff assistance for class assignments and projects, and also for reading widely on both the profession and related topics. Detailed information about the Architecture Studies Library can be found on the web at <http://library.nevada.edu/arch>. Students should check with the library to obtain a library card and should update their library card annually.

The University Libraries offer free, brief clinics and workshops to help you increase your research skills and save time searching. Bring your topic to a Research Clinic for in-depth, one-on-one consultation with a research expert, or attend one of our more structured workshops on topics such as finding books and articles, successful search strategies, or Internet research. Check out the schedule at <http://www.library.unlv.edu/inst/events.html> or call 895-2123 for more information.

The Architectural Studies Library, under the leadership of Jeanne Brown, has extensive materials to support your class work within the School of Architecture: <http://www.library.unlv.edu/arch/instr/onlineinstruction.html>.

SCHOLARSHIP INFORMATION

The School of Architecture awards several scholarships for outstanding student contributions to the School and for outstanding student performance within the design disciplines. The School of Architecture offers awards and scholarships on a yearly basis which include awards for the best student work in the foundation sequence, 2nd through 4th years in all disciplines, and awards

for the best work from the history and computer courses. In addition, the School of Architecture offers the following awards:

Alpha Rho Chi Award	granted to a graduating undergraduate
AIA Award	monetary awards to Architecture major in 3 rd or 4 th year
AIAS Scholarship	granted to students of Architecture
Architecture General Award	monetary award
ASLA Scholarship	granted to students of Landscape Architecture
Chaddick Memorial Prize	in honor of Jeanette Chaddick; monetary award for undergraduate or graduate student
Commercial Roofers Award	monetary award with special requirements given in fall
Cynthia Bunker Award	monetary award based on need for major in School of Architecture
CSUN Award	monetary award in fall semester for 2 nd , 3 rd , or 4 th year student
Fielden Medal	granted to graduating student in each School of Architecture major
Fielden Medal	granted to a contributor to the School of Architecture
Kenneth DeVos Award	monetary award for undergraduate Architecture major
John Klai Scholarship	granted to a 4 th , 5 th , or 6 th year Architecture major with 3.36 GPA

For more information on scholarship opportunities, contact the School of Architecture office.

The Graduate Student Association (GSA) and the Graduate College also offer fellowships, stipends, research and teaching assistantships, and scholarships. For more information on the availability of these funds, graduate students should contact their GSA representative or the Graduate College.

THE KLAI::JUBA LECTURE SERIES

The School of Architecture hosts the Klai::Juba Lecture Series every year with the generous support of the firm of Klai::Juba and its founders, John Klai and Dan Juba. The Klai::Juba Lecture Series brings both nationally and internationally acclaimed design professionals to the UNLV campus for the benefit students, faculty, and the local professional communities.

The School of Architecture strongly encourages students to attend all public lectures and their associated events in the interests of broadening each student's educational background. In some cases, students may be required by their individual professors to attend and document specific lectures over the course of a term. Lectures and events are typically held during the early part of the evening on weeknights.

THE STUDY ABROAD PROGRAM: TURIN, ITALY

The School of Architecture is actively involved in the University Studies Abroad Consortium. The University Consortium sponsors study abroad programs in a wide range of countries with programs of study ranging from language and culture to business and politics. School of Architecture students are required to participate in either the Study Abroad program or in our internship program.

The School of Architecture offers, through the International Programs office, the opportunity to study Architecture, Interior Architecture and Design, and Landscape Architecture in Turin, Italy. The Turin curriculum includes studio coursework, architectural history, art history, and history of interiors, in addition to Italian language and culture in both the fall and spring of each year. The Turin Program also offers seminar course work over the summer (two sessions) focusing upon Italian Renaissance gardens, Italian hill towns, and Italian language and culture.

The Studies Abroad Program in Turin presents students with a unique opportunity to study in an important regional capital—an opportunity that is, in many ways, a central component of an aspiring designer’s educational experience. For more information, contact the Studies Abroad Coordinator in the School of Architecture.

SOCIAL EQUITY AT THE SCHOOL OF ARCHITECTURE

The School of Architecture adheres to University Policy including those regarding grievances related to discrimination and harassment, and regarding academic integrity.

Policy regarding grievance procedures for harassment and discrimination is found online at:

- http://facultysenate.unlv.edu/common_files/Faculty_Grievance_Procedures.pdf
- <http://hr.unlv.edu/policies/harassment.html>
- <http://www.unlv.edu/about/statements.html>
- <http://diversity.unlv.edu/>

An overview of these policies is included in the required syllabus given at the beginning of each semester in all classes. The following is a copy of the UNLV Syllabus Policy Statement amended with School of Architecture Policy:

UNLV Policies:

Academic Misconduct: Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution. An example of academic misconduct is plagiarism: “Using the words or ideas of another, from the Internet or any source, without proper citation of the sources.” Please refer to the “Student Academic Misconduct Policy” (approved December 9, 2005, located at http://studentlife.unlv.edu/judicial/misconduct_Policy.html).

Copyright: The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. YOU ARE INDIVIDUALLY AND SOLELY RESPONSIBLE FOR VIOLATIONS OF COPYRIGHT AND FAIR USE LAWS. THE UNIVERSITY WILL NEITHER PROTECT FOR DEFEND YOU NOR ASSUME ANY RESPONSIBILITY FOR EMPLOYEE OR STUDENT VIOLATIONS OF FAIR USE LAWS. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. To familiarize yourself with copyright and fair use policies, you are encouraged to visit the following website: <http://unlv.edu/committees/copyright/>.

Disability Resource Center:

The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. Faculty should not provide accommodations without being in receipt of this Plan.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the American's with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC), Room 137, and the contact numbers are: VOICE (702)895-0866, TTY (702)895-0652, FAX (702)895-0651. For additional information, please visit: <http://studentlife.unlv.edu/disability/>.

UNLV Writing Center:

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 895-3908. The student's Rebel Card, a copy of the assignment (if possible) and two (2) copies of any writing to be reviewed are requested for the consultation. See: <http://writing.center.unlv.edu/>.

Academic/Organization Support:

In order to enhance your academic success, go to http://unlv.edu/student_success.htm to gain direct access to campus organizations that can assist you.

Additional UNLV Policies:

The University of Nevada, Las Vegas reserves the right to change class times, days, buildings, room numbers, instructors, fees, etc. where circumstances warrant such changes. It is the student's responsibility to check with the department before the class begins to see if any changes have been made. The ONLINE COURSE LISTINGS on the UNLV web site are updated daily. Students are encouraged to check the web for additions, changes, and cancellations.

The University of Nevada, Las Vegas reserves the right to eliminate, cancel, phase out or reduce in size courses and/or programs for financial, curricular, or programmatic reasons.

Missed Class(es) - Student:

Any student missing class, studio assignments or project presentations because of observance of a religious holiday shall be given an opportunity to make-up missed work. Students must notify the instructor of anticipated absences by end of late registration, August 29, 2008, to be assured of this opportunity.

Students who represent UNLV at any official extracurricular activity shall have the opportunity to make up assignments, but the student must provide official written notification to the instructor no less than one week prior to the missed class(es).

This Policy shall not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the Instructor or the University that could reasonably have been avoided. There should be good faith effort by both faculty and student to come to a reasonable resolution. When disagreements regarding this Policy do arise, they can be appealed to the Department Chair/Unit Director, College/School Dean and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to; band, drama, intercollegiate athletics, recruitment, and any other activity sanctioned by a College/School Dean and /or the Executive Vice-President and Provost.

For the School of Architecture, an official written notification must include the signature of the individual (e.g. a physician if you were ill, or your coach if you represent UNLV on a tournament) that certifies that you had or will have a valid reason to miss class(es).

In the School of Architecture, any student in any course who accumulates three unexcused absences will be sent a warning letter specifying a date by which (s)he must meet with the course instructor to discuss the reasons for the absences; if (s)he has not met with the course instructor by that date,

the instructor will either initiate an administrative drop or assign a grade of "F".

Other UNLV policies and regulations are available at this web page:
<http://registrar.unlv.edu/Current/Regulations.asp>

Rebelmail: By Policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official email system for students. It is one of the ways students receive official University communication. All UNLV students receive a Rebelmail account after admission to the University. Non-University students should contact the Student Help Desk at (702) 895-0761, in the Student Union Room 231, or by email: studenthelp@unlv.edu. See <http://rebelmail.unlv.edu/> for additional information.

School of Architecture Policies:

All work produced within the School of Architecture becomes and remains the property of the School for use in documenting work for accreditation. All work must be documented for your personal use prior to final submittal of each project.

Any course required for a major in which a grade of D+ or less is received must be retaken with an earned grade of C- or above. For design studio courses this must be accomplished prior to progressing to the next studio level.

The School of Architecture is a professional school. While in class and in the studio students are expected to conduct themselves in a professional manner. This means showing respect for property and for other individuals. Actions which might be offensive to another individual are to be avoided. Language and attires should be appropriate for a professional environment. Materials displayed within the classroom, the studio, or on a computer screen should also be appropriate to a professional environment.

In the Spring of 2007, the faculty unanimously adopted the following:

2010 Imperative

- Whereas: It is clear to all that global warming is occurring.*
Whereas: It is clear that human generated CO2 is a greenhouse gas and contributes to that global warming.
Whereas: It is clear that buildings create a large portion of the CO2 on the planet and this GHG has a long lifespan, drastically increasing the impact of each building.
Whereas: We are now at a critical stage requiring ALL of society's response, including our own.

Be it resolved that:

The Architecture Program of the School of Architecture at the University of Nevada, Las Vegas, requires that each design assignment engages the environment in a way that dramatically reduces or eliminates the need for fossil fuels.

1. *By 2010, to achieve complete ecological literacy in design education, including:*
 - *Design / Studio*
 - *History / Theory*
 - *Materials / Technology*
 - *Structures / Construction*
 - *Professional Practice / Ethics*

2. *By 2010, to achieve a carbon-neutral operation of the Paul B. Sogg Architecture Building:*
 - *By implementing sustainable design strategies*
 - *By generating on-site renewable power*
 - *By purchasing green renewable energy and/or certified renewable energy credits.*

Therefore, in keeping with the above 2010 Imperative, the design of each and every project undertaken in this Studio shall engage the environment in a way that dramatically reduces or eliminates the need for fossil fuel.

Please refer to the UNLV School of Architecture Student Handbook for other policies applying to the School of Architecture.

**Library
Support:**

The Architectural Studies Library has extensive materials to support your class work in the School of Architecture. These materials and the help of the Library staff provide can be a major factor in helping you assist in your academic work.

The Architecture Studies Library provides assistance in many ways:

On the ASL web pages at <http://www.library.unlv.edu/arch/>: Guides in a variety of areas, including citation format, plagiarism, finding scholarly articles, using images on web sites, researching Las Vegas information, etc., are at <http://www.library.unlv.edu/edu/arch/instr/>. Via email: You can contact the Librarian [Jeanne.brown@unlv.edu] directly, or submit a question via a web form at <http://www.library.unlv.edu/arch/archquestions.html>. In person: Ask for assistance at the Library's Service Desk—Library staff are delighted to see you! You can also drop by the Librarian's Office! By phone: Call 895-1959.

In addition to the one-on-one and class assistance/instruction offered by the Architecture Studies Library, the University Libraries offer free, brief clinics

and workshops in the Lied Library to help increase research skills and save time searching. Bring a topic to a Research Clinic for in-depth, one-on-one consultation with a research expert, or attend one of the more structured workshops on topics such as finding books and articles, successful search strategies, or Internet research. Check out the schedule at www.library.unlv.edu/inst/events.html or call 895-2123 for more information.

Computer

Labs:

Computer labs in the School of Architecture are available for student use during hours when labs are monitored and supervised by UNLV staff. Posted rules in the labs must be observed, including no food or drink. Please consult the lab staff or Randy Hale if you have questions.

School of Architecture students may gain access to the architecture networks through UNLV wireless access. See posted announcements or contact Randy Hale if you have questions.

Studio Etiquette:

NO SPRAYING OF ANYTHING. Do not use spray adhesives or paints either in the Studio or in the building hallways. Use only the spray booth in the model shop. There are students who suffer from severe reactions to these products, which can cause medical emergencies. If you make a mess, clean it up.

NO MUSIC OR CELL PHONES ON DURING STUDIO. These disrupt the Studio and distract the instructor and other students during desk crits. If you feel it necessary to listen to music while working on a project in Studio, use earphones so as not to disturb others.

STUDIO CLEAN-UP. The instructor will not issue a final grade for a student until his or her studio space is completely clean at the end of the semester. You must be present and assist with cleanup on Monday, December 7, at 8:30 AM in order to pass this course.

FACULTY AND STUDENT INVOLVEMENT IN SCHOOL OF ARCHITECTURE POLICY

Changes to School of Architecture Policy require a simple majority vote by the voting faculty. Discussion and voting are conducted in regularly schedule faculty meetings.

Changes to the School of Architecture Bylaws involve two voting sessions and requires a two-thirds majority vote for approval. The Bylaws Committee initiates proposed changes.

Student contribution to the Policy process of the School is made through the Student Advisory Council.

EVIDENCE THAT THE PROGRAM HAS PLAN TO MAINTAIN OR INCREASE DIVERSITY OF FACULTY, STAFF, STUDENTS

The University of Nevada, Las Vegas is an equal opportunity employer and adheres to all federal, state and local guidelines for Affirmative Action. All faculty vacancy announcements and searches are with the University Diversity Initiatives Office. Advertisements for faculty positions are posted in *The Chronicle of Higher Education* and in appropriate professional and academic publications such as the *ACSA Newsletter*, *CELA Forum* and AIA website. Before each search, the identified search committee meets with the Dean of Fine Arts and a representative from UNLV Human Resources to review hiring guidelines. Following each search, the chair completes an Equal Opportunity Employment form documenting that the search was conducted in accordance with Equal Opportunity guidelines and gives the committee's evaluation of each applicant.

Since the last accreditation visit the School has hired five new faculty, a woman, a middle eastern male, and three caucasian males. The School has also had six departures, an asian male, two woman, and three caucasian males. The School has four open faculty lines and is currently engaged in searches to fill these positions.

The School has historically been involved in a number of annual recruiting efforts in conjunction with university-wide events which actively recruit minority students. UNLV hosts "Enhancing your Educational Horizons" which exposes students from local high schools to presentations given by Hispanics, African Americans, Native Americans and other minorities. A University "field committee" visits local high schools marketing UNLV to students. The School of Architecture has also participated in high school career days and AIA-sponsored high school design competitions to make the students aware of the design opportunities available at UNLV.

The School has transfer agreements with community colleges within the University and Community College System of Nevada that have high minority enrollments. The School has also developed an informal transfer arrangement with Mount San Antonio Community College in San Bernardino which has a high Hispanic student population and has admitted several students from that institution. The School is in the process of finalizing a transfer articulation agreement with Los Angeles Community College which also has a high Hispanic enrollment.

In the year 2000, Nevada Governor Kenny Guinn established the Millennium Scholarship from funds acquired from the tobacco settlement. The Millennium Scholarship provides \$10,000 to any graduate of a Nevada high school with a 3.0 grade point average to attend any Nevada college. Students have ten years to take advantage of the scholarship. This Millennium Scholarship has been instrumental in helping minority students attend college.

Because of the booming construction in Las Vegas, students who need to work can usually find job opportunities in the design/construction industry or, at least, in the gaming industry. The School tries to schedule classes at times that allow students to maintain blocks of time to work and support their academic activities.

UNLV SCHOOL OF ARCHITECTURE STATEMENT OF POLICY ON DIVERSITY

The UNLV School of Architecture believes that academic and design excellence, justice, fairness, courtesy, and respect have no issue with gender, age, racial heritage, religious or political beliefs, physical attributes, or sexual orientation. The School is committed that its

students and faculty will have opportunities to pursue design and academic excellence and to be evaluated upon the merits of their work irrespective of physical traits, personal beliefs, or orientations. Furthermore, the School subscribes to the belief that a healthy, creative learning environment provides its inhabitants with the security that all personal attributes and personal convictions are to be respected, celebrated and are not to be evaluated. To these ends, the UNLV School of Architecture endeavors each academic year to provide its students and faculty the following opportunities:

1. Opportunities through design projects for students to design for clients and users of different cultures, lifestyles, and economic status with an objective and non-judgmental design methodology.
2. Opportunities through research and design projects, lectures, exhibits, and symposia for students to understand design excellence as pursued and realized by persons of different personal backgrounds.
3. Opportunities for students to work with faculty members and part-time instructors with various cultural backgrounds and experiences who provide alternative viewpoints, proof of professional accomplishment, and who can serve as alternative role models.
4. Opportunities for students and faculty to work with international students who come from cultural backgrounds dissimilar to those of most Nevada students.
5. Opportunities for all students and faculty to enjoy each others' company in a non-judgmental, positive, reinforcing, secure environment devoted to the pursuit of design excellence.
6. Opportunities for students and faculty to encounter ideas and beliefs different than their own in a non-threatening environment that celebrates honesty, diversity, excellence, and tolerance.

I.1.3. Responses to the Five Perspectives

A. ARCHITECTURAL EDUCATION AND THE ACADEMIC COMMUNITY

The University of Nevada, Las Vegas (UNLV) is the largest university in the State of Nevada dedicated to the missions of education and research. Located in the Mojave Desert, the Las Vegas campus is an oasis of vegetation conducive to the pursuit of knowledge and collegiality of scholars.

The School of Architecture is considerably fortunate to be located in Las Vegas, a city that has been at the epicenter of the most significant social and architectural issues of the past decade: urban growth, resource management and the environment, the entertainment industry and the global economy, cultural diversification, and the economic recession. The proximity of these issues to the UNLV campus has given students first-hand knowledge and experience with these issues in relationship to environmental design and construction and, through faculty efforts to respond to these issues intellectually, through the informed lens of academia.

In the context of these critical issues, The School of Architecture has made a concerted effort to establish academic ties with other established units within UNLV to draw upon their resources and expertise to augment the interests and foci of the School. Notably, the School has established a relationship with the William F. Harrah College of Hotel Management and the College of Engineering in the Entertainment Engineering program offering cross-listed courses as the basis for the Hospitality Entertainment Design Masters Degree concentration track. The School of Architecture offers cross listed courses that can be taken toward the Solar and Renewable Energy minor and graduate certificate. The School has established ties with the academic units in the College of Education in support of education facilities design studios and as the basis for planning a potential future graduate concentration. The School also shares courses with the College of Engineering, from which it was originally generated, and with the Departments within the College of Fine Arts with which it is now aligned offering cross-listed courses in computer animation, graphics and lighting design.

The School of Architecture faculty work collaboratively with institutions of higher education outside of the Nevada System of Higher Education such as recent efforts with The University of Kentucky, Ryerson University, Toronto, Cal-Poly SLO, and Texas A&M University.

The faculty of the School of Architecture participates with the UNLV Colleges and Departments including:

- Honors College
- Sociology Department
- Department of Art
- College of Engineering
- Lied Real Estate Institute
- Department of Epidemiology and Biostatistics

A School of Architecture faculty member serves on all of the standing committees within the College of Fine Arts and regularly serves on University committees. During the past three years, architecture faculty members have served as members of the Faculty Senate, on the University Promotion and Tenure Committee, the University Program Review Committee and the University Grievance Committee.

Within the School itself, the Architecture Program shares studio and classroom space, instructors and design events such as lectures, charettes and symposia with the Landscape

Architecture Program and the Interior Architecture and Design Program creating a multidisciplinary design environment.

In the Spring of 2009, the 5th year graduate design studio collaborated with the Landscape Architecture program to emulate the real world experience of the Architect/Landscape Architect relationship. The emulation included the establishment of Scope of Services, the associated negotiations thereof and the development of schematic designs.

B. ARCHITECTURAL EDUCATION AND THE STUDENTS

The Architecture Program at UNLV maintains that architecture can best be learned in the context of a graduate education founded on principles of knowledge built through investigation and application that is founded on an undergraduate education that stresses the importance of fundamental skills and development of critical thinking. Thus, the School has developed an M. Arch program built upon a B.S. in Architecture undergraduate degree (4+2 program) or upon a baccalaureate degree in another field (3+ program) that is engaged with other programs on campus and with the world at large.

One of the significant characteristics of the School of Architecture is the diversity and multicultural profile of its students. These characteristics inform the culture of the school and the program's valuation of these is a significant factor in the program's success.

While the nature of architectural education tends to promote individual initiative and commitment to intellectual development the School has made every effort to ensure that individual initiative is rewarded and student growth is not hindered by economic resources or by limited opportunities to experience the breadth of the profession. These opportunities include:

- Free and Open Access to Internet Resources and Connectivity Throughout the School of Architecture Facilities;
- Internship Credit for Pro-Bono Efforts in the Community;
- Support for Student Licenses of Programs Required for the Continuation of Studies;
- Summer Outreach Programs serving the Community;
- Multidisciplinary Studio Investigations and Concentration Tracks incorporating faculty and staff from other colleges at UNLV;
- In class opportunities to engage with Scholars and Students at other institutions of Higher Learning.

Additionally, with the presence of the aligned design disciplines in the school, students are encouraged to inform their educational career path and experience design interests from other design perspectives. Students in the UNLV School of Architecture are encouraged to experience architectural education in as many forms as they choose. The program strongly supports students who pursue minor and double major degree paths, and students in the terminal year of their respective degree (BSArch and MArch) are provided the opportunity to pursue lines of investigation of their choice including options outside of the programs including Landscape Architecture and Interior Architecture.

The School of Architecture provides student with opportunities to participate in the decision making processes of the School. An elected Student Advisory Board representing all year levels of the School's Professional Programs is formed at the beginning of each academic year. This Board meets regularly with the Director to provide input regarding the direction of the school, the programs, the curriculum and student centered issues. Students also serve as members of the School of Architecture Curriculum, Exhibits/Lecture & Library, and Academic Standards, Assessment and Accreditation Committees.

The school encourages participation in the student organizations and provides funds for the organizations to attend regional and national functions and host monthly social/educational events at the school. The AIAS and ASLA have each hosted major conferences in the past two years with ASLA hosting that organizations national conference LABASH and AIAS hosting the West Quad Conference.

C. ARCHITECTURAL EDUCATION AND REGULATORY ENVIRONMENT

The relationship between education and practice at UNLV School of Architecture is a close one. With roughly fifty percent of full- and part-time faculty being registered architects, students maintain perspectives on practice and academia. In addition, each year our ties to local architects grow, through engagements with the AIA and professional relationships forged with faculty members. Support from the local design constituents is seen through service with the school's community-based committees, design review panels, invited guest lecture series, and cooperative teaching engagements. In addition to devotions of time and expertise, several more architects donate to the betterment of the school and student experience through other means.

In the first semester of study, students are made aware of the role their education plays en route to becoming licensed architects. Education, Experience, and Examination are emphasized in AAE100 *Introduction to Architecture* to ensure each class's expectations of the profession include a robust, well-rounded, liberal education in addition to a competency required to address the architectural concerns of the health, safety, and welfare of society. The mechanics of enrolling in IDP, gaining eligibility for examination, and attaining registration, are reinforced as students progress through the curriculum through a series of lectures and mentoring sessions informed by the school's IDP Faculty Coordinator, the Las Vegas Chapter of the AIA, and Nevada registration boards.

The introductory class described above (AAE100) is cross-listed with introductions to landscape architecture and interior architecture (LAND100 and AAI100, respectively). Similar emphasis is placed not only on the regulatory environments of the three disciplines but on the social, academic, and professional support systems associated with the different focus areas.

D. ARCHITECTURAL EDUCATION AND THE PROFESSION

The Architecture Program at UNLV was inaugurated in the early 1980s by Las Vegas architects convinced of the need for a School of Architecture in the State of Nevada. Since that time, the Architecture Program and the professional architectural community have maintained a close relationship. The faculty of the School of Architecture firmly believes that a professional program cannot exist without a close mutually beneficial working relationship with the profession. Many Las Vegas architects and designers contribute to the School of Architecture as instructors in the programs, bringing a professional attitude into the design studio providing a source of continuing education for the profession. Members of the local architectural community are invited to participate in the juries of the School on a continuing basis. At the end of each semester, the School invites members from the Las Vegas chapter of the AIA to serve on final juries for each of the design studios.

The students of the School of Architecture are well prepared to be effective practitioners in the connected world and global economy. Given the sizeable multicultural and international demographic of the School's, the student population is in many ways truly living in the connected world at the beginning of their professional education. Building on this, students engaged in the profession through their required internship or employment are engaged by firms recognized for their regional or international practices and design achievements in sustainable design and the LEED process.

Recently, members of the professional community are increasingly being involved in fourth year studios in conjunction with full-time faculty. The goal is to increase the student exposure to the professional environment and the methods, process and experience with which professional pursue their design projects and tasks. This involvement takes a variety of forms such as juries, evaluation of students learning outcomes, co-teaching design studios, and arranging for students group visits to their offices

The School of Architecture is closely aligned with the professional organizations of Architecture, Landscape Architecture, and Interior Architecture. Until 2007, The Las Vegas AIA maintained its office within the School of Architecture when it relocated to the historic Fifth Street School, the site of the UNLV Downtown Design Center with which it shares facilities. A School of Architecture Advisory Board composed of thirty design and construction professionals was established to write by-laws and establish a structure for a permanent Type I Advisory Board recognized by the Regents of the University of Nevada. This Advisory Board oversees fund-raising for the School and advises the School on issues of community outreach and professional practice in the State of Nevada. Graduate students have actively participated in AIA/Las Vegas functions, including such day-long participatory sessions as the "Importance of Arts & Culture in a Livable Community" and the "Greening Downtown Las Vegas Charrette."

E. ARCHITECTURAL EDUCATION AND THE PUBLIC GOOD

The design programs of the School of Architecture focus upon the professional and ethical obligations of design professionals practicing in society. Design education and design practice in Nevada is directly influenced by the prevalence of the gaming industry as a major client type, the harsh realities of the desert climate, the absence of any tradition of urban planning or of any tradition of architectural excellence as measured by academic standards. Nevada poses invigorating challenges and stimulating ethical and philosophical issues for design professionals practicing in the State and Region. The UNLV School of Architecture is committed that every design graduate is conversant with the issues and challenges posed by Nevada and the Southwest, and that every design graduate understands the ethical and professional obligations of the architect to the greater society and environment as well as to the individual client.

Students are exposed to these issues in several ways in the program including:

- Participation in the Downtown Design Center outreach efforts such as the Marjorie Barrick Museum Redesign and Rebranding;
- Participation in School of Architecture outreach programs such as Architecture for Haiti;
- Participation in School of Architecture Programs outreach efforts such as the Rural Community Landscape Architecture Studio;
- Graduate and Undergraduate Studio Projects engaging critical issues such as the Greening UNLV Studio (5th Yr), Sustainable Las Vegas Master Plan (4th Yr, DDC), Manufactured Affordable Housing (4th Yr).
- Student pro-bono internship efforts such as Habitat for Humanity, McCaw School of Mines Projects, and Freedom by Design (AIAS), Help Build Hope Haiti

I.1.4. Long Range Planning

PROCESS BY WHICH THE PROGRAM IDENTIFIES ITS OBJECTIVES FOR CONTINUOUS IMPROVEMENT

There are essentially three avenues for the identification of planning objectives and the continued improvement of the Program.

- Challenges from the College of Fine Arts and the Dean's Office – In the recent economic cycle of statewide budget cutbacks, The Dean's Office issues planning challenges to the College's Schools and Departments to establish long term plans that are proactive economically, sustainable given budget projections, and contribute to the commitment to excellence.
- Objectives Identified by the Director and Executive Committee – The Director and the Executive Committee (Program Coordinators) can define planning objectives for the School based on response to budget issues or in response to program assessment shortcomings.
- Faculty Initiative – Compared to schools of similar size the UNLV School of Architecture has a relatively small faculty. Rather than being a detriment in the planning process, the faculty is agile and decisive making the School of Architecture highly responsive to critical issues such as the recent economic cycle. There are three methods that faculty are engaged in the long range planning of the School:
- The Faculty assemble to review the state of the program at the end of each semester as evidenced in studio and related coursework. This review assesses the success and appropriateness of learning objectives and student progression through the program.
- UNLV champions faculty who exhibit an entrepreneurial spirit in their approach to teaching, research, and contributions to the Institution. Individual faculty are encouraged to propose initiatives to the School of Architecture Faculty for open discussion and consideration in faculty meetings. By its nature the process is democratic and inclusive. To be adopted initiatives need to be approved by a simple majority of faculty.
- There are seven standing faculty committees capable of developing and bring objectives to the faculty for discussion and vote.

DATA AND INFORMATION SOURCES USED TO INFORM THE DEVELOPMENT OF THESE OBJECTIVES

The School of Architecture graduate and undergraduate degree programs collect information about student learning through the Provost's assessment process and student evaluations for each course, through surveys completed during the six year assessment, through performance in competition submissions, through acceptance rates to graduate degree programs located at other institutions, acceptance rate for research papers, and through student advising.

The student evaluation form is located in section (?). The Provosts Assessment Reports can be viewed at: http://provost.unlv.edu/Assessment/reports_finearts.html.

The Council of Excellence an external panel of professionals, informally reviews the School reporting its findings to the Dean of the College of Fine Arts then to the Director of the School of Architecture. Additionally, the School was externally reviewed in 2008 by a regional panel of Educators and Practitioners with findings reported to the University administration as well as the School of Architecture.

THE ROLE OF LONG-RANGE PLANNING IN OTHER PROGRAMMATIC AND INSTITUTIONAL PLANNING INITIATIVES

The University's long-range plan centers on the advancement of the University of Nevada, Las Vegas as a global research institution. This plan emphasizes both individual research and cross-discipline research engaging multiple colleges and institutions. To this end, the School, as part of its long-range planning, has identified potential partnerships to establish cross-discipline research or curriculum foci that are being incorporated in the School's curriculum at multiple levels. These cross discipline foci broaden the program's research grant potential as well as establish new avenues for the dissemination of architectural knowledge.

The University, informed by the student assessment process, has identified retention and advising as critical areas for improvement. Consequently, the school has developed a robust advising program revised the curriculum sequence to improve the success of incoming freshman. In addition to serving incoming students better, the revised curriculum sequence made it possible for the School to improve course content delivery, faculty management and meet the Dean's budget challenge.

THE ROLE THE FIVE PERSPECTIVES PLAY IN LONG-RANGE PLANNING

The current long range planning of the School can generally be understood as falling into one of the following categories: Resource Management and Development, Student Recruitment, Student Growth, and Increased Visibility of the Program. Not all of these fit easily in the Five Perspectives or are directly related to the education of the student of architecture. The following are the appropriate Long Range Planning Objectives of the School of Architecture in that relate to context of the Five Perspectives.

ARCHITECTURAL EDUCATION AND THE ACADEMIC COMMUNITY

- Broaden the Discipline and the School through connections to University campus-wide resources:
- Develop Multidisciplinary Concentration Tracks;
- Develop Multidisciplinary Funded Research Opportunities
- Improve opportunities for dissemination of original research.
- Encourage faculty development through collaborative efforts.

ARCHITECTURAL EDUCATION AND STUDENTS

- Broaden Student Perspectives
- Introduce Architectural Electives in the Curriculum;
- Build connections to other Institutions through collaborative investigations;
- Implement a Technology Improvement Plan – Student Connectivity/Access
- Connectivity - upgrade all classrooms and studios;
- Implement Laptop requirement with license support for critical programs;
- Develop Revit and Digital Fabrication platforms in curriculum;
- Develop in-house on demand Video Conferencing to facilitate collaborative efforts with distant resources.
- Improve presence of the School
- Improved website
- Facebook for communications.
- Improve student travel opportunities.
- Travel program in all years of the curriculum.
- Travel as part of the studio content.

ARCHITECTURAL EDUCATION AND THE REGULATORY ENVIRONMENT

The School has been noted for the quality of the educational experience with regard to the Regulatory Environment. This program remains essentially unchanged with the exception of a new IDP Coordinator since the last accreditation visit. Consequently, this perspective is not a focus of the current long range plan.

ARCHITECTURE EDUCATION AND THE PROFESSION

The School has been noted for the quality of the educational experience with regard to the Profession. While the percentage of students who are employed in the Profession during the academic year, the percentage of students with professional experience remains high. Consequently, this perspective is not a focus of the current long range plan.

ARCHITECTURAL EDUCATION AND THE PUBLIC GOOD

A key aspect of the relationship of the School to the University's commitment to sustainability as well as serving the state of Nevada. In this regard the long range planning of the School focuses on the opportunity for leadership in developing research and disseminating information related to the critical issues of water and energy use appropriate to the upper Mojave and Great Basin Deserts. Strategically this includes building alliances with regional governing and regulatory agencies such as City of Las Vegas, Clark County, Southern Nevada Water Authority and the Bureau's of Land Management and Reclamation.

Additionally, the School embraces initiatives to respond to hands on programs wherein students are directly engaged in activities in public service such as Haitat for Humanity, Help Build Hope Haiti, or Canstruction. With the state of the economy this has become an avenue for students to meet the requirements for internship and the School is taking the initiative to seek out possible programs in which students can participate.

I.1.5. Program Self Assessment

DESCRIPTION OF THE SCHOOL'S SELF ASSESSMENT PROCESS

The Program is assessed through surveys of faculty, graduating seniors, alumni, employers, strategic planning meetings, student course evaluations, the Provost's assessment process, and a series of standing and ad hoc committees annually assess various aspects of School performance including:

END OF SEMESTER REVIEW

Beginning with the 2009/2010 academic year the School of Architecture faculty conduct a closed door end of semester review of each studio and design course for attainment of learning objectives, course goal sequencing, high and low pass range, and appropriateness to the overall curriculum and School mission. The review is cross-disciplinary and involves all three of the Schools programs. The review forms the basis of the faculty's ongoing assessment of the success of the curriculum and learning environment. Review notes are distributed to the faculty prior to the start of the following semester. As the School continually develops it's critical analyses in the end of semester review, assessment measures will become even more informative for of the program's pedagogical practices, e.g., our review as a faculty should start and end with learning objectives and outcomes respectively and the student work serve as the evidence of the efficacy of these practices.

CURRICULUM COMMITTEE

The Curriculum Committee is a standing committee elected by the full-time faculty and composed of one member from each of the School's design programs, including the graduate program, the Architecture Librarian, and an upper-division student elected by the student body. The Curriculum Committee assesses curriculum offerings, new curricula and curriculum modifications, experimental courses and initiates requests to faculty for new course proposals, establishes procedures to align and realign the curriculum with the School's missions and goals, and studies proposals for new degree offerings. The Curriculum Committee makes recommendations to the Director, with appropriate justification, who forwards the recommendations to the College and University Undergraduate and Graduate College Curriculum committees.

EXECUTIVE COMMITTEE

The Executive Committee is composed of the director, program coordinators, graduate studies coordinator and a student representative (non-voting), and staff representative (non-voting). The Executive Committee assesses the needs of college-wide planning, administration, policy implementation, space allocations and fundraising. The Committee makes recommendations to the faculty of the College on basic policies that govern teaching, research, and public service and prepare the annual college master calendar.

ARCHITECTURE COUNCIL OF EXCELLENCE

The School of Architecture Council of Excellence meets quarterly to discuss issues before the School and the activities of the standing and ad-hoc committees. A standing Development Committee is responsible for overseeing the fund-raising activities of the School and coordinating those efforts with the UNLV Foundation. A standing Outreach Committee reviews the architectural internship program and the roles the School can fulfill in providing continuing education for professionals in the design fields. A standing Curriculum Committee reviews the curricula of the School relative to the needs of the profession and of the State of Nevada.

Note: The Council of Excellence was idle in 2008 and 2009. The Council has been reactivated and is redefining its role in relationship to the School for the 2010-2011 academic year.

EXTERNAL REVIEW

A survey was conducted in August/September 2008 to assess the current programs in the School of Architecture, and visualize the future. The "main strengths of the School" according to the faculty were:

- Unique geographic location;
- Support of the local professions;
- Faculty of the School;
- Library and Information Resources;
- The Downtown Design Center; and,
- Technology and Sustainability Courses.

According to the faculty, critical concerns which need to be addresses for the School to achieve excellence in the future include:

- Redevelop academic programs to make them unique or specialized to reflect School of Architecture strengths and/or geographical location;
- Increase the scholarly productivity and visibility of the faculty; and,

- Improve the facilities and materials resources.

Practitioners provided scores for performance levels for graduates of the School. The students were described as generally comparable to those of interns from other programs. Average scores were 2.2 for attitude (2 = comparable, 3 = better) and 2.4 for skills.

Professionals unanimously identified computer applications as the realm in which the School's students are best prepared. Interns were identified as well prepared in design, research, theory, and sustainable design practices and principles.

Professionals identified the School's greatest strengths as:

- Location of the School in Las Vegas
- Student proficiency in computer technologies/graphics; and,
- School class scheduling for those students with full or part-time employment.

UPPER DIVISION PORTFOLIO APPLICATIONS

The student application process to upper division sties functions as an important assessment point midway through the undergraduate program. Students are assessed on four critical aspects:

- Academic achievement
- Critical writing in response to a topic affecting society and the profession
- Written and Graphic self assessment of their work to date.
- Graphic portfolio summarizing their progress to date.

The written component in particular yields necessary input on the non-graphic strengths of the program's students and has helped to initiate such efforts as the WACI (Writing Across the Curriculum Initiative), the first year course emphasis on written communication skills, and the curriculum reorganization that stresses the completion of Gen-Ed studies prior to the commencement of architecture core coursework.

STUDENT COURSE EVALUATIONS

Formal course evaluation forms (see questions below) are distributed via email at the end of each semester to ensure anonymity and promote honest evaluations. These forms are summarized by administrative assistants and reviewed by both faculty member and the Program Coordinator. Suggestions for improvement are discussed by the Coordinator and the faculty member.

