University of Nevada, Las Vegas
School of Architecture

Architecture Program Report for 2017 NAAB Visit for Continuing Accreditation

Master of Architecture
[preprofessional degree + 48 graduate credits]

Master of Architecture
[non-preprofessional degree + 48-96 graduate credits]

Year of the Previous Visit: 2011

Current Term of Accreditation:
“At the July 2011 meeting of the National Architectural Accreditation Board (NAAB), the board reviewed the Visiting Team Report (VTR) for the University of Nevada, Las Vegas, School of Architecture. As a result, the professional architecture program: Master of Architecture, was formally granted a six-year term of accreditation. The accreditation term is effective January 1, 2011. The program is scheduled for its next accreditation visit in 2017.”

Submitted to: The National Architectural Accrediting Board
Date: September 19, 2016
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Section 1. Program Description

I.1.1 History and Mission

UNLV’s 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 the site currently occupied by the Pioneer Wall. Maude Frazier Hall 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.

Over the next four decades, UNLV continued this heady rate of development — erecting more than 100 buildings, developing dozens of graduate programs, creating partnerships with the community, fielding nationally ranked sports teams, founding an alumni association, promoting scholarship, establishing a fundraising foundation, and recruiting diverse and talented students from across the country.

Since 2009, UNLV has hit a number of milestones and academic achievements, positioning the university as a leader in the Intermountain West. A record-breaking $537 million fundraising campaign, the largest campaign in the history of Nevada’s higher education system, included a $12.6 million donation from the Engelstad Family Foundation to support what is now the largest active scholarship program at UNLV. Similarly, a gift from the Lincy Foundation was used to establish The Lincy Institute, which was created to conduct and support research that focuses on improving Nevada’s health, education, and social services. UNLV also forged a partnership with the highly respected Brookings Institution. UNLV’s Brookings Mountain West is tasked to bring Brookings’ high-quality, independent, and impactful research to the issues facing the dynamic and fast-growing Intermountain West region.

In 2015, Len Jessup became the 10th President of UNLV. During his first State of the University Address, President Jessup highlighted how UNLV has come a long way from the high school dressing rooms that once served as its classrooms to become a thriving urban research institution. Thanks to the dedication of faculty, staff members, students, generous donors, and Las Vegas residents over the past half century, the university has today much to celebrate:

● Enrollment continues to rise, with final numbers expected to come in around 29,000 thanks to aggressive recruitment and enhanced retention, progression, and completion efforts.
● UNLV welcomed its largest-ever freshman class (around 4,000) with a 15 to 20 percent increase in nonresident students. About 75 percent of the class is from Clark County.
● Enrollment gains are happening in many programs but are especially evident in STEM fields, particularly the sciences and health-related majors.
● Nearly 270 new students joined the Honors College this fall, bringing the total to more than 700. UNLV also welcomes 10 new National Merit Scholars and more than 60 high school valedictorians.
● Last fall new freshmen took an average of 14.6 credits – inching UNLV closer to the system wide “15 to Finish” goal. Twice as many freshmen took 15 credits in 2014 than in 2012.
● UNLV welcomes more than 90 new instructional faculty, with key hires in engineering, health sciences, liberal arts, personalized medicine, and education.
● Residence halls are again at capacity this fall, with 1,800 residents – the most ever.
● UNLV jumped from sixth to second place on U.S. News & World Report’s annual list for “best ethnic diversity,” and with 25 percent Hispanic student enrollment, UNLV is now officially a Hispanic-Serving Institution. This milestone allows UNLV to apply for federal grants geared to student success.
Description
The University of Nevada, Las Vegas, located in the vibrant and dynamic city of Las Vegas and surrounded by the Mojave Desert, embraces the traditional values of higher education adapted for the global community of the twenty-first century. UNLV assists students in meeting the intellectual and ethical challenges of responsible citizenship and a full and productive life through opportunities to acquire the knowledge and common experiences that enhance critical thinking, leadership skills, aesthetic sensitivity, and social integrity.

The university provides traditional and professional academic programs for a diverse student body and encourages innovative and interdisciplinary approaches to teaching, learning, and scholarship. UNLV simultaneously engenders collegial relationships and a sense of community among its members. UNLV embraces the interdependence of quality instruction, scholarly pursuits, and substantive involvements in campus and community life. The university offers artistic, cultural, and technical resources and opportunities to the broadest possible community. It promotes research programs and creative activities by students and faculty that respond to the needs of an urban community in a desert environment. UNLV is committed to developing a synergy between professional and liberal studies, between undergraduate education and graduate programs, and between superior teaching and meaningful research. UNLV increasingly is a dynamic resource for, and partner with, the community that it serves.

In its 50-year history, UNLV has undergone an amazing transformation from a small branch college into a thriving urban research institution of 29,000 students and 3,300 faculty and staff.

Along the way, the urban land-grant university has become a dynamic resource for one of the country’s fastest-growing and most enterprising cities. UNLV’s 332-acre main campus, located on the southern tip of Nevada in a desert valley surrounded by mountains, is home to more than 220 undergraduate, master’s, and doctoral degree programs, all accredited by the Northwest Commission on Colleges and Universities.

UNLV’s Mission Statement
UNLV’s diverse faculty, students, staff, and alumni promote community well-being and individual achievement through education, research, scholarship, creative activities, and clinical services. We stimulate economic development and diversification, foster a climate of innovation, promote health, and enrich the cultural vitality of the communities that we serve.

School of Architecture History
Experimental architecture courses were initiated at UNLV in 1981 at the urging of the Las Vegas Chapter of the 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 offers two 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; and a non-preprofessional
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.

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 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, in consultation with the 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, 2005, and 2011.

In 1997, 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 by the Council for Interior Design Accreditation (CIDA) in 2002, 2008, and 2014. The Landscape Architecture Program was reaccredited by LAAB in 2001, 2006, 2008, and 2010.

During the last quinquennium the School of Architecture has gone through a period of transformation and restructuring to address both the effects of the great recession as well as the change in Southern Nevada’s economic climate and outlook. The School of Architecture academic programs presently focus on local and regional issues that influence architecture, interior architecture and design, and landscape architecture such as:

- The Las Vegas Strip and the implications for entertainment and resort architecture worldwide.
- Evidence-based design of health-promoting environments for an aging population using neuroscience-informed design strategies.
- Sustainable growth and development in urban and rural environments in the US Southwest.
- The design of Zero-Energy Buildings (ZEB) in arid desert regions.

Differential tuition more accurately reflects the cost of delivering a world-class education, and a large percentage of the increased tuition is reinvested in the facilities used by students and the graduate assistantships supporting top-achieving graduate students. The recession hit the construction industry hard, and architecture was routinely described in polls and national news outlets as one of the worst majors for college students at that moment. As a result, the program’s enrollment decreased significantly.

With the economy picking back up and the interest in architecture amongst incoming freshman reignited, the program is in a great position to continue attracting strong students and graduating future leaders in architecture.

School of Architecture Mission
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.

Program’s Benefit to the Institution
As stated in the School of Architecture’s mission, the school capitalizes on its geographical location to engage the communities it serves through teaching, research, and service.

Projects such as the 2013 U.S. DOE Solar Decathlon Competition or the current entry for the 2017 Solar Decathlon event have had significant leadership from School of Architecture faculty and students, while substantially engaging other programs/units throughout the university. Furthermore, the great success of
the 2013 UNLV Solar Decathlon House (DesertSol), which was the top-ranked U.S. entry and 2nd overall in that year’s competition (http://www.solardecathlon.gov/past/2013/final_results.html), allowed UNLV to engage its community in a very meaningful way by permanently displaying DesertSol at the Las Vegas Springs Preserve.

Similarly, the 2014 and 2015 U.S. DOE Race to Zero Student Housing Competition entries were led by School of Architecture faculty and students with collaboration from the Howard R. Hughes College of Engineering. The 2015 competition entry (Desert Sunrise), a service learning project that focused on the housing needs of the Moapa Band of Southern Paiutes, received a Design Excellence Award from the U.S DOE and was featured by President Len Jessup at the 8th National Clean Energy Summit (http://www.cleanenergysummit.org/event-information/agenda) and during his State of the University Address. The complexity of these projects also reinforces the program’s relationship with the local design community and the allied disciplines’ connection back to the institution at large.

A generous gift from David Howryla, a School of Architecture alumnus, allowed for the creation of the David G. Howryla Design Build Lab, which has made possible the curricular integration of design-build projects such as DesertSol in 2013, a ticket booth for the Shakespeare Festival at Lake Tahoe in 2016, and currently, a Utah artists’ retreat project. The David G. Howryla Design Build Lab has activated underused laboratory space and reenergized an enclosed construction yard accessible to students and faculty of the School of Architecture and the Art Department.

The UNLV Downtown Design Center (DDC) is an extension of the School of Architecture facilities located in the Historic Fifth Street School. Through the activities and courses offered at the center, typically engaged in sponsored projects, the School of Architecture is able to strategically facilitate increased community engagement on behalf of UNLV.

Because of activities/programs like those described above, the institution has recognized the many benefits of the program by highlighting outstanding architecture student achievement at commencement ceremonies, inviting faculty to speak at orientation and welcome programs such as UNLV Creates, or inviting faculty to serve on institution-wide planning initiatives, and otherwise shining a spotlight on the program through awards and media coverage in UNLV Magazine.

Summary of Benefits Derived to the Program from the Institutional Setting
The School of Architecture benefits greatly from being a part 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 42 million visitors to Las Vegas every year as well as the affordable and direct flights that connect us to every part of the globe.

Las Vegas is arguably one of the best design laboratories in the world. A global city in an inhospitable arid climate presents a tremendous opportunity for studies ranging from urban design to building sciences and sustainability. Furthermore, by being located in the “Entertainment Capital of the World,” the Las Vegas Strip is seen as an extension of the classroom for Hospitality Design. Developments like City Center, which is one mile away from the UNLV campus, the Springs Preserve, Hoover Dam, and the Mike O’Callaghan–Pat Tillman Memorial Bridge, also provide our students with unique examples of innovative design and construction. The built-environment is only surpassed by the natural assets that surround the city: Lake Mead, the Colorado River, Mt. Charleston and the renowned Red Rock National Preserve. The UNLV School of Architecture offers the only accredited programs in the Mojave Desert – a unique and unforgiving eco-system.

UNLV has provided School of Architecture programs the ability to build meaningful and productive relationships with scholars and students in other disciplines such as the Howard R. Hughes College of Engineering or the William F. Harrah College of Hotel Administration – routinely ranked 1st in the world. This fertile supportive environment has produced collaborations that resulted in a university wide minor and graduate certificate in Solar and Renewable Energies and a graduate certificate in Hospitality Design.
Description of How the Program’s Course of Study Encourages the Holistic Development of Young Professionals

Through the integrated study of liberal arts and the specific discipline of architecture, the program encourages the holistic development of its students. By completing the UNLV General Education core requirements (46-49 general education credits) and 4-6 School of Architecture graduate electives (12-18 credits), students in the program receive a broad education that allows them to pursue a diversity of subjects and topics.

The concentration areas of the M. Arch. program support young professionals’ interests in areas that are keenly relevant to the practice of architecture in our region, such as hospitality design or sustainable architectural and/or urban design issues in arid regions.

Increasing emphasis on paths toward licensure encourages the holistic development of our students by balancing their academic learning outcomes with professional internship objectives. As IDP continuously adapts to changes in technology, industry, and society among others, the curriculum and advising has evolved to ensure students are engaged in their own path toward becoming architects, establishing records with NCARB early in their careers, and recording internship experiences often. The M. Arch. program is currently preparing a proposal to be among the second group of accredited programs to announce an integrated path toward licensure.

I.1.2 Learning Culture

The School of Architecture promotes a culturally and socially diverse climate that supports each member of its community. The learning culture is respectful of difference and fosters collaboration and interdisciplinarity. Over the past several years, the School of Architecture has also supported the creation of learning communities that help cohorts of students move through the curriculum in series of co-requisite courses that strive to be highly integrated as a means of reinforcing transference of knowledge across all realms of the curriculum. For example, first and second year (foundation-level) courses are largely shared across the three undergraduate disciplines of the school; third year studios capitalize on students’ simultaneous learning of building technologies, with shared assignments between studios and support courses. The culture of the fifth year is an intensive immersion in integrative design and research. The fourth and sixth year support learning communities are centered around topical studios and related seminars. The faculty recognizes and takes advantage of other opportunities that enhance the learning culture of the school through creative curricular interconnectivities (lessons shared between studios, seminars, labs) and extra-curricular activities (lectures, workshops, etc.).

Faculty, staff, and students work together to uphold the highest ideals of personal and academic honesty while maintaining a safe and healthy living and working environment. Issues of time management and healthy living are discussed by faculty and included in the Studio Culture Policy. Facility improvements (addition of daylight to studios and new furniture in studios and classrooms) have also helped create a better learning environment for our students.

Studio Culture Policy

The Studio Culture Policy is a living document that is revised every year. Typically, students, faculty, and staff address the Studio Culture Policy through the following procedures: early spring semester review by students; mid-spring semester proposed changes, additions, and/or deletions presented to faculty and staff; adoptions made by end of spring semester; and beginning of fall semester distribution to all new and returning students, faculty, and staff. Every year, in the middle of the fall semester, a call is made to democratically elected student representatives to begin the review of the Studio Culture Policy in advance of any spring semester proposed changes.

The combination of the Studio Culture Policy and the learning culture initiatives described above provide for a more well-rounded educational experience for the students.
I.1.3 Social Equity

The university’s initiatives for diversity and inclusion since the last accreditation have been numerous and well-documented: https://www.unlv.edu/diversityinitiatives/initiatives.

UNLV applied for and achieved designation from the Department of Education as a Title III & Title V Minority Serving Institution (MSI) in December of 2012. Qualification for this designation requires that institutions meet specific primary indicators that include diversity of the student body by race and ethnicity and students qualifying for federal assistance under Federal Pell Grant, Federal College Work Study, Federal Perkins Loan or Federal Supplemental Educational Opportunity Grant.

UNLV also meets the requirements as an Asian American, Native American, and Pacific Islander-Serving Institution (AANAPISI) and is an emerging Hispanic Serving Institution (HSI). In 2015, UNLV was ranked 2nd in “Best Ethnic Diversity” in the U.S. News & World Report’s annual listing of the nation’s most diverse universities for undergraduates. Furthermore, UNLV has placed in the top ten for the past five years: https://www.unlv.edu/news/release/unlv-ranked-second-most-diverse-campus-nation.

More information on UNLV initiatives for diversity and inclusion is available at:
https://www.unlv.edu/diversityinitiatives/about
https://www.unlv.edu/toptier
https://www.unlv.edu/compliance

Plans to Maintain or Increase the Diversity of Faculty, Staff, and Students

Faculty searches conducted since 2013 have met increased diversity goals set by the institution: https://www.unlv.edu/sites/default/files/24/FacultySearchProcedure07312013.pdf. New faculty hires have been integrated into the new faculty mentoring program since 2012. Today, the School of Architecture’s faculty and staff reflect the diverse student population that UNLV serves, with a rate that is significantly higher than the diversity seen in the architectural profession in the United States at large.

In order to maintain and increase the diversity of students, the School of Architecture, with help from the College of Fine Arts Advising Center, adopted the university’s R2PC Initiative. This student achievement initiative has four pillars: recruitment, retention, progression and the timely completion of degrees. As part of this initiative, the School of Architecture has deepened its collaboration with the Clark County School District (CCSD) through a high school mentoring program run by AIAS, and with the College of Southern Nevada (CSN) to ensure seamless transition of their 2-year residential design program graduates into UNLV using appropriate contingent admission programs and articulation agreements.

At the graduate level, the R2PC Initiative produced a plan developed by the Graduate College and the School of Architecture Graduate Coordinator in consultation with the previous Director of the school. This plan contains short and long-range goals and will be reviewed/updated annually. Additional information about UNLV’s student body and its composition may be found at: https://www.unlv.edu/about/facts-stats

I.1.4 Defining Perspectives

A. Collaboration and Leadership

Collaboration and leadership are important traits that the architecture program instills in its graduates through structured curricular experiences, faculty mentoring, and through a required professional internship.

Starting with the design foundation studios, and continuing all the way until the final semester in the graduate program, students are required in both studio and support courses to work productively in teams, where effective communication and conflict resolution are fostered to ensure students’ accomplishment and success. The collaboration skills and leadership abilities developed by students as they advance through the architecture program are on display and consistently stand out in projects such
as the 2013 and 2017 Solar Decathlon; the 2014 and 2015 Race to Zero Housing Competitions; the Downtown Design Center’s successful HUNDRED Plan for the Historic Westside Community funded by the City of Las Vegas and carried out by students participating in this multidisciplinary studio; or the recently completed design-build ticket booth for the Lake Tahoe Shakespeare Festival.

In addition to the projects mentioned above, students also learn about the importance of collaboration and leadership during the required internships that take place at both the graduate and undergraduate levels. The architecture program prepares emerging professionals through required clinical internships, whereby students engage in the IDP/AXP. Students also engage professional colleagues through joint event programming with the AIA and allied disciplines and organizations. At the graduate level, reviews are often led by a diversified panel of critics, preparing graduates to respond to the varied demands of professional practice. In the academic and professional opportunities described above, students are exposed to, and have to negotiate, the complexities of criteria from different fields and establish protocols for effectively working together.

It is worth pointing out that at the Winter 2015 Commencement Ceremony, the team leader of UNLV’s entry to the U.S. Department of Energy’s Race to Zero Student Design Competition was distinguished as the UNLV Graduate of the Year. This prestigious distinction highlights the level of accomplishment of our students and the relevance of their community engagement (the team designed a net-zero energy home for the Moapa Paiute, a low-income Native American community located northwest of Las Vegas. The project was presented at the National Renewable Energy Laboratory in Golden, CO, where it received a Design Excellence Award by the U.S. DOE).

B. Design

Graduates are prepared to engage increasingly complex problems through the program by incremental integration of design principles throughout the curriculum. With much of the technical and formative skills assessed through undergraduate education, the graduate program challenges students to address summative activities of architecture in comprehensive studios, which see the development of integrated design solutions. Complexities of professional practice, interdisciplinarity, and contemporary theories also contribute to the M. Arch program’s aim of preparing students to become architects. Moreover, as specialized areas of inquiry emerge through the process of synthesizing building systems and high-level design thinking in the fifth year, the sixth (final year) supports student engagement in design research (through written thesis or professional design project) that reinforces application of theory and critical review of processes by incorporating expert critique and guidance by faculty and the local profession. Much of this is made possible by a commitment to teach not only about design principles, but also by supporting a pluralistic approach to design activity that is reflective of the diversity of our faculty and students. The School of Architecture believes that nurturing a plurality of voices provides the stimulating environment necessary for students to learn how to address the complex issues architecture faces today.

C. Professional Opportunity

The program has always enjoyed strong support from, and a close relationship to the profession, the Las Vegas Chapter of AIA, and the professional community of allied disciplines. Internships have been a valued component of undergraduate and graduate programs. In recent years, internships have aligned with IDP standards by having students establish records and report experiences to NCARB. Since the change of the eligibility date in 2013, students in the first year of the program have been encouraged by the School’s licensing advisor to create an NCARB account and seek internship opportunities commensurate with their experience. In 2015, the program’s long-held practice of waiving graduate-level internship requirements was revised to encourage continued engagement with the path toward licensure. Undergraduate internships introduce students to the second “E” of the “education, experience, examination” path toward professional licensure. At the graduate level, unless graduate students have completed their experience, a graduate internship reinforces the transition to internship and licensure.

The M. Arch program’s multi-disciplinary theory and analysis course not only prepares future architects to engage with colleagues in related professions, it is among a number of experiences that enables students to envision how their skills acquired in architecture are transferable to a number of different career
opportunities. Additionally, the challenging job-market of the early 2010’s saw many student interns embracing non-traditional experience settings to satisfy IDP requirements. With employment prospects in the architecture industry steadily returning to pre-recession era numbers, more students are finding more opportunities to engage in internship experiences. At the 2016 NCARB Architecture Licensing Advisor Summit the School of Architecture at UNLV learned that Nevada is ahead of the national average on engagement and completion of IDP/AXP. Nevada will continue to improve in this area as the Education and State Coordinators have begun planning additional AXP outreach programs.

With regard to “ARE - time to completion” the state is slightly behind the national average, but additional planning initiatives including the formation of ARE study groups and workshops for candidates are currently underway.

D. Stewardship of the Environment
The School of Architecture was an early adopter of the “2010 Imperative” and the “2030 Challenge,” which continues to ask students to seek carbon-neutral design proposals through their studio investigations. Learning communities in the third and fifth year levels of the program are well situated to integrate building systems into environmentally responsive architecture. Fourth and sixth year learning communities exhibit developments in design thinking to address the “triple bottom line” of environmental, social, and economic sustainability.

In a most comprehensive way, the UNLV School of Architecture has demonstrated (and continues to develop) its integrated approach to environmental design teaching through a systematic integration of learning objectives across multiple courses to support student driven projects like the U.S. DOE Solar Decathlon Competition, the U.S. DOE Race to Zero Housing Competition, and the emerging design-build program. As the School prepares for the 2017 Solar Decathlon Competition, the highly developed courses in construction technology, environmental control systems, and design studios among others will continue to support student learning and excellence in sustainable design practices.

The high demand for professionals with expertise in renewable energy and sustainability in Southern Nevada prompted UNLV to launch a university minor and a graduate certificate in Solar and Renewable Energy in 2011. The School of Architecture partnered with the departments of Environmental Studies, Construction Management, and Mechanical Engineering to offer these valuable programs. Recognizing the need to provide our students with a more focused, architecture-centered course of studies, the School of Architecture subsequently developed a graduate concentration in Building Sciences and Sustainability that builds upon successful research carried out by faculty and graduate students at the Natural Energies Advanced Technologies (NEAT) Laboratory at the School of Architecture. The program has produced several highly skilled decision-makers that are helping lead the way in the building sciences in Southern Nevada and beyond.

Through advocacy on such issues as water conservation and reducing carbon footprints, student participation with petitioning in the “take-back-the-tap” movement, resulted in the School of Architecture having a water refilling station installed and many students pledging to not use disposable plastic bottles. From organizing fun design competitions demonstrating the positive effects of recycling cardboard and conserving natural resources to emphasizing sustainable building performance in funded research, the program at UNLV is not only a steward of the environment, it is a champion of environmental design.

Finally, improvements to the Paul B. Sogg Architecture Building, including the renovated studios which now have skylights that take advantage of Las Vegas’ abundant daylight, along with other building features such as low-flow plumbing fixtures, efficient lighting, desert landscape, and classrooms/labs that open to the outdoors, support awareness of sustainability and reinforce teachable moments of design thinking. Also, the UNLV Downtown Design Center, in the Historic Fifth Street School, exemplifies passive systems utilized in the 1930’s Spanish Mission Style architecture of Las Vegas. Massive concrete walls serve as heat sinks, viewing and clerestory window placement facilitated cooling air circulation, and large overhangs on the building’s south and west elevations serve as visual and experiential aides for students’ understanding of designing with climate.
E. Community and Social Responsibility

Community engagement and social responsibility are two important components of the education our students receive at UNLV. Projects such as UNLV’s Downtown Design Center’s HUNDRED Plan for the Historic Westside Neighborhood include several lessons in community engagement and social responsibility through efforts to influence smart growth and economic development. This project, developed with input from the community, advocates for the preservation of this historically significant African-American neighborhood and was recently adopted by City of Las Vegas for its new master plan. Other examples of how our program fosters community engagement and social responsibility are:

- The fifth year studio competed in “Smart Cities Smart Communities,” and through civic engagement arrived at such sophisticated understandings of civic space that their work was recognized by the City of Las Vegas as meritorious.
- Another excellent example of community engagement and social responsibility is the Desert Sunrise Home for the U.S. DOE Race to Zero Competition, which applied knowledge in building sciences and sustainability to develop an environmentally conscious, cost-effective, and culturally significant housing design for the Moapa Paiute on a tribal reservation.
- The second year studios participated in the “City Impact Center Competition” which raised cultural awareness and empathy in our students as they focused on low-income neighborhood redevelopment, homeless shelter design, and rural community folly proposals.
- The Hospitality Design studio’s emphasis on understanding the need for community integration in the planning of major resort developments has brought social responsibility into the design dialogue of some of the largest privately funded projects in the country and around the world. The unique work in this area has even attracted Fulbright Scholar applicants in sociology to seek residency in the program.

Last but not least, the sense of optimism that comes from the belief that architects can create better places is a feeling that is reinforced almost every month through the Klai Juba Wald Lecture Series. Speaking at the Downtown Design Center or the Architecture Studies Library, the Klai Juba Wald Lecture Series has hosted many inspiring lecturers in recent years: Aaron Betsky, Paul Yaggie, Will Bruder, Brad Cantrell, Andrew Herdeg, Greg Pasquerelli, Nader Terhani, Marlon Blackwell, Rick Joy, James Wines, Shashi Caan, among many others. These lectures, which are free and open to the public, bring a large group of practitioners and community members interested in design issues and the built environment. The level of engagement between students, speakers, faculty, and the community at large truly sets a precedent for positivity through personalized conversations around ideas of place-making.

Program’s Approach to the Five Perspectives

The learning culture of the program is informed by its mission and by the tenets of UNLV’s Top Tier Plan (https://www.unlv.edu/sites/default/files/page_files/3/VisionMissionGoals-080116.pdf). Central to the School of Architecture’s mission is a sense of pride and service to our local community (Defining Perspective “E”). Through inquiry and design, our students learn about ways to build sustainably in the Mojave Desert (Defining Perspectives “D” and “C”). Our program also supports a critical engagement with our urban and regional contexts as a means of producing thought leaders in the profession (Defining Perspectives “B” and “A”).

The Defining Perspectives, as noted in the section above, have impacted nearly every area of the architecture program’s curriculum. However, before the Defining Perspectives were specifically referenced in the NAAB Conditions for Accreditation, they were inherently present in the collective sentiments of the faculty and in the school’s approach to architecture education. Many of the extra-curricular experiences offered today reflect the five perspectives and reinforce the learning culture defined by the curriculum. The program’s field trips, lecture series, service learning, and sponsored projects all leverage one or more perspectives.
I.1.5 Long Range Planning

In 2015, Dr. Len Jessup became the 10th President of the University of Nevada, Las Vegas. Shortly after his arrival, President Jessup refined and refocused the strategic vision of UNLV to elevate the overall academic standing of the institution and to enhance the quality of the student experience on campus. During the 2015-2016 academic year, the university’s upper administration engaged in the development of the ambitious “Top Tier” Initiative: https://www.unlv.edu/toptier/vision. Action Plans for the 2016-2017 academic year are posted at: https://www.unlv.edu/toptier/plan. It is expected that colleges, schools and departments consider these plans and the Top Tier Goals as they begin their own long-range strategic planning process.