The following are the questions posed on the Student Evaluation Forms:

- 1 This course increased my knowledge.
- 2 The course objectives were clear.
- 3 This course provided sufficient opportunity for me to learn.
- 4 This course challenged me intellectually.
- 5 My grades adequately reflected the quality of my performance in this course.
- 6 The instructor was well prepared for each class.
- 7 The instructor's explanations were clear.
- 8 The instructor was concerned with whether or not the students learned the material.
- 9 The instructor was available for consultation with students.
- 10 The instructor's expectations for assignment were clear.
- 11 The instructor's assessments reflected what was covered in the course.
- 12 The instructor made a significant impact on my understanding of course content.
- 13 List at least two things positive about this course:
- 14 List at least two things that would improve this course:

RESULTS OF FACULTY, STUDENTS', AND GRADUATES' ASSESSMENTS OF THE ACCREDITED DEGREE PROGRAM'S CURRICULUM AND LEARNING CONTEXT

UNLV School of Architecture: Self Assessment Spring 2010

TOTAL SURVEY RESPONSES

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	TOTAL	Don't Know	Don't Know Percentage	
Architectural Education and the Academic Context									
1.1 The School of Architecture contributes to the academic life of UNLV.	16 18.6%	42 48.8%	22 25.6%	2 2.3%	4 4.7%	86	5	5.49%	
1.2 UNLV contributes to the academic life of the School of Architecture.	9 10.5%	27 31.4%	29 33.7%	14 16.3%	7 8.1%	86	5	5.49%	
1.3 The School of Architecture participates in UNLV governance.	5 8.5%	17 28.8%	21 35.6%	11 18.6%	5 8.5%	59	32	35.16%	
1.4 The School of Architecture contributes to the social life of UNLV.	6 7.3%	29 35.4%	20 24.4%	18 22.0%	9 11.0%	82	9	9.89%	
1.5 UNLV provides adequate academic resources for the School of Architecture.	24 27.3%	31 35.2%	23 26.1%	7 8.0%	3 3.4%	88	3	3.30%	
<i>Comments: 12</i>	TOTALS						401	54	11.87%
	15.0%	36.4%	28.7%	13.0%	7.0%	100.0%			
Architectural Education and the Students									
2.1 The School of Architecture embraces cultural diversity.	35 39.3%	44 49.4%	10 11.2%	0 0.0%	0 0.0%	89	2	2.20%	
2.2 The School of architecture encourages students to assume leadership roles.	28 30.8%	35 38.5%	21 23.1%	6 6.6%	1 1.1%	91	0	0.00%	
2.3 The School of Architecture provides effective advising and counseling.	13 14.8%	34 38.6%	26 29.5%	10 11.4%	5 5.7%	88	3	3.30%	
2.4 The School of Architecture exposes students to the national/international context of practice.	21 23.9%	35 39.8%	23 26.1%	9 10.2%	0 0.0%	88	3	3.30%	
2.5 The School of Architecture assists students with their personal learning agendas.	15 16.9%	31 34.8%	30 33.7%	10 11.2%	3 3.4%	89	2	2.20%	
2.6 The School of Architecture promotes a positive, tolerant, encouraging learning environment.	23 25.6%	45 50.0%	16 17.8%	5 5.6%	1 1.1%	90	1	1.10%	
2.7 The School of Architecture is sensitive to the scheduling needs of the students.	9 9.9%	29 31.9%	28 30.8%	17 18.7%	8 8.8%	91	0	0.00%	
<i>Comments: 20</i>	TOTALS						631.39	11	1.71%
	14.4%	25.8%	15.7%	57.6%	18.2%	100.0%			
	22.8%	40.5%	24.7%	9.1%	2.9%	100.0%			
Architectural Education and Registration									
3.1 The School of Architecture provides sound preparation for internship and licensure.	9 10.7%	27 32.1%	34 40.5%	9 10.7%	5 6.0%	84	7	7.69%	
3.2 The School has a solid relationship with the State Registration Board	5 14.7%	14 41.2%	13 38.2%	2 5.9%	0 0.0%	34	57	62.64%	
3.3 The School provides information regarding the Intern Development Program.	16 21.9%	23 31.5%	22 30.1%	8 11.0%	4 5.5%	73	18	19.78%	
3.4 The School provides information regarding professional conduct and professional ethics.	23 26.7%	34 39.5%	22 25.6%	6 7.0%	1 1.2%	86	5	5.49%	
<i>Comments: 6</i>	TOTALS						277	87	23.90%
	53%	98%	91%	25%	10%	100.0%			
	19.1%	35.4%	32.9%	9.0%	3.6%	100.0%			
Architectural Education and the Profession									
4.1 The School of Architecture prepares students for lifetime professional learning.	11 12.6%	52 59.8%	21 24.1%	3 3.4%	0 0.0%	87	4	4.40%	
4.2 The School of Architecture provides information of the diverse types of professional careers.	13 14.6%	37 41.6%	25 28.1%	10 11.2%	4 4.5%	89	2	2.20%	
4.3 The School of Architecture provides an appreciation for collaborative process.	22 25.0%	35 39.8%	24 27.3%	7 8.0%	0 0.0%	88	3	3.30%	
4.4 The School of Architecture provides appreciation and understanding of allied design professions.	15 17.4%	38 44.2%	22 25.6%	10 11.6%	1 1.2%	86	5	5.49%	
4.5 The School of Architecture provides guidance regarding potential conflicts between client demands and public well	13 16.3%	35 43.8%	19 23.8%	10 12.5%	3 3.8%	80	11	12.09%	
<i>Comments: 6</i>	TOTALS						430	25	5.49%
	74%	197%	111%	40%	8%	100.0%			
	17.2%	45.8%	25.8%	9.3%	1.9%	100.0%			
Architectural Education and Society									
5.1 The School of Architecture equips students with an informed understanding of social and environmental problems.	19 22.1%	45 52.3%	18 20.9%	3 3.5%	1 1.2%	86	5	5.49%	
5.2 The School of Architecture provides students with an understanding of the urban context or architecture.	33 37.1%	40 44.9%	14 15.7%	1 1.1%	1 1.1%	89	2	2.20%	
5.3 The School of Architecture provides students with an understanding of architecture as a social art.	28 30.8%	39 42.9%	17 18.7%	6 6.6%	1 1.1%	91	0	0.00%	
5.4 The School of Architecture provides students an understanding of the complex processes by the multiple stakeholders who shape built environments.	27 32.1%	27 32.1%	26 31.0%	4 4.8%	0 0.0%	84	7	7.69%	
5.5 The School of Architecture provides students with an understanding of the ethical problems involved in designing for the built environment.	19 21.6%	42 47.7%	18 20.5%	9 10.2%	0 0.0%	88	3	3.30%	
<i>Comments: 10</i>	TOTALS						441.56	17	3.71%
	126%	195.2%	94.07%	23.26%	3.034%	100.0%			
	28.5%	44.2%	21.3%	5.3%	0.7%	100.0%			
TOTAL RESPONSES		457	892	567	198	67	2,181		
PERCENTAGE		29.95%	49.90%	29.99%	9.07%	3.08%	100.00%		

UNLV School of Architecture: Self Assessment Spring 2010

FACULTY RESPONSES

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	TOTAL	Don't Know
Architectural Education and the Academic Context							
1.1 The School of Architecture contributes to the academic life of UNLV.		2	2			4	0.00%
1.2 UNLV contributes to the academic life of the School of Architecture.		3	1			4	0.00%
1.3 The School of Architecture participates in UNLV governance.		1	1	1		3	1 25.00%
1.4 The School of Architecture contributes to the social life of UNLV.		2		1	1	4	0.00%
1.5 UNLV provides adequate academic resources for the School of Architecture.		2		1	1	4	0.00%
Comments: 12	TOTALS	0	10	4	3	2	19
		0.0%	52.6%	21.1%	15.8%	10.5%	100.0%
Architectural Education and the Students							
2.1 The School of Architecture embraces cultural diversity.		4				4	0.00%
2.2 The School of architecture encourages students to assume leadership roles.		4				4	0.00%
2.3 The School of Architecture provides effective advising and counseling.	1	1	2			4	0.00%
2.4 The School of Architecture exposes students to the national/international context of practice.		2		2		4	0.00%
2.5 The School of Architecture assists students with their personal learning agendas.		1	2			3	1 25.00%
2.6 The School of Architecture promotes a positive, tolerant, encouraging learning environment.		2	1	1		4	0.00%
2.7 The School of Architecture is sensitive to the scheduling needs of the students.		3	1			4	0.00%
Comments: 20		1	17	6	3	0	27
		3.7%	63.0%	22.2%	11.1%	0.0%	100.0%
Architectural Education and Registration							
3.1 The School of Architecture provides sound preparation for internship and licensure.	1		2			3	1 25.00%
3.2 The School has a solid relationship with the State Registration Board	1	1	1			3	1 25.00%
3.3 The School provides information regarding the Intern Development Program.	1	2				3	1 25.00%
3.4 The School provides information regarding professional conduct and professional ethics.	1		2			3	1 25.00%
Comments: 6		4	3	5	0	12	4 25.00%
		33.3%	25.0%	41.7%	0.0%	0.0%	100.0%
Architectural Education and the Profession							
4.1 The School of Architecture prepares students for lifetime professional learning.		4				4	0.00%
4.2 The School of Architecture provides information of the diverse types of professional careers.		2	2			4	0.00%
4.3 The School of Architecture provides an appreciation for collaborative process.		4				4	0.00%
4.4 The School of Architecture provides appreciation and understanding of allied design professions.		4				4	0.00%
4.5 The School of Architecture provides guidance regarding potential conflicts between client demands and public welfare.		1		1		2	2 50.00%
Comments: 6		0	15	2	1	0	18
		0.0%	83.3%	11.1%	5.6%	0.0%	100.0%
Architectural Education and Society							
5.1 The School of Architecture equips students with an informed understanding of social and environmental problems.		3	1			4	0.00%
5.2 The School of Architecture provides students with an understanding of the urban context or architecture.	1	3				4	0.00%
5.3 The School of Architecture provides students with an understanding of architecture as a social art.	1	1	2			4	0.00%
5.4 The School of Architecture provides students an understanding of the complex processes by the multiple stakeholders who shape built environments.	1	1	1			3	1 25.00%
5.5 The School of Architecture provides students with an understanding of the ethical problems involved in designing for the built environment.		2		1		3	1 25.00%
Comments: 10		3	10	4	1	0	18
		16.7%	55.6%	22.2%	5.6%	0.0%	100.0%
TOTAL RESPONSES:							
PERCENTAGE:							
	8	55	21	8	2	94	
	8.51%	58.51%	22.34%	8.51%	2.13%	100.00%	

UNLV School of Architecture: Self Assessment Spring 2010

GRADUATE RESPONSES

Please Check one box for each statement, Use back of sheet for comments, if necessary.		Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	TOTAL	Don't know	
Architectural Education and the Academic Context									
1.1	The School of Architecture contributes to the academic life of UNLV.	9	12	8	1	0	30	4 11.76%	
1.2	UNLV contributes to the academic life of the School of Architecture.	7	9	10	4	2	32	2 5.88%	
1.3	The School of Architecture participates in UNLV governance.	3	6	9	4	1	23	11 32.35%	
1.4	The School of Architecture contributes to the social life of UNLV.	5	13	6	4	2	30	4 11.76%	
1.5	UNLV provides adequate academic resources for the School of Architecture.	11	12	9	1	0	33	1 2.94%	
<i>Comments: 0</i>		TOTALS						148	0 0.00%
		35	52	42	14	5	148		
		23.6%	35.1%	28.4%	9.5%	3.4%	100.0%		
Architectural Education and the Students									
2.1	The School of Architecture embraces cultural diversity.	16	15	3	0	0	34	0 0.00%	
2.2	The School of architecture encourages students to assume leadership roles.	14	12	7	0	1	34	0 0.00%	
2.3	The School of Architecture provides effective advising and counseling.	7	11	10	3	3	34	0 0.00%	
2.4	The School of Architecture exposes students to the national/international context of practice.	11	8	10	4	0	33	1 2.94%	
2.5	The School of Architecture assists students with their personal learning agendas.	11	10	9	2	2	34	0 0.00%	
2.6	The School of Architecture promotes a positive, tolerant, encouraging learning environment.	12	17	3	1	1	34	0 0.00%	
2.7	The School of Architecture is sensitive to the scheduling needs of the students.	7	10	12	3	2	34	0 0.00%	
<i>Comments: 1</i>		78	83	54	13	9	237	1 0.42%	
		32.9%	35.0%	22.8%	5.5%	3.8%	100.0%		
Architectural Education and Registration									
3.1	The School of Architecture provides sound preparation for internship and licensure.	6	12	8	4	1	31	3 8.82%	
3.2	The School has a solid relationship with the State Registration Board	2	5	4	1	0	12	22 64.71%	
3.3	The School provides information regarding the Intern Development Program.	7	9	7	1	1	25	9 26.47%	
3.4	The School provides information regarding professional conduct and professional ethics.	14	8	7	2	0	31	3 8.82%	
<i>Comments: 0</i>		29	34	26	8	2	99	37 27.21%	
		29.3%	34.3%	26.3%	8.1%	2.0%	100.0%		
Architectural Education and the Profession									
4.1	The School of Architecture prepares students for lifetime professional learning.	8	15	8	0	0	31	3 8.82%	
4.2	The School of Architecture provides information of the diverse types of professional careers.	7	11	8	5	1	32	2 5.88%	
4.3	The School of Architecture provides an appreciation for collaborative process.	7	13	11	2	0	33	1 2.94%	
4.4	The School of Architecture provides appreciation and understanding of allied design professions.	7	14	7	3	1	32	2 5.88%	
4.5	The School of Architecture provides guidance regarding potential conflicts between client demands and public welf	7	12	5	5	1	30	4 11.76%	
<i>Comments: 0</i>		36	65	39	15	3	158	12 7.06%	
		22.8%	41.1%	24.7%	9.5%	1.9%	100.0%		
Architectural Education and Society									
5.1	The School of Architecture equips students with an informed understanding of social and environmental problems.	11	15	6	0	1	33	1 2.94%	
5.2	The School of Architecture provides students with an understanding of the urban context or architecture.	17	11	4	0	1	33	1 2.94%	
5.3	The School of Architecture provides students with an understanding of architecture as a social art.	13	13	6	1	1	34	0 0.00%	
5.4	The School of Architecture provides students an understanding of the complex processes by the multiple stakeholders who shape built environments.	13	12	7	2	0	34	0 0.00%	
5.5	The School of Architecture provides students with an understanding of the ethical problems involved in designing for the built environment.	7	16	6	5	0	34	0 0.00%	
<i>Comments: 3</i>		61	67	29	8	3	168	7 1.18%	
		36.3%	39.9%	17.3%	4.8%	1.8%	100.0%		
TOTAL RESPONSES:		239	301	190	58	22	810		
PERCENTAGE:		29.51%	37.16%	23.46%	7.16%	2.72%	100.00%		

UNLV School of Architecture: Self Assessment Spring 2010

UJNDERGRADUATE RESPONSES

Please Check one box for each statement, Use back of sheet for comments, if necessary.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	TOTAL	Don't know	
Architectural Education and the Academic Context								
1.1 The School of Architecture contributes to the academic life of UNLV.	7	28	12	1	4	52	1 1.89%	
1.2 UNLV contributes to the academic life of the School of Architecture.	2	15	18	10	5	50	3 5.66%	
1.3 The School of Architecture participates in UNLV governance.	2	10	11	6	4	33	20 37.74%	
1.4 The School of Architecture contributes to the social life of UNLV.	1	14	14	13	6	48	5 9.43%	
1.5 UNLV provides adequate academic resources for the School of Architecture.	13	17	14	5	2	51	2 3.77%	
<i>Comments: 8</i>	TOTALS						25	31 11.70%
	10.7%	35.9%	29.5%	15.0%	9.0%	100.0%		
Architectural Education and the Students								
2.1 The School of Architecture embraces cultural diversity.	19	25	7	0	0	51	2 3.77%	
2.2 The School of architecture encourages students to assume leadership roles.	12	20	15	6	0	53	0 0.00%	
2.3 The School of Architecture provides effective advising and counseling.	5	22	14	7	2	50	3 5.66%	
2.4 The School of Architecture exposes students to the national/international context of practice.	10	25	13	3	0	51	2 3.77%	
2.5 The School of Architecture assists students with their personal learning agendas.	4	20	19	8	1	52	1 1.89%	
2.6 The School of Architecture promotes a positive, tolerant, encouraging learning environment.	11	26	12	3	0	52	1 1.89%	
2.7 The School of Architecture is sensitive to the scheduling needs of the students.	2	16	15	14	6	53	0 0.00%	
<i>Comments: 3</i>	63	154	95	41	9	362	9 2.43%	
	17.4%	42.5%	26.2%	11.3%	2.5%	100.0%		
Architectural Education and Registration								
3.1 The School of Architecture provides sound preparation for internship and licensure.	2	15	24	5	4	50	3 5.66%	
3.2 The School has a solid relationship with the State Registration Board	2	8	8	1	0	19	34 64.15%	
3.3 The School provides information regarding the Intern Development Program.	8	12	15	7	3	45	8 15.09%	
3.4 The School provides information regarding professional conduct and professional ethics.	8	26	13	4	1	52	1 1.89%	
<i>Comments: 2</i>	20	61	60	17	8	166	46 21.70%	
	12.0%	36.7%	36.1%	10.2%	4.8%	100.0%		
Architectural Education and the Profession								
4.1 The School of Architecture prepares students for lifetime professional learning.	3	33	13	3	0	52	1 1.89%	
4.2 The School of Architecture provides information of the diverse types of professional careers.	6	24	15	5	3	53	0 0.00%	
4.3 The School of Architecture provides an appreciation for collaborative process.	15	18	13	5	0	51	2 3.77%	
4.4 The School of Architecture provides appreciation and understanding of allied design professions.	8	20	15	7	0	50	3 5.66%	
4.5 The School of Architecture provides guidance regarding potential conflicts between client demands and public well.	6	22	14	4	2	48	5 9.43%	
<i>Comments: 2</i>	38	117	70	24	5	254	11 4.15%	
	15.0%	46.1%	27.6%	9.4%	2.0%	100.0%		
Architectural Education and Society								
5.1 The School of Architecture equips students with an informed understanding of social and environmental problems.	8	27	11	3	0	49	4 7.55%	
5.2 The School of Architecture provides students with an understanding of the urban context or architecture.	15	26	10	1	0	52	1 1.89%	
5.3 The School of Architecture provides students with an understanding of architecture as a social art.	14	25	9	5	0	53	0 0.00%	
5.4 The School of Architecture provides students an understanding of the complex processes by the multiple stakeholders who shape built environments.	13	14	18	2	0	47	6 11.32%	
5.5 The School of Architecture provides students with an understanding of the ethical problems involved in designing for the built environment.	12	24	12	3	0	51	2 3.77%	
<i>Comments: 4</i>	62	116	60	14	0	252	13 4.91%	
	24.6%	46.0%	23.8%	5.6%	0.0%	100.0%		
TOTAL RESPONSES: 208 532 354 131 43 1268								
PERCENTAGE: 16.40% 41.96% 27.92% 10.33% 3.39% 100.00%								

DESCRIPTION OF INSTITUTION'S REQUIREMENTS FOR SELF ASSESSMENT

In 2005 the Office of the Provost developed a Policy for assessing student learning outcomes that applies to all academic units. The semi-annual assessments provide feedback to the program on the performance of its curriculum, students' satisfaction and engagement, and the program's effectiveness and impact, thereby allowing for informed decisions if a need for change is indicated.

The process requires each program to have an assessment plan on file that describes expected student learning outcomes for, or satisfaction with the program and the methods used to evaluate those outcomes. Each program is also required to file an annual report describing their assessment activities from the previous year and any changes needed, e.g., to the curriculum based on the assessment.

MANNER IN WHICH RESULTS FROM SELF ASSESSMENT ARE USED TO INFORM LONG-RANGE PLANNING, CURRICULUM DEVELOPMENT, LEARNING CULTURE, AND RESPONSES TO EXTERNAL PRESSURES OR CHALLENGES TO INSTITUTIONS.

The School of Architecture benefits from a relatively small faculty that has exhibited a timeliness and responsiveness of its actions to critical external issues, such as budget, or to the range of assessment sources that inform pedagogic structure and curriculum planning. Working within the framework of the University Mission, the School of Architecture develops strategic plans based upon the School Mission and the goals and objectives outlined in I.1.1 and in response to self and external assessment data. In response to available self assessment and review, the following Mission objectives the School of Architecture has enacted the following:

Objective: **Create a student centered learning environment.**

Assessment Source: NAAB Resources & Accreditation Visits, Internal Faculty Assessment, Student Focus Group, Student Course Evaluation Forms

Strength: Faculty Resources, Faculty interest and expertise to lead topical investigations. Changing student demographic from part time to full time enrollment.

Challenges: Upper Division studio credit load impedes scheduling topical studios, faculty assignments, and faculty rotation to develop architecture electives, student culture unfamiliar with seminar courses and topical investigations.

Opportunities: Faculty connections outside of School of Architecture plus interest from colleagues outside of program on campus or at other Institutions interested in partnered investigations. Improved connectivity in the School supports distance education or collaborative studies.

Actions: **Accomplished Fall 2009**

- Establish student choice through Topical lines of investigation.
- Establish three studio options in Fourth Year Studios
- School led exposure to architecture in the region – School organized class trips.

Accomplished Fall 2010

- Introduction of Graduate Concentration Tracks
- Introduction of a coordinated curriculum
- Matched faculty/faculty resources to student enrollment, improved student teacher ratios.

- Vertical studios introduced between terminal undergraduate and graduate studios.

Objective: **Support faculty and staff to encourage the development of innovative approaches to teaching, learning, research and administration.**

Assessment Source: Annual Faculty Performance Evaluation, Self assessment

Strengths: Support of School and College Administration, Investment in technology to support innovation, opportunities for release time.

Challenges: Perception that resources are unavailable and reliance on traditional academic methods for the development of innovative approaches.

Opportunities: The University encourages the entrepreneurial actions of its faculty and openly supports initiatives that find opportunities for the expansion of intellectual capital through non-traditional resources or academic alignments.

Action:

- Continued support for existing initiatives
- Long term planning of student and faculty resources to adequately support the viability innovations such as the concentration tracks.
- Enhance student recruitment based on innovations such as the concentration tracks or labs, such as LIME
- Increase grant support for non-traditional opportunities.

Objective: **Increase scholarly productivity to contribute to the profession at large as well as increase the profile of the program nationally.**

Assessment Source: Self Assessment, Annual Faculty Performance Review

Strength: Faculty engaged in research or related studies

Challenges: Faculty teaching workload and large faculty service requirements

Opportunities: Curriculum revision resolves many workload issues, improved class scheduling and class sizes supports faculty time for research and productivity, open position for Associate Director of Research in School of Architecture

Action: Ongoing

- Faculty search to fill Associate Director of Research
- Support release time for faculty research projects

Objective: **Manage faculty resources and enrollment to achieve excellence.**

Assessment Source: University Budget Projections, NAAB Accreditation Visits, External Program Review, Faculty Assessment

Strength: Departmental control of enrollment and progression standards following first year studies, faculty support for change.

Challenges: University open enrollment to architecture for incoming freshman leads to overly large class sizes, growth model of University planning favors large class sizes, tradition of enrollment model requiring highest faculty demands in first two years of undergraduate program.

Opportunities: Redistribution of faculty to upper division and or graduate program supports development of concentration studies or topical investigations. Redistribution of faculty resources allows for faculty efforts to be directed to students with high probability of graduating from program.

Actions: Accomplished Fall 2010

- Limit Second Year Enrollment (GPA Based)
- Increase admissions to upper division to support three studio sections (as opposed to two)
- Introduce Topical Investigations in Fourth Year Studios
- Realign Upper Division Courses to support greater collaboration across courses.
- Concentrate Gen-Ed courses, hence University wide resources, in first two years of study.

Objective: **Employ methods to sustain the multicultural enrollment of the school.**

Assessment Source: University Office of Research and Planning, University Diversity Initiatives

Strength: Significant multicultural enrollment in Program and University, successful multicultural graduates of program active in the profession.

Challenges: Impact of economy on multicultural population base in Nevada, challenges to ESL students to excel in program's language intensive courses, percentage of women students in program not equal to University enrollment.

Opportunities: Improve recruitment efforts and program visibility, improve advising efforts to address ESL issues earlier in student's progress.

Action: In Planning

- Establish cogent recruiting effort and supporting materials
- Establish summer design camp for high school students interested in architecture
- Establish greater connection with Clark County School District High Schools
- Establish regional university contacts to better promote the school to prospective graduate students

Accomplished Fall 2009

- Launch UNLV School of Architecture Facebook to communicate the activities of the School and its diversity

Accomplished Fall 2010

- Launch UNLV School of Architecture Website to improve image of the School and to better serve dissemination of information to prospective students of the programs activities and student character.

Ongoing

- Proactive advising, in conjunction with College of Fine Arts Advising, to improve the success of ESL students.

Objective: **Create a working and learning environment that encourages excellence, innovation, creativity, ethical behavior and reflection.**

Assessment Source: Faculty self assessment, External peer review, NAAB Accreditation Teams

Strengths: Motivated faculty interested in creative curriculum, facility resources, entrepreneurial spirit of the University

Challenges: Studio culture based in commuter student base, excellence or innovation not always visible to other students or faculty as it leaves with the student

Opportunities: Shift in studio culture and development of class cohorts should enhance esprit de corps, new faculty hires

Action: Ongoing

- Several material and scheduling resources have been put in place to positively enhance the dynamic of the school. Individual faculty have taken advantage of both new equipment and new pedagogic platforms to engage the students in efforts that have been notable for the experience as well as the outcome, e.g., the success of the Theater Design studio (F2009) that had students receive be honored as both finalist and honorable mention. These structures should continue to enhance the structure of the program in the future.

Objective: **Serve the State of Nevada through faculty and student service efforts.**

Assessment Source: University Objective, Faculty self assessment

Strength: Downtown Design Center engaged in Community Outreach Efforts, Landscape Architecture Program engaged in numerous public outreach efforts, NEAT Lab serves advisory function for regional agencies and local professionals.

Challenges: Faculty resource management, student participation, funding

Opportunities: Continued Downtown Design Center relationship with City of Las Vegas, Planned Education Facility Concentration track relationships with state depts. of education, and governmental agencies.

Action: Ongoing

- Seek funding to support outreach activities.
- Identify opportunities for specific areas of service and timelines for action.

Objective: **Collaborate with Landscape Architecture, Interior Architecture, and other programs within the University to create multidisciplinary and collaborative learning opportunities and enhance scholarly research productivity.**

Assessment Source: NAAB Visiting Teams, Council of Excellence, External Peer Review, Faculty Self Assessment

Strength: Three programs located in School of Architecture and sharing facilities

Challenges: Differences in individual program curriculum make it difficult to coordinate collaborative projects.

Opportunities: Multidisciplinary concentration tracks and topical studios create opportunities for collaboration between programs.

Action: Ongoing

- Downtown Design Center/Urban Sustainability initiative involves Landscape Architecture and Architecture students
- The Hospitality Design (Entertainment Architecture) Concentration engages The College of Hotel Management, the College of Engineering, and the Department of Theater.

- A planning study for an Educational Facility Design and Research Concentration engages the College of Education.
- The Building Systems and Sustainability Research Concentration engages the College of Engineering and the School of Construction Management.

Objective: **Collaborate with programs off campus to create collaborative and multidisciplinary learning opportunities that build regional or global awareness and enhance the profile of the School.**

Assessment Source: Faculty self assessment, External peer review

Strength: Faculty connections, Las Vegas and southern Nevada as a laboratory, ease of travel, technology resources of School of Architecture.

Challenges: Coordinating efforts within diverse curriculum, scheduling, developing funding to support projects or collaborations.

Opportunities: Programs or facilities in the School of Architecture such as the NEAT Lab, LIME, or the Concentration and Topical studios provide a ready platform for collaborations between universities or between university and industry/client organizations.

Action: Ongoing

- The School has a growing record of collaborative efforts either through the Downtown Design Center, or through the Topical studios as with the UNLV/University of Kentucky Complimentary studio. Planning is currently underway for several such efforts building on the knowledge gained from previous efforts and newly expanded capacities in the School of Architecture to support live web conferences.
- The NEAT Lab has recently signed a cooperative agreement to do research in sustainable architecture with the Politechnic University of delle Marche, Italy and with the National Autonomous University of Mexico

Objective: **Commit to the communication and dissemination of student work and faculty scholarship to promote ongoing efforts.**

Assessment Source: Faculty self assessment, Annual Faculty Review

Strength: Faculty and Students presently engaged in work or activities of merit, Resources to support dissemination of scholarship and work.

Challenges: No faculty or administrative staff assigned to oversee dissemination efforts.

Opportunities: Grants received to support publication or dissemination, Associate Dean for Research in School of Architecture position included in ongoing faculty searches. Investment in internet resources.

Action: Ongoing

- School of Architecture Facebook Site
- ACSA Representative goal for newsletter content per issue.
- Grants received in support of publishing efforts
- New School of Architecture website and branding effort.

Objective: **Educate students to be enlightened architects, committed to life long learning, informed critics of relevant issues, and fluent in the tools and skills necessary to lead in today's competitive environment.**

Assessment Source: Faculty self assessment, Curriculum Committee, External peer review, Council of Excellence review.

Strength: Motivated faculty engaged in practice or in critical social issues of the region, facility resources

Challenges: Self assessment models do not match expectations of this objective or the concentration track structure.

Opportunities: The curriculum as it has been reorganized stress coordination between courses and disciplines and the transference of ideas. This builds in students the awareness that the discipline is broad as well as connected. Multidisciplinary structure of the concentration track structure supports the education of students who have a deeper understanding of critical issues related to their interests as well as in perspective of those outside the discipline. As leaders in their own investigations with other scholars, students are prepared to be team oriented and familiar with the skills for team leadership.

Action: Ongoing

- Develop self assessment tools matched to the coordinated curriculum as well as the concentration tracks:
 - Coordinated Curriculum – targeted 2010
 - Concentration Tracks – Planning

Accomplished 2009 - 2010

- Upper Division Portfolio submissions revised to include student self assessment through a written description of how each project reinforces a curricular learning objective.
- Revised requirements for end of the semester portfolios summarizing and assessing their own body of work.
- Final exams in the foundation program have students reflect on course content and their own academic growth through a repackaging of semester work similar to course folders collected in other classes.
- Instituted End of Semester Review

I.2. Resources

1.2.1 Human Resources and Human Resource Development

During the past several years the State of Nevada experienced considerable financial hardship and this in turn has affected UNLV. Like many institutions around the country, these economic pressures have resulted in faculty and staff furloughs, salary reductions as well as program eliminations. During this trying time the School of Architecture has improved its efficiency while making significant program improvements and has managed to make modest increases in overall funding. This is a testimony to the support we have received from the university's administration, the hard work and determination of the faculty/staff as well as the generous support of the professional community.

In these difficult times the School of Architecture was the only unit at UNLV that was given permission to proceed with four full-time tenure/tenure track hires. Two of these positions are at the Associate level and could possibly come with tenure. These searches are currently in full swing and we hope to have several of our contracts signed by the time of the NAAB visit.

It should be pointed out that the School of Architecture houses three accredited programs in Interior Architecture, Landscape Architecture and Architecture within a collaborative environment. All resources are shared among these three programs which makes it impossible to isolate expenditures for individual programs. However, Architecture is the largest program in the School of Architecture and serves over 80% of its students.

The School of Architecture currently employs a total of 15 full-time faculty, between 16-18 part-time instructors, 2 administrative assistants, 9 graduate assistants and 6 student workers. We receive additional administrative/technical support from the College of Fine Arts Office and Advising Center as well as the University Library and Office of Information Technology.

The standard faculty work load is 9 credit hours of teaching and 3 credit hours of service each semester. At current staffing levels we are able to offer the full undergraduate and graduate architectural curriculums with the flexibility to offer up to 5 architecture electives each semester. Enrollment in Upper Division and Graduate level courses are quite small but are capped at 50 students per lecture, 16 students per studios and 20 students per seminar/elective.

Although the structure in place is very efficient, there are opportunities for faculty to be granted release time for administrative duties as well as to pursue research and creative activities. For example a total of 27 credit hours of release time was granted this past academic year 9 of those hours were for research and creative activity. Our budgeting structure also accommodates sabbatical leaves. In fact one of our faculty members recently returned from a year long sabbatical in Mexico City.

Faculty and students are also able to apply for travel funds from the University and the College of Fine Arts. The chart presented earlier in this section shows the amount of travel funds obtained each year from these two sources. The School of Architecture augments these travel dollars through funds generated from our endowment accounts.

Faculty and Staff are regularly made aware and take advantage of training opportunities on and off campus. In addition to expected professional and academic meetings and conferences there are a vast array of conferences and conventions held in Las Vegas every year. Other opportunities include AIA continuing education, LEED/sustainable training and software training. Faculty and staff also have the opportunity to take courses at UNLV for free. We currently have an administrative assistant pursuing a degree in education at UNLV and a faculty member pursuing a PhD. Staff are also able to take advantage of numerous training opportunities through the University's Staff Development Office.

The School of Architecture has maintained an IDP Coordinator for the five years since the last accreditation visit. Up until this summer, that position was filled by Professor Michael Alcorn who taught our professional practice courses. Our current IDP Coordinator is Professor Glenn Nowak. Just as Professor Alcorn, Professor Nowak attends the IDP Coordinators training each year. Nowak teaches in our foundations courses where he makes all our students aware of the licensure process and the role IDP plays in that process. In addition Professor Nowak is very active in the local AIA's Young Professionals Organization. This information is reinforced in our professional practice courses currently being taught by visiting professor Jess Holmes, FAIA.

Tenure Requirements and Processes are outlined in the School of Architecture By-Laws. (A copy of the School By-laws are included in the appendix of this document.) School policies are in compliance with the University and College of Fine Arts tenure requirements. The university bylaws can be viewed at http://facultysenate.unlv.edu/common_files/T5-CH06---University-of-Nevada-Las-Vegas.pdf and the College Bylaws have been included in the appendix of this document.

UNLV is an Equal Opportunity Affirmative Action Employer Committed to Achieving Excellence Through Diversity. For more detailed information visit: <http://www.unlv.edu/about/statements.html#tagline>. The School is in compliance with all these policies, commitments and initiatives.

UNLV student admission policy, requirements and procedures are outlined online: <http://www.unlv.edu/admissions/>. State law requires the School of Architecture to have open enrollment in the first year of our undergraduate programs. Enrollment in the second year of the Undergraduate Architecture program is limited to 60 students and is competitive based on UNLV cumulative GPA. Upper Division (3rd and 4th year) enrollment is limited to 39 students and is based on GPA, a written essay and portfolio review. Applications into Upper Division are reviewed by The undergraduate coordinator and the School's Admissions and Recruitment Committee.

Graduate Student enrollment is competitive and is based on GPA, GRE Scores, statement of intent, portfolio review and two letters of reference. Applications are reviewed by the Graduate Coordinator and the School's Admissions and Recruitment Committee. Minimum requirements include an accredited undergraduate or graduate degree from a university recognized by UNLV, an undergraduate GPA of 3.0 or higher, GRE scores of 410 (verbal) and 430 (quantitative) with a cumulative score no less than 850. International students must have a TOEFL score of 550 (written) or 213 (computerized).

FACULTY STAFF WORKLOAD FOR PREVIOUS TWO ACADEMIC YEARS

Follows on subsequent pages.

UNLV School of Architecture
 Matrix of Faculty Credentials
 FALL 2008

Faculty	Expertise	AAAD 180	AAAD 201 & 201D	AAAD 223	AAAD 265	AAAE 100	AAAD 280	AAAE 380	AAAE 440/540	AAAE 451/651	AAAE 455/655	AAAE 460/660	AAAE 480	AAAE 711L	AAAE 713L	AAAE 770	AAAE 771L	AAAE 789	AAAE 790	ABS 321	ABS 332	ABS341	ABS441	
Al-Douri, Firas																								
Alcorn, Michael		x							x															
Andrews, Brian							x				x	x												
Barry, Jay														x						x				
Chaddick, James							x																	
Chenin, Daniel							x																	
Dorgan, Robert																		x						
Fernandez, Alfredo																			x		x			
Hale, Randall			x																					
Holmes, Jess								x							x		x							
Kemner, Kevin								x		x														
Nowak, Glenn						x	x																	
Palumbo, David						x	x															x	x	
Ray, Harry													x											
Palumbo, David																						x	x	
White, Janet			x																					
Tracy, Robert										x														
PTI		x		x																				

UNLV School of Architecture
 Matrix of Faculty Credentials
 Spring 2009

Faculty	Expertise	AAAD 182	AAAD 201	AAAD 223	AAAD 265	AAAE 100	AAAD 282	AAAE 382	AAAE 456/656	AAAE 481	AAAE 482	AAAE 712L	AAAE 714L	AAAE 756	AAAE 772L	AAAE 790	AAAE 791	ABS 322	ABS 331	ABS341	ABS440/640	ABS 741		
Al-Douri, Firas										x														
Alcorn, Michael						x																		
Andrews, Brian		x				x					x													
Barry, Jay																			x					
Chaddick, James		x					x																	
Chenin, Daniel		x																						
Dorgan, Robert											x							x						
Fernandez, Alfredo																x			x					
Gay, Jacob					x																			
Hale, Randall				x																				
Holmes, Jess								x					x		x									
Kemner, Kevin		x						x																
Nowak, Glen		x			x		x																	
Ortega, Daniel		x																						
Palumbo, David																					x	x	x	
Ray, Harry											x													
White, Janet			x						x															

UNLV School of Architecture
 Matrix of Faculty Credentials
 FALL 2009

Faculty	Expertise	AAAD 180	AAAD 201&201D	AAAD 223	AAAD 265	AAAE 100	AAAD 280	AAAE 380	AAAE 440/540	AAAE 451/651	AAAE 455/655	AAAE 460/660	AAAE 480	AAAE 711L	AAAE 713L	AAAE 770	AAAE 771L	AAAE 789	AAAE 790	ABS 321	ABS 332	ABS341	ABS441
Al-Douri, Firas											x	x				x							
Alcorn, Michael									x									x					
Barry, Jay																				x			
Chaddick, James																							
Chenin, Daniel						x																	
Dorgan, Robert												x						x					
Fernandez, Alfredo	sabbatical																						
Gregory, Drew						x							x										
Hale, Randall			x																				
Holmes, Jess							x								x		x						
Kemner, Kevin						x	x		x														
Newman, Kirsten					x																		
Nowak, Glen		x																					
Oakley, Deborah																						x	x
Quan, Kevin					x																		
Ray, Harry																							
Rhoads, Jeffrey						x																	
Rineer, Joy							x																
Siveiro, Ida			x																				
Tracy, Robert										x													
White, Janet			x																				

UNLV School of Architecture
 Matrix of Faculty Credentials
 Spring 2010

Faculty	Expertise	AAAD 182	AAAD 201	AAAD 223	AAAD 265	AAAE 100	AAAD 282	AAAE 382	AAAE 456/556	AAAE 481	AAAE 482	AAAE 712L	AAAE 714L	AAAE 756	AAAE 772	AAAE 790	AAAE 791	ABS 322	ABS 331	ABS341	ABS440/640	ABS 741	ABS 332	
Al-Douri, Firas									x	x														
Alcorn, Michael													x											
Schmidt, David																								
Barry, Jay																		x						
Chaddick, James																								
Chenin, Daniel						x																		
Dorgan, Robert										x							x							
Milburn, Lee-Anne																x								
Hale, Randall			x																					
Homes, Jesse															x									
Kemner, Kevin							x			x														
Nowak, Glen		x				x																		
Ortega, Daniel																								
Oakley, Deborah																					x	x	x	
Ray, Harry										x														
White, Janet			x				x	x																
Neuman, Kirsten				x																				
Phillips, Mark					x																			
Strodl, Jason						x																		
Rhoads, Jeffrey						x							x											
Rineer, Joy							x																	
Baird, David												x												
Butler, Javid																								x

I.2.2. Administrative Structure & Governance

PROGRAM ADMINISTRATIVE STRUCTURE

The School of Architecture is located in the College of Fine Arts. The other academic units of the College of Fine Arts include the Departments of Art, Music, Theater, Dance, Film and the UNLV Performing Arts Center.