Recent changes in leadership in the College of Fine Arts (Dr. Nancy J. Uscher began her appointment as Dean on July 15, 2016) and in the School of Architecture (Professor Alfredo Fernandez-Gonzalez was appointed Interim Director on March 1, 2016) have also provided an opportunity to set a new course for the School of Architecture and its programs. To that end, the 2016 fall semester began with a two-day retreat to begin discussions about the organization and focus of the school. The retreat also allowed the faculty to discuss and revisit plans and initiatives developed in recent years, among which were two “Listening to Departments” exercises (conducted in 2011 and 2012, respectively). The “Listening to Departments” exercises were facilitated by the President, and in its second round, by the Provost. These exercises brought faculty together to identify strengths, weaknesses, opportunities and threats to the School of Architecture. The reports from these exercises also addressed specific questions about the institutional support needed to meet identified objectives.

Role of the Five Perspectives in Long Range Planning
It is worth noting that the NAAB’s Defining Perspectives, which are central to the mission of the School of Architecture, resonate well with the Top Tier Goals set by UNLV. As the process to develop the school’s new long-range plan continues, the influence of the five perspectives is likely to remain strong and to define the activities and pedagogical approach of the School of Architecture and its programs. It is also anticipated that the new long-range plan will identify program-specific goals which directly connect the rapidly evolving practice of architecture and ways in which academia can continually push its graduates and the profession into increasingly innovative territory in the twenty-first century.

I.1.6 Assessment

A. Program Self-Assessment

UNLV mandates that all colleges, schools and departments engage in an on-going process of evaluation of student learning (http://provost.unlv.edu/Assessment/). Program assessment reports are due annually to the Office of the Vice Provost for Undergraduate Education, and are evaluated by Assessment Coordinators in that office. The overall quality of the 2015 Annual Assessment Reports (for both the B.S. in Architecture and M. Arch. programs) was rated as “Good.”

The Annual Assessment Report requires the program to list the Student Learning Outcomes; the methods, instruments and analysis used in conducting the planned assessments; the results, conclusions and discoveries of each planned assessment; the use of results to make program changes if indicated; and progress made since the last reports in addressing needed changes.

The primary method of assessment is faculty review of representative work for all levels in an end-of-semester review. Following final exams, faculty, invited students and alumni re-review work done during the semester in regard to student learning outcomes, the program’s mission and multi-year planning objectives.

The School of Architecture Executive Committee reviews self-assessment report data from the faculty at large, analyzes the strengths, weaknesses, opportunities, and threats and summarizes perceived options
addressing multi-year planning. This information is then shared with the full faculty at a monthly faculty meeting. In 2015, a three-year assessment plan was developed for the three accredited programs within the School of Architecture by the Assessment Coordinator during the spring, shared with the faculty in the fall, and then discussed at the October of 2015 faculty meeting. The three plans produced by the School of Architecture may be found at: http://provost.unlv.edu/Assessment/annualplans_2015_cfa.html

The plan developed for the M. Arch. Program sets out specific Student Learning Objectives and identifies how each is to be addressed in the architecture graduate programs of the school: http://provost.unlv.edu/Assessment/Plans_2015/plan_FA_Arch_MArch.pdf

Another assessment method in the School of Architecture is the review of Lower Division work through a portfolio prior to students' admission into Upper Division. The primary instrument for assessing achievement of Student Learning Outcomes covered by individual classes is the end-of-course grade based on course assignments, exams and participation.

In addition to the formal self-assessment process, the School of Architecture assesses faculty performance through student evaluations and annual faculty reviews by the Director. Student evaluations are administered by the university; a standard form is e-mailed to all students in a course and results are reported directly to the Director and the course instructor. Annual faculty reviews by the Director recognize faculty performance and progress in teaching, research and service activities.

The results from program self-assessment activities are used to inform long-range planning, curriculum development, as well as to respond to external challenges to the program. The process, explained above, allows the School of Architecture Executive Committee to review the initial data and summarize it to address multi-year planning options. The information is then shared with the full faculty, and the faculty are then expected to “close the assessment loop” by applying this data to their teaching and curriculum. To assist in this process, faculty who belong to a “learning community” (i.e., all those teaching courses taken simultaneously by students in a single year) meet and develop assessment questions and results for each year.

Individual Course Evaluations
Course evaluations are systematized across the entire university, and provide important data when assessing course or instructor effectiveness relative to specific course characteristics (ex. communication of objectives, expectations, instructions, intellectual rigor, etc.) Each area of learning, assessment and instruction is rated from “strongly agree” to “strongly disagree.” Students are also able to include comments about the course and instructor. Responses are collected and averaged in course evaluation reports that compare individual scores with department mean, median and mode. Since the same course evaluation survey has been used by UNLV since the last NAAB visit, this assessment tool has also become useful in comparing course change over time and instructor improvement from year to year.

In addition to single-course evaluations, Graduating Senior Exit Surveys conducted by the Office of the Vice Provost of Academic Affairs are available to inform curricular assessment and discussion (http://provost.unlv.edu/Assessment/GSES.html). In 2015, 2,728 responses show that students were most satisfied with library resources and access to computers (97% satisfied). Students were least satisfied with availability of courses (62% satisfied) and financial aid options (75% satisfied). Steps are being taken at the School of Architecture and Graduate College level to improve financial aid options.

In 2014, 1,943 responses indicated students were least satisfied with opportunities for practical work experience in their major (71% satisfied). While only six responses were from the School of Architecture graduating undergraduates, similar trends were found in the results. Surveys conducted by the Graduate College found a higher response rate among M. Arch graduates (20 out of 28 possible exist surveys). However, the graduate surveys were not focused on curriculum assessment, but rather administered to gather data on such things as research productivity and creative activity amongst masters and doctoral candidates.
Review and Assessment of the Focus and Pedagogy of the Program

Given the small size of the School of Architecture faculty, much of this sort of review and assessment takes place in monthly faculty meetings, at which discussion of both current issues and future initiatives takes place. The 2016 fall semester began with a two-day retreat at which these issues were discussed. The end-of-year School-wide reviews also provide students, faculty, staff, alumni, and community partners with the opportunity to assess the program at large. The observations from this end-of-spring-semester activity inform any pedagogical actions or refocusing of the program that may be implemented during planning in the fall semester.

B. Curricular Assessment and Development

All faculty teaching in the B.S. in Architecture and M.Arch. programs are asked to complete a self-assessment for the courses they teach. While this exercise focuses on the ways in which courses meet NAAB’s SPCs, the exercise also requires faculty to evaluate their teaching methods and learning vehicle(s). These self-assessment surveys are collected by the Director of the School of Architecture at the end of each semester.

Results of assessments for all courses linked to specific learning outcomes were included in the institutional assessment report in 2015. The 3-Year Academic Assessment Plan for the M. Arch. Program provides reference to ongoing curricular assessment:

http://provost.unlv.edu/Assessment/Plans_2015/plan_FA_Arch_MArch.pdf

The diagram included below describes the process by which the curriculum is assessed and modified:
Since the last NAAB visit in 2011, changes to the M. Arch. program resulting from various administrative, faculty and student assessments of the program’s curriculum and learning context include the following:

- M. Arch. program coursework has been organized to facilitate the pursuit of areas of concentration. While the core curriculum is the same for each, students may elect to specialize in Hospitality Design, Urban Design, or Building Sciences and Sustainability by using their elective courses to focus on an area of concentration of their own choosing.
- The Building Sciences and Sustainability concentration requires a research written thesis that substitutes for the final design studio.

Since the last NAAB visit in 2011, changes to the B. S. in Architecture program, resulting from various administrative, faculty and student assessments of the program’s curriculum and learning context, include the following:

- A major change was moving the number of credits assigned to undergraduate studios from three (in the second year studios) or four (in upper division studios) up to six. This brought the credits more in line with the actual amount of work expected from students in these studios.
- In order to keep the total number of credits for the degree close to UNLV’s goal of 120 credits for an undergraduate degree, the labs associated with ABS 331 and ABS 332 (Environmental Control Systems I and II, respectively) were deleted from the curriculum.
- The undergraduate Professional Practice course (AAE 440 Societal Concerns in Architecture) was combined with the graduate course AAE 756 Design Practice Management.
- The architectural history and theory courses were reduced from five to four, with the 18th and 19th century course and 20th century course being deleted. The deleted material was shifted to a new course, AAE 455 Enlightenment to Mid-20th Century and to AAE 451 Multidisciplinary Theory and Analysis in Architecture.
- A digital media class has been added to the undergraduate curriculum, so that students now take two digital media courses: AAD 267 Computer Applications in Architecture I and AAD 367 Advanced Digital Media. To make room for this course in the overall curriculum, the requirement that students take ART 100 was dropped.
- Undergraduate students now take AAE/AAI/LAND 100 or CFA 100 First Year Seminar. This was in response to a university-mandated change in freshman curriculum which required a First Year Experience seminar. This course introduces the student to the offerings of the School of Architecture or the College of Fine Arts.
Section 2. Progress since the Previous Visit

Program Response to Conditions Not Met
(from the VTR, March 30 2011)

I.3.2 Annual Reports
“The visiting team did not find the annual reports in the team room nor were they in the APR.”

Response:
The School of Architecture considers that this condition may be easily met by providing these reports in the APR for the next accreditation visit. Below is the response/explanation offered by the School of Architecture Director in 2011 when the school received the draft of the 20011 VTR:

“It is our contention that the “annotated version” of the 2010 Procedures that appeared on the NAAB website at the time we were preparing the APR (since removed from the site) stated that the NAAB office would provide Team Members copies of the annual reports. We now understand that is not the case. Regardless, we did not receive notification from NAAB this information was missing from the APR nor did we receive any requests for the annual reports from the visiting team. We would have gladly and promptly provided that information if we were notified of the omission or a request had been made. We stand ready to provide that information now if it is required to finalize the report. As you know the current version of the 2010 Procedures does not require the annual reports to be available in the Team Room but rather in the APR.”

Furthermore, the NAAB publication “A Guide to the 2014 Conditions for Accreditation and Preparation of an Architecture Program Report” states the following:

“III.1.2 Interim Program Reports: These are NOT to be included in the APR. The NAAB will provide the following directly to the team at the same time as the VTR template and other materials:
- All narrative annual or interim reports submitted since the last visit.
- All NAAB Responses to annual reports submitted between 2008 and 2012.
- In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda.”

II.B.2 Accessibility
“The studio work did not satisfactorily demonstrate the abilities of the students to design sites and facilities for access by individuals with a range of disabilities.”

Response:
We continue covering ADA and accessibility in designated lecture and design courses. The School of Architecture Curriculum Committee reviewed the program’s curriculum and did not find any structural deficiencies that would account for the unsatisfactory demonstration of accessibility criteria. To that end, no curricular recommendations or changes were made.

However, the Architecture Program Coordinators continue to make our design faculty aware of our failure to meet this criterion in 2011, and encourage faculty to address this issue in individual studio courses. We also review our progress with a faculty-wide discussion of ADA and accessibility criteria during our annual studio review, which we conduct at the end of the spring semester. As consequence of these faculty discussions, third year studio students were shown “Lives Worth Living” (2011 documentary about Disability Rights Movement) to raise their awareness of the reasons behind ADA legislation. In addition, the fifth year comprehensive design studio (AAE 772L) and the co-requisite integrated building systems course (ABS 741) more carefully link the design decision making processes to code research, building systems selection, and documentation of integrative design thinking, which includes accessibility.
Examples of compliance with ADA criteria are the 2013 and 2017 Solar Decathlon completion entries, which focus on aging in place. In fact, the 2017 home is being designed for an occupant in a wheelchair. An ADA consultant has been hired to review the plans for the 2017 Solar Decathlon design.

Program Response to Causes of Concern
(from the VTR, March 30 2011)

“Long Term Fiscal Autonomy:
The team has determined that the program has adequate financial resources and institutional support. However, it is important to recognize that the current condition is perhaps more a reflection on the exceptional strength of support for the program from the president, provost and dean than from the systematic support for public higher education in the state of Nevada. Given the economic uncertainties throughout the nation and world, it is possible that changes in university leadership will occur more easily than changes in fiscal conditions or policy in governance under elected state executives or legislatures. The visiting team therefore chooses to express its concern not on an institutional basis, but rather to caution that support and resources for the program may be problematic and subject to conditions abnormally beyond the control of the institution in the long term.

As an example, the team notes that administrative support staff serving the program in two key areas are classified state employees. In Nevada, this means that their salaries and benefits are not part of the university or program budgets, but rather come from a state administered fund for like employees statewide. Salary reductions, RIFS, furloughs etc. for these staff are made at the state level and, to date, have resulted in the only changes to positions within the program. The impact of such change on the availability and morale of key people in a small staff is significant and inescapable.”

Response:
Although some of the concerns mentioned above still persist, most notably the absence of merit pay increases for faculty and staff, the program continues to receive substantial support from the UNLV administration and the community. This support has continued through significant changes in university leadership at the levels of president, provost, dean and program director since the 2011 visit.

In 2012, the School of Architecture instituted differential tuition for all its Upper Division and Graduate courses. Differential tuition generates approximately $500,000 per academic year in revenue directly managed by the School of Architecture. These funds have been used to support student financial aid, add graduate assistant positions, hire student workers, pay salaries of one faculty member and one support staff position, upgrade the fabrication facilities, and replace the furniture in all design studios.

Community support has also increased since our last accreditation visit. For example, in addition to the generous support from John Klai II to fund the Klai+Juba+Wald Lecture Series, the School of Architecture received a $125,000 gift from alumnus David Howryla to support the creation of the David G. Howryla Design Build Lab and a $50,000 gift by local architect Tom Schuman to support student travel.

Program Response to Change in Conditions

Curricular Changes
Since the last NAAB visit in 2011, changes to the M. Arch. program curriculum include the following:
• M. Arch. program coursework has been organized to facilitate the pursuit of areas of concentration. While the core curriculum is the same for each, students may elect to specialize in Hospitality Design, Urban Design, or Building Sciences and Sustainability by using their elective courses to focus on an area of concentration of their own choosing.
• The Building Sciences and Sustainability concentration requires a research written thesis that substitutes for the final design studio.
Since the last NAAB visit in 2011, changes to the B. S. in Architecture program curriculum include the following:

- A major change was moving the number of credits assigned to undergraduate studios from three (in the second year studios) or four (in upper division studios) up to six. This brought the credits more in line with the actual amount of work expected from students in these studios.
- In order to keep the total number of credits for the degree close to UNLV’s goal of 120 credits for an undergraduate degree, the labs associated with ABS 331 and ABS 332 (Environmental Control Systems I and II, respectively) were deleted from the curriculum.
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- A digital media class has been added to the undergraduate curriculum, so that students now take two digital media courses: AAD 267 Computer Applications in Architecture I and AAD 367 Advanced Digital Media. To make room for this course in the overall curriculum, the requirement that students take ART 100 was dropped.
- Undergraduate students now take AAE/AAI/LAND 100 or CFA 100 First Year Seminar. This was in response to a university-mandated change in freshman curriculum which required a First Year Experience seminar. This course introduces the student to the offerings of the School of Architecture or the College of Fine Arts.

Personnel Changes
There have been significant personnel changes at all levels of the university since the 2011 visit. Dr. Len Jessup was appointed in 2015 as the 10th President of UNLV; Dr. Diane Chase was appointed as Executive Vice President and Provost in 2016; and Dr. Nancy J. Uscher was appointed as Dean of the College of Fine Arts in 2016.

Within the School of Architecture there have been significant changes as well. David Baird resigned as Director and Alfredo Fernandez-Gonzalez was appointed Interim Director in March of 2016. Kevin Kemner resigned from the School of Architecture faculty in July of 2016, leaving vacant the position of Assistant Director. The directorship of the Downtown Design Center has also changed; Associate Professor Steven Clarke was appointed to this position in December of 2014.

Funding Changes
In 2012, the School of Architecture instituted differential tuition, which requires students to pay a surcharge for architecture classes. This generates approximately $469,500 in additional revenue per academic year. The monies have been spent for financial aid, new graduate assistant positions, student workers, new faculty/staff, and facility upgrades.

By-Laws Changes
Since 2011, the SOA Bylaws have been revised to reduce the number of standing committees to seven. This was done by combining responsibilities of previous committees.
Section 3. Compliance with the Conditions for Accreditation

I.2.1 Human Resources and Human Resource Development

Faculty Resumes

All Faculty Resumes in the required format are included in Section 4. Supplemental Materials.

Faculty Course Matrix

Faculty Course Matrices for the previous two years are included in Section 4. Supplemental Materials.

Faculty Development

Faculty development in the School of Architecture encompasses two critical paths: one that involves staying abreast of current trends in architectural practice and the procedures of licensure; the other involves staying active within organizations and venues that support each individual’s academic area of inquiry and expertise.

Since not all faculty are active in practice, the School of Architecture relies on its connection with the professional community, particularly the Las Vegas Chapter of the AIA, to engage in the conversation about issues and challenges that practitioners face today. Our full-time faculty participate regularly in AIA sponsored events (sometimes as speakers), and the majority of our part-time instructors are licensed practicing professionals that bring unique expertise and strengths into the program.

Those full-time faculty who maintain their licensure and/or have active practices (there are two full-time faculty licensed in Nevada; three in other U.S. jurisdictions; and two outside of the United States) remain current in their knowledge of the changing demands of the discipline, practice, and licensure through the regulatory procedures that govern the practice of architecture.

Additionally, at the beginning of every academic year, the school’s Architect Licensing Advisor debriefs the School of Architecture faculty on any changes to IDP or AXP. The School of Architecture also hosts throughout each academic year one or two Q&A sessions with representatives from the Nevada State Board of Architecture, Interior Design and Residential Design (NSBAIDRD), giving faculty and students the opportunity to understand the impacts of state law on practice.

All full-time faculty are expected to attend conferences, workshops, or symposia every year to stay current in their academic area of inquiry and expertise. Attendance to the Association of Collegiate Schools of Architecture (ACSA), Association for Computer Aided Design in Architecture (ACADIA), Architectural Research Centers Consortium (ARCC), Building Technology Educators’ Society (BTES), National Conference on the Beginning Design Student (NCBDS) and other relevant conferences is customary for School of Architecture faculty. At these conferences, faculty often present peer-reviewed research, participate on panel discussions, serve as keynote speakers, or hold leadership positions.

Additionally, members of our faculty remain current through service in local, regional and even national organizations. The current president of the Society of Building Science Educators (SBSE) (http://www.sbse.org/contact/index.htm), the president elect of the Nevada Chapter of the American Society of Landscape Architects, a Director in the Board of BTES (http://www.btesonline.org/contact.html) and the Education Liaison with AIA Las Vegas are all on the faculty of the School of Architecture.

Creative activity also exemplifies the currency of faculty knowledge. Awarding winning built work recognized through AIA Design Awards and media outlets such as ArchDaily solidify faculty presence at the forefront of the discipline. Gallery exhibits at the local, regional and national levels also confirm the currency and engagement of the faculty. From VAST Space Projects Gallery in Henderson, to the UNLV
University of Nevada, Las Vegas
Architecture Program Report
September 2016

Marjorie Barrick Museum, Donna Beam Gallery, and Alumni Gallery, to the CAC Gallery in Downtown Las Vegas, to the Bakersfield Museum of Art in California, UNLV faculty-led exhibitions are yet another way in which the program’s faculty remain at the forefront of design discourse.

Faculty Resources
The School of Architecture houses three accredited programs: Architecture (M. Arch.); Interior Architecture and Design (B.S. Interior Architecture and Design); and Landscape Architecture (B.L.A.). The School of Architecture also recently launched a new graduate program in Interior Architecture and Design: Master of Healthcare Interior Design (MHID). All these programs operate in a collaborative environment where all resources are shared, making it nearly impossible to isolate expenditures for individual programs. However, Architecture is the largest program in the school, serving over 60% of its students.

The School of Architecture currently employees a total of 15 full-time faculty (14 tenured or tenure-track and one full-time visiting); 9 part-time instructors; 2 administrative assistants; 1 professional staff member; 14 graduate assistants; and 7 student workers. The School of Architecture also receives additional administrative/technical support from the College of Fine Arts Office, the Advising Center, the University Library, and the Office of Information Technology.

The standard full-time faculty work load is 12 credit hours per semester (9 credit hours of teaching and 3 credit hours of service for tenured or tenure-track faculty). At current staffing levels, we are able to offer the full undergraduate and graduate architecture curricula with the flexibility to offer up to 3-4 architecture electives each semester.

At the institutional level, financial and other support resources available to School of Architecture faculty for professional development are numerous. With respect to research funding, the Research and Economic Development office began offering "Faculty Opportunity Awards" in 2012. The Faculty Opportunity Awards Program provides internal support for development of research with potential for continued funding by extramural funding agencies, private foundations, or industry. The program also supports projects to develop new intellectual property. The program is limited to full-time faculty and is intended to provide short term, non-renewable funding for projects in four categories. Up to $500,000 per year is available to support these efforts (https://www.unlv.edu/research/awards-foa). The proposal “Neuroscience-informed Environmental Design Responses to Neurodegenerative Disorders” submitted by a faculty member in the School of Architecture was supported with $19,183 in 2014.

The Graduate College’s “Top Tier Faculty Doctoral Graduate Research Assistant (DGRA) Grant Program” is another institutional resource for supporting up to 40 doctoral graduate research assistantships. This competitive program funds selected proposals for research and creative activity that involve the use of one state funded doctoral research assistant for one academic year, and renewable for up to two additional years (https://www.unlv.edu/graduatecollege/ttdgra). A faculty member in the School of Architecture was awarded, in collaboration with faculty from the International Gaming Institute, a 3-year DGRA in 2014 with an estimated value of $66,000.

To assist faculty with the dissemination of their research and their professional development, the University Faculty Travel Committee (UFTC) supports faculty travel and development by providing $80,000 per year. The maximum award offered by the UFTC is $1,000 per faculty member per academic year (https://www.unlv.edu/provost/committees/uftc). School of Architecture faculty have consistently received support from the UFTC, with 1-3 faculty receiving funds every semester. In addition, the College of Fine Arts Dean offers travel awards to support student and faculty travel, typically supporting at least one travel request by each faculty member. For the last two years, the Dean provided the College Travel Committee with $100,000 to support travel for the entire college. School of Architecture faculty received in Fiscal Year 2015 $47,000 (the total request amount was $62,000) and in Fiscal Year 2016 $25,000 (the total request amount was $30,000). To ensure that faculty are able to complete the travel needed to disseminate their research and remain current in their academic area of inquiry and expertise, the School of Architecture also provides funds to support faculty development. In Fiscal Year 2015, the School of
Architecture funded $5,413.93 in out of state travel. In Fiscal Year 2016, the amount funded by the School of Architecture was $4,305.22.

The Office of Instructional Development and Research is an important resource offered by the Provost to promote students' academic success by advancing research-based teaching and learning practices across the campus and online. The services and programs offered by this office support the professional development of all members of the UNLV teaching community through a program of research, consultation, events and resources (https://www.unlv.edu/provost/idr).

To assist faculty in their scholarly pursuits, the Architecture Studies Library (ASL) is a discipline-specific library integrated within the School of Architecture. Only two other units on campus have such dedicated library resources: the Law School and the School of Music. The ASL houses 32,000+ bound volumes, 600+ media titles, and 240+ journals (174 current). It also contains a computer lab with design software along with scanning and printing capabilities. The library also offers faculty exhibition space, classrooms, and pin-up areas (https://www.library.unlv.edu/arch). The ASL is opened 63 hours per week when classes are in session and is staffed by one full-time staff member and 9 part-time student employees.

The School of Architecture also houses two computer labs maintained by the Office of Information Technology (OIT). These labs are equipped with software programs used by our faculty and students such as Adobe’s Creative Suite, Rhino, Revit, AutoCAD, 3D Studio Max, Maya, SketchUp and more.

Faculty Research, Scholarship, and Creative Activities

Information about faculty research, scholarship and creative activities is presented in the faculty resumes included earlier in this section.

The examples provided in this paragraph simply highlight ways in which faculty have chosen to align their scholarly activities to the areas of specialization adopted by the School of Architecture. Given the areas of concentration and emphasis adopted by the M. Arch. program in recent years, the School of Architecture has embarked in design-build projects and community outreach activities that showcase the integration of sustainability issues relevant to Las Vegas and the Mojave Desert. For example, after the great success garnered by UNLV’s 2013 Solar Decathlon Competition, Assistant Professor Eric Weber has developed a research agenda focused around design-build and making (he has received more than $400,000 in extramural funding during his tenure at UNLV). Professor Alfredo Fernandez-Gonzalez, Director of the Natural Energies Advanced Technologies Lab and Coordinator of the Building Sciences & Sustainability Concentration, was contracted twice by Architecture 2030 to develop passive cooling swatches for the “2030 Palette” and then to customize and extend the outreach of this important resource to Latin America (total funding for these projects was $15,000). He is also working on a grant proposal to build the 2015 Race to Zero Student Housing Competition entry in the Moapa Paiute Reservation (the proposal will be submitted in October to the Sloan Foundation). Another excellent example of community engagement by School of Architecture faculty and students are the projects managed by UNLV’s Downtown Design Center (DDC). Under the leadership of Associate Professor Steven Clarke since December of 2014, the DDC has completed three externally funded projects that have received significant media attention (e.g., http://lasvegasweekly.com/news/2016/feb/04/westside-story-the-legacy-and-heart-of-a-historic/#/0 or https://www.youtube.com/watch?v=CfZV7kx83Y) and have raised the profile of the School of Architecture.

The following list includes funded research/creative activity (only the Principal Investigator is listed) that has gone through the UNLV Office of Sponsored Programs over the past two years. It is worth noting that extramural funding during the past two years was $540,482.