The organization of the School is outlined in the By-Laws written in 1996 upon assignment to the College of Fine Arts. The By-Laws were last amended in academic year 2009-2010. The administrative structure of the School is as follows:

DEAN, COLLEGE OF FINE ARTS

The Dean of the College of Fine Arts, appointed by the President of the University upon the recommendation of the Senior Vice President and Provost, is the chief administrative officer of the College and a University administrator serving on the Council of Deans. The Dean is responsible for the leadership, management and administrative activities of the College including, but not limited to the following areas: (1) Formulation, interpretation, and application of policies; (2) Preparation and allocation of budget; (3) Oversight of fiscal matters; (4) Short and long range planning; and (5) Selection, management and evaluation of personnel.

The Dean defines the vision and mission of the College and chairs the College Executive Committee composed of the six department chairs and directors of the College and one at-large elected member. The Dean of the College serves as a liaison for the School of Architecture, developing mutually productive relationships with the College, the campus, the community and other architectural institutions throughout the country. The Dean serves as an ad hoc member of the School of Architecture Advisory Board.

DIRECTOR, SCHOOL OF ARCHITECTURE

The Director of the School of Architecture is appointed to a three-year term by the Senior Vice President and Provost upon the recommendation of the Dean. The Director is responsible for the daily administration of the School. The duties of the Director include but are not restricted to the following: (1) Matters of curriculum; (2) Class schedules; (3) Accreditation compliance; (4) Fiscal management of the School; (5) Office management and routine School administration. In addition, the Director coordinates the work of School committees, graduate and undergraduate coordinators, program coordinators, student counseling and special events of the School.

GRADUATE COORDINATOR

The Graduate Coordinator is appointed to a three-year term by the Director. While not mandatory, it is customary that the faculty vote to approve this appointment. The duties of the Graduate Coordinator include but are not restricted to the following: (1) Coordination of the graduate curriculum, written theses and final applied design projects; (2) Management of the graduate admissions; (3) Monitor students' progress through the graduate program; and (4) Serve as liaison for the graduate program with the graduate college administration and graduate college committees.

UNDERGRADUATE PROGRAM COORDINATORS

Program Coordinators, Pre-Professional, Architecture, Landscape Architecture and Planning, and Interior Architecture and Design, are appointed for three-year terms by the Director. While

not mandatory it is customary that the faculty vote to approve these appointments. Their selection is guided by evidence of demonstrated competence in the professional practice in their respective disciplines. The duties of the program coordinators include but are not limited to the following: (1) General administration of the program; (2) Recruitment of part-time faculty; (3) Student advisement; (4) Curricular review and revision; (5) Program compliance with accreditation standards; (6) Representation of the program both on and off campus.

DIRECTOR OF STUDENT ADVISING

The College of Fine Arts Student Advisor is located in the College of Fine Arts Advising Center. The advisor is responsible to advise and counsel first year student helping them in their consideration of architecture, interior design and landscape architecture as majors and assist them to understand school policies and academic progress requirements.

STANDING COMMITTEES

As provided by the By-Laws of the School of Architecture, the following are standing committees of the School of Architecture:

Executive Committee

Functions: Oversees School-wide planning, administration, and policy implementation, including academic and budget planning, annual School master calendar, and space allocations. Makes recommendations on the School's budget to be forwarded through appropriate channels to the Provost according to the UNLV Bylaws (Chapter II, Section 7). Oversees maintenance and revision of the SoA Bylaws as needed.

Curriculum

Functions: Fosters the orderly development of course offerings and new curricula in the School. Initiates requests to the faculty for the development of proposals related to curricular issues. Establishes procedures to align and realign the curriculum with the School's mission and goals. Reviews course and curricular modification generated by the programs. Studies proposals for new degree offerings and makes recommendations to the Director, with appropriate justifications, for forwarding such proposals to the University Curriculum Committee, the Graduate College Curriculum Committee, and where appropriate, the University Priority and Program Review Committee and the Graduate College Program Evaluation Committee. The School Curriculum Committee chairperson shall distribute and agenda item to the Director and the School faculty at least one week proper to each faculty meeting at which a curriculum action is to be proposed.

Admissions and Recruitment

Functions: Proposes admissions policies for programs and coordinates undergraduate student advisement. Administers the School admission processes. Reviews nominations for School awards. Develops and maintains policy regarding the awarding and assignments of graduate student assistantships. Reviews promotional materials describing School programs and events.

Exhibitions/Lectures and Library

Functions: Develops policy and guidelines pertaining to the use of SoA exhibition spaces. Plans and coordinates yearly exhibition schedule, including the solicitation and jurying of exhibition proposals, and the mounting and dismounting of exhibition materials. Administers lecture and exhibition budgets. Organizes and administers the Klai:Juba lecture series. Advises and makes recommendations to the Architecture and/or University library with respect to collection development, services, long-range plans, library instruction, fund raising, policies and procedures.

Academic Standards, Assessment, and Accreditation

Functions: Develops and administers a procedure for the assessment of School performance relative to the Mission Statement of the School; NAAB, LAAB, and CIDA accreditation; criteria specific annual goals as set by the School; and other goals and objectives delineated by the School Director and faculty. A written report of the findings generated by the self-assessment procedure shall be produced at the end of each academic year accompanied by recommendations for the following academic year. Performs functions prescribed by the University Academic Standards Committee or by vote of the School faculty. Initiates and considers recommendations concerning the academic standards of the School. Hears individual student appeals and grievances relative to academic standards and requirements. Provides recommendations to the Director concerning appeals and hearings

Personnel

Functions: Recommends to the Director individual faculty members for merit and/or equity salary increases in accordance with guidelines in the UNLV Bylaws (Chapter III, Section 10). Evaluates faculty performances with respect to service, creative work, research productivity, teaching effectiveness, and professional growth. Develops and periodically revises criteria for the qualitative and quantitative evaluation of faculty with respect to promotion and tenure decisions. Tenured members provide recommendations to the Director with respect to all requests (including appeals) by School faculty for tenure, promotion in rank, and midtenure reviews.

Technology and Applied Science Support

Functions: Oversees the digital and other technology requirements of the School. Coordinates the contribution of technologies to the mission of the School. Assesses, collects and reviews the technology requirements of students, faculty and staff. Provide recommendations to the Director and School faculty regarding future needs and the utilization of School's technological resources.

COMPARISON WITH OTHER UNLV PROFESSIONAL PROGRAMS

Other professional programs comparable to architecture (professions requiring registration or licensure) at UNLV include the following:

Engineering: Engineering programs are located in the College of Engineering. Programs include Civil and Environmental Engineering, Mechanical Engineering, Electrical and Computer Engineering. Construction Management is also located in the College of Engineering. The College is headed by the Dean of Engineering and each program is a department headed by a chair.

College of Engineering:	744.73 FTE students
(2008 - 2009)	59 FTE Faculty
	12.6:1 FTE Student/FTE Faculty Ratio

Nursing: Nursing is located in the College of Health Sciences along with Health Physics, Kinesiology, and Physical Therapy. The College is headed by a Dean and each program is a department headed by a chair.

School of Nursing:	321.43 FTE students
(2008 – 2009)	32 FTE Faculty
	10:1 FTE Student/FTE Faculty Ratio

Law: The William S. Boyd School of Law is headed by a Dean.

Boyd Law School: n/a FTE Students
 35 Faculty
 n/a Student/Faculty Ratio

Social Work: Social Work is a School located in the Greenspun College of Urban Affairs along with professional programs in Counseling, Criminal Justice, Public Administration, and Environmental Science. The College is headed by a Dean and each program is headed by a director or chair.

School Social Work: 247.0 FTE Students
(2008 – 2009) 9 FTE Faculty
 27.4:1 FTE Student/ FTE Faculty Ratio

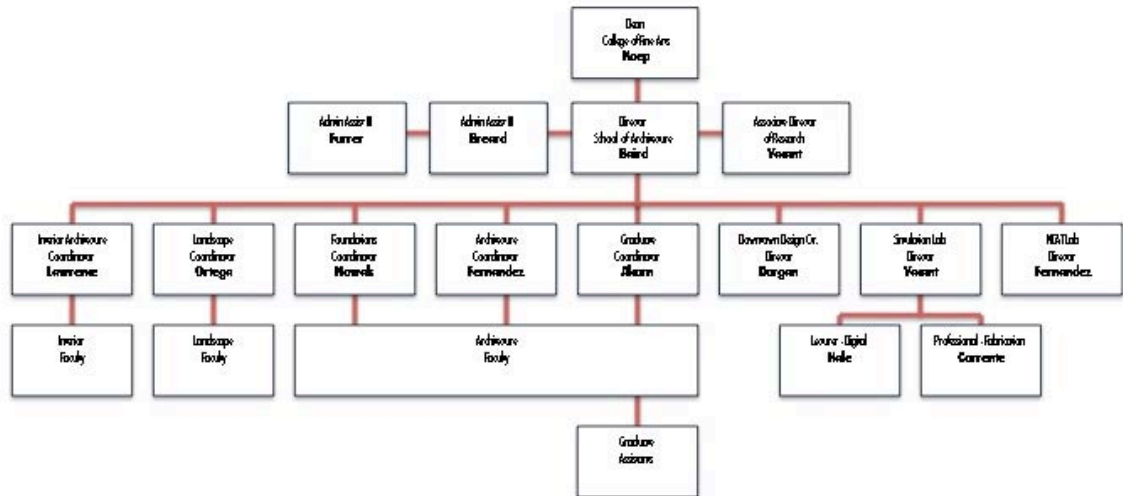
OTHER DESIGN PROGRAMS LOCATED IN THE SCHOOL OF ARCHITECTURE

Other programs in the UNLV School of Architecture include professionally accredited baccalaureate degree programs in Landscape Architecture and Interior Architecture and Design which lead the Bachelor of Landscape Architecture (B.L.A.) and the Bachelor of Science in Interior Architecture and Design, respectively. The School also is home for the Regional and Urban Planning Program but the program is inactive due to lack of resources. These programs share space within the facilities of the School, provide elective offerings for architecture students and expose architecture students to alternative professional viewpoints regarding the nature of design. Most importantly, however, the coexistence of the allied design programs with Architecture in the School has expanded opportunities for a truly multidisciplinary study of design. Upper level design students may elect to take one of their upper division studios in another design concentration.

The School is structured to provide students opportunities for multidisciplinary design. The School encourages multidisciplinary design projects and design charettes. Currently, the Downtown Studio is a multidisciplinary design class composed of Architecture and Landscape Architecture students studying the urban core and the redevelopment of downtown Las Vegas. The student organizations, AIAS, ASLA and ASID, and NOMA share office space in the School and plan multidisciplinary social and professional events.

SCHOOL OF ARCHITECTURE ORGANIZATION CHART

School of Architecture Organization Chart 2009



I.2.3. Physical Resources

Since Fall Semester 1997, the School of Architecture has occupied the Paul B. Sogg Building, a 76,000-square foot facility on the south end of the UNLV campus, on Brussels Street at Tropicana Avenue. Designed by Las Vegas architects Swisher-Hall, the Sogg Building contains an architecture library, design studios, technical shops, computer laboratories, classrooms, exhibition and meetings space, and offices for faculty and administration. During 2004, a 7,000 square foot expansion containing graduate studios, a classroom and critic space was constructed on the west side of the building facing Brussels Street.

In addition to the Sogg Building on Campus the School maintains a vibrant Downtown Design Center (DDC). The Downtown Design Center leases approximately 5200 sq. ft. of space in the renovated Fifth Street School, a 1936 Spanish Mission style grammar school in downtown Las Vegas. Renovations of the Fifth Street School were completed in August 2008, with our first classes and public events offered in the fall semester 2008. UNLV has a five-year lease with the city, with an option for a second five years, approved by the Board of Regents, at the cost of \$1 per month, plus a share of the buildings utility and service costs. Other tenants at the Fifth Street School include the Nevada School of the Arts, the American Institute of Architects - Las Vegas Chapter, and the City of Las Vegas Department of Cultural Affairs.

UNLV's space at the Fifth Street School consists of two dedicated studio spaces accommodating 12-15 design students each, one conference/seminar room holding approximately 25 people, and one office suite for a staff of up to five. The School's gymnasium has been converted into a 300 seat auditorium, and the locker rooms have been reconfigured as a gallery space. Both the auditorium and the gallery are shared by all four tenants at the Fifth Street School, and host a variety of public events in downtown Las Vegas.

Design Studios

Undergraduate studios for all the design programs of the School of Architecture are located on the second floor of the Sogg Building. Just over 20,000 square foot of loft type space has been divided into three interconnected areas. The two studio spaces, 7,252 and 9,102 square feet contain approximately 175 workstations with drawing boards and layout tables studios are equipped with outlets and a robust wireless network that allow students to access the internet as well as peripherals such as printers, plotters and a recently installed rendering farm.

Four graduate studios are located in the new addition to the west side of the building. Each of the approximately 1,000-square foot studios open into a two-story critique space. That has been wired for a smart screen and video wall. (see sheet for future plans for this space)

Mixing Room

Located between the two studio spaces is a 6,096 square foot sky-lit critique space called the *Mixing Room*. This room is equipped with pin-up space as well as 4 smart screens which are used for announcements, exhibits, presentations and project critiques. The mixing room is a flexible, multi-use space used for circulation and available for juries, all-school meetings, group projects, spontaneous events, and design charettes. (see sheet for future plans for this space)

At the north end of the *Mixing Room* is a kitchen area. Future plans for this space include a student operated store and lounge. (see sheet that describes future plans)

Classrooms

Four classrooms are located on the first floor of the Sogg Building. The larger classroom, adjacent to the building lobby, is a two-story space with moveable tiered auditorium seating for 130 students. This classroom is equipped with sound, computer, and audio-visual equipment. When the tiered seating is collapsed the room becomes a 1,500 square-foot multi-purpose space. Located immediately outside is a walled garden used for outdoor receptions and School social events.

Two smaller classrooms, equipped with conventional tablet-arm chairs, accommodate 55 students each. Like the larger classroom, these rooms have computerized audio-visual capabilities. Two seminar rooms located in the Architecture Studies Library and the conference room in the School's main office (wired for smart screen technology) are regularly scheduled for smaller classes, discussion groups, and seminars.

Our fourth classroom was recently renovated space and is considered part of our Simulation Lab. This classroom is designed for laptop instruction and equipped with state-of-the-art audio visual, video conferencing, and interactive instructional capabilities. This classroom can accommodate 48 students at one time. Furnishings are moveable allowing the room to be used for course instruction as well as workshops and conferences. The south end of the Lab currently houses the plotters, printers and rendering farm. (please see sheet that describes recent renovations).

Simulation Lab.

The Simulation Lab (SimLab) has combined two previously separate Labs. Today construction/fabrication is inexorably linked to digital representation and simulation. The distinctions that once existed between these two areas are being blurred. This combined lab retains its teaching mission and continues to be a resource for students and faculty. However, it has an additional mandate to pursue research grants as well as grants for acquisition of new equipment. When needed, the SimLab can partner with other Labs and the Downtown Design Center on grants and funded projects.

The SimLab has two sides a “clean” side that houses digital and communications technology and the “dirty” side that holds the fabrication equipment. The “clean” side houses the smart classroom described in the Classroom section.

The “dirty” side is equipped with woodworking equipment (saws, planers, sanders), metal working equipment (arc welders, soldering equipment), as well as hot wire for foam and cardboard. A computerized laser cutter enables students to use their CAD drawings as model templates for cutting wood, plastic, cardboard. The 1,800-square foot model shop also has a supervisor’s office and a model storage room. Newly acquired equipment include a 4’ x 8’ bed, 3-axis, CNC milling machine as well as a 4’ x 8’ bed laser cutter. This side of the SimLab has direct access to the Building Yard described below.

Natural Energies Advanced Technologies (NEAT) Lab

The NEAT Laboratory consists of both outdoor and indoor facilities to conduct its research and pursue its mission. The outdoor test area is located in the Building Yard on eastside of the Sogg Building and houses prototypes to investigate the performance of green roofs, roofponds, and thermal insulation materials. The outdoor test area also has a complete outdoor weather station.

The laboratory’s indoor facilities include the main laboratory space and a small office. The main NEAT laboratory space consists of three separate areas: The Classroom space (capacity 15 students), the Heliodon (sun simulator) with digital video-recording capabilities and Graduate student workstations (3 desks each with a computer).

The small office within the NEAT laboratory is shared by the NEAT laboratory director, any faculty doing a research stay in the laboratory, and the Graduate Assistant in charge of teaching the laboratory sections of ABS 331 and ABS 332. The office is also used to store the building science equipment and sensors (worth \$60,000 U.S.D.) used both in the ABS courses and in experimental research projects. More information regarding the NEAT laboratory may be found at www.unlv.edu/labs/neatl.

Building Structures Lab

The Building Structures Laboratory represents an important facet of the demonstrative and experimental components of the building science courses. The objectives of the laboratory are to complement the sequence of two structures courses currently being taught in the 4+2 and 3+ programs, by introducing students of architecture to illustrative experiments on the behavior and characteristics of traditional as well as innovative construction materials, structural components, and simple structural systems. The laboratory additionally provides tools for graduate students pursuing research interests in the areas of construction technologies and structural systems. In order to achieve these objectives, it is equipped with a 55-kip (244-kN) static testing machine, a data acquisition system, strain gauges, extensometer, a steel reaction frame with a 25-kip (111kN) capacity manual hydraulic ram, and miscellaneous laboratory tools.

Building Technologies Lab

This Lab will be developed and operated by one of our new hires. This Lab will likely be used

for instruction in our two building technology courses and possibly for design-construct projects. The Lab has direct access into the Build Yard. The vision for this Lab will be fully flushed out once we secure a full-time faculty to teach our building technology courses.

Laboratory for Innovative Media Explorations (LIME)

Photo Lab

The Photography Studio is approximately 160 square feet. It provides students and faculty lighting, stands and props, filters, other equipment to photograph and document models and drawings.

Computer Labs

Located on the South end of the building on the first floor are two computer labs operated and maintained by UNLV Office of Informational Technology. They both are equipped with 24 workstations and a teaching station.

Room 172 initially designed and outfitted by the School of Architecture, but is now managed by the Office of Information Technology, a campus organization that supports and maintains computing labs and the campus network system. This lab has 25 Apple iMac systems, with Intel Core2 Duo processors each with 24" color monitors, 4 GB of RAM, DVD Super Drives, 500 GB hard drives and iSight cameras and running Apple's Bootcamp software which allows the students to work in either Mac OS 10.6 or Windows 7. Each system is equipped with AutoDesk software including Auto CAD, Revit Architecture v.10, 3D Studio Max 9. There is also latest release of Graphisoft ArchiCAD v.14. ARC GIS 9 which also supplies multiple softwares, Arc Globe, ArcMap, Arc Reader and Arc Scene. AGI 32, a lighting software, Google SketchUp 8 Pro and the Adobe Creative Suite 5, which includes Adobe Photoshop, Illustrator, InDesign, Bridge, Acrobat 9, Dreamweaver and Flash. Last but not least the Microsoft Office 2010 is also installed and includes Access, Excel, Outlook, PowerPoint, Outlook, Publisher and Word. Nearly each workstation has a color scanner. Some of which are capable of scanning up to 8.5" x 14" and others that my scan up to 11"x17". Within this lab there is also a large format scanner capable of scanning documents up to 48" x 100". There are three output printers, two b/w HP LaserJets, an 8150 and a 9050 both capable of printing up to 11"x17" documents. Finally. There is an HP Color LaserJet 5550 which produced fast 4 color laser prints up to 11" x 17".

Room 179 is similar to the CAD Lab, it too has 25 Apple iMac systems, but the cpu's are the new Intel Core i7 processors, 1 TB hard drives, 4 GB of RAM and each with 27" monitors, DVD Super Drives, and running Apple's Bootcamp software which allows the systems to run in either Mac OS 10.6 or Windows 7. Each system is equipped with AutoDesk software Auto CAD and Revit Architecture v.10, ArchiCAD v.14, ARC GIS 9, Adobe Creative Suite 5, and Microsoft Office 2010 and in addition theses systems have several media composing and editing software, Final Cut Pro, and Avid Studio, DVD Studio, iPhoto and iMovie editing software. There are six color scanners that are capable of scanning up to 8.5" x 14". This lab houses two output printers, a b/w HP LaserJet 8150 and an HP Color LaserJet 5550 both of which are capable of printing up to 11"x17" documents. Both the CAD and Graphics/Film lab have ceiling mounted Epson projectors that may be used for course instruction.

Offices

Adjacent to the studio areas on the second floor of the Sogg Building is an area dedicated to faculty offices. Eleven private faculty offices for the full-time faculty, averaging 180- square feet each, surround an open conference area used as a work space and for meetings. Four additional faculty offices, averaging 150-square feet are located along the ground floor corridor to the graduate studio addition.

Administrative offices for the School of Architecture are located on the first floor

immediately adjacent to the building lobby. The administrative area includes a reception area for the school with a workroom for classified staff, the Director's office, a Associate/Assistant Director's office and a special projects office, a conference room, a kitchen, mail boxes, and storage room.

Building Yard

A large, walled outdoor work area is located along the east end of the building. The Simulation Lab, NEAT Lab, Building Structures Lab and the Building Technologies Lab all have 8' x 10' roll door access directly into the building yard. The work yard is available for use for large construction and research projects. A portion of the building yard is currently being used by the NEAT Lab for green roof research.

Slide Library

A Image Library of 120 square feet is located adjacent to the faculty offices in the faculty common area on the second floor. This facility houses the School's slide collection (approximately 13,000 slides). The School is in the process of digitizing its image collection; approximately 6,000 images are now included in a searchable database which will soon be available to all faculty on the School's server. The Image Library contains both a slide and a flat bed scanner that are available to faculty.

Recent improvements include renovation of SimLab into smart class room, Smart screens in Mixing Room and information board and screens in Lobby. See sheets that show each project.

TECHNOLOGY RESOURCES

Within the School of Architecture we have tried to offer both students and faculty dependable technology. This technology is spread throughout the building trying to provide the access to the students where ever they are and to faculty where ever they might teach.

The Architecture Studies Library is managed independently of the School of Architecture by the UNLV Libraries. They fund and support the technology with in the library, but they do seek to know what needs we have and try to meet or exceed those needs. The library has a wireless network as well as a hard-wired network for the computer systems that are throughout the library for students to use. There are scanning stations that include 8.5" x 14" and 11" x17" scanners. Which allows the students to quickly scan documents they have located in the library. They also have workstations set up for online research or requesting books from distant libraries in other regions of the country. The library offers a networked computer lab that is equipped with software from Adobe, Microsoft, ArchiCAD, and AutoDesk. This allows students in the library a place where they may begin to record the findings of their research using software that is the same in SoA computer labs.

The students may also print to b/w and color printers located adjacent to the front desk. Also located in the library are microfilm reader-printers, and stations where students may view digital and video recordings of lectures that have been recorded over the past years.

The Front office of the school has two Macintosh OS systems for the office assistants to use when managing the front desk. Here they have access to the network and a capable of printing color or black and white documents as needed. They also have the ability to scan single and multi-sheet documents as required.

In the area behind the front office divider wall are the school's fax machine and two Xerox copiers, one for b/w and one for color copies. They are networked to the schools network system making it possible for faculty and staff to copy and e-mail documents to students or other faculty without using any additional paper resources.

The School's auditorium (ARC 127) has collapsible seating for 150 students. The room has a systems cabinet that is equipped with a Dell desktop computing system and a Sony DVD/VCR player additionally we have cables that extend from the systems cabinet to the podium where an instructor or guest speaker may connect their laptop and make a presentation using an Epson digital projector mounted in the back of the room over the seating. The sound system in the room is not sophisticated but it is sufficient and with adequate volume. There is a large drop down screen for viewing presentations made by the faculty and students.

New this fall semester are three wireless 802 N network broadcasting units located on the south wall providing all in the room who need to have network capabilities for classroom instruction or demonstration.

For security in ARC 127 there is a digital video camera that records not all but many in the room and those who access the digital projector.

Classroom ARC 147 has seating for 50-60 students. It is equipped with a ceiling mounted Epson digital projector and a large drop down screen for classroom instruction. There is an RS232 cable and plug, which allows faculty to connect to the Epson projector. The room has network connections for use by the faculty and a podium. Currently, ARC 147 does not contain any sound system, but the conduit for the lines has been started.

SimLab Classroom (ARC 152), this room has just been re-outfitted so that it might allow for the teaching of 48 students doubling the original 24 seat capacity. This classroom has a raised and carpeted floor system that allows for access to the network cables and possible reconfiguration of the rooms features. There are currently 8 Apple iMacs with 27" monitors, with 1 TB hard drives, 8 GB RAM that are distributed around the room to allow students who do not have a computer system yet to work in the computer environment. For students who do have portable systems they may sit in any location and access the School's wireless network. The teaching station within ARC 152 is one of the most advanced within the campus. It has dual monitors, one of which has the capability for the instructor to annotate and write on the monitor observations or critiques of student work that may be saved and sent to a printer as needed. There is also a 32" color flat screen monitor mounted above the students that the faculty member may refer to in order to see what is being projected via the Epson project to the large drop down screen in front of the students. The teacher's station has an Apple workstation with i7 processor, 1 TB hard disk and 8 GB of RAM. It is running Mac OS 10.6 and Windows 7 which allows presentations to be made in the most popular of softwares. On one end of the instructor's station is mounted an Elmo projector system and in the cabinets underneath is located a DVD player. There is also a small digital control panel for controlling access to the different monitors and features. Additionally, on the desktop of the instructor's station there is an Extron Cable Cubby that allows for the connection of laptop systems to power, the network and the projection system.

Adjacent to the SimLab classroom opposite the divider wall is the SimLab plotting and printing room. Here are located the large format color plotters and additional color laser printers. In the future there are plans to also include in this room a 3-D laser printer. Currently there are two plotters that are loaded with bond paper for quick inexpensive plotting. These are an Hewlett Packard 4500 loaded with both a 36" x 300" roll of super white bond paper and a 24"x 100" white bond paper. The HP T-1100 is loaded with 36" x300" or 42" x 100" rolls of white bond paper, depending upon the need.

The other two large format plotters are an HP Color DesignJet 5000UV ps and an HP Color DesignJet 5500UV ps, both are six color printers which print on gloss paper using UV ink systems. The 5000UV is capable of printing on a 42" roll of gloss paper, while the 5500UV can print on 60" gloss stock. Both are Postscript compatible plotters. We run gloss or semi-gloss

paper on these exclusively. The UV inks provide light durability and thus resists fading over time.

The SimLab continues across the hall to include the a woodshop that is outfitted with many of the traditional wood working tools, table saw, band saw, jig saw, radial arm saw, drill press, belt and rotary sanders. There are also tools for working with small lightweight materials, styrofoam and balsa, commonly used in the making of architectural models. Students may also use a variety of hand tools that are stored within the tool room, i.e. hammers, power drills, sanders. Additionally, there is a spray booth deigned to remove and vent overspray and odors from spreading through the work area. There are also two mat cutting tables.

The high point of the SimLab has been the laser cutter that was purchased shortly after the school took possession of the building in 1997. It has a cutting bed of 36" x 24". Then, this last summer the School purchased a CNC device with a cutting bed of 4' x 8' and cutting depth of approximately 6 ". The School is also installing a new, more powerful laser cutter, with a larger cutting bed, it should be operational by the beginning of Spring semester, 2011.

ARC 157 is where the students have a photo studio that they might shoot images of their models with controlled lighting and background. There is a variety of lighting devices and backgrounds.

The CAD Lab, ARC 172 initially designed and outfitted by the School of Architecture, but is now managed by the Office of Information Technology, a campus organization that supports and maintains computing labs and the campus network system. This lab has 25 Apple iMac systems, with Intel Core2 Duo processors each with 24" color monitors, 4 GB of RAM, DVD Super Drives, 500 GB hard drives and iSight cameras and running Apple's Bootcamp software which allows the students to work in either Mac OS 10.6 or Windows 7. Each system is equipped with AutoDesk software including Auto CAD, Revit Architecture v.10, 3D Studio Max 9. There is also latest release of Graphisoft ArchiCAD v.14. ARC GIS 9 which also supplies multiple softwares, Arc Globe, ArcMap, Arc Reader and Arc Scene. AGI 32, a lighting software, Google SketchUp 8 Pro and the Adobe Creative Suite 5, which includes Adobe Photoshop, Illustrator, InDesign, Bridge, Acrobat 9, Dreamweaver and Flash. Last but not least the Microsoft Office 2010 is also installed and includes Access, Excel, Outlook, PowerPoint, Outlook, Publisher and Word. Nearly each workstation has a color scanner. Some of which are capable of scanning up to 8.5" x 14" and others that my scan up to 11"x17". Within this lab there is also a large format scanner capable of scanning documents up to 48" x 100". There are three output printers, two b/w HP LaserJets, an 8150 and a 9050 both capable of printing up to 11"x17" documents. Finally. There is an HP Color LaserJet 5550 which produced fast 4 color laser prints up to 11" x 17".

The Graphics/Film Lab, ARC 179 is similar to the CAD Lab, it too has 25 Apple iMac systems, but the cpu's are the new Intel Core i7 processors, 1 TB hard drives, 4 GB of RAM and each with 27" monitors, DVD Super Drives, and running Apple's Bootcamp software which allows the systems to run in either Mac OS 10.6 or Windows 7. Each system is equipped with AutoDesk software Auto CAD and Revit Architecture v.10, ArchiCAD v.14, ARC GIS 9, Adobe Creative Suite 5, and Microsoft Office 2010 and in addition theses systems have several media composing and editing software, Final Cut Pro, and Avid Studio, DVD Studio, iPhoto and iMovie editing software. There are six color scanners that are capable of scanning up to 8.5" x 14". This lab houses two output printers, a b/w HP LaserJet 8150 and an HP Color LaserJet 5550 both of which are capable of printing up to 11"x17" documents. Both the CAD and Graphics/Film lab have ceiling mounted Epson projectors that may be used for course instruction.

In the Building Structures lab are two testing devices that are used to test compression and extension of materials.

The newest research office is referred to as LIME, it is located in ARC 178?, they have two Apple MacBook Pros with i7 processors and 8GB of RAM.

Across the hall in ARC 177 is the NeatLab, the technology in this lab included 5 computing systems in which specialized software is installed to help monitor and analyze data that is received from a series of experimental constructions used to study heat gain and loss.

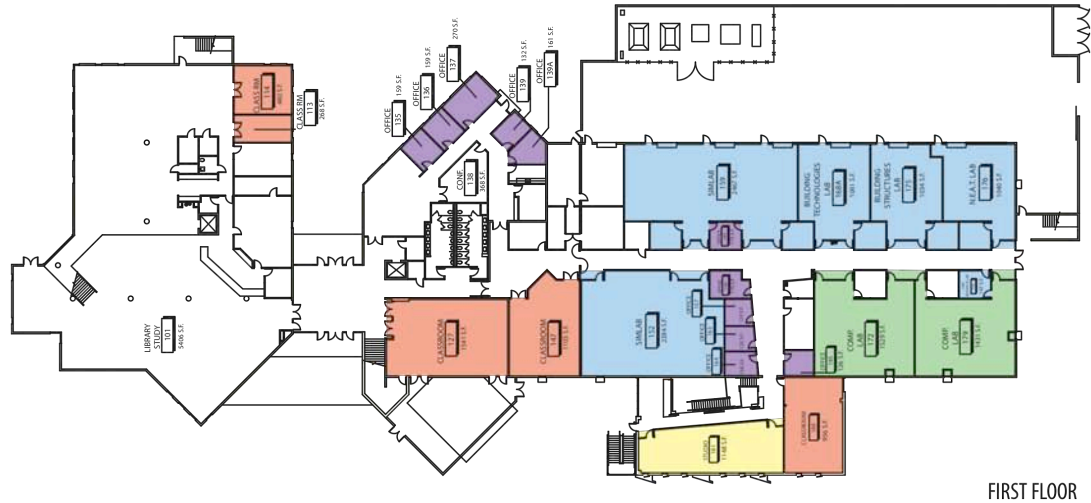
ARC 180 is a classroom that has seating for nearly 50 students and a ceiling mounted Epson Digital Projector.

The school also has two mobile carts that are available for the faculty to reserve for use in classrooms where media projection is not available or additional projection is needed. There are two laptops one on each that provide computing power for access to USB, DVD drives and wireless access. There also three tradition video monitors and one new flat screen monitor on carts able to be taken to where needs exist.

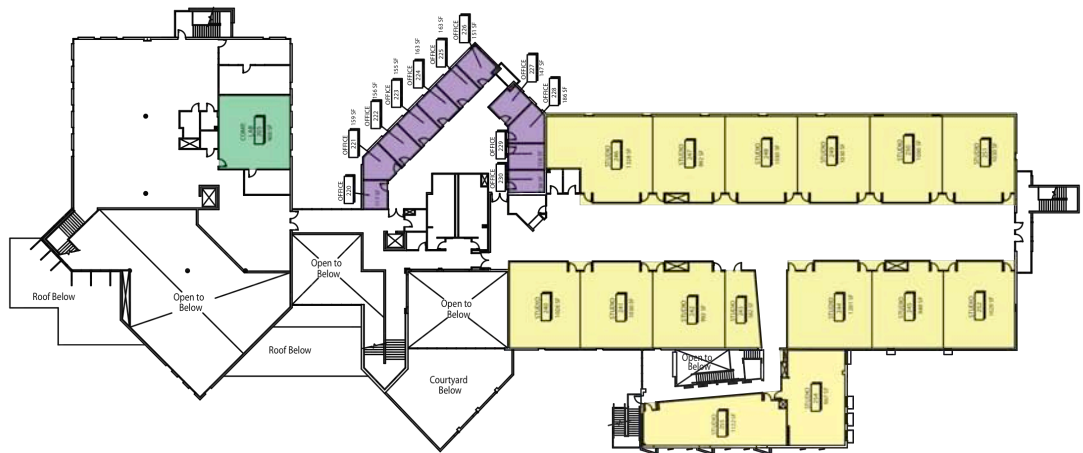
The studio areas of the SoA are each have wireless and limited hardwire access for the students. Allowing them to communicate and research in their studio environment. This fall we extended printing services up to the studios with an HP Color LaserJet printer.

Last of all, the Downtown Design studio, housed in the historic 1936 Fifth Street Grammar School located between Fourth and Fifth Street on Las Vegas Boulevard. Here the SoA offers studio courses for students that allow them to study the issues of a high-density urban environment and present their findings using technology that allows them to communicate with each other and with SoA campus over wireless networks. The classrooms and administrative office has plotting and printing capabilities using HP DesignJet 1050 and 1055ps color plotters. Both of which are four-color plotters that print on 36" rolls of bond paper. There are also three HP Color LaserJet 8550 printers that allow the students to print on letter and tabloid sheets of paper.

UNLV SCHOOL OF ARCHITECTURE
 PAUL B. SOGG BUILDING



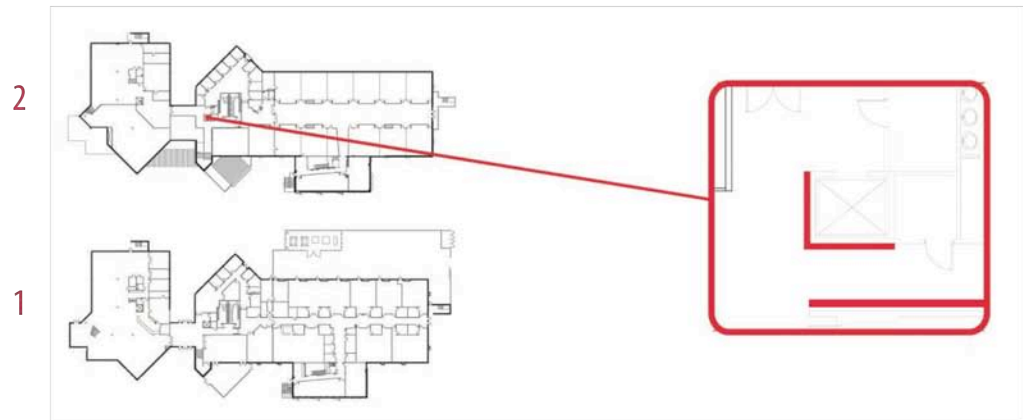
FIRST FLOOR



SECOND FLOOR

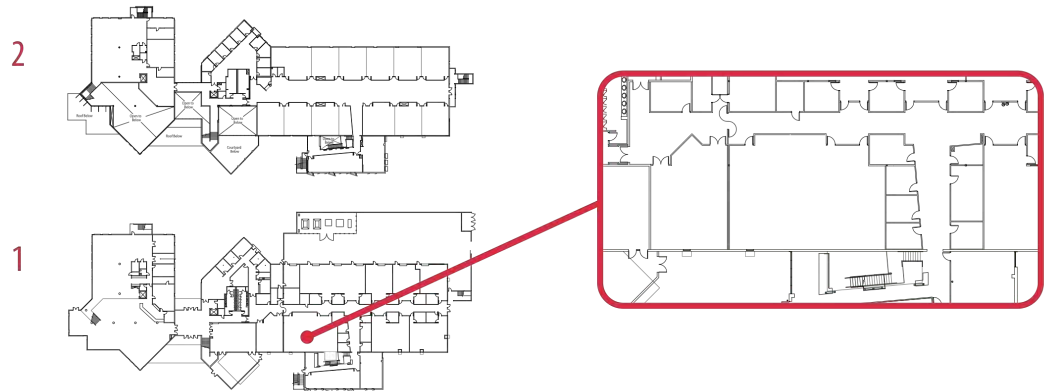
■ LAB SPACE	8,133 SQ. FT.
■ STUDIO SPACE	16,326 SQ. FT.
■ OFFICE SPACE	3,427 SQ. FT.
■ CLASSROOM SPACE	4,348 SQ. FT.
■ COMPUTER LABS	3,860 SQ. FT.