- McCown, Vegas Valley Trails Map - $15,000 (Outside Las Vegas Foundation)
- McCown, Interstate 11 Next Generation Corridor Pilot Study – $9,000 (Arizona State)
- McCown, Southern NV Inventory of Sustainable Systems - $75,000 (City of Las Vegas)
- Weber, Lake Tahoe Shakespeare Festival Ticket Booth - $47,187 (NV Div. of State Parks)
- Clarke, HUNDRED Plan for Historic Westside Las Vegas – $106,900 (Las Vegas Centennial)
Student Support Services

Academic and career advising for students in the School of Architecture is available through three distinct channels. In the first two years of the B.S. in Architecture, students are required to meet prior to the beginning of each semester with their academic advisor at the College of Fine Arts Advising Center (https://www.unlv.edu/finearts/advising). The CFA Advisor assists students with class scheduling, discussion of academic career goals, charting academic progress toward the undergraduate degree, and addressing any concerns students might have with regards to their major and/or minor studies. Once students are accepted into Upper Division (i.e., third year of the B.S. in Architecture program), they receive additional advising from the Architecture Undergraduate Coordinator. While the CFA Advisor continues to offer academic guidance, particularly with respect to progress toward graduation, the Architecture Undergraduate Coordinator advises students regarding career and professional development opportunities. Undergraduate students engage in IDP/AXP at the end of the third year. Therefore students receive advice and relevant information from the School’s Architect Licensing Advisor to understand internship opportunities and plan for progress toward career goals.

Graduate students are advised by the Architecture Graduate Coordinator and also by faculty advisors in the students’ area of concentration. From the Architecture Graduate Coordinator students receive academic advising and/or career guidance. Graduate students also engage in IDP/AXP and work closely with the School’s Architect Licensing Advisor to understand internship opportunities and plan for progress toward their career goals. In addition, the School of Architecture hosts throughout each academic year one or two Q&A sessions with representatives from the Nevada State Board of Architecture, Interior Design and Residential Design (NSBAIDRD), giving students the opportunity to understand the impacts of state law on practice.

In addition to academic and career advising, UNLV offers to its students support services such as tutoring and coaching as well as writing assistance. The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance to all students (http://www.unlv.edu/asc). The UNLV Writing Center also offers one-on-one or small group assistance with writing free of charge to all UNLV students (http://writingcenter.unlv.edu/).

Architect Licensing Advisor

Associate Professor Glenn Nowak serves as the Architect Licensing Advisor for the School. Having completed IDP less than ten years ago, and earning his initial licensure in Nevada, he stepped up to the role of IDP Coordinator six years ago. Since then, he has attended professional development workshops at five of the last six NCARB LAS (Licensing Advisor Summits), with the most recent being the July 2016 NCARB Summit in Chicago. In addition to coordinating the zero-credit Clinical Internship courses (AAD 400/600) in the School of Architecture, Prof. Nowak facilitates several local design community activities to support students’ paths toward licensure through his multiple roles as past Emerging Professionals Director, current AIAS Faculty Advisor, and current Education Liaison with AIA Las Vegas. Activities carried out by Prof. Nowak also include mentorship programs, internship/job fairs, resume and portfolio workshops, Q&A sessions with representatives from the state licensing board, announcements in AIA monthly newsletters and quarterly state board newsletters. Prof. Nowak is currently developing a second proposal for faculty consideration to offer IPAL (Integrated Path to Architectural Licensure).
I.2.2 Physical Resources

The Paul B. Sogg Architecture Building (ARC), a 76,000 square feet facility, has been the home of the School of Architecture since 1997. The floor plans included below highlight designated space uses for those rooms allocated to instruction and/or program support.
The ARC Building is located on the south end of the UNLV campus, on Brussels Street and Tropicana Avenue. Designed by Las Vegas architects Swisher-Hall, the ARC Building is programmatically organized in two distinct wings. The North Wing houses the two-story Architecture Studies Library (ASL). The South Wing of the building houses all the classrooms, administrative and faculty offices, and the computer, research, and fabrication labs. The central node linking the north and south sides of the ARC Building is a large, two-story lobby. The building's lobby facilitates public interaction and accommodates receptions and school events. During 2004, a 7,000 square feet expansion containing graduate studios, a classroom, and critique space was constructed on the west side of the original building.

In addition to the ARC Building on the UNLV Campus, the School of Architecture maintains a vibrant Downtown Design Center (DDC). The DDC leases approximately 5,200 square feet 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 of 2008, with our first classes and public events offered in the fall semester of 2008. UNLV has a ten-year lease with the city, approved by the Board of Regents, at the cost of $1 per month, plus a share of the building's utility and service costs. Other tenants at the Fifth Street School include the Nevada School of the Arts, the Las Vegas Chapter of the American Institute of Architects, 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 Fifth Street 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.

Since the last NAAB accreditation visit, the School of Architecture has had all its furniture replaced and upgraded with classrooms and studios better outfitted for modern workflow, variable layouts, and overall comfort. Skylights in the studio spaces were also added to improve lighting conditions and building performance. Smart screens and digital displays in the second floor gallery space and other public areas of the school improve communication opportunities.

ARC 176 – 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, located in the ARC Building Yard, 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 laboratory space consists of three separate areas: classroom space (capacity 15 students), Heliodon (sun simulator) featuring 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 Director and faculty/students doing research in the laboratory. The office is also used to store the building science equipment and sensors (worth $60,000 U.S.D.) used both in building science courses and in experimental research projects. More information regarding the NEAT Laboratory may be found at: [http://web.unlv.edu/labs/neatl/](http://web.unlv.edu/labs/neatl/).

ARC 154 – Building Structures Lab
The Building Structures Laboratory supports the important facet of the demonstrative and experimental components of building science courses. The main objective of this laboratory is to complement the sequence of two structures courses currently taught in the architecture curriculum by introducing students 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, the lab 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. The lab testing equipment is housed in ARC 175.
ARC 159 & 175 – Simulation Lab (SimLab)
The Simulation Lab (SimLab) has combined two previously separate labs to enable a wide range of course work and applied research by students and faculty. The shops are managed and supervised by Paul Morrison and consist of a wood-working shop, a metals shop, a new digital fabrication space, and an outdoor building yard.

The wood shop (ARC 159) contains an array of heavier equipment such as table saws (including a SawStop for safety), drill presses, sanders, jointers, planars, along with hand tools available for student and faculty use. A centralized dust-collection system is currently being installed in the woodshop for safety and cleanliness. The digital fabrication spaces consist of two clean areas, one for laser cutters (ARC 168 & 169) and another for 3D printers (ARC 175A). The SimLab has three CNC (computer-controlled) laser cutters: a Jamieson Systems laser with a 4’x8’ open bed, and Full Spectrum system (18” x 24” enclosed bed), and a new Universal Laser System with a 150 watt beam and an enclosed 18” x 32” cutting bed. In addition, the SimLab has a Stratasys Dimension unit for precision 3D printing out of ABS and PLA plastics.

The School of Architecture is in the process of acquiring a new, larger 3-axis CNC router to be housed in ARC 175. This computer-controlled equipment is built by Techno CNC with a 5’ x 10’ cutting bed, a vacuum hold table, and automatic tool holding, changing, and measuring. This machine will replace the SimLab’s smaller ShopBot router.

ARC 168A – David G. Howryla Design Build Lab
The David G. Howryla Design Build Lab, now a part of the SimLab, provides manual and automated tools for working with steel and other metals. The facility houses a drill press, wet saw, a break, a shear, and welding equipment. Along with these traditional tools, the shop also has a CNC plasma cutter for cutting custom or complex shapes. The room is outfitted and approved for “hot work” with eye protection and fire proofing. This laboratory is adjacent to the SimLab and also enjoys direct access to the ARC Building Yard.

ARC 161 – Laboratory for Innovative Media Explorations (LIME)
LIME is the research arm of the Landscape Architecture program. Its main goal is to engage students, academics, and public and private stakeholders in the use of digital-based technologies as platforms for making thoughtful decisions that affect the future development of the places where we live.

ARC 157 – 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.

ARC 220 – Slide Library
An 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 of Architecture 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 the faculty.

Offices
On the second floor of the ARC Building is an area dedicated to faculty offices. Eleven private faculty offices for full-time faculty, averaging 180 square feet each, surround an open conference area used as a work space and for faculty/student 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 next to the lobby. This office suite includes the Director’s office, a conference room, four offices currently occupied by faculty and classified staff, a workroom for staff and student workers, a kitchen, mail boxes, and a storage room.
ARC 100 – Paul B. Sogg Architecture Building Lobby - Reception Space
This space, located right next to the building’s main access, serves as a gathering area during lectures, exhibitions, or other school events. The space is also used as a gallery, displaying large physical models produced by students (this photo shows on the lower level a wall-section mockup from the 2013 Solar Decathlon and a sponsored-project site model). Adjacent to the lobby, there is an information board and a display monitor providing information about School of Architecture news and events.
Architecture Studies Library (ASL)
The Architecture Studies Library (ASL), organized in two levels, can be accessed directly from the ARC Building lobby. The ASL provides access to resources and information about the professional fields of architecture, building and construction, urban planning, landscape architecture and interior design in support of the academic needs of the School of Architecture. With an area of 16,000 square feet, the ASL houses a collection of 25,000+ bound volumes, 600+ media items, and 240 journal titles. The ASL also features a computer lab/classroom, several group study rooms, and a gallery that serves as exhibition and meeting space.
ARC 127 – Lecture Hall - Multipurpose Room
ARC 127 can be accessed directly from the ARC Building lobby. This classroom, the largest in the School of Architecture, is characterized by its two-story space with moveable tiered auditorium seating for 130 students. ARC 127 is a lecture hall 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 that is used for receptions and year-end events. Located immediately outside this classroom is a walled garden used for outdoor receptions and school social events.
ARC 152 – Smart Classroom (part of the SimLab)
This smart classroom is considered part of the school’s 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.
ARC 159 – Fabrication Lab (part of the Sim Lab)
The 1,800 square feet model shop has traditional woodworking equipment, metal working equipment, digital fabrication tools, a supervisor’s office, model storage space, and access to a large outdoor building/construction yard. This space is equipped with 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. Newer 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 ARC Building Yard.
ARC 172 and 179 Computer Labs
These two computer labs are located on the first floor in the south end of the building. They both are equipped with 24 workstations and a teaching station. Rooms 172 and 179 are managed by the Office of Information Technology, a campus organization that supports and maintains computing labs and the campus network system.
ARC Building Construction Yard
The ARC Building Yard is an outdoor area adjacent to the SimLab, David G. Howryla Design Build Lab, and NEAT Lab accessible via 8’ x 10’ overhead doors along the east façade of the ARC Building. The yard is a large, walled outdoor work area located along the east end of the building and accessed for outside deliveries from a south-facing gate. The work yard is available for use for large construction and research projects.
School of Architecture Design Studios
Undergraduate studios for all the programs housed in the School of Architecture are located on the second floor of the ARC Building. Just over 20,000 square feet of loft-type space has been divided into three interconnected areas. The two studio spaces, with 7,252 and 9,102 square feet, contain approximately 200 workstations. 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 smart screens.
ARC 2nd Floor Gallery
Located between the two undergraduate studio spaces is a 6,096 square feet sky-lit critique space. The ARC 2nd Floor Gallery is equipped with pin-up space as well as 4 smart screens which are used for announcements, exhibits, presentations and project critiques. The ARC 2nd Floor Gallery is a flexible, multi-use space used for circulation and available for juries, all-school meetings, group projects, spontaneous events, and design charrettes.
ARC 181 and 255 – Architecture Graduate Studios
Two graduate studios are located in the building addition to the west side of the building. Each studio has an approximate area of 1,000 square feet and both open directly into a two-story critique space.
ARC Gallery II
The two-story critique space outside of the graduate studios features pin-up space, seating areas, and a new nine-screen digital display with a touch-screen monitor.

Changes to the ARC Building
The Fabrication lab will be expanded this semester to include ARC 175. An electrical upgrade of rooms ARC 159, 168, and 175 is underway to accommodate the addition of new fabrication equipment including a Universal Laser System PLS6 with an 18" x 32" bed and a Techno CNC HDS 3 axis router with a 60" x
120" bed. This work is expected to be completed in January of 2017. In addition, and to serve the newly purchased equipment, a new central dust collection system will be added to the Fabrication Lab. The system is now waiting final contracting before its installation begins.

**Physical Resource Challenges**

Scheduling and coordination of building maintenance or improvement projects can be difficult as UNLV is currently engaged in several major capital improvement projects. Currently, the following projects are under construction or in advanced planning stages: Thomas & Mack Center/Arena Modernization ($35,000,000); Hotel College Academic Building ($50,000,000); Medical School ($100,000,000); and several other small to mid-sized campus projects. These highly anticipated projects contribute to some of the delays experienced in School of Architecture improvement projects such as the expansion of the Fabrication Lab. The program has developed a work schedule with the Office of Planning and Construction to ensure that impact to our students is minimized throughout the semester.

**Space for Faculty Teaching, Scholarship, Service, and Advising**

The School of Architecture provides faculty with the space needed to fulfill their various roles. Individual offices provide full-time faculty with secure space for work, with adequate storage for personal and student projects and documents, and with furniture to allow for private meetings on campus. All faculty members are also provided with a computer on a three year upgrade cycle.

Studios and classrooms throughout the School of Architecture are well-equipped with appropriate infrastructure and technology as well as new furniture to foster a 21st century learning environment.

Two conference rooms (one private and the other one in a shared faculty area) offer opportunities for collaboration with other faculty and students.