UNLV SCHOOL OF ARCHITECTURE
PAUL B. SOGG BUILDING
COMPLETED PROJECTS



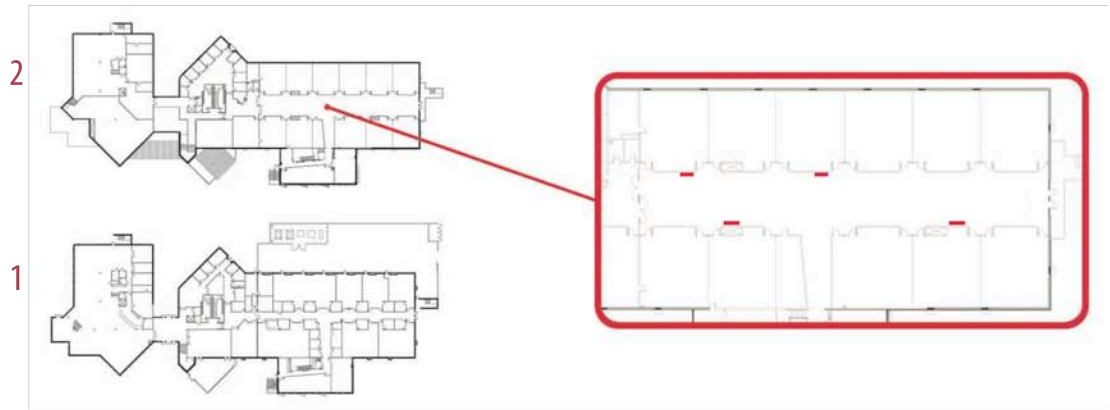
DIGITAL SIGNAGE
INFORMATION AREA

UNLV SCHOOL OF ARCHITECTURE
PAUL B. SOGG BUILDING
COMPLETED PROJECTS



SimLab-Room 152

UNLV SCHOOL OF ARCHITECTURE
PAUL B. SOGG BUILDING
COMPLETED PROJECTS



SMART Screens In Second Floor Hallway

1.2.4 Financial Resources

The chart below is a summary of the School of Architecture's funding. The information for this chart was generated from the following offices and university data bases: Office of Sponsored Research, College of Fine Arts Office, UNLV Foundation, UNLV DataWarehouse.

Funding for 2006-2010

FISCAL YEAR	OPERATIONS	FACULTY/ STAFF	PTI's	GA's	ENDOWMENT	GIFTS/DONATIONS	SPONSORED RESEARCH	TRAVEL	SIM LAB REVENUE	TOTALS
2005-06	31.6k	1.39M	N/A	**110k	0	N/A	299.1k	12.25K	***36.4k	\$1,882,097
2006-07	23.6k	1.53M	196.3k	**110k	0	*59.7k	124.4k	21.6K	***36.8k	\$2,093,365
2007-08	21.8k	1.78M	119.7k	**110k	85.2k	*127.7k	169k	23.1K	***41k	\$2,478,511
2008-09	17.6k	1.57M	144.8k	**110k	65k	*53.2k	N/A	15.9K	***37k	\$1,961,402
2009-10	38.5k	1.76M	161k	**100k	68.2k	*46.3k	50k	28.6K	***37k	\$2,289,632
2010-11	19.5k	1.93M	53.7k	**112k	65.8k	*264.7k	50k	N/A	***N/A	\$2,492,062

Note: amounts in red only reflect 1/2 of the fiscal year

*Donations not reflected on this chart include Klai Juba's sponsorship of the School of Architecture's Lecture Series in the amount of \$15,000-\$25,000 per year and over \$17,000 of student scholarship funds given out each year by the local AIA Chapter. We are also currently working to finalize a five year gift totaling \$125,000.

** These numbers include GA salary only and do not include the tuition wavier and health benefits that accompanies the GA award.

***SimLab revenue is generated from student fees for printing etc. Funds are used for consumables such as paper, ink cartridges as well as equipment repair and replacement.

Although there have been cuts to our State Operational funds we see off -setting increases in overall spending for faculty and staff salaries/benefits. Our total State funding has slightly increased since our last visit. Granted these numbers have not been adjusted for inflation but in these difficult economic times any increase clearly demonstrates a significant and welcome commitment to the School of Architecture and its programs.

External funding has increased largely due to a recent increase in gifts and donations to the School. Since the last Accreditation visit we have experienced a significant drop in Sponsored Research dollars. This is due to the loss of key faculty engaged in Federal and State Funded Research Grants. The school has re-energized its faculty to seek out external funding opportunities. This has resulted in several proposals/collaborations/grant applications which to date have resulted in a few modest awards. In addition to individual faculty members

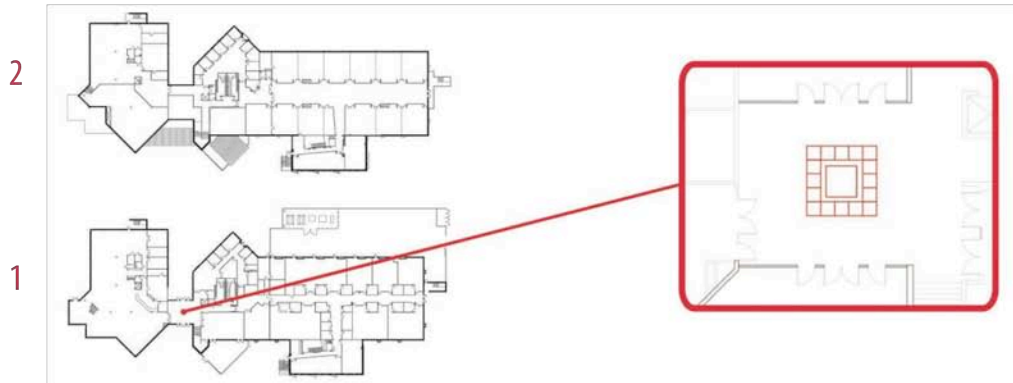
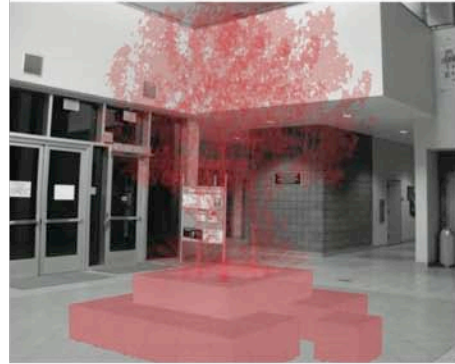
the Downtown Design Center, NEAT Lab and LIME Lab are capable of generating research dollars. We also believe that our faculty searches may also yield an individual that has a track record of obtaining and executing grants. Heading into the future there will be an increased emphasis on external funding at the School of Architecture – both grants and gifts.

Due to proactive planning, the university administration expects current funding for the School of Architecture to remain stable for the next two years despite ongoing financial challenges. The UNLV School of Architecture welcomes the university administration's request to adjust enrollment to correspond with funding levels and place an emphasis on quality rather than quantity. Current projections set the School's target enrollment at 383 students. This would be approximately a 40% reduction from the high of 625 students reached in 2007-08.

The School of Architecture is a high demand professional program at UNLV and is therefore being considered for differential tuition. This could lead to significant increases in tuition for architecture students and may have an effect on student demand. No decisions have been made, so details regarding this possible action are currently unavailable. However, the school is considering how to market our programs more effectively with this possible tuition increase in mind.

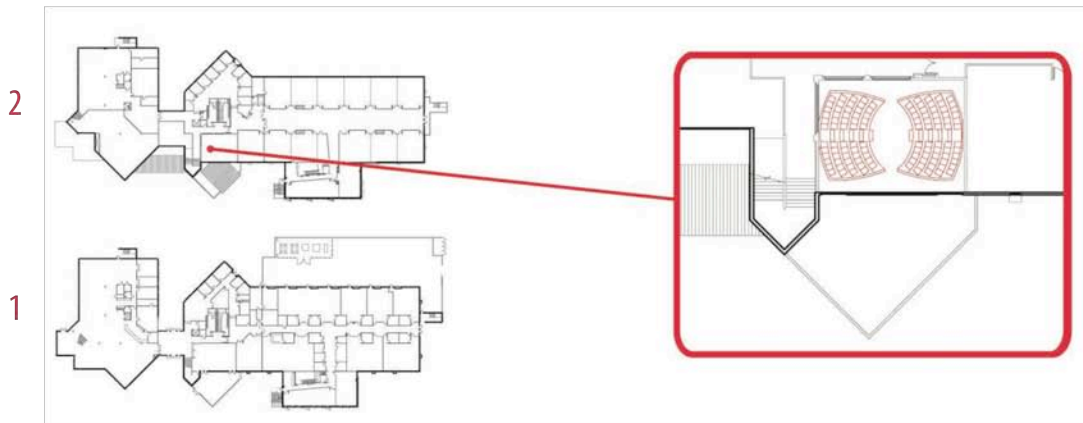
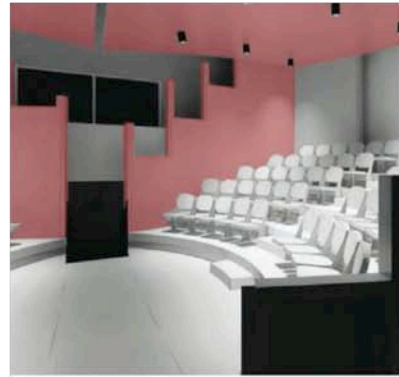
The following sheets show some future plans for facility improvements. These projects, if completed, will be funded through gifts and donations. They include lobby improvements, auditorium renovation, seating and spatial dividers for mixing room, seating area on mezzanine, critique space improvements, student run Café/Store, conference room /work adjacent to faculty offices, and building signage.

UNLV SCHOOL OF ARCHITECTURE
PAUL B. SOGG BUILDING
FUTURE PROJECTS



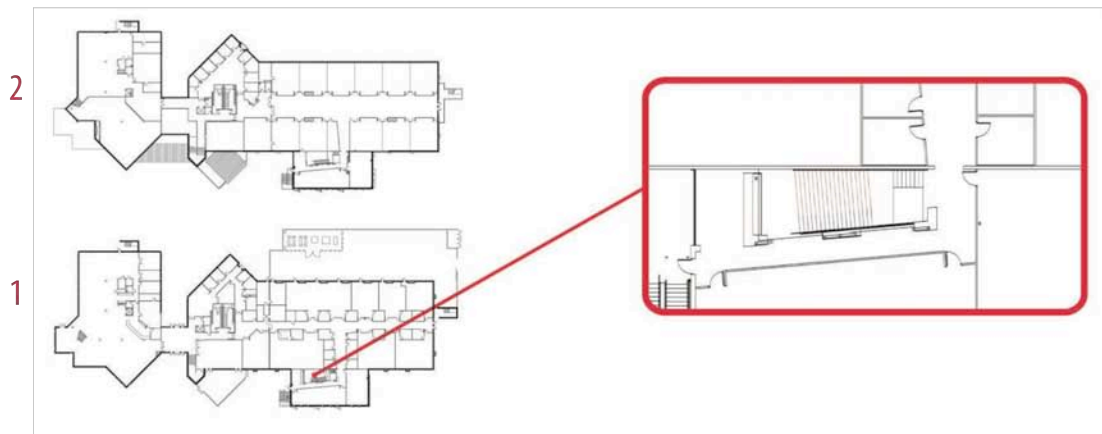
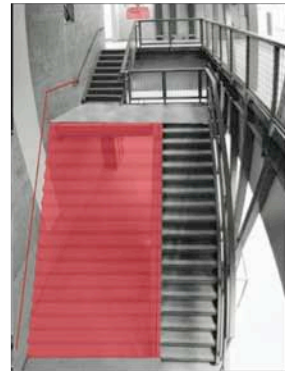
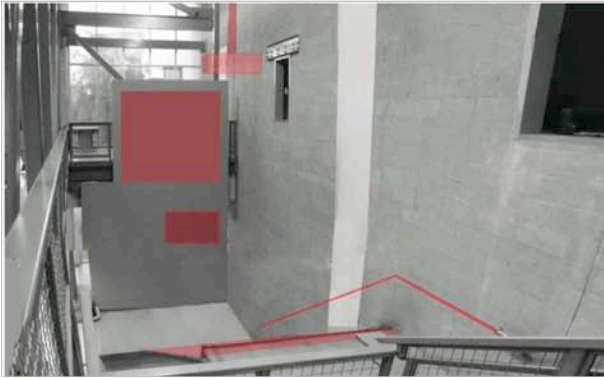
SEATING AREA FOR LOBBY

UNLV SCHOOL OF ARCHITECTURE
PAUL B. SOGG BUILDING
FUTURE PROJECTS



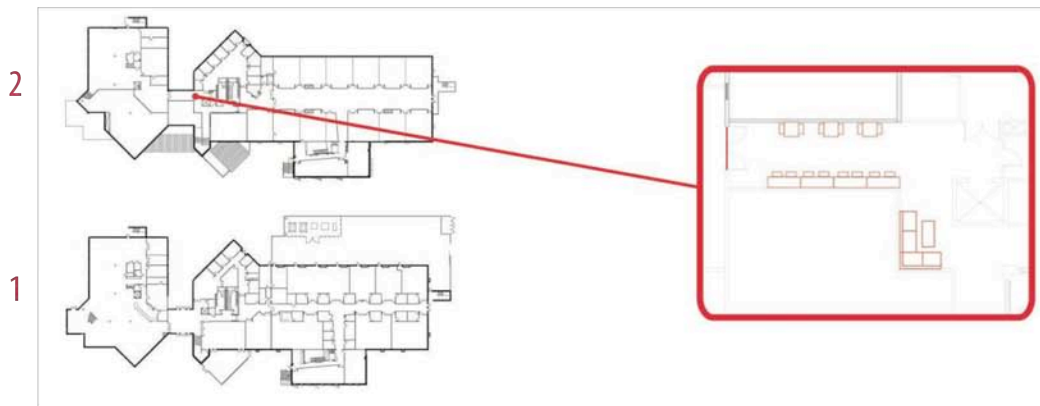
THEATRE REMODEL

UNLV SCHOOL OF ARCHITECTURE
PAUL B. SOGG BUILDING
FUTURE PROJECTS



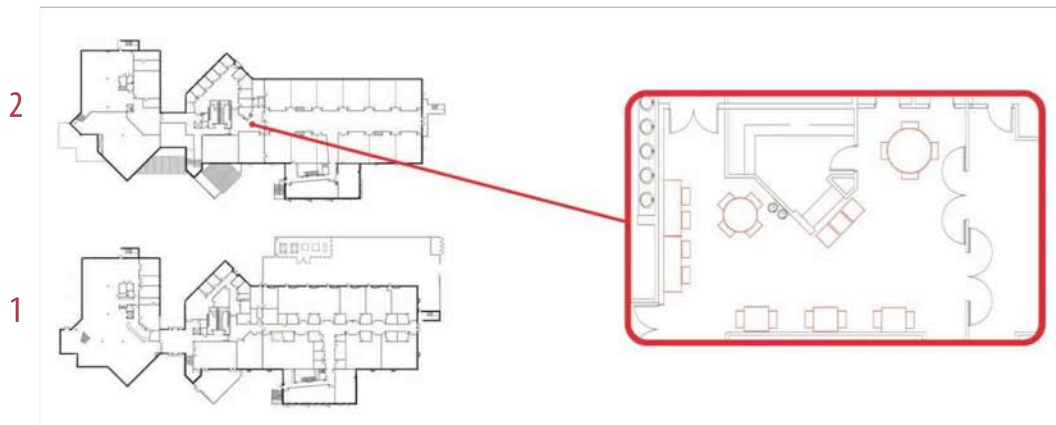
SEATING AREA AND MEDIA DISPLAY

UNLV SCHOOL OF ARCHITECTURE
PAUL B. SOGG BUILDING
FUTURE PROJECTS



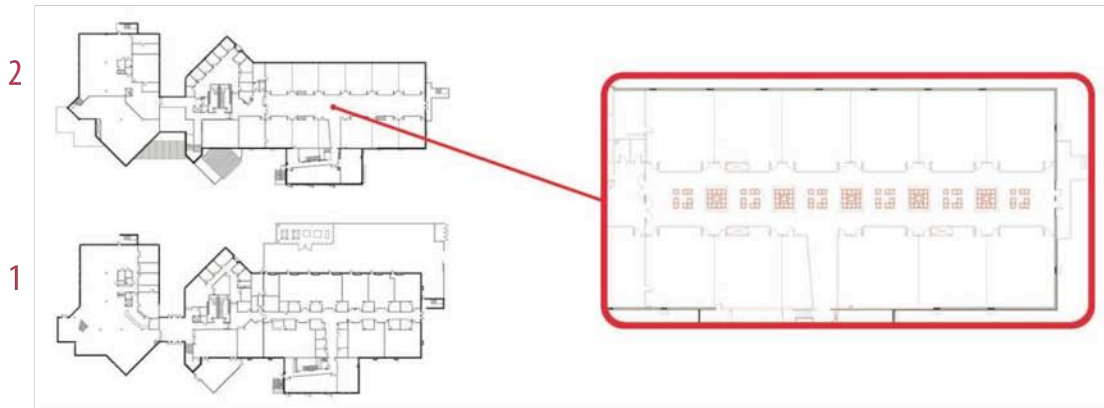
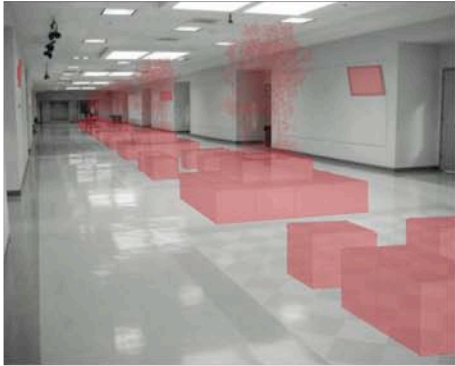
SEATING AREA FOR STUDENT LOUNGE

UNLV SCHOOL OF ARCHITECTURE
PAUL B. SOGG BUILDING
FUTURE PROJECTS



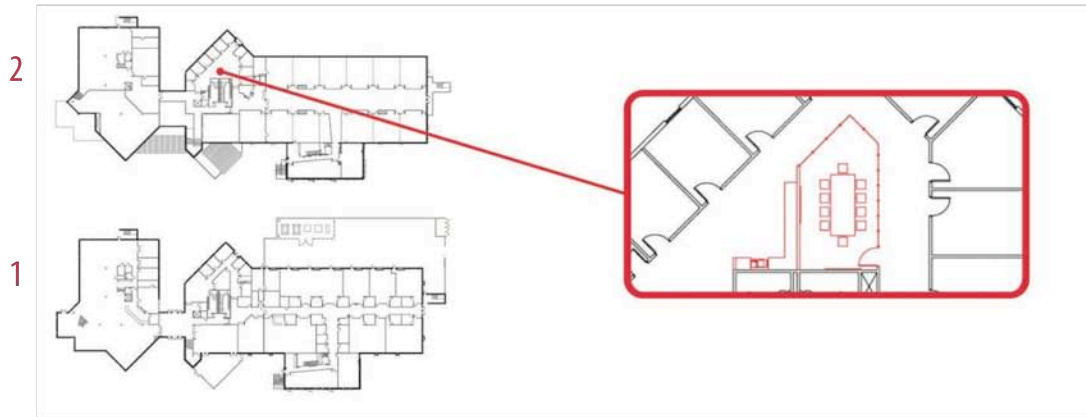
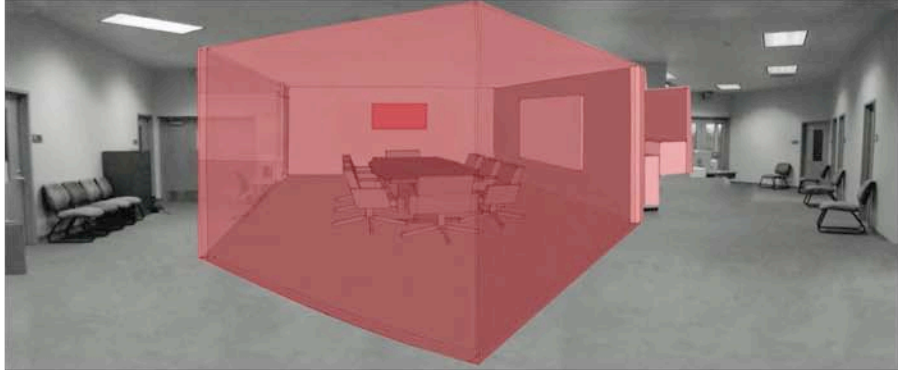
SEATING AREA FOR STUDENT LOUNGE

UNLV SCHOOL OF ARCHITECTURE
PAUL B. SOGG BUILDING
FUTURE PROJECTS



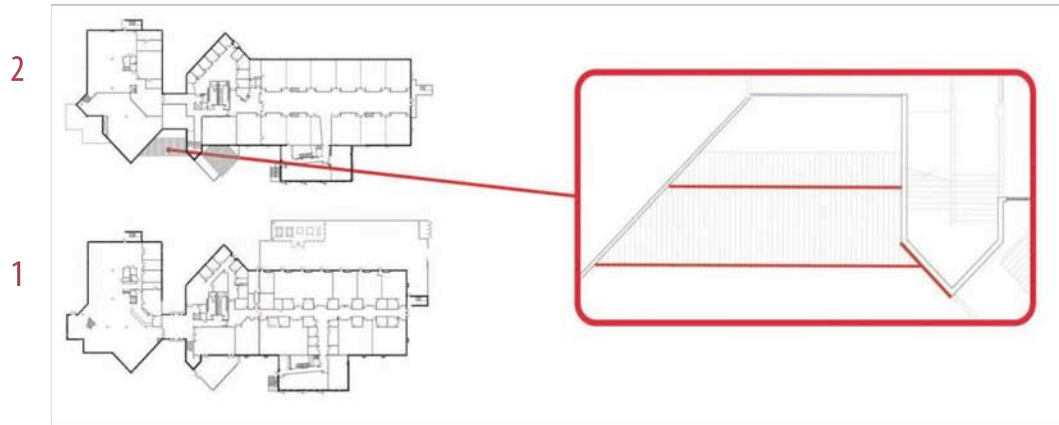
SEATING AREAS FOR SECOND FLOOR HALLWAY

UNLV SCHOOL OF ARCHITECTURE
PAUL B. SOGG BUILDING
FUTURE PROJECTS



CONFERENCE ROOM IN FACULTY OFFICE AREA

UNLV SCHOOL OF ARCHITECTURE
PAUL B. SOGG BUILDING
FUTURE PROJECTS



SIGNAGE FOR BUILDING

I.2.5. Information Resources

DESCRIPTION OF INSTITUTIONAL CONTEXT AND ADMINISTRATION STRUCTURE OF THE LIBRARY AND VISUAL RESOURCES

The UNLV Architecture Studies Library (ASL) is a branch library facility, located in the Sogg Architecture Building. It opened in fall 1997. The ASL is one of three branch libraries at UNLV. The Lied Library, completed in 2001 is the main library for UNLV. The architecture librarian reports to the Libraries' Director of Research and Education, as do all branch personnel.

Visual resources are handled in multiple ways. The SOA maintains a collection under the supervision of the history faculty. The ASL has purchased various slide collections and access to ArtSTOR. The Art Department has an image curator, reporting to the Department Head. She has digitized many of the art department slides. These are being made accessible through an institutional presence in ArtSTOR.

ASSESSMENT OF THE LIBRARY AND VISUAL RESOURCE COLLECTIONS, SERVICES, STAFF, FACILITIES, AND EQUIPMENT THAT DOES THE FOLLOWING;

The ASL has approximately 28,000 volumes, 16,000 of which are in the Library of Congress classification NA (architecture). Considering that building the collection started in 1991, this can be considered a respectably-sized collection. The contents are suitable to the mission of the school, having been selected with the interests and curricula in mind [the ASL Librarian serves ex officio on the School of Architecture Curriculum Committee.] The collection includes books, videos and DVDs, periodicals, and electronic materials. Items are purchased in all formats. Topics follow the interests of the school, and include among the architecture titles a strong section on sustainability.

The budget for the ASL compares favorably with other collections. \$80,714 was expended on materials in 2009. The librarian selects materials, giving highest priority to faculty and student requests for specific titles. Because use of materials is high, especially compared to other disciplines, the monograph budget has been pared only slightly (10% cut from 2008 to 2009, but nothing further). Serials have sustained some reduction due to inflation, lack of use, or availability in electronic form. However our online and physical serials collection remains robust.

The scope of the collection is good for items published 1991 onwards. There is some retrospective coverage, with 7000-8000 book titles older than 1990, and long runs for selected periodicals. The ASL collection is not sufficient to support faculty research, especially given the interdisciplinary nature of current academic research. However, the faculty have access to the collection in the Lied Library (main library at UNLV) and to materials from other universities through the Interlibrary Loan system. The collection supports basic or study levels, depending on the sub-section of the collection. In addition, the Libraries is now a participant in Link+, a materials sharing consortia of California and Nevada libraries.

Serials are an important segment of the collection. The ASL currently holds about 70 titles classified NA. While basic titles include substantial backfiles (e.g. *Architectural Record* is held from 1891 onwards), many of the titles date from 1991. The ASL holds the major architectural periodical indices, and has access to the *Avery Index*, as well as the *Art Index* full-text online. The library provides a subscription to ARTStor, which is becoming a major image source for SOA students.

The library collects materials reflecting architecture and landscape professions in

Las Vegas. We have the archives of the American Institute of Architects Nevada Chapter Design Awards (annual), and the annual awards of the Nevada Chapter of ASLA.

Library materials are being cataloged in a manner consistent with materials in other subjects, using national standards. The catalog is available online. The library participates in the national OCLC online computer network.

The collection development policy is available online at:

<http://www.library.unlv.edu/arch/collpol.html>.

STAFF

The ASL is staffed by one librarian, two classified staff, and four to five students. The librarian attends School of Architecture faculty meetings, and is an ex officio member of the Curriculum Committee. The librarian has appropriate education and experience for the position. A written job description is available on request.

FACILITIES

The ASL is a facility of approximately 14,000 net square feet. Space is more than adequate for the current collection, containing some expansion room, although weeding will soon be an annual necessity. The space is attractive and inviting [see the virtual walkthrough at <http://www.library.unlv.edu/arch/vtour.html>].

We have adequate workspace, equipment, and furnishings. There are signs of wear, especially in the carpets, which the budget situation keeps us from addressing. The computers are replaced with new computers on a four year cycle.

The ASL has a security detection system, as well as emergency procedures and disaster plans in place.

Library space is used for a variety of purposes, including lectures, exhibits, group study, and social interaction. Exhibits have included student art shows, best-of-jury every semester, work from the professionals in Las Vegas, and faculty/staff art shows. Interactions are encouraged in several ways, including the white board table, and a flip chart "poster survey."

SERVICES

The branch provides the usual services: reference, bibliographic instruction, circulation of materials, reserve system (both physical and electronic reserves), current awareness services such as the new books list, access to the materials in the Lied Library, and access to other libraries' holdings through the Interlibrary Loan System. The library's instruction is both face-to-face in the classroom and online. We have many online guides and tutorials <http://www.library.unlv.edu/arch/instr/> which are kept up-to-date, and which are expanded as needed. The history class uses the tutorial on finding scholarly articles every fall, and the tutorial on finding images in the spring.

The Library solicits feedback from patrons to improve services and collections. There is a materials request form on our web pages. Comments can be submitted both in-house and online. There is a student advisory committee which meets at least twice a semester. And there is an SOA Library, Exhibits, and Lectures Committee, on which the librarian serves as a standing member.

Services are publicized in various ways, including on the ASL's web site at <http://www.library.unlv.edu/arch/index.html>, our in-house plasma screen, blog postings, and facebook page.

BUDGET ADMINISTRATION

The ASL is funded through institutional allocation administered through the Libraries. Funds are adequate to maintain service for 74 hours per week.

The APR must include the following [NOTE: This section may best be prepared by the architecture librarian and professional in charge of visual resources]:

- *A description of the institutional context and administrative structure of the library and visual resources.*
- *An assessment of the library and visual resource collections, services, staff, facilities, and equipment that does the following:*
 - *Describes the content, extent and formats represented in the current collection including number of titles and subject areas represented.*
 - *Evaluates the degree to which information resources and services support the mission, planning, curriculum, and research specialties of the program.*
 - *Assesses the quality, currency, suitability, range, and quantity of resources in all formats, (traditional/print and electronic).*
 - *Demonstrates sufficient funding to enable continuous collection growth.*
 - *Identifies any significant problem that affects the operation or services of the libraries, visual resources collections, and other information resource facilities.*

I.3. Institutional Characteristics

I.3.1. Statistical Reports

This section should include the statistical reports described in the 2009 Conditions.

Program Student Characteristics

SCHOOL OF ARCHITECTURE DEMOGRAPHICS

2005 Gender Distribution	Undergraduate	Graduate	University
Female	153 (38%)	12 (29%)	56%
Male	255 (63%)	30 (71%)	44%

2009 Gender Distribution	Undergraduate	Graduate	University
Female	131 (34%)	17 (39%)	55%
Male	260 (66%)	27 (61%)	45%

Undergraduate Ethnicity	Distribution 2005	2009	UNLV 2009
African American	21 (5%)	18 (5%)	8.3%
Asian	42 (10%)	65 (17%)	16%
Caucasian	187 (46%)	153 (39%)	46%
Foreign National	9 (2%)	3 (1%)	3.1%
Latino	94 (23%)	95 (24%)	16.7%
Native American	5 (1%)	6 (2%)	.8%
Not Disclosed	5 (1%)	8 (2%)	
Unknown	45 (11%)	43 (11%)	2.5%

Graduate Ethnicity Distribution 2005	2009	UNLV 2009
African American		5.9%
Asian	1 (2%)	8.0%

Caucasian	31 (74%)	20 (45%)	58.8%
Foreign National	3 (7%)	3 (7%)	6.2%
Latino	3 (7%)	7 (16%)	7.5%
Native American		1 (2%)	.6%
Not Disclosed			
Unknown	4 (10%)	13 (30%)	9.8%

SCHOOL OF ARCHITECTURE INCOMING STUDENT QUALIFICATIONS

Undergraduate	2005	2009
High School GPA	3.27	3.26
ACT English	19.5	20.6
ACT Math	21.8	22.9
ACT Composite	21.0	22.1
SAT Verbal	490	485
SAT Math	535	533
Graduate	2005	2009
Undergraduate GPA	n/a	3.365
GRE		
Verbal	n/a	404.67
Quantitative	n/a	586
Cumulative	n/a	990.67

SCHOOL OF ARCHITECTURE TIME TO GRADUATION

The University tracks undergraduate student retention to measure the success of the Institution and individual programs in meeting the educational needs of entering freshman students. Historically, the retention rate across the University has been below the national average and several factors have been attributed to this such as a high percentage of students coming from families without a tradition of higher education, economic hardship, and the availability of high paying employment not requiring higher education. The Architecture is retention rate skewed downward by large incoming freshman cohorts exceeding the seating capacity in upper division studies. In addition to undergraduate retention rates the data below presents the number of BSArch degrees awarded annually. The data indicates that of the students admitted to upper division studies a significant percentage receive their degrees.

DEGREES AWARDED

BSARCH	2005	2006	2007	2008	2009	2010
ADMITTED	32	32	32	32	32	n/a
DEGREES	34	30	34	25	35	22*

* not including summer term graduates

GRADUATION RATE

MARCH	Cohort	Graduation	2 Years 100%	3 Years (150%)
Entering year				
2002	10		8 (80%)	10 (100%)
2003	20		5 (25%)	8 (40%)
2004	13		5 (38.5%)	6 (46.2%)

2005	13	2 (15.4%)	6 (46.2%)
2006	15	9 (60%)	10 (66.7%)
2007	12	5 (41.7%)	9 (66.7%)

PROGRAM FACULTY CHARACTERISTICS

FACULTY	2005	2006	2007	2008	2009	2010
FULL TIME	15	14	16	15	15	15

Gender Distribution	2005	2010	University
Female	2	3	56%
Male	13	12	44%

Ethnicity Distribution	2005	2010	UNLV 2009
African American	0	0	83.6%
Asian	1	0	13.2%
Caucasian	12	11	77.2%
Foreign National	2	2	
Latino	2	2	5.0%
Native American	0	0	.7%
Not Disclosed	0	0	
Unknown	0	0	.03%

TENURE	2005	2006	2007	2008	2009	2010
TENURED	1	1	1	0	1	

PROMOTION	2005	2006	2007	2008	2009	2010
SCHOOL	0	1	1	0	0	0

LICENSURE	2005	2006	2007	2008	2009	2010
	n/a	n/a	n/a	0	0	

I.3.2. Annual Reports

The APR must include, in addition to the materials described in the 2009 Conditions, a statement, signed or sealed by the official within the institution responsible for preparing and submitting statistical data that all data submitted to the NAAB through the Annual Report Submission system since the last site visit is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics.



October 6th, 2010

To Whom It May Concern:

To the best of my knowledge, all of the statistical data submitted in this NAAB Report and Annual Reports are accurate and consistent with other national and regional agencies, including the National Center for Educational Statistics.

Regards,

A handwritten signature in black ink, appearing to read "David Baird". The signature is fluid and cursive, with a long horizontal stroke at the end.

David Baird, A.I.A.
Director, School of Architecture

School of Architecture
Box 454018 • 4505 S. Maryland Parkway • Las Vegas, Nevada 89154-4018
(702) 895-3031 • Fax (702) 895-1119

I.3.3. Faculty Credentials

Please refer to faculty vitae

I.4. Policy Review

The program shall provide a number of documents for review by the visiting team. Rather than being appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3 of the *2009 Conditions*. A list of the documents to be placed in the team room should be included here in the APR.

Part Two (II). Educational Outcomes and Curriculum

II.1.1. Student Performance Criteria

STUDENT PERFORMANCE CRITERIA

OVERVIEW OF CURRICULAR GOALS AND CONTENT

The curricular goals of the School of Architecture are to provide the student with a broad based liberal education with an emphasis in architecture at the undergraduate level and a professionally based education at the graduate level based upon the student's professional and academic interests. Upon receiving a baccalaureate degree, the student should be able to understand architecture as a social and environmental phenomenon and have a rudimentary understanding of the design logic and technology required to generate architecture. The baccalaureate graduate should be able to use their degree to pursue a career working in a design office, or use their undergraduate education to pursue graduate study in architecture or another field of study. The graduate program is designed to enable the student to study the design process comprehensively and in depth within the context of his/her professional interests. Upon receiving a Master of Architecture degree, a student should have a clear understanding of the design process and the social, economic and technological context in which architecture exists.

OVERVIEW OF THE CURRICULAR GOALS AND CONTENT FOR EACH ACCREDITED DEGREE PROGRAM

Refer to I.1.1 for a broader description of the student experience in the School of Architecture

PREPROFESSIONAL

Year of Study: FIRST YEAR

Courses: AAE 100 Introduction to Architecture
AAD 180 Fundamentals of Design I

Goals/

Content: During the first year of the undergraduate curriculum, the school endeavors to expose the entering student with a broad array of design experiences and manifestations. As nearly 150 students enter the school's design programs each fall and only one-half of those students will continue into second year, the school has an obligation to present enough information for the student to make an informed decision whether design is an appropriate course of study. Two courses help broaden the student's understanding of design and the profession of architecture. *AAE 100 Introduction to Architecture* provides students an opportunity to see architecture as it is manifested in many different types of practice. *AAD 180 Fundamentals of Design I* exposes the students to architecture in abstract concepts and skills necessary for an education in architecture such as the library research skills. With these two courses the student may choose to continue study or if he/she decides design is not a desirable study option, he/she may apply the 27 credits of general studies taken in the first year to another major.

SPC: A.3, A.4, A.5

Year of Study: SECOND YEAR

Courses: AAE 280 Fundamentals of Architectural Design I

AAE 282 Fundamentals of Design II
 AAD 201 and AAD 201D History of the Built Environment
 AAD 202 Analysis of the Built Environment
 AAD 267 Computer Applications in Architecture I

Goals/

Content: During the second year of the undergraduate program, the curriculum attempts to give the student a broad understanding of building as a product of culture, history and physical environment. *AAE 280 Fundamentals of Architecture I* and *AAE Fundamentals of Architecture II* provide foundational design and design thinking skills through analytical and design problems dealing with composition and ordering systems (AAE 280) and architecture responsive to context and precedent (AAE 282) The content of the two design courses is complemented by *AAD 201 History of the Built Environment* and *AAD 202 Analysis of the Built Environment*. Students concurrently take *AAD 257 Computer Applications in Architecture* learning BIM software.

SPC: A.2, A.3, A.4, A.6, A.7, A.8, A.9, A.10

Year of Study: THIRD YEAR

Courses: AAE 380 Architectural Design I
 AAE 382 Architectural Design II
 AAE 455 Architecture from the Enlightenment to the mid-20th C
 AAE 451 Multidisciplinary Theory & Analysis in Architecture
 ABS 321 Construction Technologies I
 ABS 322 Construction Technologies II
 ABS 331 Environmental Control Systems I
 ABS 341 Structures for Architects I

Goals/

Content: In the third year of study, the student is focused upon programmatic and technical requirements of buildings. Design Studio *AAE 380 Architectural Design I* and *AAE 382 Architectural Design II* focus upon satisfaction of programmatic requirements, physical human requirements, and site requirements. The design courses are accompanied by technical courses *ABS 331 Environmental Controls*, *ABS 341 Structures for Architects I*, *ABS 440 Structures for Architects II*, and *ABS 321 Construction Technologies I* and *ABS 322 Construction Technologies II*.