**UNLV Downtown Design Center (Off-campus Location)**

The UNLV Downtown Design Center (DDC) is an extension of the UNLV campus located in the Historic Fifth Street School. This 1936 Spanish Mission Style facility is often described as a cultural oasis. Two classrooms that are setup as studio space, a conference room, and administrative support areas create adequate conditions to teach studio and seminar courses offered by the various programs housed in the School of Architecture.

Courses offered at the DDC are typically engaged in sponsored projects and strategically held there to facilitate increased community engagement. The DDC has delivered SPCs for graduate non-preprofessional level studios as well as 4th and 6th year architecture studios at least once since the last accreditation. Teaching courses at the DDC provides students with about 10-15% more personal learning space, gives them access to amenities that are only found in dense urban environments, and affords them the opportunity to work in service learning projects. The School of Architecture also benefits by gaining free access to an 8,400 square feet auditorium (within the Historic Fifth Street School), which has hosted many of School of Architecture’s community-oriented events in past years such as the Klai Juba Wald Lecture Series, End-of-Year All-School Reviews, and Internship Fairs. The 2016 West Quad Conference headquarters was at the Historic Fifth Street School, and events such as the AIAS Beaux Arts Ball and special architecture project exhibitions find numerous reasons to utilize the UNLV Downtown Design Center and the entire Historic Fifth Street School Campus.

**I.2.3 Financial Resources**

**Financial Resource Allocation**

UNLV is one of the seven higher education institutions that are part of the Nevada System of Higher Education (NSHE). UNLV’s state funding is appropriated by the State Legislature each biennium. These state appropriated funds are broken down into six major areas, and funding is specific to each area. State expense budgets are managed at the Division level, though expenditure authority for wages and/or operating budgets are typically assigned to the Department level. All state accounts are budgeted.
Revenue is administered at the State General Fund level, so there is no revenue budget at the Division or Department levels.

The Director of the School of Architecture is entrusted, per the unit bylaws, with the oversight of fiscal matters at the School level. Budget planning is to be overseen by the School of Architecture Executive Committee.

### Funding Sources and Expenditure

School of Architecture funding comes from four different sources: State General Fund; Differential Tuition; Endowment Income; and Sponsored Projects. With the exception of Sponsored Projects, which are managed directly by their Principal Investigators, all other funding sources are managed by the School of Architecture Director. Below is a summary of the appropriation and expense budgets managed by the School of Architecture Director since the 2011 NAAB Accreditation (Fiscal Year 2012):

#### State General Fund:
The purpose of this account is to pay for general operations for the School of Architecture. The state account is funded annually, at the beginning of the fiscal year, to cover mainly faculty and staff salaries. There is also a line in that account that covers general operations expenses.

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#### Differential Tuition:
The purpose of this account is to cover expenses associated with the delivery of higher cost programs. Differential tuition was adopted by the School of Architecture in 2012 by assessing a fee to students enrolled in Upper Division and Graduate level courses ($156.75 per undergraduate credit and $239.50 per graduate credit). Differential tuition is used to pay salaries and fringe benefits for one professor and one professional staff member; to fund four Graduate Assistant (GA) positions and augment benefits for all fourteen GAs; to pay for student worker salaries and benefits; and to invest in technology and building upgrades.

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Endowment Income: The purpose of this account is to supplement expenses not covered by the State General Fund and to supplement support for faculty and student travel. This account is funded twice a year, at the beginning of the fall and spring semesters. The average appropriation each fiscal year is $44,500.00.

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<td>$22,767.85</td>
<td>$39,725.70</td>
</tr>
<tr>
<td>Total Expense</td>
<td>$60,888.80</td>
<td>$57,775.90</td>
<td>$39,369.49</td>
<td>$34,070.20</td>
<td>$47,714.26</td>
</tr>
</tbody>
</table>

Another source of funding to the School of Architecture are gifts and donations, however these are restricted by the donors' intent. For example, John Klai II funds the Klai+Juba+Wald Lecture Series in the amount of $15,000-$25,000 per year. Similarly, Tom Schuman gave to the School of Architecture $50,000 over the past five years to fund student travel, David Howryla provided $125,000 to support the creation of the David G. Howryla Design Build Lab, and the Las Vegas Chapter of the AIA provides $11,000 for student scholarships every year.

Scholarship, Fellowship and Grant Funds
In addition to the financial support offered by the School of Architecture through differential tuition-funded graduate assistantships and student worker salaries, grant-in-aid is awarded to select graduate students to help them cover their expenses and tuition. During the last four fiscal years, $164,690.50 have been awarded (plus fringe benefits) to meritorious students with demonstrated financial need. The School of Architecture also manages a number of scholarships that support student achievement:

- The School of Architecture General Scholarship is awarded annually in the amount of $4,000 to a meritorious student enrolled in the B.S. in Architecture Program.
- The Michal Alcorn Memorial Scholarship was created to celebrate the life and contributions of Professor Michael Alcorn, who was the school’s first director, and a faculty member of the School of Architecture between 1993 and 2010. The recipient of this scholarship must be an architecture major who demonstrates excellence in graphic communication and representation. $13,000.00 were awarded during the last two fiscal years.
- The Bob Genzer APA Scholarship is awarded to 3rd or 4th year architecture students doing urban design projects. $2000.00 were awarded in the last two fiscal years.
- The Commercial Roofers Incorporated Scholarship has been awarded since 2007. Every year, $1,500.00 are awarded to the most meritorious student in the ABS 322/522 class.
- The Leslie Sully Scholarship is awarded every year to a landscape architecture student having a cumulative GPA of 3.0 or higher. $2,000.00 were awarded during the last two fiscal years.

AIA Scholarships: The Las Vegas Chapter of AIA administers several scholarships on behalf of its members. The beneficiaries of these scholarships are UNLV School of Architecture students. These scholarships are awarded at a recognition ceremony in the School of Architecture and the financial
awards are processed in most cases by the school’s administrative staff. A list of the AIA Scholarships, award criteria, and dollar amount given to the students is included below:

<table>
<thead>
<tr>
<th>Scholarship:</th>
<th>Criterion:</th>
<th>Amount:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Felicia Friedlander Scholarship</td>
<td>Entering 3rd year in fall</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>AIA Las Vegas Scholarship</td>
<td>Entering 4th year in fall</td>
<td>$1,500.00</td>
</tr>
<tr>
<td>Ric Licata, FAIA Memorial Scholarship</td>
<td>Entering 4th year in fall</td>
<td>$1,500.00</td>
</tr>
<tr>
<td>Carpenter Sellers DelGatto Travel Award</td>
<td>Any student 2nd through 6th year</td>
<td>$1,500.00</td>
</tr>
<tr>
<td>William Snyder Honorary Scholarship</td>
<td>Entering 4th year in fall</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>SHarchitecture Scholarship</td>
<td>Entering 4th year in fall</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>John R. Klaip, II, FAIA Honorary Scholarship</td>
<td>Entering 5th Year in Fall</td>
<td>$2,500.00</td>
</tr>
</tbody>
</table>

To encourage undergraduate research achievement, the UNLV Office of Undergraduate Research offers programs for professional development, ways to find out more about research done on campus and in the community, and connects undergraduates and faculty with resources necessary for successful research experiences (https://www.unlv.edu/our). The University Libraries also manage the Lance and Elena Calvert Undergraduate Research Awards. The Calvert Award recognizes undergraduate students who demonstrate sophistication and originality in research projects. Up to five prizes are awarded in three categories: Emerging Scholars with a $750 prize, Advanced Undergraduate and Creative Works with a $1,000 prize each (https://www.library.unlv.edu/award).

With respect to faculty grants, the Office of Research and Economic Development, through its Office of Sponsored Programs, administers several programs which provide significant support to faculty. Chief among these is the Faculty Opportunity Awards Program. The Faculty Opportunity Awards Program provides internal support for development of research with potential for continued funding by extramural funding agencies, private foundations, or industry. The program also supports projects to develop new intellectual property. The program is limited to full-time faculty and is intended to provide short term, non-renewable funding for projects in four categories. Up to $500,000 per year is available to support these efforts. The proposal “Neuroscience-informed Environmental Design Responses to Neurodegenerative Disorders” submitted by Professor Attila Lawrence was supported with $19,183 (https://www.unlv.edu/research/awards-foa).

The Graduate College’s “Top Tier Faculty Doctoral Graduate Research Assistant (DGRA) Grant Program” is another institutional resource that supports up to 40 doctoral graduate research assistantships. This competitive program funds selected proposals for research and creative activity that involve the use of one state funded doctoral research assistant for up to three years. Associate Professor Glenn Nowak was awarded, in collaboration with faculty from the International Gaming Institute, a 3-year DGRA in 2014 with an estimated value of $66,000 (https://www.unlv.edu/graduatecollege/tdgra).

Pending Reductions or Increases in Enrollment and Plans
While student enrollment in the B.S. in Architecture program has declined significantly since the Great Recession (fall semester head count enrollment in the B.S. in Architecture program from 2010-2015 was: 337, 285, 260, 201, 164, 164, respectively), the M. Arch. student enrollment has remained fairly consistent and in fact has experienced modest increases (fall semester head count enrollment in the M. Arch. program from 2010-2015 was: 49, 41, 45, 49, 53, 54, respectively).

Current data suggests that enrollment is stabilizing in the B.S. in Architecture program, and will grow slightly in the M. Arch. Program. These trends allow the School of Architecture to focus on ways to increase the quality of its programs without additional pressure to increase its physical and human resources. Furthermore, current levels of enrollment allow the School of Architecture to perform better
with respect to UNLV’s Retention, Progression and Completion Initiative, as the attrition rate in the B.S. in Architecture program has decreased significantly as a result of the lower undergraduate enrollment.

In the spring of 2016, the School of Architecture will embark on focused recruitment of students for the B.S. in Architecture program through a new mentoring initiative run by AIAS in Clark County High Schools. M. Arch program growth is expected as a result of its increased stature and visibility after UNLV’s participation in the U.S. DOE Solar Decathlon and Race to Zero competitions, and by virtue of having well defined areas of emphases (i.e., hospitality and sustainable design in arid regions).

Pending Reductions or Increases in Funding and Plans
Between 2009 and 2014, Nevada experienced 22% budget cuts to higher education – the third largest cuts nationally. From 2015 to 2018, UNLV will increase tuition annually by four percent to offset some of the reductions in state funding.

With the addition of differential tuition fees in 2012, the School of Architecture has increased its financial resources and therefore, its ability to control its own destiny. While the economic outlook in Nevada is positive at the moment, differential tuition will assist the School of Architecture in the future should budget cuts like those experienced between 2009 and 2014 be considered again by the Nevada Legislature.

Changes in Funding Models for Faculty Compensation, Instruction, Overhead, or Facilities and Plans for Addressing these Changes
Due to some of the nation’s largest state cuts to higher education funding, UNLV faculty and staff experienced reduced or stagnant salaries for several years. UNLV witnessed many faculty resignations at the height of the recession; 123 faculty resigned in FY 2010, and 132 in FY 2011. Pay was subject to both a 2.5% pay cut and an unpaid furlough of 2.3% from 2011 to 2013. Cost of living (COLA), longevity pay, merit pay adjustments and step increases were frozen for four years (2009-2013). The Board of Regents authorized the restoration of base salaries for faculty and staff in July of 2013, and the restoration of merit pay and step increases for academic and administrative faculty in 2014-2015. As the economy continues to improve in Nevada, funding models are slowly being restored.

I.2.4 Information Resources
UNLV Libraries play a major supporting role to the mission of the university. The UNLV Libraries Vision Statement identifies its core actions and aspirations: “The UNLV Libraries will define the new academic research library—bringing people and information together in innovative ways. As UNLV emerges as a leading urban research institution, the Libraries will pioneer dynamic, user-focused methods of reaching, connecting, and engaging learners.” UNLV Libraries encourage student learning, faculty research, and community engagement. They partner with faculty to develop curriculum and play an active role in the articulation and assessment of student learning. UNLV Libraries’ infrastructure is built to partner in the research enterprise by creating online research communities for content created at UNLV, having library liaisons to academic departments, host events showcasing research and creative activity and more.

UNLV Libraries – Lied Library
Lied Library was established in 1957, though the first collection was housed at Las Vegas High School in 1955. Patricia Iannuzzi serves as the current Dean of UNLV Libraries, which consists of four facilities: Lied Library, Architecture Studies Library, Teacher Development and Resources Library, and Music Library. There are 107 highly-trained staff and experienced individuals; the 49 librarians have tenured or tenure-track faculty status. The budget is over $17 million, including $7.5 million for collections, and over 2,057,972 patron visits annually.

Collections: The collections consist of more than 1.2 million bound volumes (circa 30,000 added annually); nearly 300 electronic indexes, databases and reference sources; more than 60,000 electronic and printed serials; and access to more than 700,000 electronic monographs.
Internationally renowned, the UNLV Libraries Special Collections houses unique, rare and specialized research materials that document Las Vegas, Southern Nevada, the gaming industry, and UNLV. Of particular interest and value to the School of Architecture, the “Dreaming the Skyline Collection” is a digital archive of architectural drawings from historically significant buildings from the Las Vegas Strip and other tourist destinations.

Facilities: The Main Library (Lied Library) and the three branch libraries (Architecture Studies Library, Teacher Development and Resources Library, and Music Library) total 325,600 square feet. Lied Library underwent renovation in 2012 to include a new graduate student commons, and continuously renovates areas based on patron feedback. Sixteen wired group study rooms that can be reserved online, four media viewing rooms, fifteen media viewing stations for individual use, and four smart classrooms are examples of the improvements made based on patron feedback. The Lied Automated Storage and Retrieval system (LASR) is a high-density storage system with capacity to house up to 600,000 volumes, expandable to house 1.2 million volumes. The Preservation & Conservation Laboratory is a media lab offering computers with specialized software for multimedia files, scanners, large format printer, camcorders, digital still cameras and other equipment. Lied Library shares its space with the Graduate Student Commons, the Academic Success Center and the Writing Center. University Libraries includes two online branches: the Shadow Lane Library, for faculty and students at UNLV’s Dental School and Biotechnology Center, and the Singapore Campus Library, which provides research assistance to students and faculty at UNLV’s William F. Harrah College of Hotel Administration.

UNLV Libraries – Architecture Studies Library (ASL)
The Architecture Studies Library provides access to resources and information about the professional fields of architecture, landscape architecture, interior design, urban planning, and building and construction. Located in the Paul B. Sogg Architecture Building (ARC), the facility opened in 1997 and contains 16,000 square feet organized on two levels.

The ASL features two gallery spaces that are frequently used by the School of Architecture community to display student work and/or faculty/professional exhibits, a computer lab/classroom, three group study rooms, and light tables and scanners that augment study resources for School of Architecture students. Design software to support the academic programs of the School of Architecture is available on the ASL computer lab/classroom.

Collections: The collection contains 25,000+ bound volumes, 600+ media items, and 240 journal titles with about 175 current titles. An archive of Las Vegas AIA Design Awards preserves local architecture history.

Hours of Operation: The ASL is opened 63 hours per week when classes are in session (8:00AM – 8:00PM Monday – Thursday; 8:00AM – 6:00PM Friday; Closed Saturday; 1:00PM – 5:00PM Sunday).

Staff: The ASL staff includes one full-time staff and nine part-time student employees. The College of Fine Arts Librarian also holds office hours in the ASL twice a week: on Mondays from 10:00AM – 12:00PM, and on Wednesdays from 3:00PM – 5:00PM.

Since the last NAAB accreditation visit, the Architecture Studies Library has gone from having an Architecture Head Librarian with focused expertise in architecture collections, to a College of Fine Arts Librarian whose time is split among all departments in the college. The CFA Librarian, Ms. Kate Lambaria, is located in the Lied Library to better serve all the academic units of the College of Fine Arts.

The full-time staff member at the Architecture Studies Library, Mr. Steve Baskin, has a Master of Science in Library and Information Sciences, with over 10 years of relevant professional experience. He has been employed full time at the ASL for over 6 years and works closely with the faculty to ensure that the library continues to offer materials, resources, and activities that fulfill the needs of School of Architecture students and staff. In spite of these changes, UNLV Libraries has remained committed to supporting the mission of the Architecture Studies Libraries and the needs of the School of Architecture.
I.2.5 Administrative Structure & Governance

The School of Architecture is one of six academic departments housed in the College of Fine Arts (CFA). The other academic units of the CFA are the Departments of Art, Dance, Film, Theater and the School of Music. Dr. Nancy J. Uscher is Dean of the College of Fine Arts and serves as its chief administrative officer. The Dean of the College of Fine Arts is appointed by the President upon recommendation from the Executive Vice President & Provost, who shall have convened and been advised by a screening committee elected by the members of the College of Fine Arts. The Dean is responsible for the leadership, management and administrative activities of the CFA including, but not limited to the following areas: formulation, interpretation, and application of policies; preparation and allocation of budget; oversight of fiscal matters; short and long range planning; and selection, management and evaluation of personnel.

Professor Alfredo Fernandez-Gonzalez currently serves as Interim Director of the School of Architecture. The Director is the chief administrative officer of the School of Architecture and a university administrator. The Director of the School of Architecture is appointed to a three-year term by the President upon recommendation of the College of Fine Arts Dean and the Executive Vice President & Provost. Responsibilities of the Director include: application of policies; preparation of budgets; oversight of fiscal matters; support for strategic plans; management of administrative personnel; oversight of professional programs and accreditation standards; and liaison to the public.

The Director of the School of Architecture appoints, in consultation with the faculty, the Undergraduate and Graduate Program Coordinators. Responsibilities of the Undergraduate and Graduate Program Coordinators include: coordination of the curriculum; program admissions; and monitoring of students’ progress toward fulfillment of degree requirements.

Section 2 of the School of Architecture Bylaws gives authority to the Director to appoint other administrative officers of the School of Architecture, such as the Associate Director and the Director of the Downtown Design Center (DDC).

Involvement in Governance
There are multiple avenues for faculty and students of the School of Architecture to become involved with school governance. The faculty’s primary involvement with self-governance involves participation in scheduled faculty meetings. These meeting are chaired by the Director and their agendas are prepared by the administration with input from the faculty. Though School of Architecture Bylaws only require two
meetings per academic year, the faculty meets almost every month and occasionally has additional brown-bag meetings or workshops to further engage in School initiatives.

Faculty and students also participate in the governance of the school through their work in standing and ad-hoc committees. Per School of Architecture Bylaws, “the operation of internal affairs related to faculty, students and curricular activities of the School is predicated on application of relevant and appropriate concepts of democratic participation and commonly shared collegial governance. Accordingly, the School utilizes both standing and ad-hoc committees to provide opportunities for purposeful involvement of all faculty.

Each committee shall be responsible for establishing its own operating procedures. These committees report directly to the School faculty and Director. The chairperson of each standing committee shall be responsible for the preparation of meeting summaries and for their distribution to the School faculty prior to faculty meetings and inclusion in the faculty meeting minutes. Meeting summaries shall report the progress, actions, and recommendations of the committee on matters for which is responsible. The Director shall arrange for oral reports during a scheduled faculty meeting, if appropriate.

To ensure continuity of philosophy and action, members of standing committees will ordinarily serve staggered two-year terms. Members may succeed themselves on these committees.

Student committee members shall be appointed by the SoA Student Advisory Board as early in the fall semester as practicable. Student members of a committee shall be selected in accordance with the guidelines of the Consolidated Students of the University of Nevada, Las Vegas (CSUN). Only graduate and upper division students may be elected to standing committees. There shall be no student members on the School Personnel Committee.”

Below is a list of the current School of Architecture’s standing committees:
- School Executive Committee
- Curriculum Committee
- Admissions and Recruitment Committee
- Exhibitions, Lectures and Library Committee
- Academic Standards, Assessment & Accreditation Committee
- Personnel Committee
- Technology and Applied Science Support Committee

In instances of curriculum development, program revisions, personnel recommendations, or bylaws’ modification, the School of Architecture forwards decisions at the School-level up to appropriate College or University-level committees for additional review and approval.

School of Architecture faculty also have the opportunity to serve on college and university-level committees. Appointment to college-level committees typically requires the election or nomination of faculty. This process occurs during regularly scheduled School of Architecture Faculty Meetings. Appointment to university-level committees typically requires the election or nomination of faculty at the CFA level. This process is typically conducted using electronic voting to ensure full participation of the CFA faculty.

II.1.1 Student Performance Criteria

On the next page is a matrix for the B.S. in Architecture and the two M. Arch. tracks offered by the School of Architecture at UNLV. The matrix identifies each required course and the SPC it fulfills:
### University of Nevada, Las Vegas
#### Architecture Program Report
#### September 2016

**Program**

<table>
<thead>
<tr>
<th>B.S. Arch. Pre-professional Program</th>
<th>M. Arch. Pre-professional Program</th>
<th>M. Arch. Non-pre-professional Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability (A) vs. Understanding (U)</td>
<td>A.1 A.2 A.3 A.4 A.5 A.6 A.7 A.8</td>
<td>B.1 B.2 B.3 B.4 B.5 B.6 B.7 B.8 B.9 B.10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>AAD 180 Fundamentals of Design</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>AAE 280 Design Foundations I</td>
</tr>
<tr>
<td>Fall</td>
<td>AAD 201 History of the Built Environment</td>
</tr>
<tr>
<td>Fall</td>
<td>AAD 267 Digital Media I</td>
</tr>
<tr>
<td>Spring</td>
<td>AAE 282 Design Foundations II</td>
</tr>
<tr>
<td>Spring</td>
<td>AAD 202 Analysis of the Built Environment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>AAE 380 Architecture Design I</td>
</tr>
<tr>
<td>Fall</td>
<td>AAD 367 Advanced Digital Media</td>
</tr>
<tr>
<td>Fall</td>
<td>ABS 341/541 Structures for Architects I</td>
</tr>
<tr>
<td>Fall</td>
<td>ABS 321/521 Construction Technologies I</td>
</tr>
<tr>
<td>Spring</td>
<td>AAE 382 Architecture Design II</td>
</tr>
<tr>
<td>Spring</td>
<td>ABS 333/531 Environmental Control Sys. I</td>
</tr>
<tr>
<td>Spring</td>
<td>ABS 440/640 Structures for Architects II</td>
</tr>
<tr>
<td>Spring</td>
<td>ABS 322/522 Construction Technologies II</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>AAE 480 Architecture Design III</td>
</tr>
<tr>
<td>Fall</td>
<td>ABS 332/532 Environmental Control Sys. II</td>
</tr>
<tr>
<td>Spring</td>
<td>AAE 483 Architecture Design IV</td>
</tr>
<tr>
<td>Spring</td>
<td>AAE 481 Architecture, Place &amp; Identity</td>
</tr>
<tr>
<td>Spring</td>
<td>AAE 455/555 Enlightenment to Mid-20th C.</td>
</tr>
<tr>
<td>Spring</td>
<td>AAE 451/651 Multidisciplinary Theory &amp; History</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Flex</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>AAD 400 Clinical Internship</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-Preprofessional Preparatory Studios</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>AAE 713L Graduate Design I</td>
</tr>
<tr>
<td>Spring</td>
<td>AEE 712L Graduate Design II</td>
</tr>
<tr>
<td>Fall</td>
<td>AEE 713L Graduate Design III</td>
</tr>
<tr>
<td>Spring</td>
<td>AEE 714L Graduate Design IV</td>
</tr>
</tbody>
</table>

**SPC expected to have been met in pre-professional or preparatory education:**

<table>
<thead>
<tr>
<th>Fifth Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>AAE 771L Architectural Design V</td>
</tr>
<tr>
<td>Fall</td>
<td>AAE 770 Research Methods</td>
</tr>
<tr>
<td>Spring</td>
<td>AEE 772L Architectural Design VI</td>
</tr>
<tr>
<td>Spring</td>
<td>ABS 741 Integrated Bldg. Systems</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sixth Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>AAE 789 Architecture Research Studio</td>
</tr>
<tr>
<td>Fall</td>
<td>AEE 660 Issues in Contemporary Urbanism</td>
</tr>
<tr>
<td>Spring</td>
<td>AAE 790 Professional Project Design**</td>
</tr>
<tr>
<td>Spring</td>
<td>AAE 791 Thesis Writing**</td>
</tr>
<tr>
<td>Spring</td>
<td>AEE 756 Design Practice Management</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Flex</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>AAD 600 Clinical Internship</td>
</tr>
</tbody>
</table>

**KEY:**
- Light blue indicates exposure to SPC [e.g. introduction and review]; documentation is expected.
- Dark blue indicates critical assessment of the SPC; evidence is required.

**NOTES:**
** Students pursue one of these two options
The upper section of the matrix indicates the SPCs that are met in preparatory or preprofessional education. The curriculum of the B. S. in Architecture program was developed to meet most of the Student Performance Criteria in Realms A (Critical Thinking and Representation) and B (Building Practices, Technical Skills, and Knowledge). Graduate level courses for students without an undergraduate degree in architecture (non-preprofessional track) were also developed to ensure students meet most expectations in Realms A and B.

The bottom section of the matrix includes graduate level courses taken by both tracks of the M. Arch. program (preprofessional and non-preprofessional). While all Student Performance Criteria are expected to be met in the M. Arch program, graduate level courses taken in the preprofessional track (fifth and sixth year) emphasize Realms C (Integrated Architectural Solutions) and D (Professional Practice).

Overview of Curricular Goals and Content

B.S. in Architecture – Required Professional Studies

Year of Study: First Year

<table>
<thead>
<tr>
<th>Req. Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAD 180 – Fundamentals of Design</td>
<td>3</td>
</tr>
<tr>
<td>AAD 180L – Fundamentals of Design Laboratory</td>
<td>0</td>
</tr>
</tbody>
</table>

During the first year of the undergraduate curriculum, the school endeavors to expose the entering student to a broad array of design experiences. AAAE 180 Fundamentals of Design exposes the student to architecture in abstract concepts and skills necessary for an education in architecture. After completing this course the student may choose to continue study in the School of Architecture or if s/he decides design is not a desirable study option, s/he may apply the credits toward general studies taken in another major.

Year of Study: Second Year

<table>
<thead>
<tr>
<th>Req. Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAD 201 – History of the Built Environment</td>
<td>3</td>
</tr>
<tr>
<td>AAD 201D – History of the Built Environment Discussion</td>
<td>0</td>
</tr>
<tr>
<td>AAD 202 – Analysis of the Built Environment</td>
<td>3</td>
</tr>
<tr>
<td>AAD 267 – Digital Media I</td>
<td>3</td>
</tr>
<tr>
<td>AAE 280 – Design Foundations I</td>
<td>6</td>
</tr>
<tr>
<td>AAE 282 – Design Foundations II</td>
<td>6</td>
</tr>
</tbody>
</table>

During the second year of the program, the curriculum attempts to give the student a broad understanding of building as a product of culture, history and the physical environment. AAE 280 and AAE 282 provide foundational design and design thinking skills through analytical and design problems dealing with composition and ordering systems. AAD 201 and AAD 202 introduce the history of the built environment as a social-cultural construct. Students concurrently take AAD 267, which provides an introduction to two-and three-dimensional design processes.