Also in the third year, the student takes two architectural history courses AAE 455 Architecture from the Enlightenment to the Mid-Twentieth Century and AAE 451 Multidisciplinary Theory and Analysis in Architecture in which students analyze historical forms using terms and processes he is acquiring in the design studio.

SPC: A.1, A.2, A.9, B.2, B.3, B.4, B.8, B.9, B.10, B.11, B.12

Year of Study: FOURTH YEAR

Courses: AAE 440 Societal Concerns in Architecture
 AAE 480 Architectural Design III
 AAE 481 Architecture, Place & Identity
 AAE 482 Architectural Design IV
 ABS 332 Environmental Control Systems II
 ABS 440 Structures for Architects II

Goals/

Content: During the fourth year, the focus of the topical design studios, *AAE 480 Architecture Design III* and *AAE 482 Architecture Design IV*, while varied by individual instructor topic centers on issues that highlight architecture's social, urban, or environmental dimension advancing the technical and skills the student has acquired in the third year. Two standing seminar courses augment the social and urban orientation of the studios: *AAE 481 Architecture, Place & Identity* and *AAE 440 Societal Concerns in Architecture*. Students complete their technical studies with *ABS 332 Environmental Control Systems II* and *ABS 440 Structures for Architects II*. During their fourth year of study students take two architectural electives from a rotating pool and are selected by the student on the basis of individual and personal interest.

SPC: A.2, A.5, A.10, B.3, B.5, B.8, B.9, B.11, C.1, C.2, C.4, C.5, C.7, C.8, C.9

PROFESSIONAL (GRADUATE)

Year of Study: FIFTH YEAR

Courses: AAE 770 Research Methods in Architecture
AAE 771L Architectural Design V
AAE 772L Architectural Design VI
ABS 741 Integrated Building Systems

Goals/

Content: The third year of study builds on a student's understanding of building systems, a major theme in the curriculum, in the context of projects typical to Las Vegas. In *AAE 771L Architectural Design V* students will have two projects during the course of the semester, a project that forefronts sustainability in Las Vegas, and a project that is co-taught with a developer building on the first project addresses sustainable growth in the region. The spring semester focuses on the development of a comprehensive building design. This project is investigated in two co-taught courses: *AAE 741L Architectural Design VI* and *ABS 741 Integrated Building Systems*.

Concurrently, students take courses intended to prepare them for their sixth year of study: *AAE 770 Research Methods in Architecture* and concentration elective courses.

SPC: A.1, A.2, A.5, A.11, B.3, B.6,

Year of Study: SIXTH YEAR

Courses: AAE 660 Issues in Contemporary Urbanism
AAE 789 Architecture Research Studio
AAE 790 Written Thesis
AAE 791 Professional Project Studio
ABS 756 Design Practice Management

Goals/

Content: In the sixth year of study students have two options towards the completion of their degree: a written research thesis or professional project studio centered in one of three concentration tracks. The goal of either option is for the student to engage in directed research that brings depth and understanding to their chosen line of investigation. Both options build on the skills developed in *AAE 770 Research Methods in Architecture* and course content from the concentration electives. Refer to I.1.1 and II.2.2 for a description of the individual concentration tracks.

Complimenting the Thesis or Studio option, AAE 660 Issues in Contemporary Urbanism and ABS 756 Design Practice Management continue the social and professional discourse of the program.

SPC: A.7, A.10, A.11, B.1, B.6, B.7, C.1, C.2, C.3, C.6, C.8, C.9

M.Arch 4+2 Program

Required Undergraduate Courses	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	B.11	B.12	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9	
AAE 180 Fundamentals of Design I																																	
AAE 201 History of the Built Environment																																	
AAE 202 Analysis of the Built Environment																																	
AAE 265 Computer Applications																																	
AAE 100 Introduction to Architecture																																	
AAE 280 Fundamentals of Architecture I																																	
AAE 292 Fundamentals of Architecture II																																	
AAE 380 Architecture Design I																																	
AAE 382 Architecture Design II																																	
AAE 440 Profession in Society																																	
AAE 451 Multidisciplinary Theory & Analysis																																	
AAE 455 Arch History Enlightenment to 20th C																																	
AAE 480 Architecture Design III																																	
AAE 481 Architecture, Place & Identity																																	
AAE 492 Architecture Design IV																																	
ABS 321 Construction Technologies I																																	
ABS 322 Construction Technologies II																																	
ABS 331 Environmental Control Systems I																																	
ABS 332 Environmental Control Systems II																																	
ABS 341 Structures for Architects I																																	
ABS 440 Structures for Architects II																																	
AAE 771 Architecture Design V																																	
AAE 772 Architecture Design VI																																	
AAE 789 Architecture Research Studio																																	
AAE 790 Final Design Project																																	
ABS 741 Integrated Building Systems																																	
AAE 756 Design Practice Management																																	
AAE 770 Research Methods																																	
AAE 660 Urban Issues in Design																																	

Required Graduate Courses	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	B.11	B.12	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9	
AAE 771 Architecture Design V																																	
AAE 772 Architecture Design VI																																	
AAE 789 Architecture Research Studio																																	
AAE 790 Final Design Project																																	
ABS 741 Integrated Building Systems																																	
AAE 756 Design Practice Management																																	
AAE 770 Research Methods																																	
AAE 660 Urban Issues in Design																																	

	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	B.11	B.12	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9	
Primary Focus																																	
Secondary Focus																																	

M.Arch 3+ Program

Required Preparatory Courses		A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	B.11	B.12	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9	
		Communication Skills	Design Thinking Skills	Visual Communication Skills	Technical Documentation	Investigative Skills	Fundamental Design Skills	Use of Precedents	Ordering Systems	Historical Traditions/Global Culture	Cultural Diversity	Applied Research	Pre-Design	Accessibility	Sustainability	Site Design	Life Safety	Comprehensive Design	Financial Considerations	Environmental Systems	Structural Systems	Building Envelope Systems	Building Service Systems	Building Material Assemblies	Collaboration	Human Behavior	Client Role in Architecture	Project Management	Practice Management	Leadership	Legal Responsibilities	Ethics and Professional Judgment	Community and Social Responsibility	
AAE 451	Contemporary Architecture Theory	3																																
AAE 456	20th Century Architecture	3																																
AAE 540	Professional Practice and Design	3																																
AAE 711	Graduate Fundamentals I	3																																
AAE 712	Graduate Fundamentals II	6																																
AAE 713	Graduate Fundamentals III	6																																
AAE 714	Graduate Fundamentals IV	6																																
ABS 321	Construction Technologies I	3																																
ABS 322	Construction Technologies II	3																																
ABS 331	Environmental Control Systems I	3																																
ABS 332	Environmental Control Systems II	3																																
ABS 341	Structures for Architects I	3																																
ABS 440	Structures for Architects II	3																																
Required Graduate Courses																																		
AAE 771	Architecture Design V	6																																
AAE 772	Architecture Design VI	6																																
AAE 789	Architecture Research Studio	6																																
AAE 790	Final Design Project	6																																
ABS 741	Integrated Building Systems	3																																
AAE 756	Design Practice Management	3																																
AAE 770	Research Methods	3																																
AAE 660	Urban Issues in Design	3																																
Total Required Credits		84																																

Course	Criteria	Concentration Track	Thesis Track
AAE 770	Research Methods	A.1 Communication Skills A.5 Investigative Skills	Develop research methodology Prepare Program
AAE 771	Architecture Design V	A.2 Design Thinking Skills B.3 Sustainability	2 Design Problems 2 Design Problems
AAE 772	Architecture Design VI	A.2 Design Thinking Skills B.6 Comprehensive Design	1 Design Problem 1 Design Problem
ABS 741	Integrated Building Systems	B.6 Comprehensive Design	Systems based companion course for ABS 741 Systems based companion course for ABS 741
AAE 789	Architecture Research Studio	C.1 Collaboration A.5 Investigative Skills A.11 Applied Research	Concentration track design project and research Research Thesis
AAE 791	Professional Project Studio	A.5 Investigative Skills A.11 Applied Research	Concentration track design project
AAE 790	Architectural Thesis	A.5 Investigative Skills A.11 Applied Research	Thesis

II.2. Curricular Framework

II.2.1. Regional Accreditation

Following page



8060 165th Avenue N.E., Suite 100
Redmond, WA 98052-3981
425 558 4224
Fax: 425 376 0596
www.nwccu.org

August 5, 2010

Dr. Neal Smatresk
President
University of Nevada, Las Vegas
4505 S. Maryland Parkway
Las Vegas, NV 89154-1001

Dear President ~~Smatresk~~ ^{Neal}:

On behalf of the Northwest Commission on Colleges and Universities, I am pleased to report that the accreditation of the University of Nevada, Las Vegas has been reaffirmed on the basis of the Spring 2010 Comprehensive Evaluation. Congratulations on receiving this recognition.

The policy of the Commission is not to grant accreditation for a definite number of years. Instead, accreditation must be reaffirmed periodically. In the case of the University of Nevada, Las Vegas, the Commission requests that the institution submit an addendum to the institution's Spring 2011 Year One Report to address Recommendation 1 of the Spring 2010 Comprehensive Evaluation Report. In addition, the Commission requests that the University prepare a Financial Resources Review (FRR) in Spring 2011 to address Recommendation 2 of the Spring 2010 Comprehensive Evaluation Report. A copy of the Recommendations is enclosed for your reference.

In reaffirming accreditation, the Commission finds that Recommendations 1 and 2 of the Spring 2010 Comprehensive Evaluation Report are areas where the University of Nevada, Las Vegas does not meet the Commission's criteria for accreditation. According to U.S. Department of Education Regulation 34 CFR 602.20 and Commission Policy A-18, *Commission Action Regarding Institutional Compliance Within Specified Period* (enclosed), the Commission requires that the University of Nevada, Las Vegas take appropriate action to ensure that Recommendations 1 and 2 of the Spring 2010 Comprehensive Evaluation Report are addressed and resolved within the prescribed two-year period.

In the unlikely event the Commission should conclude that an institution is in danger of being unable to fulfill its mission and goals or to continue to meet the Eligibility Requirements or Standards, the Commission reserves the right to request that the institution submit a report or host one or more evaluators for a special review.

The Commission commends the University of Nevada, Las Vegas for its exceptional sense of community and solidarity in the face of literally unprecedented fiscal challenges that were countered by a commitment to transparency and inclusiveness in critical planning by the administration and senate. Moreover, the Commission applauds the University for the extremely successful completion of its "Invent the Future" Capital Campaign which is reflective of the many local, regional, and national constituencies that see the institution as a worthy investment vehicle for the growth and development of Nevada.

II.2.2. Professional Degrees and Curriculum

TITLES OF DEGREE OFFERED

The UNLV School of Architecture offers two professional architecture degrees,

Master of Architecture (124 credit pre-professional + 48 graduate credits)
Master of Architecture (non-pre-professional + up to 96 graduate credits)

CURRICULUM OUTLINES OF EACH ACCREDITED DEGREE

MASTER OF ARCHITECTURE
 124 PRE-PROFESSIONAL + 48 GRADUATE CREDITS

The Bachelor of Science degree in Architecture is a pre-professional academic degree. The primary focus of the undergraduate program is to provide a solid foundation of information regarding architecture, its role in society, its relationship to the fine arts, and its interaction with the natural and man-made environment. It is anticipated that students in the undergraduate program intend to pursue a graduate, professional degree in architecture or intend to work in the design/construction fields in a non-professional capacity.

TOTAL REQUIRED CREDITS:	124	100.00 %
General Studies Credits:	46	37.10%
Professional Studies Credits:	72	58.06 %
Elective Credits:	6	4.8 %
TOTAL PROFESSIONAL CREDITS:	72	100.00 %
Design Credits:	33	45.83%
History Credits:	12	16.66 %
Technical Credits:	18	25 %
Social Credits:	3	4.16 %
Professional Practice Credits:	6	8.33 %

GENERAL STUDIES REQUIREMENTS & ELECTIVES 46 credits

ENGLISH	ENG 101	Composition and Rhetoric I	3 credits
	ENG 102	Composition and Rhetoric II	3 credits
	ENG 231/2	World Literature I or II	3 credits
HISTORY	HIS 100	Historical Issues and Contemporary Man Or Political Science 101	4 credits
FINE ARTS	ART 101	Beginning Drawing 101 Or approved Fine Arts course	3 credits
HUMANITIES	COS 101	Oral Communications	3 credits
	AAD 201	History of the Built Environment	3 credits
LOGIC	PHI 102	Reasoning and Critical Thinking	3 credits
SOCIAL		Any approved Social Science	3 credits

SCIENCE		Social Science with Multicultural Content	3 credits
		Social Science with International Content	3 credits
SCIENCE	PHY 155	General Physics I	4 credits
		Physical Science Course	3 credits
MATH	MAT 128	Pre-calculus & Trigonometry	5 credits

LOWER DIVISION PROFESSIONAL STUDIES 18 credits

DESIGN	AAD 180	Fundamentals of Design I	3 credits
	AAE 280	Fundamentals of Architecture I	3 credits
	AAE 282	Fundamentals of Architecture II	3 credits
COMPUTER	AAD 267	Computer Applications in Architecture I	3 credits
HISTORY	AAD 202	Analysis of the Built Environment I	3 credits
PRACTICE	AAE 100	Introduction to Architecture	3 credits

UPPER DIVISION PROFESSIONAL STUDIES 54 credits

DESIGN	AAE 380	Architectural Design I	6 credits
	AAE 382	Architectural Design II	6 credits
	AAE 480	Architectural Design III	6 credits
	AAE 482	Architectural Design IV	6 credits
SOCIAL/ ENVIRO	AAE 481	Architecture, Place and Identity	3 credits
TECHNICAL	ABS 321	Construction Technologies I	3 credits
	ABS 322	Construction Technologies II	3 credits
	ABS 331	Environmental Controls Systems I	3 credits
	ABS 332	Environmental Controls Systems II	3 credits
	ABS 341	Building Structures for Architects I	3 credits
	ABS 440	Building Structures for Architects II	3 credits
PRACTICE	AAE 440	Societal Concerns in Architecture	3 credits
HISTORY	AAE 455	The Enlightenment Through Mid 20 th C	3 credits
	AAE 451	Multidiscipline Theory & Analysis	3 credits

ELECTIVES 6 credits

The Master of Architecture degree program is for UNLV students, or others, holding the Bachelor of Science in Architecture, Architectural Studies, Environmental Design, or their equivalent in curricular contingent to the UNLV undergraduate professional program. Applicants must demonstrate a GPA of 2.75 or better during their last two years of undergraduate study. Both prospective and continuing professional level students must submit a graduate application by the specified deadlines with a high quality portfolio or representative professional level design, acceptable GRE scores, and two letters of recommendation. International students, whose native language is not English, must submit a

TOEFL test score of 550, or an equivalent approved English language examination score on other examinations acceptable to the Graduate Coordinator and Dean of the Graduate College. All admissions are selective and limited to the students judged best qualified for the number of spaces available. Students admitted must agree to complete the course of study within the maximum term of study designated by the Graduate College.

TOTAL REQUIRED CREDITS:	48 credits	100.00 %
Design Credits:	24 credits	50.00 %
Research:	3 credits	6.25%
Technical Credits:	3 credits	6.25 %
Practice Credits:	3 credits	6.25 %
Social:	3 credits	6.25 %
Electives	12 credits	25.00 %

GRADUATE LEVEL STUDIES **48 Credits**

DESIGN	AAE 771	Architectural Design V	6 credits
	AAE 772	Architectural Design VI	6 credits
	AAE 789	Architecture Research Studio	6 credits
	AAE 790	Thesis or AAE 791 Project	6 credits
RESEARCH	AAE 770	Research Methods in Architecture	3 credits
TECHNICAL	ABS 741	Integrated Building Systems	3 credits
PRACTICE	AAE 755	Design Practice Management II	3 credits
SOCIAL	AAE 660	Issues in Contemporary Urbanism	3 credits
ELECTIVES		Concentration Specific	12 credits

MASTER OF ARCHITECTURE

NON PRE-PROFESSIONAL + 48 GRADUATE CREDITS

The 3+ Master of Architecture graduate degree program is designed for students entering the graduate program with baccalaureate degrees in fields other than architecture. Each student entering 3+ program is evaluated individually to ascertain his or her professional experience and training. Depending upon that previous academic and professional experience, an entering graduate student is placed in a preparatory phase of the program which may take four semesters of full time academic study or three and one-half semesters if the student chooses to study in the international study program during one summer. During the preparatory phase of the 3+ program, a student may be placed in accelerated "Bridge Studios" (Graduate Design I-IV) to develop basic design and undergraduate architecture skills. The student may be placed in graduate equivalents (600 numbered courses) of upper division construction, history and professional practice courses. Following the completion of preparatory work, the student is placed into the fifth and sixth years of the "4+2" program.

The UNLV Graduate College only considers the graduate portion of the 3+ program to determine fulfillment of degree requirements for the M.Arch degree.

PROGRAM SUMMARY (Maximum Preparatory and Graduate Credit Hours)

	Total Credit Hours	96 credits
Preparatory Credits:	48 credits	
Graduate Credits:	48 credits	
<u><i>PREPARATORY CREDITS</i></u>	<u>48 credits</u>	<u>100.00%</u>
Design Credits:	21 credits	40.00%
History/Theory Credits:	6 credits	10.00 %
Environmental Credits	6 credits	10.00 %
Technical Credits	12 credits	20.00 %
Practice Credits	3 credits	10.00 %
<u><i>GRADUATE CREDITS**</i></u>	<u>48 credits</u>	<u>100.00 %</u>
Design Credits:	24 credits	50.00%
Research:	3 credits	6.25%
Technical Credits:	3 credits	6.25 %
Practice Credits:	3 credits	6.25 %
Social:	3 credits	6.25 %
Electives	12 credits	25.00 %

** Identical to Graduate curriculum of "4+2" Program

The following is a course by course description of the requirements for the 3+ Master of Architecture degree program by program phase and curriculum requirements:

PREPARATORY STUDIES (Maximum credits) 48 Credits

DESIGN	AAE 711	Graduate Design I	3 credits
	AAE 712	Graduate Design II	6 credits
	AAE 713	Graduate Design III	6 credits
	AAE 714	Graduate Design IV	6 credits

TECHNICAL	ABS 621	Construction Technologies I	3 credits
	ABS 322	Construction Technologies II	3 credits
	ABS 331	Environmental Control Systems I	3 credits
	ABS 332	Environmental Control Systems II	3 credits
	ABS 641	Building Structures for Architects I	3 credits
	ABS 640	Building Structures for Architects II	3 credits

PRACTICE	AAE 540	Professional Practice & Society	3 credits
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HISTORY	AAE 655	The Enlightenment Through Mid 20 th C	3 credits
	AAE 651	Multidiscipline Theory & Analysis	3 credits

GRADUATE LEVEL STUDIES 48 Credits

DESIGN	AAE 771	Architectural Design V	6 credits
	AAE 772	Architectural Design VI	6 credits
	AAE 789	Architecture Research Studio	6 credits
	AAE 790	Thesis or AAE 791 Project	6 credits

RESEARCH	AAE 770	Research Methods in Architecture	3 credits
TECHNICAL	ABS 741	Integrated Building Systems	3 credits
PRACTICE	AAE 755	Design Practice Management II	3 credits
SOCIAL	AAE 660	Issues in Contemporary Urbanism	3 credits
ELECTIVES	Concentration Specific		12 credits

3.12.3 MINORS AND CONCENTRATIONS

The undergraduate program provides 6-elective credits one-third of the required credits for most minors offered at UNLV. These credits are designated as Architecture Elective credits, but can be used in support of Minor, Dual-Major studies, or with approval from the designated advisor electives outside of the program. Students within any of the School's three design programs may elect to take required courses in the other programs as elective credit to broaden their interests in design.

Note: An assessment of student elective choices in the previous curriculum (2005-2008) indicated that students most often took courses well below their class standing or offering little to their intellectual growth. Concurrently, students communicated to the School that there were not enough architectural electives being offered. The new elective structure allows for the growth of a more robust elective offering from the School and emphasizes the role of advising in guiding students elective choices.

Elective courses are integral to the development of the graduate program concentration tracks. Each concentration incorporates 12 elective credits from outside the School of Architecture in the related multidisciplinary program on campus, e.g., Hospitality Entertainment Design has elective course options from the curriculums of the College of Hotel Administration and the Department of Entertainment Engineering and Design in the College of Engineering. The concentration elective options are as follows:

- HOSPITALITY DESIGN (ENTERTAINMENT ARCHITECTURE)
- DOWNTOWN DESIGN CENTER STUDIO
- BUILDING SCIENCES AND SUSTAINABILITY RESEARCH

The description for the programs can be found in I.1.1

OFF-CAMPUS PROGRAMS, DESCRIPTION OF FACILITIES, RESOURCES, COURSE REQUIREMENTS AND LENGTH OF STAY

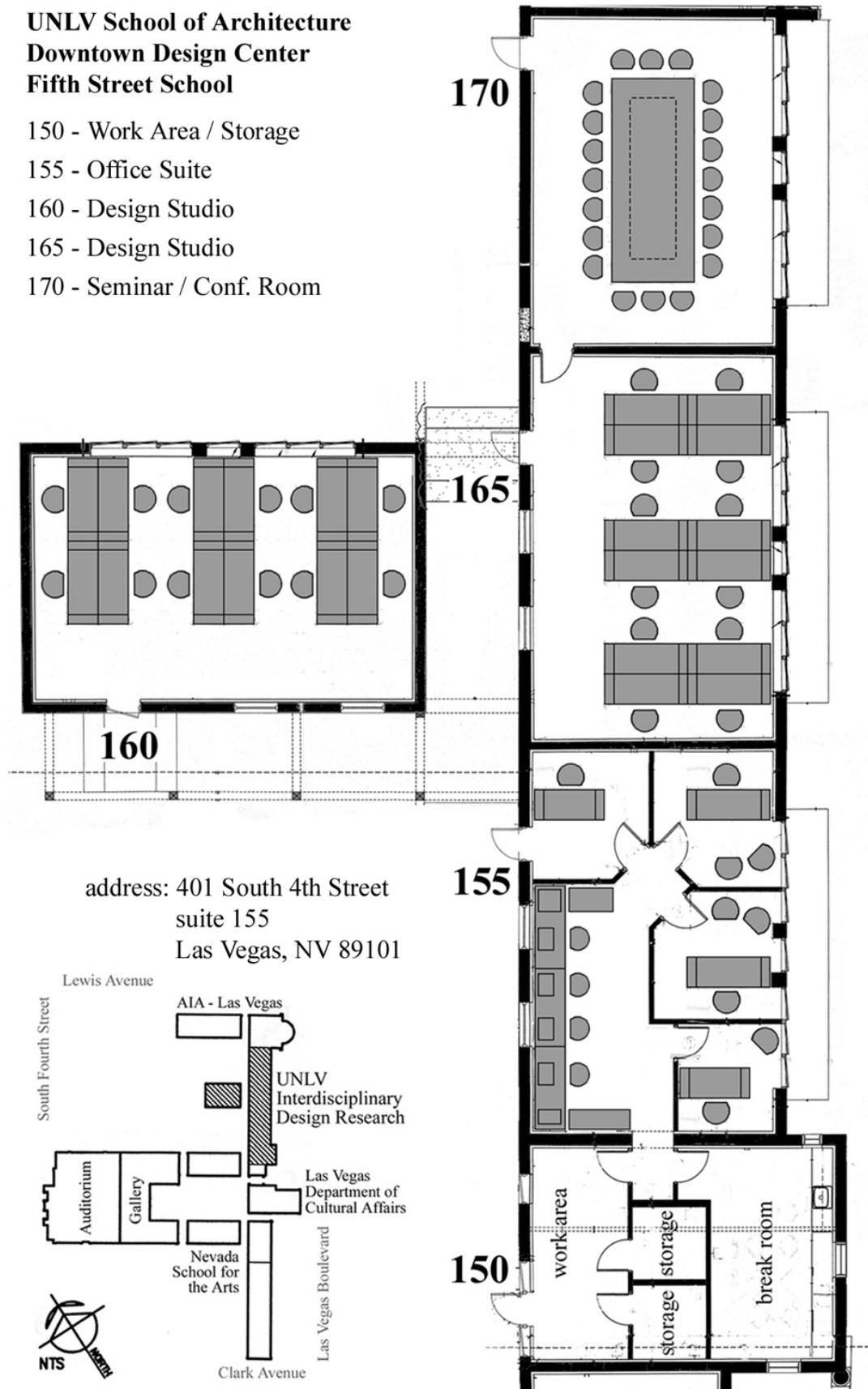
The UNLV Downtown Design Center is an off-campus program located in the historic Fifth Street School in downtown Las Vegas. Students must apply to attend courses conducted through the Downtown Design Center. The application process consists of a written essay and faculty references. Students may opt to participate in the studio-based curriculum during their fourth or sixth year of study. Students in their fourth year of study participate in the topical studio (see I.1.1) investigations conducted in the Downtown Design Center and have the option of attending for one or two semesters. Students in their sixth year of study participate in the Downtown Design Center as part of their concentration track studies. (I.1.1)

The Downtown Design Center leases approximately 5200 sq. ft. of space in the renovated Fifth Street School, a 1936 Spanish Mission style grammar school in downtown Las Vegas. Renovations of the Fifth Street School were completed in August 2008, with our first classes and public events offered in the fall semester 2008. UNLV has a five-year lease with the city, with an option for a second five years, approved by the Board of Regents, at the cost of \$1 per month, plus a share of the buildings utility and service costs. Other tenants at the Fifth Street School include the Nevada School of the Arts, the American Institute of Architects - Las Vegas Chapter, and the City of Las Vegas Department of Cultural Affairs.

UNLV's space at the Fifth Street School consists of two dedicated studio spaces accommodating 12-15 design students each, one conference/seminar room holding approximately 25 people, and one office suite for a staff of up to five. The School's gymnasium has been converted into a 300 seat auditorium, and the locker rooms have been reconfigured as a gallery space. Both the auditorium and the gallery are shared by all four tenants at the Fifth Street School, and host a variety of public events in downtown Las Vegas.

**UNLV School of Architecture
 Downtown Design Center
 Fifth Street School**

- 150 - Work Area / Storage
- 155 - Office Suite
- 160 - Design Studio
- 165 - Design Studio
- 170 - Seminar / Conf. Room



address: 401 South 4th Street
 suite 155
 Las Vegas, NV 89101

UNLV participates in the University Studies Abroad Consortium (USAC) that enables architecture studies to take a semester of design study in Turin, Italy. UNLV students study alongside architecture students from other institutions participating in USAC. Classes are held at the Scuola di Amministrazione at the University of Turin. Students reside in program apartments, included in tuition and fees, located throughout the city. In addition to architecture studios and art history classes, elective courses include Landscape Architecture studio, Interior Design Studio, Italian Hill Towns, Italian Gardens and Italian Language and Culture. A variety of field trips throughout Italy gives students exposure to the Italian cultures, history and most certainly, cuisine. Classes taken in the Turin program apply toward required credit for Fourth Year classes, regardless of the semester taken. Summer session studies normally take six credits of class work while fall and spring semester students take eight credits. Approximately 35 UNLV architecture students have participated in the Turin Program since 2001 and UNLV professor Janet White has taught two summer session in the program.

Masters Degree Curriculum (172 Credit Hours)

Undergraduate Studies

Lower Division Studies

First Year Fall credits

HIST 100	Historical Issues and Contemporary Man, or	
PSC 101	Introduction to American Politics	4
ENG 101	Composition & Rhetoric	3
COM 101	Oral Communication	3
	Physical Sciences Elective	3
AAE 100	Introduction to Architecture	3
 Total Semester Credits		 16

First Year Spring credits

MATH 128	Precalculus and Trigonometry	5
ENG 102	Composition & Rhetoric	3
ART 101	Beginning Drawing	3
PHIL 102	Critical Thinking and Reasoning	3
AAD 180	Fundamentals of Design I	3
 Total Semester Credits		 17

Second Year Fall credits

AAE 280	Fundamentals of Architectural Design I	3
AAD 201 and		
AAD 201D	History of the Built Environment	3
AAD 267	Computer Applications in Architecture I	3
ENG 231 or 232	World Literature I or II	3
PHYS 151 and		
PHYS 151L	General Physics I	4
 Total Semester Credits		 16

<u>Second Year Spring</u>		<u>credits</u>
AAE 282	Fundamentals of Architectural Design II	3
AAD 202	Analysis of the Built Environment	3
	Social Sciences Elective	3
	Social Sciences and International Elective	3
	Social Sciences and Multicultural Elective	3
Total Semester Credits		15
Upper Division Studies		
<u>Third Year Fall</u>		<u>credits</u>
AAE 380	Architectural Design I	6
AAE 455	Architecture from the Enlightenment to the mid-20 th Century	3
ABS 341	Structures for Architects I	3
ABS 321	Construction Technologies I	3
Total Semester Credits		15
<u>Third Year Spring</u>		<u>credits</u>
AAE 382	Architectural Design II	6
AAE 451	Multidisciplinary Theory & Analysis in Architecture	3
ABS 331	Environmental Control Systems I	3
ABS 322	Construction Technologies II	3
Total Semester Credits		15
<u>Third Year Summer</u>		<u>credits</u>
AAD 400	Clinical Internship	0
Total Semester Credits		0
<u>Fourth Year Fall</u>		<u>credits</u>
AAE 480	Architectural Design III	6
AAE 440	Societal Concerns in Architecture	3
ABS 332	Environmental Control Systems II	3
	Architectural Elective	3
Total Semester Credits		15
<u>Fourth Year Fall</u>		<u>credits</u>
AAE 480	Architectural Design IV	6
AAE 481	Architecture, Place & Identity	3
ABS 440	Structures for Architects II	3
	Architectural Elective	3
Total Semester Credits		15

Graduate Studies

Fifth Year Fall credits

AAE 771L	Architectural Design V	6
AAE 770	Research Methods in Architecture	3
	Concentration Elective	3

Total Semester Credits 12

Fifth Year Spring credits

AAE 772L	Architectural Design VI	6
ABS 741	Integrated Building Systems	3
	Concentration Elective	3

Total Semester Credits 12

Fifth Year Summer credits

AAD 600	Clinical Internship (required if not previously completed)	0
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Sixth Year Fall credits

AAE 789	Architectural Research Studio, or Six credits of concentration electives for Thesis Option	6
AAE 660	Issues in Contemporary Urbanism	3
	Concentration Elective	3

Total Semester Credits 12

Sixth Year Fall credits

AAE 791	Professional Project Studio, or	
AAE 790	Written Thesis	6
ABS 756	Design Practice Management II	3
	Concentration Elective	3

Total Semester Credits 12

Masters Degree Curriculum (96 Credit Hours + non pre-professional)

Undergraduate Studies

Preparatory Studies

First Year Fall credits

AAE 711L	Graduate Design I	3
AAE 555	Architecture from the Enlightenment to the mid-20 th Century	3
ABS 321	Construction Technologies I	3
ABS 341	Structures for Architects I	3

Total Semester Credits 12

<u>First Year Spring</u>		<u>credits</u>
AAE 712L	Graduate Design II	6
AAE 651	Multidisciplinary Theory & Analysis in Architecture	3
ABS 331	Environmental Control Systems I	3
Total Semester Credits		12
<u>First Year Summer</u>		<u>credits</u>
AAD 600	Clinical Internship (required if not previously completed)	0
<u>Second Year Fall</u>		<u>credits</u>
AAE 713L	Graduate Design III	6
ABS 332	Environmental Control Systems II	3
	Concentration Elective	3
Total Semester Credits		12
<u>Second Year Spring</u>		<u>credits</u>
AAE 714L	Graduate Design IV	6
ABS 322	Construction Technologies II	3
ABS 640	Structures for Architects II	3
Total Semester Credits		12
<u>Fifth Year Fall</u>		<u>credits</u>
AAE 771L	Architectural Design V	6
AAE 770	Research Methods in Architecture	3
	Concentration Elective	3
Total Semester Credits		12
<u>Fifth Year Spring</u>		<u>credits</u>
AAE 772L	Architectural Design VI	6
ABS 741	Integrated Building Systems	3
	Concentration Elective	3
Total Semester Credits		12
<u>Sixth Year Fall</u>		<u>credits</u>
AAE 789	Architectural Research Studio, or Six credits of concentration electives for Thesis Option	6
AAE 660	Issues in Contemporary Urbanism	3
	Concentration Elective	3
Total Semester Credits		12
<u>Sixth Year Spring</u>		<u>credits</u>

AAE 789	Professional Project Studio, or	
AAE 790	Written Thesis	6
ABS 756	Design Practice Management II	3
	Concentration Elective	3
Total Semester Credits		12

The APR must include the following:

- *Title(s) of the degree(s) offered including any pre-requisite degree(s) or other preparatory education and the total number of credits earned for the NAAB-accredited degree or track for completing the NAAB-accredited degree.*
- *An outline, for each accredited degree program offered or track for completing the NAAB-accredited degree, of the curriculum showing the distribution of general studies, required professional courses (including prerequisites), required courses, professional electives, and other electives.*
- *Examples, for each accredited degree offered or track for completing the NAAB-accredited degree, of the minors or concentrations students may elect to pursue.*
- *A list of the minimum number of semester credit hours or the equivalent number of quarter credit hours required for each semester or quarter, respectively.*
- *A list identifying the courses and their credit hours required for professional content and the courses and their credit hours required for general education for each accredited degree program offered or track for completion of the NAAB-accredited degree.*
- *A list of off-campus programs, description of facilities and resources, course requirements, and length of stay.*

II.2.3. Curriculum Review and Development

The School of Architecture faculty is responsible for the review and development of the School's curriculum. Annual review of the overall curriculum largely conducted through the end of semester review process described in I.1.5.

Curriculum development is the responsibility of the Curriculum Committee which is composed of the program coordinators, librarian (at-large) and up to two faculty nominated to sit on the committee. The Committee generates curriculum proposals either autonomously or from individual faculty initiative. Curriculum proposals must first be approved by the Committee and are then taken to the full faculty for review and vote. Successful proposals are then sent to the University Registrar and the appropriate College Committee for review and committee vote.

Graduate College Curriculum Committee
College of Fine Arts Curriculum Committee

Successful proposals meeting Registrar's review are forwarded to the Faculty Senate Curriculum Committee for discussion and vote. Successful proposals are included in the appropriate on-line catalog the following semester and the printed catalog at the next biennial printing.

The procedures for the University curriculum process are available online at the following:

<http://www.unlv.edu/committees/curriculum/>
<http://graduatecollege.unlv.edu/facstaff/committees/curriculum.html>

In addition to the faculty self assessment, long range curriculum development is informed by University economic projections. Much of the long range planning and curriculum development that has occurred over the course of the past two years has been directed to

make the program sustainable economically, scalable in light of future projections, and to provide new centers of intellectual development that could flourish in the projected economic future.

This curriculum development process engaged the entire faculty and included focus meetings to determine overall curriculum objectives and comparative research of comparable institutions curriculum, including course credit breakdown, faculty teaching assignments, credit loads, and class contact times. This resulted in a database comparing the nation's state funded schools that guided the decisions that have resulted in the revisions presently found in the graduate and undergraduate curriculum.

The APR must include a description of the composition of the program's curricular review process including membership of any committees or panels charged with responsibility for curriculum assessment, review, and development. This description should also address the role of the curriculum review process relative to long-range planning and self-assessment.

II.3 Evaluation of Preparatory/Pre-professional Education

From the University of Nevada, Las Vegas graduate catalog the following is the application requirements for the School of Architecture graduate program.

Each Master of Architecture program applicant must hold a baccalaureate or graduate degree from a regionally accredited college or university recognized by the University of Nevada, Las Vegas. Applicants must have a cumulative undergraduate GPA of 3.00 or higher. Applicants are also required to submit a design portfolio for review, a statement of intent, two letters of reference, and GRE scores of 410 or higher in the verbal section and 430 or higher in the quantitative section. The combined GRE score of these two sections may be no less than 850. International students whose native language is not English must also submit a TOEFL score of 550 (written) or 213 (computerized) or better.

Interested applicants can find detailed information about the Master of Architecture program directly from the School of Architecture's website:

http://architecture.unlv.edu/architecture_g.html

Because of differing levels of preparation among entering master's degree applicants, different paths for admission have been established according to NAAB accreditation requirements; namely, the 4+2 and the 3+ paths.

- The 4+2 path is intended for students holding the Bachelor of Science degree with a major in architecture or its equivalent in curriculum content to the UNLV undergraduate program. Qualified applicants holding a five year, NAAB accredited Bachelor of Architecture professional degree may be granted advanced placement.
- The 3+ path is designed for qualified applicants holding undergraduate or graduate degrees in fields of study other than architecture. If admitted, students are required to complete both undergraduate- and graduatelevel preparatory work as specified by the program faculty before proceeding to the final four semesters of the Master of Architecture program.

The Graduate Coordinator and the Admissions Committee review each graduate applicant's submission including transcript and evidence of work in the form of a design portfolio and written samples. Only students with a Bachelor of Architecture degree are considered for advanced standing in the 48 credit Master of Architecture degree program.

Students whose coursework history is not comparable to that of UNLV BS. Arch graduates may be required to take additional coursework to qualify for the M. Arch degree. (Refer to SPC Matrix) Students who are advised that they require additional coursework may petition this decision through additional documentation including original course syllabi and evidence of work. Appropriate School of Architecture faculty members review this material and advise the Coordinator and Admissions Committee.

II.4. Public Information

II.4.1. Statement on NAAB-Accredited Degrees

The *UNLV Undergraduate Catalog* and the *UNLV Graduate Catalog* are the official sources of information regarding all of the programs of the School of Architecture. The architecture sections of the *2009-2011 Graduate Catalog* and the *2010-2012 Undergraduate Catalog*, as well as the UNLV website, describe the programs, classes, admission and retention requirements, and contain the following statement regarding architectural accreditation:

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards.

Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

The UNLV School of Architecture offers the following NAAB-accredited degree programs: M. Arch. (pre-professional degree + 48 credits) M.Arch. (non-pre-professional degree + 96 credits) The next NAAB accreditation visit for both programs: 2011.

II.4.2. Access to NAAB Conditions and Procedures

Since the 2000-2001 academic year, each student is advised of the School of Architecture Student Handbook and its availability online. Included in the student handbook is a listing of the NAAB Student Performance Criteria and directs the students to www.naab.org for further information on architectural accreditation. The criteria have been available in the Information Rack located immediately inside the School Office (along with descriptive and promotional materials of the School's programs) since 1998. In addition, each instructor is required to list on a class syllabus which Student Performance Criteria, complete with their descriptions, are addressed by the content of the course and give directions to the NAAB website.

II.4.3. Access to Career Development Information

The Architecture Studies Library maintains its collections materials resources for the ARE, LEED, and accredited degree programs. Additionally, the library maintains, on its website, a comprehensive listing of online resources regarding career development and architecture education. That site is:

<http://www.library.unlv.edu/arch/rsrce/webresources/>

II.4.4. Public Access to APRs and VTRs

Hardcopies of past APR and Visiting Team Reports for all three programs in the School of Architecture are kept on reserve in the Architectural Studies Library for public view. At this time this information is not made available online.

II.4.5. ARE Pass Rates

2008 (4.0)		
SECTION	# TAKING TEST	PASS RATE
Programming Planning & Practice	2	100%
Site Planning & Design	1	0%
Building Design & Construction Systems	3	33%
Schematic Design	4	25%
Structural Systems	2	100%
Building Systems	2	50%
Construction Documents and Services	2	50%
2007		
SECTION	# TAKING TEST	PASS RATE
PRE-DESIGN	8	75%
GENERAL STRUCTURES	12	58%
LATERAL FORCES	8	62%
MECHANICAL & ELECTRICAL SYSTEMS	7	71%
MATERIALS & METHODS	11	73%
CONSTRUCTION DOCUMENTS & SERVICES	16	87%
SITE PLANNING	6	33%
BUILDING PLANNING	6	17%
BUILDING TECHNOLOGY	5	40%
2006		
SECTION	# TAKING TEST	PASS RATE
PRE-DESIGN	0	0%
GENERAL STRUCTURES	0	0%
LATERAL FORCES	1	100%
MECHANICAL & ELECTRICAL SYSTEMS	1	100%
MATERIALS & METHODS	1	100%
CONSTRUCTION DOCUMENTS & SERVICES	1	100%
SITE PLANNING	8	62%
BUILDING PLANNING	7	57%
BUILDING TECHNOLOGY	5	60%

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Part Three. Progress Since Last Site Visit

1. Summary of Responses to the Team Findings [2008]

A. Responses to Conditions Not Met

6. Human Resources

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

MET	NOT MET
[X]	[]

Comment from previous VTR [2008] (quote in full) The program created a new director of graduate studies position that has made it possible to address many of the concerns noted by the 2005 team. All constituencies we met acknowledged that the current full-time faculty is stretched as they try to balance teaching, research and service expectations. The school has hired 4 new full-time faculty as members since the 2005 team visit and has preserved 2 faculty lines to replace the recent retirement of the department director and a departing faculty member in the area of structures. This is a good indicator of institutional support at a time when resources for faculty positions at the university are reduced. If these two positions are filled this criterion is likely to be met, however, if they are not filled, there will still be a deficiency. The opportunity to hire a new department director is seen by the school as a way to obtain leadership that can strengthen the program.

The 2005 team expressed concern about the tenure and promotion process. We learned that recently there has been more attention paid to tenure and promotion standards in the university level and expectation that junior faculty members identify a faculty mentor who will advise them on how to prepare for tenure and promotion. However, the expectations for untenured faculty to be successful in achieving promotion and tenure and the metrics to measure that success do not appear to be consistently understood.

The student to faculty ratio has improved since the last visit. Also the balance between full time faculty and adjunct faculty has changed with full time faculty assuming all of the design studio teaching responsibility. Total enrollment of architecture majors is approaching 400 students and there is continued pressure to maintain enrollment for budget reasons. The attrition rate is uncommonly high with 185 entering the first undergraduate year of the 4+2 program and fewer than 20 students (including those with undergraduate degrees from other schools) completing the M. Arch degree. This means that few architecture majors who begin their undergraduate study at UNLV complete the accredited degree program required to become a licensed architect. We have some concerns about whether there is adequate support for students who may not be fulfilling their potential. We also wonder if faculty resources are distracted by teaching so many students who will not complete the major.

There appears to be limited opportunities for graduate students to have contact with faculty members and graduate students from allied fields. There are opportunities for

independent study that allows students to focus on areas of interest but it appears as though interdisciplinary and independent work may be constrained by limited faculty resources and some difficulties with bureaucracy.

Response from Program [2010]: While this condition was met the School and University have continued to implement strategies for improvement.

First, the University has approved faculty searches to replace departed faculty and address key teaching positions. The School has four active searches, three for positions teaching in the architecture program. Two of these positions are for associate level or above candidates and will have a significant impact on the leadership of the program.

Second, one of the factors that impacted faculty work loads was the course credit and contact hour formula for the School of ARchitecture Studios. In a review of the nation's state funded architecture programs it was determined that the UNLV School of Architecture had the lowest credit hour value for undergraduate studios and the highest contact hour formula. The curriculum revision implemented in 2010 addressed this issue and in combination with an increase in upper division studio sections faculty workloads have been improved and are now comparable to that of most schools of architecture.

Third, the school is making efforts to improve the student graduate rate and FTE ratio. While the school is unable to limit the number of incoming freshman the program has introduced GPA based gate into second year effectively halving the second year enrollment. The program has also relocated the majority of School of Architecture faculty resources to the upper division allowing for smaller class sizes of architecture major coursework.

Fourth, the graduate program has taken major strides in the advancement of the School's graduate program as a liberal interdisciplinary education experience. The concentration track structure that was planned in 2009-2010 and introduced in the fall of 2010 is by its very nature integrated with disciplines outside of the School of Architecture.

B. Responses to Causes of Concern

12. Professional Degrees and Curriculum

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

MET	NOT MET
[X]	[]

Comment from previous VTR [2008] (quote in full) Degree nomenclature and the number of credits required of the accredited programs meet NAAB requirements with the exception of the 45 credit minimum for non-architecture related general education. The current curriculum shows 44 credits. We see this as a relatively minor issue that can easily be resolved by the next accreditation review.

The 2005 team had concerns about the lack of clear academic focus of the graduate program, mechanisms for effective administration and whether or not the low enrollments in the program were sustainable. They felt the curriculum was too narrow and primarily

oriented to fulfilling the NAAB criteria. Progress has been made in developing a focus for the program. The faculty identified two areas of emphasis, design for desert environments and rapid urban growth. The opportunity for this program to benefit from and contribute to the City of Las Vegas appears to have broad based support and untapped potential. This appears to be a program in transition, one that used to be focused on training practitioners with a regional perspective that is now seeking a balance between instruction and research as well as the creation of a national identity.

Response from Program [2010]: While this program has been met the School and University have continued to implement strategies for improvement.

The graduate program has further defined areas of focus and opportunities to add breadth to the program with the addition of the Hospitality Design (Entertainment Architecture) concentration track and planning for a fourth concentration. The two focus tracks identified at the last visit have been further defined and are part of either the Downtown Design Center or the Building Systems and Sustainability Research tracks.

C. Responses to Causes of Concern

13. Student Performance Criteria

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

13.1 Speaking and Writing Skills

Ability to read, write, listen and speak effectively.

MET	NOT MET
[X]	[]

Comment from previous VTR [2008] (quote in full) The 2005 team had concerns about student writing ability. The team reviewed capstone thesis and project books as well as writing in course assignments. The writing assistance program provided by the university is used by some faculty who report the service is working well. This SPC is now met, but some students would benefit from more writing instruction.

Response from Program [2010]: While this program has been met the School and University have continued to implement strategies for improvement.

The program continues to be concerned regarding the development of student communications skills and writing in particular. In this regard, the development of M. Arch degree concentration tracks incorporating concentration electives from programs across the University places students in an academic context where traditional architectural modes of communication are ineffective and emphasizes the importance of reading comprehension and written content to be successful. As the concentrations were initiated in 2010 it is too early to assess student progress in this realm.

In the undergraduate degree program, it is anticipated that the reorganization of the curriculum with Gen-Ed coursework being completed in the first two years of study will improve the reading comprehension and writing skills of upper division students. As this change was implemented at the beginning of the 2010 academic year it is too early for assessment of this change.

2. Summary of Responses to Changes in the NAAB Conditions

In the period since the last accreditation visit the School of Architecture has shifted its focus and resources away from a program that had been described in a previous visit as an institution engaged in the “training” of architects to one that embraces the potential for the development of a liberal arts education in the setting of the University. Across the campus, the School of Architecture is seen as the initiator of these opportunities, as evidenced by the concentration tracks, and the facilitator of inter or multidisciplinary centers of study.

In an effort to expand the School’s intellectual capital, the capacity of internet based resources to connect with distant intellectual centers has been integrated in the graduate, undergraduate and research programs. This bringing the world closer, flattening if you will, engages students in the world wide discourse of architecture, as well as develop skills to function successfully in the 21st century.

The integration of digital technologies goes beyond the transfer of knowledge from one location to the next. The School is providing the tools and education strategies to take full advantage of the capacity of digital technologies as tools for design and investigation. Rather than basing studio education solely on digital technologies, the objective is to educate students in all tools for exploration so that they may move seamlessly between media and all phases of the architectural profession, from the sketch on a napkin to the development of a building information model incorporating structural, mechanical, and civil disciplines.

In this manner, the efforts made by the School of Architecture to improve mirror the intention of the changes incorporated in the NAAB conditions.

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Part Four: Supplemental Information

1. Course Descriptions (see *2009 Conditions*, Appendix 1 for format)

NUMBER AND TITLE OF COURSE (Total Number of credits):

AAD 180 - Fundamentals of Design I (3 credits)

COURSE DESCRIPTION:

This course offers an introduction to the principles and theories of design and design methodology in the “making” (and representations) of form and space.

COURSE GOALS AND OBJECTIVES:

- Students will be able to identify multiple means (principles and theories) of achieving architectural ends (form and space).
- The design students in this course will learn to associate knowledge of design processes to current architecture discourse.
- By applying representational techniques acquired through in-class examples, all students passing this course will be equipped with the ability to synthesize graphic and grammatical tools to communicate more complex (architectural) concepts.

STUDENT PERFORMANCE CRITERION:

A.1 Communication Skills

A.3 Visual Communication Skills

Secondary

A.6 Fundamental Design Skills

A.8 Ordering Systems Skills

C.1 Collaboration

TOPICAL OUTLINE:

¼ Lecture (architectural concepts: historical precedents from text and complementary contemporary ideas)

¼ Research (uncovering basic design principles in the built environment)

¼ Drawing (parti, sketch, figure-ground, plan, elevation, section, detail, axonometric, interior perspective, exterior perspective, graphic equation, model)

¼ Writing (Detailed caption for each drawing, Poetic Stanza for each weekly conceptual framework)

PREREQUISITES: Admittance to a School of Architecture major.

TEXTBOOKS/LEARNING RESOURCES:

Thirteen Ways: Theoretical Investigations in Architecture – Robert Harbison, and Thirteen Ways of Looking at a Blackbird – Poem by Wallace Stevens

OFFERED: Spring Semester, Annually

FACULTY ASSIGNED: Glenn NP Nowak Previously: Alcorn

NUMBER AND TITLE OF COURSE:

AAD 201 History of the Built Environment (3):

COURSE DESCRIPTION:

Relationships among art, architecture and society from the twenty-fifth century BCE to the present. Emphasis on the built environment as a manifestation of cultural forces and design aesthetics.

COURSE GOALS AND OBJECTIVES

- primary focus is an exploration of physical form through study of buildings and cities of the past.
- secondary focus the intersection of cultural elements – such as literature, fine art, religious beliefs, political structure, or economic system -- with individual forms or monuments produced by a particular civilization.

STUDENT PERFORMANCE CRITERION

A.9 Historical Traditional/Global Culture

A.10 Cultural Diversity

TOPICAL OUTLINE: (Include percentage of time spent in each subject area)

Introduction and expectations;

what is the history of built form and why do designers study it?	Week 1
Segment I: The Ancient World	Weeks 2-4
Segment II. The Medieval World:	Weeks 5-7
Segment III: The Renaissance World	Weeks 8-9
Segment IV: The Modern World	Weeks 10-14

PREREQUISITES: Eng 102

TEXTBOOKS/LEARNING RESOURCES:

Spiro Kostof, *A History of Architecture. Settings and Rituals*. 2nd ed. Oxford University Press.

Cyril M. Harris, ed., *Illustrated Dictionary of Historic Architecture*. Dover Publications.

OFFERED: Fall semester, annually

FACULTY ASSIGNED: Janet White

NUMBER AND TITLE OF COURSE:

AAD 202 Analysis of the Built Environment (3):

COURSE DESCRIPTION:

Exploration of space and form-making through examination of historical precedent. Emphasis on developing a visual vocabulary and understanding of the built environment as cultural creation.

COURSE GOALS AND OBJECTIVES

- Exploration of physical form, on the shaping of space and mass, solid and void, through study of buildings, open spaces, and cities of the past.
- Location of built form in the socio-cultural and chronological framework of architectural history.

STUDENT PERFORMANCE CRITERION

A.9 Historical Traditional / Global Culture

A.10 Cultural Diversity

TOPICAL OUTLINE

The Urban Realm	Weeks 1-6
The Natural Realm	Weeks 7-8
The Sacred Realm	Weeks 9-10
The Technological Realm	Weeks 11-14

PREREQUISITES: AAD 201

TEXTBOOKS/LEARNING RESOURCES:

Spiro Kostof, *A History of Architecture. Settings and Rituals*. 2nd ed. Oxford University Press.

Roger Clark & Michael Pause, *Precedents in Architecture. Analytic Diagrams, Formative Ideas, and Partis*. 3rd ed. John Wiley & Sons, Inc.

OFFERED: Spring semester every year

FACULTY ASSIGNED: Janet R. White

NUMBER AND TITLE OF COURSE: AAE 280 Fundamentals of Architectural Design I
Credits: 3

COURSE DESCRIPTION:

Elementary studies in architectural design exploring the relationships between various programmatic models, normative building types, and technological themes within specific physical, cultural, and urban contexts.

COURSE GOALS AND OBJECTIVES:

- Develop graphic and 3d communication skills
- Develop an understanding of spatial and ordering system principles
- Develop and execute design concepts in response to simple design problems

STUDENT PERFORMANCE CRITERION:

- A.2 Design Thinking Skills
- A.6 Fundamental Design Skills
Secondary
- A.8 Ordering Systems

TOPICAL OUTLINE:

Bi-weekly design problems 100%

PREREQUISITES: AAE 182, admission to second year studies

TEXTBOOKS/LEARNING RESOURCES:

?

OFFERED: Fall Semester, Annually

FACULTY ASSIGNED: Nowak, Chaddick, Kemner, Chenin, Rineer, Gregory, Strodl,
Nelson

NUMBER AND TITLE OF COURSE: AAE 282 Fundamentals of Architectural Design II
Credits: 3

COURSE DESCRIPTION:

Elementary studies in architectural design exploring the relationships between various programmatic models, normative building types, and technological themes within specific physical, cultural, and historic contexts.

COURSE GOALS AND OBJECTIVES:

- Develop graphic and 3d communication skills
- Develop an understanding of spatial and ordering system principles
- Develop analytical skills to learn from and use principles of architectural precedence.

STUDENT PERFORMANCE CRITERION:

- A.2 Design Thinking Skills
A.6 Fundamental Design Skills
Secondary
A.7 Use of Precedents

TOPICAL OUTLINE:

Bi-weekly design problems	50%
Precedent Analysis	25%
Site Visits	10%
Program Research	15%

PREREQUISITES: AAE 280

TEXTBOOKS/LEARNING RESOURCES:

?

OFFERED: Spring Semester, Annually

FACULTY ASSIGNED: Nowak, Chaddick, Chenin, Rineer, Strodl, Nelson

NUMBER AND TITLE OF COURSE:

AAE 380 Architectural Design I (Credits: 6)

COURSE DESCRIPTION:

Intermediate studies in architectural design, exploring the relationships between various programmatic models, normative building types, and technological themes within specific physical, urban and cultural contexts.

COURSE GOALS AND OBJECTIVES:

To build an understanding of how the making (construction) of architecture informs architectural form and meaning.

STUDENT PERFORMANCE CRITERION:

A.2 – Design Thinking Skills

B.4 – Site Design

Secondary

B.9 – Structural Systems

b.12 – Building Material Assemblies

TOPICAL OUTLINE:

Introductory Exercise 1: Making Joints 8% of semester.

Site Analysis: 12% of Semester

Site Design: 25% of Semester

Conceptual Design: 25% of Semester

Design Development Projects 1 & 2 : 30% of semester

PREREQUISITES: AAE 282, admission to upper division.

TEXTBOOKS/LEARNING RESOURCES:

The Architect's Studio Companion:

Rules of Thumb for Preliminary Design

Green Building Advisor (CD_ROM)

OFFERED: Fall Semester, Annually

FACULTY ASSIGNED: Holmes, Kemner, Oakley, Weber

NUMBER AND TITLE OF COURSE:

AAE 382 Architectural Design II (Credits: 6)

COURSE DESCRIPTION:

Intermediate studies in architectural design, exploring the relationships between various programmatic models, normative building types, and technological themes within specific physical, urban and cultural contexts.

COURSE GOALS AND OBJECTIVES:

To commence the learning and understanding of the architectural design process with emphasis on the techniques of building programming, site planning, development of architectural concepts and transforming those concepts into cohesive and coherent architectural building and site designs.

STUDENT PERFORMANCE CRITERION:

A.2 – Design Thinking Skills

B.2 – Accessibility

Secondary

B.4 - Site Design

B.12 – Building Material Assemblies

B.10 – Building Envelope Systems

TOPICAL OUTLINE:

Precedent Research:	10% of semester
Site Analysis:	10% of semester
Site Design:	25% of semester
Conceptual Design:	25% of semester
Design Development Projects 1 & 2:	30% of semester

PREREQUISITES: AAE 380

TEXTBOOKS/LEARNING RESOURCES:

The Architect's Studio Companion:

Rules of Thumb for Preliminary Design

Green Building Advisor (CD_ROM)

OFFERED: Spring Semester, Annually

FACULTY ASSIGNED: Holmes, Kemner, White, Weber

NUMBER AND TITLE OF COURSE

AAE 440 – Professional Practice and Society (Credits: 3)

COURSE DESCRIPTION: Professional and societal issues in architectural practice including architectural practice types, financial management, codes, zoning, licensing, regulations, contracts, ethics and standards.

COURSE GOALS AND OBJECTIVES:

- Develop an understanding of the legal obligations of architectural practice and professional registration;
- Develop an understanding of the organizational structure of architectural offices;
- Develop an understanding of types of architectural services and client expectations;
- Develop an understanding of the role of finances in professional practice and building construction.

STUDENT PERFORMANCE CRITERION:

- C.4 Project Management
- C.5 Architectural Practice
- C.7 Legal Responsibilities
- C.8 Ethics and Professional Judgment
- C.9 Community and Social Responsibility

TOPICAL OUTLINE:

Professional Life: 10%
Professional Development: 10%
Developing a Practice: 10%
Legal Dimensions of Practice: 10%
Running a Practice: 10%
Project Definition: 10%
Project Development: 10%
Project Devlivery: 10%
Building Codes and Regulations:10%

Types of Agreements: 10%

PREREQUISITES: AAE 382

TEXTBOOKS/LEARNING RESOURCES:

Handbook of Professional Practice
The Architecture Student's Edition
14th Edition
The American Institute of Architects

OFFERED: Fall Semester, Annually

FACULTY ASSIGNED: Michael Alcorn, AIA, Assoc. Professor, Fall 2009

Jess Holmes, FAIA, Visiting Instructor, Fall 2010

NUMBER AND TITLE OF COURSE

AAE 451 – Multidisciplinary Theory and Analysis in Architecture

Credits: 3

COURSE DESCRIPTION:

Examination of the discourse of ideas that center on theories of architecture and related disciplines. Emphasis will be given to contemporary theories, their lineages, and their function in the genesis of architectural projects.

COURSE GOALS AND OBJECTIVES:

- Develop an understanding of the major theoretical movements in architecture of the course of the past fifty years;
- Develop an understanding of the context of ideas that surrounds these movements;
- Develop the ability to consider the role these theories play in the development of significant works of architecture;

STUDENT PERFORMANCE CRITERION:

A.1 Communication Skills

A.7 Use of Precedents

TOPICAL OUTLINE:

Lecture	50%
Discussion	40%
Student Presentation	10%
Themes	Semester %
Kahn to 1970's	25%
Graves to the 1990's	25%
The 1990's from Blobs to the New Craftsman	25%
Sustainability and after	25%

PREREQUISITES: AAE 455

TEXTBOOKS/LEARNING RESOURCES:

Assigned Readings are placed on reserve in the library or made available online.

OFFERED: Spring Semester, Annually

FACULTY ASSIGNED: Kemner

NUMBER AND TITLE OF COURSE:

AAE 455/655 The Enlightenment through the Mid-Twentieth Century: Architectural History and Theory (3)

COURSE DESCRIPTION:

Exploration of the major movements in the history and theory of built form, beginning in the eighteenth century with the Enlightenment and continuing through the mid-twentieth century.

COURSE GOALS AND OBJECTIVES

- Exploration, in depth, of built form created from the enlightenment through the 1940's, primarily in Europe and the United States but also in other regions of the world, emphasizing the innovative work of major figures
- Study of Modernism, the primary fact of 20th-century architecture, and the various alternatives and reactions to Modernism

STUDENT PERFORMANCE CRITERION/ia

- 8. Western traditions;
- 9. Non-Western traditions;
- 10. National and regional traditions
- 1. Speaking and Writing Skills; and
- 4. Research Skills

TOPICAL OUTLINE:

The 18 th Century	Weeks 1-5
The 19 th Century	Weeks 6-10
The 20 th Century	Weeks 11-14

PREREQUISITES: AAD 202 and upper division status

TEXTBOOKS/LEARNING RESOURCES:

Spiro Kostof, *A History of Architecture. Settings and Rituals*. 2nd ed. Oxford University Press.

William J.R. Curtis, *Modern Architecture Since 1900*. 3rd Ed. Phaedon Press, Inc. 1966.

H. R. Hitchcock & P. Johnson, *The International Style*. W.W. Norton & Co. 1995.

Ulrich Conrads, *Programs and Manifestoes on 20th-century Architecture*. MIT Press. 1970.

OFFERED: Fall Semester, Annually

FACULTY ASSIGNED: Janet R. White

NUMBER AND TITLE OF COURSE:

AAE 480 Architectural Design III (6 Credits)

COURSE DESCRIPTION:

Advanced studies in architectural design emphasizing application of analytical, conceptual, and representational skills within projects that engage cultural, urban, ecological, technological, and urban contexts

COURSE GOALS AND OBJECTIVES:

- Design in collaborative environment,
- Use rigorous research methods and skills including computer software as a design tool,
- Collect base data and relevant information,
- Identify and analyze similar cases,
- Synthesize the research findings to generate preliminary design alternatives and solutions,
- Develop the selected design solution, and
- Represent the final design solution in relevant scale and level of detail using appropriate methods and techniques of representation.

STUDENT PERFORMANCE CRITERION:

A.5 – Investigative Skills

C.5 – Collaboration

Secondary

A.10 – Cultural Diversity

B.1 – Predesign

B.3 – Sustainability

TOPICAL OUTLINE:

Research & Report Presentation:	25% of semester
Conceptual Design and Alternative Study:	25% of semester
Design Development:	30% of semester
Detail Development and Representation:	20% of semester

PREREQUISITES: AAE 382

TEXTBOOKS/LEARNING RESOURCES:

Varies by Instructor

OFFERED: Fall Semester, Annually

FACULTY ASSIGNED: Al-Douri, Dorgan, Ray, Nowak

NUMBER AND TITLE OF COURSE:

AAE 482 Architectural Design IV(6 credits)

COURSE DESCRIPTION:

Advanced studies in architectural design emphasizing application of analytical, conceptual, and representational skills within projects that engage cultural, urban, ecological, technological, and urban contexts.

COURSE GOALS AND OBJECTIVES:

- Designing in a collaborative environment,
- Application of theories in architecture and urbanism to a real world design problem,
- Using rigorous research methods and skills to inform design,
- Synthesizing the research findings to generate preliminary design alternatives and solutions,
- Design in context; developing the architectural design solution in connection with the master plan, and
- Using digital technology to support design analysis, synthesis and communication.

STUDENT PERFORMANCE CRITERION:

A.2 – Design Thinking Skills

A.5 – Investigative Skills

Secondary

B.1 – Pre-Design

C.1 - Collaboration

TOPICAL OUTLINE:

- Research & Report/Master Plan Group Work 45% of semester

Individual work

- Conceptual Architectural Design Phase: 12% of semester
- Architectural Design Development Phase 20% of semester
- Architectural Design detailing and Presentation Phase 23% of semester

PREREQUISITES: AAE 480

TEXTBOOKS/LEARNING RESOURCES:

Varies by instructor

OFFERED: Spring Semester , Annually

FACULTY ASSIGNED: Al-Douri, Dorgan, Kemner, Ray

NUMBER AND TITLE OF COURSE

AAE 651 – Multidisciplinary Theory and Analysis in Architecture (Credits: 3)

COURSE DESCRIPTION:

Examination of the discourse of ideas that center on theories of architecture and related disciplines. Emphasis will be given to contemporary theories, their lineages, and their function in the genesis of architectural projects.

COURSE GOALS AND OBJECTIVES:

- Develop an understanding of the major theoretical movements in architecture of the course of the past fifty years;
- Develop an understanding of the context of ideas that surrounds these movements;
- Develop the ability to consider the role these theories play in the development of significant works of architecture;

STUDENT PERFORMANCE CRITERION:

A.1 Communication Skills

A.7 Use of Precedents

TOPICAL OUTLINE:

Lecture	50%
Discussion	40%
Student Presentation	10%
Themes	Semester %
Kahn to 1970's	25%
Graves to the 1990's	25%
The 1990's from Blobs to the New Craftsman	25%
Sustainability and after	25%

PREREQUISITES: AAE 455

TEXTBOOKS/LEARNING RESOURCES:

Assigned Readings are placed on reserve in the library or made available online.

OFFERED: Spring Semester, Annually

FACULTY ASSIGNED: Kemner

NUMBER AND TITLE OF COURSE: AAE 660 (3 credits)

COURSE DESCRIPTION:

Examines the forces shaping contemporary architectural and urban design practices including the effects of cultural, economic, and political transformations upon spatial formations.

COURSE GOALS AND OBJECTIVES:

This course aims to provide a critical investigation of the theories, design principles and approaches, and challenges of contemporary urbanism. Students will develop:

- A broader and deeper knowledge of the design principles of urban design,
- A critical perspective on the design principles that have been derived from this literature, and an understanding of how they have been applied in professional practice,
- An understanding of emerging trends urban designers adopt to respond to current challenges in contemporary urbanism, and
- An overview of applications and methods of usage of emerging technologies to support urban design practice.

STUDENT PERFORMANCE CRITERION:

A.10	Cultural Diversity
C.2	Human Behavior <i>Secondary</i>
C.8	Ethics and Professional Judgment
C.9	Community and Social Responsibility

TOPICAL OUTLINE:

1. Role and definitions of contemporary urban design, (2 weeks)
2. Reviewing major contemporary urban design theories and literature and comparing urban design models (rational, empirical, and pragmatic), (2 weeks)
3. Reviewing urban design practice, products and areas of focus as well as approaches urban designers adopt to control change in the urban environment, (2 weeks)
4. Reviewing emerging trends and challenges in contemporary urbanism, (2 weeks)
5. Reviewing design paradigms urban designers adopt to respond to challenges in contemporary urbanism, (4 weeks)
6. Identifying the methods and impact of using computer technology in urban design and planning practice on the quality of the design outcome (2 weeks).

PREREQUISITES: AAE 382 and AAE 481

TEXTBOOKS/LEARNING RESOURCES:

Brown, Lance Jay; Dixon, David; and Gillham, Oliver 2009 *Urban Design for an Urban Century: Place making for people*, New Jersey, John Wiley & Sons, Inc. US.
Moor, Malcolm and Rowland, Jon (Eds.) 2006 *Urban Design Futures*, London, Routledge, UK.
Lang, Jon 2005 "*Urban Design: A Typology of Procedures and Products*", Oxford, Architectural Press.
Larice, Michael and Macdonald, Elizabeth (Eds.) 2007 *The Urban Design Reader*, Oxon, Routledge, UK.

OFFERED: Fall Semesters, Annually

FACULTY ASSIGNED: Firas A. Al-Douri, Ph.D. Assistant Professor

NUMBER AND TITLE OF COURSE:

AAE 711L Graduate Design I: Design and Communication (Credits: 3)

COURSE DESCRIPTION:

Basic principles of design and communication. Understanding of the fundamentals of architectural graphics, 2-D design principles, 3-D composition and the effect of design elements on design decisions.

COURSE GOALS AND OBJECTIVES:

- Develop graphic and 3d communication skills
- Develop an understanding of spatial and ordering system principles
- Develop and execute design concepts in response to simple design problems

STUDENT PERFORMANCE CRITERION:

A.2 Design Thinking Skills

A.6 Fundamental Design Skills

Secondary

A.8 Ordering Systems

TOPICAL OUTLINE:

Bi-weekly design problems 100%

PREREQUISITES: Admission to Graduate Studies

TEXTBOOKS/LEARNING RESOURCES:

?

OFFERED: Fall Semester, Annually

FACULTY ASSIGNED: Gregory, Jones, Alcorn

NUMBER AND TITLE OF COURSE:

AAE 712L Graduate Design I: Fundamentals (Credits: 6)

COURSE DESCRIPTION:

Principles of design for graduate students. Understanding of the fundamentals of architectural design principles, site planning, architectural programming, response to specific and unique climate conditions for a given site

COURSE GOALS AND OBJECTIVES:

- Develop graphic and 3d communication skills
- Develop an understanding of spatial and ordering system principles
- Develop analytical skills to learn from and use principles of architectural precedence.

STUDENT PERFORMANCE CRITERION:

A.6 Fundamental Design Skills

A.8 Ordering Systems

Secondary

A.2 Design Thinking Skills

TOPICAL OUTLINE:

Bi-weekly design problems 100%

PREREQUISITES: Admission to Graduate Studies

TEXTBOOKS/LEARNING RESOURCES:

?

OFFERED: Fall Semester, Annually

FACULTY ASSIGNED: Gregory, Jones, Alcorn

NUMBER AND TITLE OF COURSE:

AAE 713L – Graduate Design III (Credits: 6)

COURSE DESCRIPTION:

Intermediate studies in architectural design, exploring the relationships between various programmatic models, normative building types, and technological themes within specific physical, urban and cultural contexts.

COURSE GOALS AND OBJECTIVES:

The investigation of construction materials and connectivities, both on a small scale and in larger structures.

STUDENT PERFORMANCE CRITERION:

A.3 Visual Communication Skills

B.4 Site Design

Secondary

A.2 Design Thinking Skills

TOPICAL OUTLINE:

Project 1: Case Study Research Project. 13% of Semester.

Project 2: 40% of Semester.

- Site analysis
- Investigate Material Assemblies
- Investigate Site Environmental Conditions

Project 3: 47% of Semester.

- Investigate qualities of natural light,
- Connection to the landscape,
- Simplicity of architecture,
- Selection of natural materials.

PREREQUISITES: AAE 712L, consent of Instructor and Graduate Coordinator.

TEXTBOOKS/LEARNING RESOURCES:

The Architect's Studio Companion:

Rules of Thumb for Preliminary Design

Green Building Advisor (CD_ROM)

OFFERED: Fall Semester Annually

FACULTY ASSIGNED: Jess Holmes, FAIA, Visiting Instructor

NUMBER AND TITLE OF COURSE:

AAE 714L – Architectural Design IV (Credits: 6)

COURSE DESCRIPTION:

Intermediate studies in architectural design, exploring the relationships between various programmatic models, normative building types, and technological themes within specific physical, urban and cultural contexts.

COURSE GOALS AND OBJECTIVES: To commence the learning and understanding of the architectural design process with emphasis on the techniques of building programming, site planning, development of architectural concepts and transforming those concepts into cohesive and coherent architectural building and site designs.

STUDENT PERFORMANCE CRITERION:

A.5 – Investigative Skills

A.7 – Use of Precedents

C.1 – Collaboration

TOPICAL OUTLINE:

Task 1: Research and analyses of specific urban context. 7% of semester.

Project 1: 40% of semester.

- Site specific analysis and design of multi-use urban facility
- Emphasis includes site circulation

Project 2: 53% of semester

- Site specific analysis and design of multi-use urban facility
- Emphasis includes site circulation
-

PREREQUISITES: AAE 713L, consent of instructor and Graduate Coordinator.

TEXTBOOKS/LEARNING RESOURCES:

The Architect's Studio Companion:

Rules of Thumb for Preliminary Design

Green Building Advisor (CD_ROM)

OFFERED: Spring Semester, Annually

FACULTY ASSIGNED: Jess Holmes, FAIA, Visiting Instructor

NUMBER AND TITLE OF COURSE: AAE 770 (3 credits)

COURSE DESCRIPTION:

Survey of research methods in environmental design. Quantitative and qualitative methods used in researching design, social/behavioral and technical problems in architecture.

COURSE GOALS AND OBJECTIVES:

To increase understanding of the research process and to build and develop skills in research methods,

- Increase abilities to critically read, interpret, and evaluate research proposals and publications,
- To increase abilities to analyze the structure of the research process as an approach to problem solving,
- To apply the research process to problems in architectural design and planning,
- Increase abilities to systematically search relevant literature to support a research or thesis topic,
- To develop a thesis proposal's problem statement, objectives, and hypothesis, and
- Increase abilities to communicate and disseminate research findings in written, verbal and multi-media formats.

STUDENT PERFORMANCE CRITERION:

A.1 – Communication Skills

A.11 – Applied Research

TOPICAL OUTLINE:

- Introduction: Research Fundamentals (1.5 weeks)
- Planning and Designing the Main Parts of your Research Report (3.5 weeks)
- Qualitative Research Methodologies (2.5 weeks)
- Quantitative Research Methodologies (5 weeks)
- Mixed-method Research Methodologies (1 weeks)
- Preparing, Writing, and Presenting your Research Paper (1 week)

PREREQUISITES: Graduate Standing

TEXTBOOKS/LEARNING RESOURCES:

Leedy, Paul D. and Ormrod, Jeanne Ellis 2010 *Practical Research: Planning and Design*, 9th Edition (with *myeducationlab*) Upper Saddle River, N.J.: Pearson Prentice Hall.

Groat, Linda and Wang, David 2002 *Architectural Research Methods*, New York, John Wiley & Sons Inc.

Web resource: *Myeducationlab*, an on-line companion to the text book that includes exercises, research papers and additional tasks to increase the learning outcomes.

OFFERED: Fall Semester, Annually

FACULTY ASSIGNED: Firas A. Al-Douri, Ph.D. Assistant Professor

NUMBER AND TITLE OF COURSE: AAE 771L – Architectural Design V, Credits: 6

COURSE DESCRIPTION:

Design and presentation of complex urban developments and multi-story structures in an urban context.

COURSE GOALS AND OBJECTIVES:

The first of two sequential studios designed to integrate all aspects of knowledge gained by the student during four years of undergraduate study.

STUDENT PERFORMANCE CRITERION:

- A.2 – Design Thinking Skills
- B.3 – Sustainability
- Secondary
- B.1 – Pre-Design
- B.4 – Site Design
- B.10 – Building Envelope Systems
- B.12 Building Material Systems

TOPICAL OUTLINE:

- | | |
|--------------------------------------|------------------|
| Site & Site Sustainability Analysis. | 20% of Semester. |
| Building Project 1. | 30% of Semester. |
| Building Project 2. | 30% of Semester. |

PREREQUISITES: Admission to the Graduate Program AAE 714L, consent of Graduate Coordinator.

TEXTBOOKS/LEARNING RESOURCES:

The Architect's Studio Companion:

Rules of Thumb for Preliminary Design

Green Building Advisor (CD_ROM)

Building Codes Illustrated: A Guide to Understanding the 2000 IBC

ADA Technical Assistance

Cradle to Cradle: Remaking the Way We Make Things

OFFERED: Fall, 2008

FACULTY ASSIGNED: Jess Holmes, FAIA, Visiting Instructor

NUMBER AND TITLE OF COURSE:

AAE 772L – Architectural Design VI (Credits: 6)

COURSE DESCRIPTION:

Design and presentation of complex urban developments and multi-story structures in an urban context.

COURSE GOALS AND OBJECTIVES:

The second of two sequential studios designed to integrate all aspects of knowledge gained by the student during four years of undergraduate study and to provide a platform for the student to demonstrate sufficient professional knowledge and experience so that he or she may pursue individual architectural research during the final year of his or her Graduate Study.

STUDENT PERFORMANCE CRITERION:

A.2 Design Thinking Skills

B.6 Comprehensive Design

TOPICAL OUTLINE:

Concept Development. 27% of Semester.

Schematic Design. 40% of Semester.

Design Development. 33% of Semester.

PREREQUISITES: AAE 771L, consent of Graduate Coordinator.

TEXTBOOKS/LEARNING RESOURCES:

The Architect's Studio Companion:

Rules of Thumb for Preliminary Design

Green Building Advisor (CD_ROM)

RS Means Building Construction Cost Data 2007

Building Codes Illustrated: A Guide to Understanding the 2000 IBC

ADA Technical Assistance

Cradle to Cradle: Remaking the Way We Make Things

OFFERED: Spring Semesters, Annually

FACULTY ASSIGNED: Jess Holmes, FAIA, Visiting Instructor

NUMBER AND TITLE OF COURSE (Total Number of credits):

AAE 789 – Graduate Design Studio (6 credits)

COURSE DESCRIPTION:

Comprehensive building design project producing final report summarizing the building typology and conceptual design research and definitive written program requirements.

COURSE GOALS AND OBJECTIVES:

- Students will be able to probe complex issues related to individual concentration design by way of synthesizing design research and design experimentation.
- Designers will learn how to coordinate sophisticated projects through interdisciplinary collaboration. This studio is designed to mimic aspects of professional practice in that class members will be required to coordinate ideas amongst themselves and with their peers in other disciplines who will act as client and/or consultant throughout the design process.
- The end objective (requirement for successful completion of the course) is to have each student designer manage their studio process in order to compete effectively in the design competition led by the instructor.

STUDENT PERFORMANCE CRITERION:

A11 Applied Research

C.1 Collaboration

Secondary

A.7 Use of Precedents

B .1 Pre-Design

TOPICAL OUTLINE:

½ Studio (design lab, critiques, presentations)

¼ Site Visits (case studies, in-depth research on studio precedents)

¼ Research (topics related to the studio trajectories)

PREREQUISITES: Successful completion of AAE772L

TEXTBOOKS/LEARNING RESOURCES:

Specific to Individual Concentrations

OFFERED: Fall Semesters, Annually

FACULTY ASSIGNED: Nowak, Dorgan, Rios Clementi Hale, Alcorn

NUMBER AND TITLE OF COURSE (Total Number of credits):

AAE 791 – Graduate Design Research Studio (6 credits)

COURSE DESCRIPTION:

Design of a complex building, a major design competition, or a comprehensive, integrated building design problem.

COURSE GOALS AND OBJECTIVES:

- Students will be able to probe complex issues related to entertainment architecture/hospitality design by way of synthesizing information (brought forth by discourse with the instructor and visiting critics) and formulating questions that offer opportunity for substantive research in the forthcoming thesis semester. Postulating potential findings of future research will be an objective of each individual and a goal held by the exchanges between all members of the course.
- Students will also develop their ability to critique design by way of recognizing concept-specific elements' relationships to concept-encompassing philosophies. Presenting design processes to critics in a timely, tailored, and thoughtful manner will test the student designers' abilities to elicit greater professional insight and academic foresight.

STUDENT PERFORMANCE CRITERION:

B.1 Pre-Design

B .6 Comprehensive Design

TOPICAL OUTLINE:

7/8 Studio (research, writing, design lab , presentations)

1/8 Critique (meetings with design research committee members)

PREREQUISITES: Successful completion of AAE789

TEXTBOOKS/LEARNING RESOURCES:

As Required

OFFERED: Spring Semesters, Annually

FACULTY ASSIGNED: Dorgan, Nowak, Rios Clementi Hale, Alcorn

NUMBER AND TITLE OF COURSE

ABS 321 – Construction Technologies I (Credits: 3)

COURSE DESCRIPTION:

Basic materials, methods and detailing of landscape, building and interior construction. Includes effects of zoning and code requirements.

COURSE GOALS AND OBJECTIVES:

- Develop an understanding of basic construction methods;
- Develop an understanding systems assemblies.

STUDENT PERFORMANCE CRITERION:

B.10 Building Envelope Systems
B.12 Building Material Assemblies

TOPICAL OUTLINE:

Foundation Systems	20%
Wall Assemblies	20%
Roof Assemblies	20%
Drainage	20%
Design Project	20%

PREREQUISITES: Corequisite: PHYS 151. Prerequisite: MATH 127 or 128

TEXTBOOKS/LEARNING RESOURCES:

Required Text:

FUNDAMENTALS of BUILDING CONSTRUCTION - Materials and Methods
Fifth Edition: By - Edward Allen
Published by: John Wiley & Sons, Inc.

Reference Texts:

CONSTRUCTION PRINCIPALS, MATERIALS, and METHODS
Seventh Edition: By – H. Leslie Simmons
Published by: John Wiley & Sons, Inc.

INTERIOR CONSTRUCTION & DETAILING for ARCHITECTS and DESIGNERS
Third Edition: By - David Kent Ballast, AIA Published by - Professional Publications, Inc.
Note: This will be the required text for next semester (ABS 322)

INTERNATIONAL BUILDING CODE - (IBC)

SWEETS CATALOGS

OFFERED: Fall Semester, Annually

FACULTY ASSIGNED: Jay Barry, Eric Weber

NUMBER AND TITLE OF COURSE

ABS 322 – Construction Technologies I (Credits: 3)

COURSE DESCRIPTION:

Investigation of building materials, assemblies, and construction delivery systems and their impact upon architectural design.

COURSE GOALS AND OBJECTIVES:

- Develop an understanding of basic construction methods;
- Develop an understanding systems assemblies.

STUDENT PERFORMANCE CRITERION:

B.10 Building Envelope Systems
B.12 Building Material Assemblies

TOPICAL OUTLINE:

Foundations	10%
Wood/Light Framing	10%
Interior Finish Systems	10%
Bearing Wall Systems	20%
Concrete	20%
Steel	20%
Glazing & Cladding	10%

PREREQUISITES: ABS 321

TEXTBOOKS/LEARNING RESOURCES:

Required Text:

FUNDAMENTALS of BUILDING CONSTRUCTION - Materials and Methods
Fifth Edition: By - Edward Allen
Published by: John Wiley & Sons, Inc.

Reference Texts:

CONSTRUCTION PRINCIPALS, MATERIALS, and METHODS
Seventh Edition: By – H. Leslie Simmons
Published by: John Wiley & Sons, Inc.

INTERIOR CONSTRUCTION & DETAILING for ARCHITECTS and DESIGNERS
Third Edition: By - David Kent Ballast, AIA Published by - Professional Publications, Inc.
Note: This will be the required text for next semester (ABS 322)

INTERNATIONAL BUILDING CODE - (IBC)

OFFERED: Fall Semester, Annually

FACULTY ASSIGNED: Jay Barry, Eric Weber

NUMBER AND TITLE OF COURSE (Total Number of credits):

ABS 331/531 – Environmental Control Systems I (3 credits)

COURSE DESCRIPTION:

Climate, energy use, and comfort as determinants of architectural form in small-scale buildings. Emphasis on architectural methods of lighting, heating, cooling, and ventilation for envelope-load dominated buildings.

COURSE GOALS AND OBJECTIVES:

- *Recognize* the importance of the climate as an architectural form determinant.
- *Identify* the implications of site design decisions on resource consumption and environmental impact.
- *Understand and utilize* adequate selection criteria for choosing appropriate environmental control systems early in the design process.

STUDENT PERFORMANCE CRITERIA:

B.3 Sustainability

B.8 Environmental Systems

Secondary

B.11 Building Service Systems

TOPICAL OUTLINE:

Global Climate Change	12 %
Human Comfort	10 %
Solar Geometry & Shading	12 %
Daylighting	12 %
Passive Solar Heating	24 %
Passive Cooling	30 %

PREREQUISITES:

Prerequisites: PHYS 151 and AAE 280. Co-requisite: ABS 331L/531L (0 credits).

TEXTBOOKS/LEARNING RESOURCES:

Required Materials:

- Mechanical and Electrical Equipment for Buildings, 11th Edition
Stein, Reynolds, Grondzik, and Kwok (TH6010 .S74 2010)
- Pilkington's Sun Angle Calculator (Published by the Society of Building Science Educators)

Recommended Materials:

- Sun, Wind, and Light
Brown and DeKay (NA2542.3 .B76 2001)

OFFERED: Spring semester of every academic year.

FACULTY ASSIGNED: Alfredo Fernandez-Gonzalez (Spring 2009), David Schmidt (Spring 2010)

NUMBER AND TITLE OF COURSE (Total Number of credits):

ABS 332/532 – Environmental Control Systems II (3 credits)

COURSE DESCRIPTION:

Building design implications of HVAC systems, heating and cooling loads, air/water distribution, control systems, and energy performance standards in accordance with current building codes.

COURSE GOALS AND OBJECTIVES:

- *Identify* the implications of architectural design decisions on resource consumption and environmental impact.
- *Recognize* the use of environmental control systems as architectural form determinants.
- *Understand and use* adequate selection criteria for choosing appropriate environmental control systems early in the design process.
- *Layout and size* components of environmental control systems in small to medium scale buildings.

STUDENT PERFORMANCE CRITERIA:

B.8 Environmental Systems

B.11 Building Service Systems

Secondary

B.3 Sustainability

TOPICAL OUTLINE:

Fire Protection	5 %
Vertical Transportation	5 %
HVAC Systems	23 %
Water Supply & Waste	23 %
Architectural Acoustics	14 %
Lighting (Day + Electric)	30 %

PREREQUISITES: Prerequisites AAE 331/531, 331L/531L. Co-requisite: ABS 332L/532L (0 credits).

TEXTBOOKS/LEARNING RESOURCES:

Required Materials:

- Mechanical and Electrical Equipment for Buildings, 11th Edition
Stein, Reynolds, Grondzik, and Kwok (TH6010 .S74 2010)
- Ductulator® Trane (<http://www.trane.com/bookstore>)

Recommended Materials:

- The Architect's Studio Companion: Rules of Thumb for Preliminary Design
Edward Allen and Joseph Iano (NA2750 .A556 2007)

OFFERED: Fall semester of every academic year.

FACULTY ASSIGNED: Javid Butler (Spring 2010) and Alfredo Fernandez-Gonzalez (Fall 2010)

NUMBER AND TITLE OF COURSE: ABS 341 — Structures I, 3 credits

COURSE DESCRIPTION:

Fundamental principles of structures: Types of framing systems and their patterning in architecture, loads and force flow, vector mechanics and linear equilibrium, moments and rotational equilibrium, funicular structural systems, properties and behavior of materials under axial tension stress. An emphasis is placed on graphic static analysis of triangulated assemblies.

COURSE GOALS AND OBJECTIVES:

- Focus on the foundational principles of structural design.
- Basic structural systems, materials, patterns
- “Rules of thumb” proportioning of members.
- Fundamental concepts of structural design including:
 - Loads and force flow
 - Statics and engineering mechanics
 - Truss analysis

STUDENT PERFORMANCE CRITERION/ia:

B9: Structural Systems

TOPICAL OUTLINE:

- What is structure? (5%)
- Structural types and patterns (7%)
- Loads & vectors (7%)
- Funicular cables (6%)
- Funicular arches (6%)
- Moments, reactions, support types (7%)
- Structural failure (5%)
 - Graphic analysis of trusses (7%)
 - Analytic analysis of trusses (6%)
- Efficient & optimal form trusses (7%)
- Selection of compression members (7%)
- Fan and cable-stayed structures (7%)
- Lateral stability of structures (5%)
- Structural materials (6%)
- Stress, strain, deformation (7%)
- Design considerations for triangulated spanning structures (5%)

PREREQUISITES:

MATH 127 or 128 and PHYS 151

TEXTBOOKS/LEARNING RESOURCES:

- Allen, Edward, and Zalewski, Waclaw: *Form and Forces: Designing Efficient, Expressive Structures*; John Wiley & Sons, Inc., 2009
- Ching, Francis D.K., Onouye, Barry S., and Zuberbuhler, Douglas: *Building Structures Illustrated: Patterns, Systems and Design*; John Wiley & Sons, Inc., 2009
- Online WebCampus (Blackboard) web site

OFFERED:

Fall Semesters Annually, Spring 2010, Summer 2010

FACULTY ASSIGNED:

Deborah J. Oakley, R.A., P.E., Fall 2009, Spring 2010, Fall 2010
Kirsten Nalley, P.E., S.E., Summer 2010

NUMBER AND TITLE OF COURSE: ABS 440 — Structures II, 3 credits

COURSE DESCRIPTION:

Continuing from structures I, this course focuses on concepts of flexure, shear and deflection, shear and moment diagrams, compression and buckling, continuity and indeterminate structures. An emphasis is placed on understanding overall building behavior, including lateral forces and lateral framing systems, soils and foundations, and principles of concrete construction.

COURSE GOALS AND OBJECTIVES:

- Continuation and extension of basic principles of Structures I
- Principles of flexure (bending)
 - Shear and moment diagrams
 - Deflection criteria
 - Selection of members based on flexural and shear stresses, checking for shear
- Compression and buckling behavior, and selection of wood and steel columns
- Lateral forces, and layout of framing systems to resist them
- Introduction to foundation systems
- Introduction to concrete construction
 - Concrete beams
 - Concrete foundations
 - Concrete columns

STUDENT PERFORMANCE CRITERION/ia:

B9: Structural Systems

TOPICAL OUTLINE:

- Review of principle of loads, structural patterns (4%)
- Load tracing and tributary area, framing systems (4%)
- Introduction to the use of Multiframe computer analysis (7%)
- Principles of flexure, shear and deflection and selection / sizing of beams (10%)
- Introduction to principles of compression and buckling (8%)
- Selection of steel and wood columns (8%)
- Introduction to lateral forces: Wind and seismic loads (8%)
- Lateral framing systems (8%)
- Building irregularities, torsion, mitigation of wind and seismic forces (8%)
- Soils and foundations (8%)
- Introduction to concrete construction (3%)
- Concrete beams (8%)
- Concrete slabs and foundations (8%)
- Concrete columns (8%)

PREREQUISITES: ABS 341

TEXTBOOKS/LEARNING RESOURCES:

- Allen, Edward, and Zalewski, Waclaw: *Form and Forces: Designing Efficient, Expressive Structures*; John Wiley & Sons, Inc., 2009
- Ching, Francis D.K., Onouye, Barry S., and Zuberbuhler, Douglas: *Building Structures Illustrated: Patterns, Systems and Design*; John Wiley & Sons, Inc., 2009
- Online WebCampus (Blackboard) web site

OFFERED: Spring 2010, Spring Semesters Annually

FACULTY ASSIGNED: Kirsten Nalley, P.E., S.E., Spring 2010

NUMBER AND TITLE OF COURSE:

ABS 541 — Structures I, 3 credits

COURSE DESCRIPTION:

Fundamental principles of structures: Types of framing systems and their patterning in architecture, loads and force flow, vector mechanics and linear equilibrium, moments and rotational equilibrium, funicular structural systems, properties and behavior of materials under axial tension stress. An emphasis is placed on graphic static analysis of triangulated assemblies.

COURSE GOALS AND OBJECTIVES:

- Focus on the foundational principles of structural design.
- Basic structural systems, materials, patterns
- “Rules of thumb” proportioning of members.
- Fundamental concepts of structural design including:
 - Loads and force flow
 - Statics and engineering mechanics
 - Truss analysis

STUDENT PERFORMANCE CRITERION/ia:

B9: Structural Systems

TOPICAL OUTLINE:

- What is structure? (5%)
 - Structural types and patterns (7%)
 - Loads & vectors (7%)
 - Funicular cables (6%)
 - Funicular arches (6%)
 - Moments, reactions, support types (7%)
 - Structural failure (5%)
 -
 -
 - Efficient & optimal form trusses (7%)
 - Selection of compression members (7%)
 - Fan and cable-stayed structures (7%)
 - Lateral stability of structures (5%)
 - Structural materials (6%)
 - Stress, strain, deformation (7%)
 - Design considerations for triangulated spanning structures (5%)
- Graphic analysis of trusses (7%)
Analytic analysis of trusses (6%)

PREREQUISITES:

MATH 127 or 128 and PHYS 151

TEXTBOOKS/LEARNING RESOURCES:

- Allen, Edward, and Zalewski, Waclaw: *Form and Forces: Designing Efficient, Expressive Structures*; John Wiley & Sons, Inc., 2009
- Ching, Francis D.K., Onouye, Barry S., and Zuberbuhler, Douglas: *Building Structures Illustrated: Patterns, Systems and Design*; John Wiley & Sons, Inc., 2009
- Online WebCampus (Blackboard) web site

OFFERED: Fall 2009, Spring 2010, Summer 2010, Fall 2010

FACULTY ASSIGNED:

Deborah J. Oakley, R.A., P.E., Fall 2009, Spring 2010, Fall 2010
Kirsten Nalley, P.E., S.E., Summer 2010

NUMBER AND TITLE OF COURSE:

ABS 640 — Structures II, 3 credits

COURSE DESCRIPTION:

Continuing from structures I, this course focuses on concepts of flexure, shear and deflection, shear and moment diagrams, compression and buckling, continuity and indeterminate structures. An emphasis is placed on understanding overall building behavior, including lateral forces and lateral framing systems, soils and foundations, and principles of concrete construction.

COURSE GOALS AND OBJECTIVES:

- Continuation and extension of basic principles of Structures I
- Principles of flexure (bending)
 - Shear and moment diagrams
 - Deflection criteria
 - Selection of members based on flexural and shear stresses, checking for shear
- Compression and buckling behavior, and selection of wood and steel columns
- Lateral forces, and layout of framing systems to resist them
- Introduction to foundation systems
- Introduction to concrete construction
 - Concrete beams
 - Concrete foundations
 - Concrete columns

STUDENT PERFORMANCE CRITERION/ia:

B9: Structural Systems

TOPICAL OUTLINE:

- Review of principle of loads, structural patterns (4%)
- Load tracing and tributary area, framing systems (4%)
- Introduction to the use of Multiframe computer analysis (7%)
- Principles of flexure, shear and deflection and selection / sizing of beams (10%)
- Introduction to principles of compression and buckling (8%)
- Selection of steel and wood columns (8%)
- Introduction to lateral forces: Wind and seismic loads (8%)
- Lateral framing systems (8%)
- Building irregularities, torsion, mitigation of wind and seismic forces (8%)
- Soils and foundations (8%)
- Introduction to concrete construction (3%)
- Concrete beams (8%)
- Concrete slabs and foundations (8%)
- Concrete columns (8%)

PREREQUISITES: ABS 541

TEXTBOOKS/LEARNING RESOURCES:

- Allen, Edward, and Zalewski, Waclaw: *Form and Forces: Designing Efficient, Expressive Structures*; John Wiley & Sons, Inc., 2009
- Ching, Francis D.K., Onouye, Barry S., and Zuberbuhler, Douglas: *Building Structures Illustrated: Patterns, Systems and Design*; John Wiley & Sons, Inc., 2009
- Online WebCampus (Blackboard) web site

OFFERED: Spring 2010, Spring 2011

FACULTY ASSIGNED: Kirsten Nalley, P.E., S.E., Spring 2010

NUMBER AND TITLE OF COURSE:

ABS 741 — Integrated Building Systems, 3 credits

COURSE DESCRIPTION:

Design of building structures together with mechanical and electrical services, life safety codes, and building codes.

COURSE GOALS AND OBJECTIVES:

- The integration of structural (and to some extent, mechanical) systems within architectural projects.
- Series of exercises founded on a case study analysis that will provide the fundamental skills necessary for the second half of the semester.
- The second half of the semester will be focused on the application of those skills to the design studio project, and conclude with an overall analysis presentation of the studio project.
- Exposure to the critical analysis procedure necessary to make rational decisions about a building's structural and mechanical systems, as well as an understanding of the role of detail assembly.
- The student will demonstrate the ability to think synthetically about a building's structural, mechanical and other supporting systems in a comprehensive manner.

STUDENT PERFORMANCE CRITERION/ia:

B.6 Comprehensive Design

TOPICAL OUTLINE:

- Review of basic principles of structure (5%)
- The integration of structure and architecture (5%)
- Revit Building Information Modeling as a platform for understanding building assembly (10%)
- Application of Revit Building Information Modeling in case study project (40%)
- The role of detail in building assembly (10%)
- Development of structural schemes for design studio project (30%)

PREREQUISITES:

AAE 771L and AAE 772L, co-requisite

TEXTBOOKS/LEARNING RESOURCES:

- Ching, Francis D.K., *Building Codes Illustrated : A Guide to Understanding the 2009 International Building Code*; John Wiley & Sons, Inc., 2009
- Ching, Francis D.K., Onouye, Barry S., and Zuberbuhler, Douglas: *Building Structures Illustrated: Patterns, Systems and Design*; John Wiley & Sons, Inc., 2009
- Online WebCampus (Blackboard) web site

OFFERED:

Spring Semester Annually

FACULTY ASSIGNED:

Deborah J. Oakley, R.A., P.E., Spring 2010, Spring 2011

NAAB 2010 APR: Course Description

NUMBER AND TITLE OF COURSE (Total Number of credits):

AAD 267 Computer Applications in Architecture (3 credits)

COURSE DESCRIPTION:

Production of architectural drawings using computer assisted techniques. Three dimensional Building Information Modeling principles using layout design and object libraries. Coordination of construction documents through the use of BIM

COURSE GOALS AND OBJECTIVES:

- This course is designed to give each student the basic skills necessary to produce architectural drawings using current BIM software.
- Projects varied in size and complexity will reinforce class instruction and help build marketable skills for working in the construction industry.
- Become familiar with standard architectural drafting conventions.

STUDENT PERFORMANCE CRITERION/ia

A.3 - Visual Communication

A.4 – Technical Documentation

TOPICAL OUTLINE:

BIM Basics 6%

Building Objects, 23.5%

Construction Document Creation, 23.5%

Parametric Modeling, 23.5%

3D views and Navigation, 23.5%

PREREQUISITES:

None

TEXTBOOKS/LEARNING RESOURCES:

Step by Step, Training Guide for ArchiCad by Thomas M. Simmons

Building Construction Illustrated, 4th Edition by Francis D. Ching

Architecture Graphics, by Francis Ching

OFFERED: Fall 2009, Spring 2010, Fall 2010

FACULTY ASSIGNED: Mark Phillips, Randy Hale

2. Faculty Resumes (see *2009 Conditions*, Appendix 2 for format)

NAME: Dr. Firas A. Al-Douri

COURSES TAUGHT:

1. School of Architecture, University of Nevada, Las Vegas (2008- present)

AAE 481: Architecture, Place, and Identity: S 09-10
AAE 460/660: Issues in Contemporary Urbanism (graduate and undergraduate level): S07-10
AAE 770: Research Methods in Environmental Design (graduate level): F08-10
AAE 482: Architecture Design Studio *with emphasis on Urban Design* (undergraduate level): S08-10
AAE 480: Advanced Architectural Design Studio (undergraduate level): F 08- 10

EDUCATIONAL CREDENTIALS:

Baghdad University, Iraq	B.S.	1982	Architecture
Baghdad University, Iraq	M.S.	1989	Urban Design
Texas A&M University, US	Ph.D.	2006	Architecture
Texas A&M University, US	Postdoctoral	2006-07	Architecture

TEACHING EXPERIENCE:

2007- Assistant Professor-Graduate Studies, School of Architecture, UNLV
2006-2007 Visiting Assistant Professor, Department of Architecture, Texas A&M University
2002-2006 Teaching Assistant, Department of Architecture, Texas A&M University (TAMU)
1989-1996 Full-time Lecturer, Department of Architecture, University of Technology (UOT),
1989 Adjunct Lecturer, Department of Architecture, University of Technology (UOT), Iraq

PROFESSIONAL EXPERIENCE:

1997-2001 Senior Architect/Urban Designer, Dubai Municipality, Dubai, UAE
1982-1988 Architect, National Center for Architectural Consultancies, Baghdad, Iraq
1990-1996 Architect (part-time), University of Technology Engineering Consulting Iraq

LICENSES/REGISTRATION:

1982 to present – Registered Architect, Iraq

SELECTED PUBLICATIONS AND RECENT RESEARCH:

a. Selected Publications, books, research papers, and conference proceedings

1. Al-Haidery A, Al-Douri F, Hadi, A 1996 “Urban Design: Methodologies and Concepts” University of Technology Press, Iraq.
2. Al-Douri F 1996 “Conserving the Historical Character of the Urban Environment in the Holy Towns in Iraq” in *Engineering and Technology*, Journal of the University of Technology, Iraq, 14(8): 23-31.
3. Al-Douri F, Clayton M 2005 “Impact of 3D Digital Models Usage on Covering the Three-Dimensional Design Aspects in Urban Design Plans. Case Study of Pittsburgh’s Downtown Development Plan” in *Digital Design: the quest for new paradigms*, The eCAADe 2005 Annual Conference Proceedings, September 21-24, 2005, Lisbon, Portugal.
4. Al-Douri F 2009 “A Case Study of the Impact of Digital Modeling and Information Technology Tools on the Design Content of Urban Design Plans in US Cities, *Environment and Planning B: Planning and Design*, (37) 75-98

b. Ongoing Research Support

1. Al-Douri (PI): University of Nevada Las Vegas, Research Development Award

Assessment of Computational and Informational Tools Methods and Usage in Urban Design Practice in US Cities: Comparative Case Studies in five US Cities.

2. Al-Douri (PI): American Planning Association, Urban Design and Preservation Division

3. Al-Douri (PI): University Faculty Travel Award

PROFESSIONAL MEMBERSHIPS:

2005 to present – Member of the Association of Community Design (ACD), US

2008 to present – member of the American Planning Association-Urban Design and Preservation Division

NAME: David Baird, A.I.A.

COURSES TAUGHT:

AAE 712L – Spring 2010

EDUCATIONAL CREDENTIALS:

University of Illinois BS in Architecture, 1987

University of Arizona BArch, 1991

University of Arizona MArch, 1991

TEACHING EXPERIENCE:

LSU School of Architecture (full professor)– 1996-2009

UNLV School of Architecture (director/full professor) 2009-Present.

PROFESSIONAL EXPERIENCE:

+ONE Design and Construction, President and Design Director. 2004 – Present.

LICENSES/REGISTRATION:

Registered Architect, Louisiana. NCARB Certified

SELECTED PUBLICATIONS AND RECENT RESEARCH:

“2241 Christian Street, Baton Rouge, LA.” Batture: High Winds, Hard Rains, Volume 3. 2007. pp 26-33.

Finn, Donovan. “Roadside Attraction.” Dwell. March 2007. pp. 122-129.

“Deconstructing Christianity.” Faith and Form. November 2, 2000, pp. 19-20.

“1 Room, \$3.50/square foot.” Architecture. May 2000. p. 177.

“The Mobile Studio Project.” JAE (Journal of Architectural Education). September 1999. pp. 44-45.

“Bi-National Communities and the Unregulated Colonia.” (co-authored) A.D. (Architectural Design): Architecture of the Borderlands. July-August 1999. pp. 13-15.

Federal Emergency Management Agency (FEMA)/ Louisiana Department of Social Services. Summer, 2007. \$225,000.

United States Department of Housing and Urban Development. 2004-2006. \$790,000.

U.S. Department of Housing and Urban Development. 2001-2004. \$399,766.

Louisiana Education Quality Support Fund (LEQSF). 1997-1998. \$160,000.

AIA Gulf States Region Honor Citation Award for the Kiwi House. 6.1.10

AIA Louisiana Merit Award for Boathouse 9.27.10

AIA Louisiana Merit Award for Kiwi House 9.27.10

AIA Silver Rose Award for Laurel Street Condo Project 1.10.10

AIA Gold Design Award for Kiwi House 8.1.10

AIA Member’s Choice Award for Kiwi House 8.1.10

AIA Silver Design Award for Laurel Street Condominium Project 8.1.09.

AIA Louisiana Honor Award for In the Shadows of the Interstate 1.1.07

AIA Louisiana Merit Award Mixed-Use Project 1.1.07

PROFESSIONAL MEMBERSHIPS:

AIA Las Vegas Board of Directors

NAME: Jeanne Brown

EDUCATIONAL CREDENTIALS: MA History; MLS in Library Science

PROFESSIONAL EXPERIENCE: The University of Nevada, Las Vegas - 1991-

Head, Architecture Studies Library 1997 to present; Architecture Studies Librarian - March 1991-1997; Tenured with Rank of Full Professor Fall 1996

SELECTED PUBLICATIONS AND RECENT RESEARCH:

"Informal Assessment for Library Middle Managers." *Library Leadership and Management* 24, no. 1 (Winter 2010): 18-22.

"Indicators for the Evolution of the Academic Architecture Library." *Art Documentation* 25 (2006): 6-11.

"Information Competencies for Students in Design Disciplines." *ACSA News*. October 2006: 43.

Brown, Jeanne et. al. *Information Competencies for Students in Design Disciplines*. Art Libraries Society of North America, 2006. Posted January 12, 2007. <http://www.arlisna.org/resources/onlinepubs/informationcomp.pdf>

VanderPol, Diane, Jeanne M. Brown, and Patricia Iannuzzi. "Reforming the Undergraduate Experience." in *Information Literacy: One Key to Education*, edited by Margit Misangyi Watts. San Francisco: Jossey-Bass, 2008.

"Expertise for the Visually-Oriented from the Visually-Oriented: ARLIS/NA Contributions to the Library Profession." Presented at the American Library Association Conference, Anaheim, California, June 2008.

"Telling Stories About the Library: Using Qualitative and Quantitative Data to Depict the Library." Presented at the 36th annual ARLIS/NA conference, Denver, May 4, 2008.

"Assessment Approaches: Documenting Information Competencies." Presented at the Association of Architecture School Librarians, March 8, 2007, Philadelphia.

Outstanding Library Faculty Scholarship Award 2009

PROFESSIONAL MEMBERSHIPS:

American Library Association

- Association of College and Research Libraries Standards for Libraries in Higher Education revision Task Force 2010
- Library Administration and Management Association. Measurement and Evaluation Section. Data Collection for Library Managers Committee. 2008 –

ARLIS/NA (Art Libraries Society of North America) 1989-

- President 2004 (Vice President 2003, Past President 2005)
- Denver 2008 Annual Conference Program Co-chair 2006-2008

Outstanding Library Faculty Service Award 2008

NAME:

Michael Corrente

COURSES TAUGHT:

LAND 262-Fall 2009, LAND 286-Spring 2010, LAND 442-Spring 2010

EDUCATIONAL CREDENTIALS:

Bachelor of Science-Architecture Major
Master of Architecture

TEACHING EXPERIENCE:

Over three years of combined teaching experience. I have taught in first and second year studio courses as well as second and fourth year technical courses.

PROFESSIONAL EXPERIENCE:

I have a total of eight years architectural experience. During this time I mostly completed commercial and public projects in the Las Vegas area. I have also completed my NCARB-IDP requirements for architectural licensure.

LICENSES/REGISTRATION:

Currently enrolled in the certificate program of achievement for Computing and Technology – GIS emphasis at the College of Southern Nevada.

SELECTED PUBLICATIONS AND RECENT RESEARCH:

Arts & Humanities Conference Hawaii.

All that Glitters is not Gold.

Paper selected for presentation. Did not attend due to lack of funding opportunities.

Fall 2007 & 2008

Fall 2010-Abstract submitted and under review-*Sketches of Urbanness*, Expanded

InTensions-Uncommon Ground

Issue 2.0-Spring 2009

Sketches of Urbanness

Digital Landscape Architecture, DLA-2011

Dessau, Germany

Fall 2010-Abstract submitted and under review-*A Tale of Two Courses: Pedagogy, Process, Product?*

CELA-Council of Educators in Landscape Architecture-2011

Hunter College in New York City

Fall 2010-Abstract submitted and under review-*Limelight-A Mobile Community Experiment*

PROFESSIONAL MEMBERSHIPS:

Associate AIA member-2003-2005

NAME: Robert Dorgan, Associate Professor and Director, Downtown Design Center

COURSES TAUGHT:

Spr 10 **AAE 772L** Architectural Design VI, **AAE 482** Architectural Design IV
Fall 09 **AAE 771L** Architectural Design V, **AAE 480** Architectural Design III, **HON 400** Honors Design Seminar
Sum 09 **AAE 695/495** Special Topics in Design - Redesign of the Marjorie Barrick Museum (12 students),
 AAE 693 Independent Study (6 students)
Spr 09 **AAE 791** Final Project Design / Thesis, **AAE 482** Architectural Design IV, **AAE 790** Written Thesis
Fall 08 **AAE 789** Architectural Research Studio, **AAE 480** Architectural Design III
Sum 08 **AAE 695/495** Special Topics in Design - Redesign of the Nellis Air Force Base Threat Training Facility

EDUCATIONAL CREDENTIALS:

1993 Graduate Design Diploma, Architectural Association, London, England
1988 Master of Architecture, University of Minnesota, Minneapolis
1984 Bachelor of Arts, University of Minnesota, Minneapolis

TEACHING EXPERIENCE:

2007- Associate Professor (tenure-track), Director, Downtown Design Center, UNLV, School of Architecture
2005-06 Visiting Assistant Professor, University Maryland, School of Architecture Planning and Preservation
2004-05, 00-01 Visiting Assistant Professor, University of Nevada - Las Vegas, School of Architecture
1999-00 Visiting Assistant Professor, Georgia Institute of Technology, College of Architecture
1994-99 Assistant Professor, Virginia Polytechnic Institute & State University, Department of Architecture
1989-91 Lecturer, University of Minnesota, College of Architecture and Landscape Architecture

PROFESSIONAL EXPERIENCE:

2003- Director, The Institute for Small Town Studies, Fairfield, Iowa (a 501(c)(3) educational non-profit)
2002-03 Project Manager, Brand Architecture, Orlando, Florida / Coca-Cola Corporation, Atlanta, Georgia
2000- Restoration and reconstruction of two luxury railroad passenger cars, Fairfield, Iowa
1999 Designer / Project Manager, Rebranding Papa John's Corporation (with Wright Massey Architect)
1990-95 Software Developer, SketchTech, Minneapolis, Minnesota / Alias Research, Toronto, Canada
1990-92 Assistant Director, CALA Computing Center, University of Minnesota
1989 Interior / Architectural Design, Zimmerman Design Group, Milwaukee, Wisconsin
1988 Architectural Designer, Skidmore Owings and Merrill, Los Angeles, California
1984-86 Designer / CAD Systems Manager, Planning and Design Inc., Minneapolis, Minnesota

LICENSES/REGISTRATION:

none

SELECTED PUBLICATIONS AND RECENT RESEARCH:

2009-10 Rebranding the UNLV School of Architecture (design research)
2009 Rebranding the Marjorie Barrick Museum, UNLV (design research)
2009 "Negotiated Place in the Design Studio," *InTensions*, no.2, Toronto: York University (journal article)
2003- editor, *fishwrap*, the quarterly journal of the Institute for Small Town Studies, Fairfield, Iowa: ISTS
2000 "Exploration and Expression" (book chapter), in *Design Professionals and the Built Environment*,
 ed. Paul Knox and Peter Ozilins, London: John Wiley & Sons, p.221-228

PROFESSIONAL MEMBERSHIPS:

2009- Editorial Board Member, *BLVDS Magazine*, Las Vegas
2008- Board Member, Marjorie Barrick Museum, University of Nevada - Las Vegas
2008-09 Board Member / Education Director, American Institute of Architects - Las Vegas Chapter
2007- Advisory Board Member, UNLV Landscape Architecture Program
2006- Board Member, Multi-Community Revitalization Task Force, Brooklyn, Illinois
1996-99 Advisory Board Member, Community Design Assistance Center, Blacksburg, Virginia
1988 Honorary Member, American Institute of Architects - Saint Paul Chapter

NAME: Drew James Gregory

COURSES TAUGHT: AAE 280 / AAE 712L Fall 2009

EDUCATIONAL CREDENTIALS:

UNLV - Las Vegas, NV - Masters, Architecture, May 2006

UNLV - Las Vegas, NV - Bachelor of Science, Architecture, December 2003

University Studies Abroad Consortium B Turin, Italy. Summer 2002

University of Colorado B Boulder, Co. Summer 2001

TEACHING EXPERIENCE:

University of Las Vegas Nevada

Part time instructor – 2009, 2006

AAE 280 Fundamentals of Architecture 1

PROFESSIONAL EXPERIENCE:

assemblageSTUDIO – 2001- present

I am currently a project designer and a project manager with the oversight and skills ranging from the production of schematic design to full set construction documents. Design team leadership with outstanding detail and application of client insights. Able to use new technology to perform duties conscientiously to reduce scheduling times, while juggling multiple projects. Responsibilities include construction documents, client relations, design specification, material research, model building, design awards presentation, and I am in charge of the 3D department.

LICENSES/REGISTRATION:

Currently testing

SELECTED PUBLICATIONS AND RECENT RESEARCH:

N/A

PROFESSIONAL MEMBERSHIPS:

N/A

NAME: Alfredo Fernandez-Gonzalez

COURSES TAUGHT:

Fall 2008 – ABS 332_001, ABS 332L_001, ABS 332L_02, AAE 790_001, and AAE 793_001

Spring 2009 – ABS 331_01, ABS 331L_01, ABS 331L_02, ABS 793_001, and AAE 793_003

Fall 2009 – Sabbatical Leave

Spring 2010 – Sabbatical Leave

EDUCATIONAL CREDENTIALS:

University of Oregon, Eugene, OR. M. Arch. (1999)

National Autonomous University of Mexico, Mexico City. Specialist in Helio-Architecture (1996)

Universidad La Salle, Mexico City. B. Arch. (1993)

TEACHING EXPERIENCE:

Associate Professor: University of Nevada, Las Vegas
(06/2006 – present)

Assistant Professor: University of Nevada, Las Vegas
(12/2003 – 05/2006)

Assistant Professor: Ball State University (08/2000 – 12/2003)

Full Time Lecturer: Cal Poly State University – San Luis Obispo (09/1999 – 06/2000)

Graduate Assistant: University of Oregon (09/1997 – 08/1999)

Adjunct Professor: National Autonomous University of Mexico (09/1996 – 06/1997)

PROFESSIONAL EXPERIENCE:

Alfredo Fernández-González Arquitecto (Mexico City) Principal (07/1994– 06/1996)

Terra Totum Arquitectos (Mexico City) Designer (02/1992– 06/1994)

Ginarc S. A. (Mexico City) Draftsman (10/1991– 01/1992)

Arcosanti (Meyer, Arizona) Intern (06/1990– 08/1990)

LICENSES/REGISTRATION:

Registered Architect in Mexico, #2077896 (1995 – present).

SELECTED PUBLICATIONS AND RECENT RESEARCH:

BOOK CHAPTERS:

- Fernández-González, A. "Historia de los Índices de Confort Térmico." *Estudios de Arquitectura Bioclimática*. Ed. Manuel Rodríguez Viqueira. Mexico City, Mexico: Editorial Limusa, 2003. 161-179.

RECENT ARTICLES IN REFERRED JOURNALS:

- Fernández-González, A. Turning Your Building Into a Water-Saving 'Living Oasis' – An Innovative Approach to Integrated Building Water Management, *Living Architecture Monitor*, Winter Issue, February 2009, Pages 26-29.
- Fernandez-Gonzalez, A. Analysis of the Thermal Performance and Comfort Conditions Produced by Five Different Passive Solar Heating Strategies in the United States Midwest, *Solar Energy*, Volume 81, Issue 5, May 2007, Pages 581-593.
- Naticchia, A. Fernandez-Gonzalez, and A. Carbonari, Bayesian Network Model for the Design of Roofpond Equipped Buildings, *Energy and Buildings*, Volume 39, Issue 3, March 2007, Pages 258-272.

CURRENT RESEARCH:

- Building and Site Integrated Water Management Approaches
- Energy Efficiency and Passive Solar Heating and Cooling Strategies
- Baseline Energy and Water Consumption and Associated CO₂e Emissions in the City of Las Vegas.

PROFESSIONAL MEMBERSHIPS:

American Solar Energy Society (ASES) – Lifetime Member

Green Roofs for Healthy Cities (GRHC) – Member, Integrated Water Management Research Committee

Society of Building Science Educators (SBSE) – Member, Educational Resources Committee

Association of Collegiate Schools of Architecture (ACSA)

NAME: David F. Schmidt

COURSES TAUGHT: ABS 331 and ABS 531

EDUCATIONAL CREDENTIALS: Bachelor of Architecture, Idaho State University

I also have more than 2800 hours of specialized training and education in Business Management, Architecture, Design-Build, Project Management, Construction Management, Landscape Architecture, Land Planning, Urban Design and City Planning.

TEACHING EXPERIENCE: This is my first year teaching a college course.

PROFESSIONAL EXPERIENCE: I have over 40 years of professional experience.

LICENSES/REGISTRATION: Idaho, Nevada

National Council of Architectural Registration Boards (NCARB)

SELECTED PUBLICATIONS AND RECENT RESEARCH: Recent research on advanced passive and active design strategies for comfort control of buildings.

PROFESSIONAL MEMBERSHIPS: AIA, NCARB, USGBC

The majority of my professional career experience has been working in a leadership role on large scale commercial and public projects. I have had Extensive Leadership Experience in all aspects of **Architecture, Design, Planning and Construction**, with primary leadership role in the design and construction of a very wide variety of project types including; Commercial, Office, Industrial, Institutional, Government, Military, Health Care, Corrections, Public Safety, Transportation, Technology, Condominiums, Multifamily Residential, Custom Residential, Hospitality-Gaming-Hotel-Resorts, Golf & Ski Resorts, Historic Restoration, Mixed Use, High-Rise, Urban Design, Land Planning, Campus Planning, Master Planning, City Planning & Regional Planning. I also had a primary role in the first new building to be LEED Certified by the USGBC in Nevada and in other Sustainable Design building projects.

I have extensive office and field experience as a senior architect, project construction administrator and construction manager. For two and a half of the past three years, I have overseen the work of five on-site construction administrators/managers for the local KGA Architecture firm as their Director of Construction Services. I also supervised the work of five office document control staff members throughout the construction phase as they tracked these projects in Primavera Expedition 10.0 and Contract Manager. Recent projects under construction in the Las Vegas area ranged in size from 15 million up to 650 million dollars. Before that, I worked for approximately 10 years for the State of Nevada Public Works Board on Program Management and Project Management of State Capitol Program design and construction projects as a Senior Project Manager, Architect and Office Manager. More than half of my design and construction experience has been with higher educational, institutional, health and commercial projects. I also have extensive experience in Project Entitlements and local government development approvals.

NAME: Jess Holmes, FAIA

COURSES TAUGHT:

FALL 2008:	AAE 380	Architectural Design I
	AAE 713L	Architectural Design III
	AAE 771L	Architectural Design V
SPRING 2009:	AAE 382	Architectural Design II
	AAE 714L	Architectural Design IV
	AAE 772L	Architectural Design VI
FALL 2009	AAE 380	Architectural Design I
	AAE 713L	Architectural Design III
	AAE 771L	Architectural Design V
SPRING 2010	AAE 772L	Architectural Design VI

EDUCATIONAL CREDENTIALS:

1964	University of New Mexico School of Architecture Bachelor of Architecture
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TEACHING EXPERIENCE:

1984-1985	University of New Mexico School of Architecture Visiting Instructor – 4 th Year Architectural Design
1970- 1989	University of New Mexico School of Architecture Guest Critic and Lecturer
1978	University of New Mexico School of Architecture NAAB Accreditation Team, Invited Guest
1979-1980	University of Nevada, Reno Associate Professor, Architectural Design

PROFESSIONAL EXPERIENCE:

1967 – 2007	Private Architectural Practice Holmes Sabatini Associates Architects Managing Principal
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LICENSES/REGISTRATION:

Architect – Nevada
Architect Emeritus – New Mexico

SELECTED PUBLICATIONS AND RECENT RESEARCH:

ONLY IN NEW MEXICO
An Architectural History of the University of New Mexico
 Van Dorn Hooker, FAIA
 University of New Mexico Press 2000

Santa Fe Design
 Elmo Baca and Suzanne Deats
 Publications International Ltd. 1990

The 100 People... that Shaped our City
 Architecture Las Vegas
 2005

PROFESSIONAL MEMBERSHIPS:

American Institute of Architects
College of Fellows

NAME: Kevin E Kemner, M. Arch.

COURSES TAUGHT: AAD 180, AAE 280, AAE 282, AAE 380, AAE 382, AAE 451/651

EDUCATIONAL CREDENTIALS:

1989 M.ARCH, The Ohio State University,
1986 BS. ARCH, The Ohio State University

TEACHING EXPERIENCE:

1997 – present	University of Nevada, Las Vegas	Assistant Professor
1995 – 1997	University of Nevada, Las Vegas	Visiting Assistant Professor/PTI
1993 – 1995	University of North Carolina Charlotte	Visiting Assistant Professor
1991 – 1993	University of Florida	Visiting Assistant Professor

PROFESSIONAL EXPERIENCE:

1995 – present: Tate Snyder Kimsey Architects Henderson NV

The majority of my work over the past ten years has been as an educational facility designer and planner. I am also responsible for the Las Vegas chapter of CEFPI Best Practices outreach program serving Nevada districts.

LICENSES/REGISTRATION:

none

SELECTED PUBLICATIONS AND RECENT RESEARCH:

Research track 1 centers on the planning and design of the learning environment and the impact on student achievement and educator performance.

Research track 2 centers on the impact of transitional technologies on the education of the architect.

Publications: none in past two years.

PROFESSIONAL MEMBERSHIPS:

American Institute of Architects Associate,
Council of Education Facilities Planners International

NAAB 2010 APR: Faculty Resume Template

NAME: Kristen Gail Neuman

COURSES TAUGHT: AAD 265, Spring 2001-Spring 2010

EDUCATIONAL CREDENTIALS:

University of Arizona

1994 to 1998

Degree: Bachelor of Architecture, Magna Cum Laude

University of Las Vegas, Nevada

1992-1993

Major: Architecture

PROFESSIONAL EXPERIENCE:

APTUS Architecture, July 2004-Present

Project Architect and Project Manager for commercial and public jobs including new office buildings, tenant improvements and managing all project phases from conceptual design through construction administration.

Dekker/Perich/Holmes/Sabatini, 2000-2004

Project Manager for Mirabelli Senior Center, Potosi Pines Camping and Retreat Center. Assisted on Paseo Verde Library, UMC Northeast Addition, UNLV School of Architecture Addition, and numerous other projects.

LICENSES/REGISTRATION:

Licensed Architect, State of Nevada, #5441, 2005 - Present

PROFESSIONAL MEMBERSHIPS:

American Institute of Architects

National Council of Architecture Registration Board

NAME: Glenn NP Nowak

COURSES TAUGHT: AAE100, AAD265, AAE280, AAD180, AAD182, AAE480

EDUCATIONAL CREDENTIALS: B.Arch, M. Arch

TEACHING EXPERIENCE: Visiting Lecturer (1 yr), Assistant Professor (3yr)

PROFESSIONAL EXPERIENCE:

ARE Candidate, Graduate Architect – Marnell Corrao Associates, Architectural Intern – Keller Engineering, Kil Architecture and Planning, US Architects, Taitem Engineering

LICENSES/REGISTRATION: n/a

SELECTED PUBLICATIONS AND RECENT RESEARCH:

One Sketch, One Sentence, One Poetic Stanza: Thirteen Ways of Looking at an Architectural Theory Class – Research on teaching methodologies for the beginning design student

PROFESSIONAL MEMBERSHIPS: USGBC, NCARB, ACSA, AIA, EPYAF

NAME: Deborah J. Oakley

COURSES TAUGHT: ABS 341 / ABS 541— Structures I
ABS 441 / ABS 641 — Structures III
ABS 741 — Integrated Building Systems

EDUCATIONAL CREDENTIALS:

1992, M.Arch, Virginia Polytechnic Institute and State University, Blacksburg, VA
1982, B.S., Civil Engineering, Worcester Polytechnic Institute, Worcester, MA, with distinction

TEACHING EXPERIENCE:

2006–Present: Associate Professor (Tenure-Track), University of Nevada, Las Vegas, Las Vegas, NV
2003–2006: Assistant Professor (Tenure-Track), University of Maryland, College Park., MD
1999–2003: Assistant Professor (Non Tenure-Track), Philadelphia University, Philadelphia, PA
1997–1999: Visiting Assistant Professor, Philadelphia University, Philadelphia, PA
1989–1990: Instructor, Virginia Polytechnic Institute and State University, Blacksburg, VA
1987–1991: Teaching Assistant, Virginia Polytechnic Institute and State University, Blacksburg, VA

PROFESSIONAL EXPERIENCE:

2002–2009: Deborah Oakley Architecture, Philadelphia, PA and Berwyn Heights, MD
2000–2009: Children’s Design Group: Supporting Architect/Engineer, Montgomery, AL
1993–1997: Dewberry and Davis: Architect, Richmond, VA
1991–1993: Dewberry and Davis: Architect Intern, Roanoke
1982–1988: Dewberry and Davis: Structural Engineer, Fairfax and Marion, VA

LICENSES/REGISTRATION:

1997- Present Registered Architect, R.A., Commonwealth of Virginia #010198
1986- Present Professional Engineer, P.E., Commonwealth of Virginia #016574

SELECTED PUBLICATIONS AND RECENT RESEARCH:

Oakley, Deborah J., “Building on the Information Model.” First International Conference on Structures in Architecture, Guimarães, Portugal. July 21-23, 2010. Publication pending, Leiden, The Netherlands: CRC Press / Balkema, Div. of Taylor & Francis, 2010.

Oakley, Deborah J, and Smith, Ryan E., Editors. Proceedings of the 2006 Building Technology Educators’ Symposium, 2006 Aug 3-5; Moscow, ID, Building Technology Educators’ Society, Inc. , 2008, 401p.

Oakley, Deborah J. , “Haptic Structures: The Role of Kinesthetic Experience in Structures Education.” 2006 Building Technology Educators’ Symposium, Aug. 3-5 2006, College Park, MD, Moscow, ID: Building Technology Educators’ Society, Inc., 2008. 289-302.

Oakley, Deborah J., and Ryan E. Smith, “Bridging the Gap: Reviving Pedagogic Discourse in Architectural Technology Education.” Fresh Air: Proceedings of the 2007 95th ACSA Annual Meeting, March 8-11 2007, Philadelphia, PA, Washington, D.C.: Association of Collegiate Schools of Architecture., 2007. 583-590.

PROFESSIONAL MEMBERSHIPS:

Building Technology Educators’ Society, Inc. (co-founder & President, 2009-2010)
University of Maryland Center for Teaching Excellence Lilly Teaching Fellow, 20088-09

NAME: Daniel H. Ortega, ASLA, MLA

COURSES TAUGHT:

M Arch. Graduate Thesis Committee Member, AAL 100: Introduction to Landscape Architecture
AAL 101: Design with Nature, AAL/LAND 284 Landscape Architecture Design II, AAL 384: Landscape
Architecture Design Studio III, AAL/LAND 386 Landscape Architecture Design III, AAL/LAND 455/655:
Landscape Interpretation ,AAL 486: Landscape Architecture Design Studio IV, LAND 495 History of Landscape
Architecture II

EDUCATIONAL CREDENTIALS:

Bachelor of

Landscape Architecture - University of Nevada Las Vegas, Las Vegas, Nevada, Fall 1996.

Master of Landscape Architecture - Rhode Island School of Design, Providence, Rhode Island, Spring 1999

TEACHING EXPERIENCE:

2007 – Current

Associate Professor, Landscape Architecture and Planning Program, UNLV School of Architecture.

2000 – 2007

Assistant Professor, Landscape Architecture and Planning Program, UNLV School of Architecture.

PROFESSIONAL EXPERIENCE:

2000 –

Present Independent Design Consultant - Las Vegas, Nevada.

1999 – 2000 Project Manager: Landaco Design-Build Landscape Architecture, Las Vegas, Nevada.

1999 Project Associate: Southwick and Associates Landscape Architecture, Las Vegas, Nevada.

1995 – 1997 Design Associate: Landaco Design-Build Landscape Architecture, Las Vegas, Nevada.

LICENSES/REGISTRATION: None

SELECTED PUBLICATIONS AND RECENT RESEARCH:

2011 (Invited /

Refereed) Ortega, D. "Nosotros: Las Vegas as the Present City: Sustainability or Hegemony?." (working title)

TRANSCULTURAL CITIES //Symposium University of Washington, Seattle Feb 11-13, 2011.

2010 Principle investigator Laboratory for Innovative Media Explorations

2009 (Refereed) Guest editor. InTensions Peer Reviewed e-journal. Issue 2- Uncommon Ground: Everyday
Aesthetics and the Intensionality of the Public Realm. Published by the York University, Toronto, Canada,
Department of Fine Arts and Cultural studies. <http://www.yorku.ca/intent/issue2/>

Ortega, D. "The Ecology of Practice: Spatial Tactics, The Present City and the Ideology of Sustainability."
InTensions peer reviewed e-journal Issue 2. <http://www.yorku.ca/intent/issue2/> (invited by managing editors)

2008 (Refereed) Ortega, D. and Corrente, M. "The Suits: Everyday Pretension and the Counter Hegemonic
Representation of Las Vegas' Suburban Landscape." Proceedings of the 2008 Hawaii International Conference on
the Arts and Humanities, Honolulu, Hawaii.

PROFESSIONAL MEMBERSHIPS:

American Society of Landscape Architects, Sigma Lambda Alpha National Landscape Architecture Honor Society,
Council of Educators in Landscape Architecture

NAME: Attila Lawrence

COURSES TAUGHT: AAI 354 History of Architectural Interiors II
AAI 373 Interior Design I
AAI 450/650 Designed Env. and Human Behavior
AAI 480/680 Furniture Design

EDUCATIONAL CREDENTIALS: MA Pennsylvania State University
BFA Philadelphia College of Art

TEACHING EXPERIENCE: Professor and Program Coordinator, School of Architecture,
UNLV
Associate Professor and Director, College of Architecture,
University of Colorado
Assistant Professor, College of Architecture, Arizona State
University
Assistant Professor, College of Human Ecology, University of
Maryland

PROFESSIONAL EXPERIENCE: Principal, Design Four, La Jolla, CA
Director of Design, SCAN, Washington D.C.

LICENSES/REGISTRATION: National Council for Interior Design Qualification NCIDQ
General Building Construction, California,

SELECTED PUBLICATIONS AND RECENT RESEARCH:
"Enduring Socialist Era Architectural Relics: Utopian Visions and Pragmatic Realities",
International Conference on Arts and Humanities, 2008
"Models of Creativity", Interior Designers Educators Council's Annual Conference, 2008
"Analysis and Evaluation of Strategic Design Decisions", International Journal for Housing Science, 2007
"Metro Stations of Paris", Encyclopedia of Twentieth Century Architecture
"Central Railway Station of Helsinki", Encyclopedia of Twentieth Century Architecture
"Theme Parks, World's Fairs, Las Vegas and Housing Design",
Proceedings of the World Congress on Housing, 2003

PROFESSIONAL MEMBERSHIPS:
International Interior Design Association
International Association for Housing Science
National Council for Interior Design Qualification

NAME: Janet R. White, M. Arch., PhD.

COURSES TAUGHT: AAD 201, AAD 202, AAE 453/653, AAE 456/656

EDUCATIONAL CREDENTIALS: PhD. Cornell University, M.Arch. Columbia GSAP, AB Bryn Mawr College

TEACHING EXPERIENCE: 12 years as faculty, 3 years as TA

PROFESSIONAL EXPERIENCE: I have 10 years of professional experience.

LICENSES/REGISTRATION: none

SELECTED PUBLICATIONS AND RECENT RESEARCH: Relationship between cultures and their built environments; utopian and visionary architecture; 18th century landscape architecture; Renaissance architecture and urban form in Italy.

“Co-opting the Space of the *Comune*: Mantua’s Piazza dell’Erbe.” To be presented at International Meeting of the European Architectural History Network; Porto, Portugal; June 2010.

“Swedish to American: Built Form at the Bishop Hill Colony.” Submitted for publication in *Material Culture Journal*. August 2009.

“The Garden of the Queen: A Gendered Space.” American Society for Eighteenth- Century Studies Annual Meeting, Portland, OR, March 2008.

“Science as a Curiosity: Le *ferme ornée* in the *jardin anglo-chinois*.” 12th International Congress on the Enlightenment, Montpellier FR, July 2007.

PROFESSIONAL MEMBERSHIPS: Society of Architectural Historians, American Society for Eighteenth-Century Studies, Historians of Eighteen-Century Art and Architecture

My teaching experience has primarily been with classes in architectural history and theory, although I occasionally teach design studio courses as well. I teach both the general survey of history and advanced level lecture courses and seminars for upper division and graduate students.

My professional experience (now 20 years ago) was with first with HOK, where I was an urban designer in the Planning Department or the St. Louis office, then As Director of Facility Planning, responsible for development, construction, and renovation of facilities, for the National Benevolent Association (the Social and Health Service Division of the Christian Church (Disciples of Christ)), then a 65-facility agency with an average \$30 million annual construction budget.

NAME:

J. Adrian Jones

COURSES TAUGHT:

- AAE 711L - Grad Design I – Fall 2010
- 300 level Undergraduate Design – Fall 2001 & Spring 2002
- 700 level Graduate Design – Fall 2001 & Spring 2002

EDUCATIONAL CREDENTIALS:

- Master of Architecture – 2000, University of Nevada Las Vegas
- Bachelor of Science in Architecture – 1998, University of Nevada Las Vegas

TEACHING EXPERIENCE:

- Part Time Instruction – University Nevada Las Vegas - Department of Architecture

PROFESSIONAL EXPERIENCE:

- 1998 – 2010 Jones & Greenwold | Architecture & Interiors
Sr. Designer - Lead Project Coordinator
- 2000 – 2002 Assemblage Studio
Designer - Intern

LICENSES/REGISTRATION:

- NCARB Licensure Pending

SELECTED PUBLICATIONS AND RECENT RESEARCH:

- **1998 – 2000 Graduate Work**
 - 2000 - Acceptance for exhibition of Graduate thesis “Planning Derive – Advent of Bohemia” to AIA Expo, AIA National Convention, ACSA-CIB Technology Conference, & various AIA/ACSA International Exhibitions
 - 2000 - Recipient of the UNLV “Most Outstanding Graduate Student in Creative Arts Award” – College of Fine Arts
- **Project Recognition**
 - Assemblage Studio – Participant in Collaborative Studio Environment under the direction of Eric Strain. During my 2 years with the firm, we were the recipients of numerous WMR & AIA State of Nevada Design Awards for the Mesquite Arts Center, located in Mesquite Nevada & The Lynn Bennett Child Development Center located at UNLV.
 - Jones & Greenwold – Sr. Designer & Partner in Corporation under the direction of Richard Greenwold. Through-out my term with the firm, the studios focus has been primarily hospitality based design. A sampling of the firms projects under my influence which have received local & national publication notoriety include 55 Degrees – Wine & Design, Bare Beach Club at the Mirage and C-Level

NAME: Mark Rios, FAIA, FASLA

COURSES TAUGHT: AAE 789, AAE 791

EDUCATIONAL CREDENTIALS:

Master of Architecture, Harvard University, 1982
Master of Landscape Architecture, Harvard University, 1982
Bachelor of Science in Architecture, University of Southern California, 1978

TEACHING EXPERIENCE:

Director, Landscape Architecture Program, USC School of Architecture, 2001 - 2007
Studio Faculty, USC School of Architecture, 2001 -
Studio Faculty, UCLA Graduate School of Arts and Architecture, 1985 - 1995
Studio Instructor, USC School of Architecture, 1983 – 1985, 2009
Visiting Instructor, Harvard University, Graduate School of Design, 1990

PROFESSIONAL EXPERIENCE:

Founder / Chairman, notNeutral, Inc., 2000 - Present
Principal, Rios Clementi Hale Studios, 2004 - Present
Principal, Rios Associates, Inc., 1990 - 2004
Principal, Rios-Pearson, Inc., 1985 – 1990

LICENSES/REGISTRATION:

Architect, California License # C15744

Landscape Architect, California License # 3727

SELECTED PUBLICATIONS AND RECENT RESEARCH:

Baroda Ventures Office 21st Century Interiors, The Images Publishing Group, Australia, January 2010
Roxbury Residence Architectural Digest (Russia), “Bohnett House, Beverly Hills, Los Angeles”, November 2009
North Grant Park arcCA, “2009 AIACC Design Awards: Honor Award for Urban Design”, 2009 (3rd Quarter)
Collection: Landscape Architecture, Braun, Germany, August 2009, Chess Park, California Endowment
Collection: U.S. Architecture, Braun, Germany, August 2009, Woodbury University
Quincy Court Landscape Design (China), “Year-round Leaves—Quincy Court”, July 20, 2009
Architect, “America’s Top Architects”, RCHS listed as #60, June, 2009
Edible House The Wall Street Journal, “The Journal Report: The Green House of the Future”, April 27, 2009

PROFESSIONAL MEMBERSHIPS:

American Institute of Architects, 1986 -
College of Fellows, 1998 -
Board of Directors, Los Angeles Chapter
Jury Member, 2001 National Honor Awards
American Society of Landscape Architects, 1987 -
College of Fellows, 2006 -

NAME: Robert Tracy, Ph.D., Associate AIA

COURSES TAUGHT: **AAE 455-655**

EDUCATIONAL CREDENTIALS: Ph.D. (UCLA)

TEACHING EXPERIENCE: 33 years teaching at the university level (27 years at UNLV, 6 years at Chapman University, CA)

PROFESSIONAL EXPERIENCE: Writer/Curator/Consultant (33 years)

LICENSES/REGISTRATION: Associate AIA

SELECTED PUBLICATIONS AND RECENT RESEARCH: During this time period I curated 9 exhibitions, published five articles, delivered a collaborative project (with the Chair of UNLV's Department of Dance) at Oxford University, delivered a collaborative project (with the Chair of UNLV's Department of Dance) at the 2009 Venice Biennale, and I am close to finishing a book on the Adaptive Reuse projects of Killefer Flammang Architects (Santa Monica, CA).

PROFESSIONAL MEMBERSHIPS: Associate AIA, Society of Architectural Historians, College Art Association

NAME: Frank Clementi, AIA, AIGA

COURSES TAUGHT: AAE 789, AAE 791

EDUCATIONAL CREDENTIALS:

Bachelor of Science, Architecture, California State Polytechnic University, Pomona, 1985

TEACHING EXPERIENCE:

1992 - Present Studio Instructor, Art Center College of Design
2001 Studio Instructor, California Polytechnic University, Pomona, School of Architecture
2008 - 2009 Studio Instructor, University of Southern California, School of Architecture

PROFESSIONAL EXPERIENCE:

2004-Present Principal, Rios Clementi Hale Studios
1990-2004 Architect, Rios Associates, Inc.
1986-1990 Hodgetts + Fung

LICENSES/REGISTRATION:

Architect, California License # C22293

SELECTED PUBLICATIONS AND RECENT RESEARCH:

Building Team of the Year Award, American Institute of Architects, Los Angeles Chapter, The California Endowment,
Los Angeles, 2010
Lino Coffee Cups, Specialty Coffee Association of America (SCAA), Best New Product: Coffee or Tea Consumer
2010
Finalist, Cooper Hewitt National Design Awards, Landscape Design, 2009
BB02 Furniture, IDSA/NWD 2009, Gold Furniture + Lighting
AIA/ASLA SCC Honor Award, Urban Design American Society of Landscape Architects Southern California Council
2009 North Grant Park Concept Design, Chicago, IL
Finalist, Landscape Design Cooper Hewitt National Design Awards, 2009 Rios Clementi Hale Studios, Los Angeles, CA
W Hotel ContractMagazine.com, "Industry News Briefs: W Hollywood Honored by Southern California Development Forum", December 8, 2009
North Grant Park arcCA, "2009 AIACC Design Awards: Honor Award for Urban Design", 2009 (3rd Quarter)

PROFESSIONAL MEMBERSHIPS

:

Member, Los Angeles Chapter of the AIA
Member, Los Angeles Chapter of the AIGA

NAME: Julie Smith-Clementi, IDSA

COURSES TAUGHT: AAE 789, AAE 791

EDUCATIONAL CREDENTIALS:

1987 Bachelor of Architecture, Syracuse University

TEACHING EXPERIENCE:

2009 Lecturer, USC, School of Architecture, Seminar in Product Design

1995 Studio Instructor, UCLA Extension, Interior Design Department

PROFESSIONAL EXPERIENCE:

2004 Principal, Rios Clementi Hale Studios

2000 Co-Founder, President/CEO, notNeutral, Inc.

1990-2004 Vice-President, Rios Associates, Inc.

1989-1990 Designer, Rios-Pearson, Inc.

1988-1989 Designer, Hodgetts + Fung

LICENSES/REGISTRATION:

Architect, California License # C23711

SELECTED PUBLICATIONS AND RECENT RESEARCH:

Los Angeles Magazine, "Style. Tastemaker". August 2010

Inventors Digest, "By Design: How to Create Products That Consumers Will Buy", July 2010

Westfield Family FastCompany.com, "Making the Mall More Family-Friendly", November 24, 2009

LA Confidential, Luxe Life, "notNeutral Territory," Fall 2008

Metropolis, "Rorschach Test," June 2008

Angeleno, "The Radar Design," December 2007

ArcCA, "2007 AIACC Design Awards," Fall, 2007

Wallpaper, "Great Wall of China," August 2007

House & Garden, "White-Hot And Cool," August 2007

Los Angeles Times, "They're Talking The Walk," January 13, 2007

PROFESSIONAL MEMBERSHIPS:

2004 Industrial Designers Society of America

NAME: Robert G. Hale, FAIA

COURSES TAUGHT: AAE 789, AAE 791

EDUCATIONAL CREDENTIALS:

Master of Architecture, University of California, Los Angeles, 1981
Bachelor of Architecture, Tulane University, 1977

TEACHING EXPERIENCE:

1984 - Guest Critic at Architectural Juries, UCLA, USC and SCI-Arc
1989 - 1994 Guest Lecturer for Charles Jencks, UCLA, School of Architecture and Urban Planning
1994-1995 Instructor, Upper Division Topic Studio and First Year Design Studio,
USC School of Architecture
2004 NAAB Accreditation Review Committee Member for UCLA Department of Architecture
2008-2009 Guest Juror, UCLA's "Rumble" End of Year Reviews.

PROFESSIONAL EXPERIENCE:

2004-Present Principal, Rios Clementi Hale Studios
2001-2004 Principal, Rios Associates, Inc.
1994-2001 Vice President, Planning and Development, Universal Studios
1986-1993 Principal, Frank O. Gehry and Associates
1982-1986 Senior Associate, Frank O. Gehry and Associates

LICENSES/REGISTRATION:

Architect, California License # C11663

SELECTED PUBLICATIONS AND RECENT RESEARCH:

AIA/ASLA SCC Honor Award, Urban Design American Society of Landscape Architects Southern California Council
2009 North Grant Park Concept Design, Chicago, IL
Finalist, Landscape Design Cooper Hewitt National Design Awards, 2009 Rios Clementi Hale Studios, Los Angeles, CA
CALIFORNIA REAL ESTATE JOURNAL, Universal Master Plan, "Dirt Report: NBC Universal", December 28, 2009
arcCA, North Grant Park, "2009 AIACC Design Awards: Honor Award for Urban Design", 2009 (3rd Quarter)
Collection: Landscape Architecture, Braun, Germany, August 2009, Chess Park, California Endowment

PROFESSIONAL MEMBERSHIPS:

American Institute of Architects, Member 1982-Present
President, Los Angeles Chapter of the AIA, 2002
Vice-President/President elect, Los Angeles Chapter of the AIA, 2000-2001
Monterey Design Conference Organizing Committee, 2001, 2003, 2005, 2007, 2009.
Board of Directors, California Council of the American Institute of Architecture, 1998-2005
California Council of the American Institute of Architecture, representative to LA/AIA, 2004-2005
Board of Directors, U.S.C. Architectural Guild, 1999-2005

3. *Visiting Team Report (VTR)* from the previous visit and *Focused Evaluation Team Reports* from any subsequent Focused Evaluations.

University of Nevada, Las Vegas
Focused Evaluation Team Report
20 October 2008

Table of Contents

<u>Section</u>	<u>Page</u>
I. Summary of Team Findings & Comments	1
II. Compliance with the Conditions for Accreditation	3
Responses to Focused Criteria Identified from Previous Site Visit	3
Conditions	
6. Human Resources	
12. Professional Degrees and Curriculum	
Student Performance Criteria	
31.1 Speaking and Writing Skills	
III. Appendices:	6
A. The Focused Evaluation Team	6
B. The Visit Agenda	8
IV. Report Signatures	9
I. Summary of Team Findings	

Team Comments

We appreciate the care with which the team-room was assembled and the responsiveness of the school's administrators, faculty, staff, and students. Their preparation for the visit was thorough and very helpful as we conducted this focus evaluation.

The school has made meaningful progress toward addressing the needs of the graduate program as defined in the 2005 NAAB Accreditation Team report. However, our evaluation resulted in a continued concern, identified by the 2005 team, regarding the level of intellectual rigor, particularly as it affects conceptual design in the 5th year comprehensive design and 6th year capstone project studios.

- The 6th year capstone design work has some weaknesses. There is the lack of documentation of the conceptual design process and many projects are not well developed. Students seem to have difficulty bridging from the pre-design phase to the form giving phase. The student's books and boards showed thorough attention to project gives and somewhat uneven but generally

competent attempts at design development, however many of the schemes lacked a rigorous pursuit of conceptual possibilities before arriving at a specific design solution.

- The work produced by students choosing the written thesis option was high quality. The thesis option is providing self-motivated students who have successfully completed comprehensive design at a high level in the 5th year with an opportunity to pursue a focused area of interest in their 6th, capstone, year. The faculty is careful to advise only the strongest students to pursue the thesis option.
- The quality of the design work from the 5th year was uneven. 5th year students appear to need more design experience leading up to the 5th year to fully meet NAAB's comprehensive design standard. Many of the schemes were conceptually immature. The student work did not show a spectrum of thought and consideration of alternatives, or a layered response that recognized the complexity of issues that they have to resolve.

The two years of graduate studies are organized around two yearlong projects, the 5th year student's comprehensive design project and the 6th year capstone project. This means graduate students complete only one or two design projects that require them to practice developing, documenting and articulating design concepts. Students who enroll in the written thesis option complete only one architectural design project in their 5th year, other students complete one project in the 5th and one in the 6th year. This is unusual. Most accredited architecture programs organize their curriculum around more repetitions of the architectural design process. Although faculty and students reported that assignments in the fall semester research and prep studios include some short design exercises, there were not documented and it was not clear from looking at 6th year work in progress if the design activities of the course were strengthening student design skills.

The 2005 team noted that there were problems with graduate student morale. This seems to have improved and graduate student morale appears to be healthy. There may be some problems with student morale in the undergraduate program due to the high attrition rate, but we did not have an opportunity to confirm this through meetings with undergraduates. Although there appear to be informal teaching faculty, there are a few structured opportunities. Those that are in place are not as effective as they could be. For example, students are invited to faculty meetings but the meetings take place at times when students find it difficult to attend.

Most graduate students are not aware of the program's studio culture policy. It is part of a student handbook and makes up the section called General Studio Etiquette and policies. It does not address instruction in time-management issues. Although some faculty teaching studios address time management, it is not consistently addressed.

II. Compliance with the Conditions for Accreditation

Program Response to the NAAB Focused Criteria

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

6. Human Resources

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, and administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The

total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

MET NOT MET

The program created a new director of graduate studies position that has made it possible to address many of the concerns noted by the 2005 team. All constituencies we met acknowledged that the current full-time faculty is stretched as they try to balance teaching, research, and service expectations. The school has hired 4 new full-time faculty member since the 2005 team visit and has preserved 2 faculty lines to replace the recent retirement of the department director and a departing faculty member in the area of structures. This is a good indicator of institutional support at a time when resources for faculty positions at the university are reduced. If these two positions are filled this criterion is likely to continue to be met, however if they are not filled, there will still be a deficiency. The opportunity to hire a new department director is seen by the school as way to obtain leadership that can strengthen the program.

The 2005 team expressed concern about the tenure and promotion process. We learned that recently there has been more attention paid to tenure and promotion standards at the university level and an expectation that junior faculty members identify a faculty mentor who will advice them on how to prepare for tenure and promotion. However the expectations for untenured faculty to be successful in achieving promotion and tenure and the metrics to measure that success do not appear to be consistently understood.

The student to faculty ratio has improved since the last visit. Also the balance between full time faculty and adjunct faculty has changed with fulltime faculty assuming the entire design studio teaching responsibility. Total enrollment of architecture majors is approaching 400 students and there is continued pressure to maintain enrollment for budget reasons. The attrition rate is uncommonly high with 185 entering the first undergraduate year of the 4+2 program and less than 20students (including those with undergraduate degrees from other schools) completing the accredited M. Arch degree. This means that few architecture majors who begin their undergraduate study at UNLV complete the accredited degree program required to become a licensed architect. We have some concerns about whether or not there is adequate support for students who may not be fulfilling their potential. We also wonder if faculty resources are distracted by teaching so many students who will not complete the major.

There appear to be limited opportunities for graduate students to have contact with faculty members and graduate students from allied fields. There are opportunities for independent study that allows students to focus on areas of interest but it appears as though interdisciplinary and independent work may be constrained by limited resources and some difficulties with bureaucracy.

12. Professional Degrees and Curriculum

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

MET NOT MET

University of Nevada, Las Vegas

Focused Evaluation Team Report
 20 October 2008

Degree nomenclature and the number of credits required of the accredited programs meet NAAB requirements with the exception of the 45 credit minimum fir non-architecture related general

education. The current curriculum shows 44 credits. We see this as relatively minor issue that can easily be resolved by the next accreditation review.

The 2005 team had concerns about the lack of clear academic focus of the graduate program, mechanisms for effective administration and whether or not the low enrollments in the program were sustainable. They felt that the curriculum was too narrow and primarily oriented to fulfilling the NAAB criteria. Progress has been made in developing a focus for the program. The faculty identified two areas of emphasis, design for desert environments and rapid urban growth. The opportunity for this program to benefit from and contribute to the city of Las Vegas appears to have broad based support and untapped potential. This appears to be a program in transition, one that used to be focused on training practitioners with a regional perspective that is now seeking a balance between instruction and research as well as the creation of national identity.

13. Student Performance Criteria

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

13.1 Speaking and Writing Skills

Ability to read, write, listen, and speak effectively

MET

NOT MET

The 2005 team had concerns about student writing ability. The team reviewed capstone thesis and project books as well as writing in course assignments. The writing assistance program provided by the university is used by some faculty who report the service is working well. This SPC is now met, but some students would benefit from more writing instruction.

4. Catalog (or URL for retrieving online catalogs and related materials)

<http://www.unlv.edu/pubs/catalogs/>

5. Response to the Offsite Program Questionnaire (See *2010 Procedures*, Section 8)

**The NAAB Procedures for Accreditation, 2010 Edition, Appendix 2
 Branch Campuses Questionnaire**

[NOTE: if the program uses more than one branch campus, additional site, teaching site, online learning, or study abroad program, please complete a questionnaire for each program.]

Name of Institution:	UNLV Downtown Design Center	
Title of Degree:	BS Arch, MArch	
Name of Program Administrator:	Robert Dorgan, Director	
Name of Person Completing this Form:	Robert Dorgan	
Location of Branch Campus, Additional Site, Teaching Site, Online learning, or Study Abroad Program:	401 South 4th Street, Las Vegas, NV 89101	
Distance from Main/Flagship Campus:	4 1/2 miles	
Number of Courses from Curriculum Leading to a NAAB-Accredited Degree Offered at this site		
(List all courses: number, title, credits offered) [insert additional rows as necessary]		
Course Number	Credits offered	Course Title
AAE 451 / 651	3	Multidisciplinary Theory and Analysis in Arch.
AAE 480	4 / 6	Architectural Design III
AAE 482	4 / 6	Architectural Design IV
AAE 495 / 695	3	Special Topics in Design
AAE 693	3	Independent Study
AAE 713L	6	Graduate Design III
AAE 714L	6	Graduate Design IV
AAE 771L	6	Architectural Design V
AAE 772L	6	Architectural Design VI
AAE 789	6	Architectural Research Studio
AAE 790	6	Written Thesis
AAE 791	6	Final Project Design (Design Thesis)
AAL 455 / 655	3	Landscape Interpretation
Is attendance at the branch campus, additional site, teaching site, study abroad or online program required for completion of the NAAB-accredited degree program?	no	
Who has administrative responsibility for the program at the branch campus?	Director, School of Architecture and Director, Downtown Design Center	
To whom does this individual report?	Dean, College of Fine Arts	

Where are financial decisions made?	Dean, Director SoA and Director DDC
Who has responsibility for hiring faculty?	Director SoA and Director DDC
Who has responsibility for rank, tenure, and promotion of faculty at the branch campus?	same as on campus
Does the branch campus have its own curriculum committee?	no
Does the branch campus have its own admissions committee?	no
Does the branch campus have its own grievance committee?	no
Does the branch campus have its own resources for faculty research and scholarship?	some budget allocated to faculty development
Does the branch campus have its own AIAS or NOMAS chapter?	no
Does the branch campus maintain its own membership in ACSA?	no

Additional Comments:

[Limit 2 pages]

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