Year of Study: Third Year

<table>
<thead>
<tr>
<th>Req. Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAD 367 – Advanced Digital Media</td>
<td>3</td>
</tr>
<tr>
<td>AAE 380 – Architectural Design I</td>
<td>6</td>
</tr>
<tr>
<td>AAE 382 – Architectural Design II</td>
<td>6</td>
</tr>
<tr>
<td>ABS 321 – Construction Technologies I</td>
<td>3</td>
</tr>
<tr>
<td>ABS 322 – Construction Technologies II</td>
<td>3</td>
</tr>
<tr>
<td>ABS 331 – Environmental Control Systems I</td>
<td>3</td>
</tr>
<tr>
<td>ABS 341 – Structures for Architects I</td>
<td>3</td>
</tr>
<tr>
<td>ABS 440 – Structures for Architects II</td>
<td>3</td>
</tr>
</tbody>
</table>
During the third year of the preprofessional program, the student is focused on programmatic and technical requirements of building. The design studios AAE 380 and AAE 382 focus on satisfaction of programmatic requirements, physical human requirements, and site requirements. The technical courses taken concomitantly with the studios reinforce the emphasis.

Year of Study: Fourth Year

<table>
<thead>
<tr>
<th>Req. Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAE 451 – Multidisciplinary Theory &amp; History in Architecture</td>
<td>3</td>
</tr>
<tr>
<td>AAE 455 – Enlightenment to Mid-20th Century</td>
<td>3</td>
</tr>
<tr>
<td>AAE 480 – Architectural Design III</td>
<td>6</td>
</tr>
<tr>
<td>AAE 481 – Architecture Place &amp; Identity</td>
<td>3</td>
</tr>
<tr>
<td>AAE 482 – Architectural Design IV</td>
<td>6</td>
</tr>
<tr>
<td>ABS 332 – Environmental Control Systems II</td>
<td>3</td>
</tr>
</tbody>
</table>

During the fourth year, the focus of the topical design studios, AAE 480 and AAE 482, while varied by individual instructor-chosen topic, centers on issues that highlight architecture’s social, urban or environmental dimension. Technical studies are completed with ABS 332. Two seminar courses, AAE 451 and AAE 481, augment the social and urban orientation of the studios. Students complete their history studies with AAE 455. Courses are arranged in the program of study so that a student can take the first semester of the fourth year abroad.

M. Arch. (preprofessional degree) – Required Professional Studies

Year of Study: Fifth Year

<table>
<thead>
<tr>
<th>Req. Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAE 770 – Research Methods in Environmental Design</td>
<td>3</td>
</tr>
<tr>
<td>AAE 771L – Architectural Design V</td>
<td>6</td>
</tr>
<tr>
<td>AAE 772L – Architectural Design VI</td>
<td>6</td>
</tr>
<tr>
<td>ABS 741 – Integrated Building Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

The fifth year of study builds on a student’s understanding of building systems, a major emphasis of this year’s curriculum. Research to inform integrated architectural solutions in the context of projects typical to Las Vegas is conducted during the fall semester in AAE 770. The spring semester focuses on the development of a comprehensive building design. This project is investigated in two co-requisite courses, AAE 772L and ABS 741.

Year of Study: Sixth Year

<table>
<thead>
<tr>
<th>Req. Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAE 660 – Issues in Contemporary Urbanism</td>
<td>3</td>
</tr>
<tr>
<td>AAE 756 – Design Practice Management</td>
<td>3</td>
</tr>
<tr>
<td>AAE 789 – Architecture Research Studio (or Thesis Writing Electives)</td>
<td>6</td>
</tr>
<tr>
<td>AAE 790 – Professional Project Design **</td>
<td>6</td>
</tr>
<tr>
<td>AAE 791 – Thesis Writing **</td>
<td>6</td>
</tr>
</tbody>
</table>

** Students pursue one of these two options

In the sixth year, students have two options for completion of the degree: a written thesis or a professional project developed in one of the topical design studios offered by the School of Architecture. 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 and course content from the concentration electives.
Pedagogy and Methodology to Address Realm C (Integrated Architectural Solutions)

Pedagogically, the program posits that the integrated architectural solutions required by Realm C are best addressed through an integrated curriculum. Thus, the courses in the first year of the accredited program are coordinated in such a way that complex issues in design are examined simultaneously through multiple lenses; unique classes that provide complementary perspective on research and integrated design. AAE771L and AAE772L - Architectural Design V & VI, respectively, address comprehensive building design; often extending the decision-making process across both semesters in order to more thoroughly evaluate the multiple demands of a project and the magnitude of design choices. ABS741-Integrated Building Systems is a co-requisite seminar that reinforces the integrative lessons of the studios. Also, AAE770 - Research Methods includes a survey of research methods in environmental design. Such methods can then be applied in the concurrent design studio, professional project, and/or written thesis.

Assessing Student Work (i.e., “high” v. “low” pass)

“High” pass work is often assessed as “A” or “A-” as it represents comprehensive excellence, meeting all expectations with respect to the project brief. “Low” pass work in the School of Architecture is assessed as “C” or “C-” for undergraduate level courses, and “B” or “B-” for graduate level courses. “Low” pass work represents satisfactory, yet average performance.

The grade descriptions included below are oftentimes used in School of Architecture’s course syllabi:

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.

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.

As mentioned above, School of Architecture policies stipulate that “any course required for a major in which a grade of D+ (or C+ for graduate level courses) or less is received must be retaken with an earned grade of C- (or B- for graduate level courses) or above.”

Instructors are permitted to assign + or – to grades. However, there is no grade of “A+” within these guidelines.
II.2.1 Institutional Accreditation

The University of Nevada, Las Vegas is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

Dr. Neil Smatresk
President
University of Nevada, Las Vegas
Box 451001
Las Vegas, NV 89154

Dear President Smatresk:

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 2013 Year Three Resources and Capacity Evaluation which was expanded to address Recommendations 1, 2, and 3 of the Spring 2011 Year One Mission and Core Themes Peer-Evaluation Report.

In reaffirming accreditation, the Commission has revised Recommendations 4 and 5 of the Spring 2013 Year Three Resources and Capacity Peer-Evaluation Report as follows:

Recommendation 4. UNLV has worked diligently and creatively to revise its General Education curriculum. The University Undergraduate Learning Outcomes (UULOs) for the general education curriculum are well-designed and described in detail in the Year Three Self-Evaluation Report. Because the new curriculum has not yet been offered all the way through (UNLV just completed its first year of the program), assessment of the program is just beginning. This recommendation recognizes the work done to date, encourages the campus to continue the development of general education assessment strategies, and requests information on the continuous adjustment and improvement of the program in its formative years (Standard 2.C.9, 2.C.10).

Recommendation 5. UNLV provides a wide range of services and programs to support student success. However, there appears to be little assessment of the effectiveness of those services and programs, and little evidence of the use of assessment results as a basis for improvement. The University should develop the means to determine if its activities in this area are appropriate and useful (Standard 2.D.1). Two areas requiring particular focus, because of their importance to students, are financial aid services (Standard 2.D.8) and advising (Standard 2.D.10).

In reaffirming accreditation, the Commission requests that the University address Recommendations 3, 4, and 5 of the Spring 2013 Year Three Resources and Capacity Peer-Evaluation Report in its Spring 2017 Year Seven Mission Fulfillment and Sustainability Self-Evaluation Report. The Commission also requests that the University address Recommendations 1 and 2 of the Spring 2013 Year Three Resources and Capacity Peer-Evaluation Report in an Ad Hoc report without a visit in Spring 2015. A copy of the Recommendations is enclosed for your reference.
President Neil Smatresk  
Page Two  
July 29, 2013

In making these determinations, the Commission finds that Recommendations 1, 2, 3, 4, and 5 of the Spring 2013 Year Three Resources and Capacity Peer-Evaluation Report are areas where the University of Nevada, Las Vegas is substantially in compliance with Commission criteria for accreditation, but in need of improvement.

If you have questions, please do not hesitate to contact me.

All the best for a rewarding academic year.

Sincerely,

[Signature]

Sandra E. Elman  
President

SEE: rb  
Enclosure: Recommendations  
cc: Dr. John White, Executive Vice President and Provost

5/2/13  
cc: Carl  
Kristen  
Saul
II.2.2 Professional Degrees & Curriculum

Titles of the Degrees Offered and Total Number of Credits Earned
Bachelor of Science in Architecture: 124-127 credits
Master of Architecture (for candidates with non-preprofessional degree): 48-96 credits
Master of Architecture (for candidates with preprofessional degree): 48 credits

Table of Distribution of General Studies, Required Professional Studies, and Optional Studies

**B.S. in Architecture – General Studies**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFA 100 or AAE/AAI/LAND 100 – First Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101 – Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102 – Composition II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 232A – World Literature (Second Year Seminar)</td>
<td>3</td>
</tr>
<tr>
<td>US/Nevada Constitutions (several course options)</td>
<td>4-6</td>
</tr>
<tr>
<td>MATH 128 (or MATH 126 + MATH 127)</td>
<td>5-6</td>
</tr>
<tr>
<td>PHIL 102 – Critical Thinking and Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>Science w/o a lab (several course options)</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 151 – General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>Social Sciences Requirement (3 courses)</td>
<td>9</td>
</tr>
<tr>
<td>Multicultural Requirement (several course options)</td>
<td>3</td>
</tr>
<tr>
<td>International Requirement (several course options)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total – General Studies** 46-49

**B.S. in Architecture – Required Professional Studies**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAD 180 – Fundamentals of Design</td>
<td>3</td>
</tr>
<tr>
<td>AAD 180L – Fundamentals of Design Laboratory</td>
<td>0</td>
</tr>
<tr>
<td>AAD 201 – History of the Built Environment</td>
<td>3</td>
</tr>
<tr>
<td>AAD 201D – History of the Built Environment Discussion</td>
<td>0</td>
</tr>
<tr>
<td>AAD 202 – Analysis of the Built Environment</td>
<td>3</td>
</tr>
<tr>
<td>AAD 267 – Digital Media I</td>
<td>3</td>
</tr>
<tr>
<td>AAE 280 – Design Foundations I</td>
<td>6</td>
</tr>
<tr>
<td>AAE 282 – Design Foundations II</td>
<td>6</td>
</tr>
</tbody>
</table>

**Upper Division Courses:**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAD 367 – Advanced Digital Media</td>
<td>3</td>
</tr>
<tr>
<td>AAD 400 – Clinical Internship</td>
<td>0</td>
</tr>
<tr>
<td>AAE 380 – Architectural Design I</td>
<td>6</td>
</tr>
<tr>
<td>AAE 382 – Architectural Design II</td>
<td>6</td>
</tr>
<tr>
<td>AAE 451 – Multidisciplinary Theory &amp; History in Architecture</td>
<td>3</td>
</tr>
<tr>
<td>AAE 455 – Enlightenment to Mid-20th Century</td>
<td>3</td>
</tr>
<tr>
<td>AAE 480 – Architectural Design III</td>
<td>6</td>
</tr>
<tr>
<td>AAE 481 – Architecture Place &amp; Identity</td>
<td>3</td>
</tr>
<tr>
<td>AAE 482 – Architectural Design IV</td>
<td>6</td>
</tr>
<tr>
<td>ABS 321 – Construction Technologies I</td>
<td>3</td>
</tr>
<tr>
<td>ABS 322 – Construction Technologies II</td>
<td>3</td>
</tr>
<tr>
<td>ABS 331 – Environmental Control Systems I</td>
<td>3</td>
</tr>
<tr>
<td>ABS 332 – Environmental Control Systems II</td>
<td>3</td>
</tr>
<tr>
<td>ABS 341 – Structures for Architects I</td>
<td>3</td>
</tr>
<tr>
<td>ABS 440 – Structures for Architects II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total – Required Professional Studies** 78

**Total B.S. in Architecture Program** 124-127
M. Arch. (non-preprofessional degree): This program is designed for qualified applicants holding undergraduate or graduate degrees in fields of study other than architecture. Students are required to complete appropriate preparatory work as specified by the program faculty before proceeding to the final four semesters of the Master of Architecture program.

M. Arch. (non-preprofessional degree) – General Studies

N/A

M. Arch. (non-preprofessional degree) – Preparatory Professional Studies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAE 555</td>
<td>Enlightenment to Mid-20th Century</td>
<td>3</td>
</tr>
<tr>
<td>AAE 451</td>
<td>Multidisciplinary Theory &amp; History in Arch.</td>
<td>3</td>
</tr>
<tr>
<td>AAE 711L</td>
<td>Graduate Design I: Design and Communication</td>
<td>3</td>
</tr>
<tr>
<td>AAE 712L</td>
<td>Graduate Design II: Fundamentals</td>
<td>6</td>
</tr>
<tr>
<td>AAE 713L</td>
<td>Graduate Design III</td>
<td>6</td>
</tr>
<tr>
<td>AAE 714L</td>
<td>Graduate Design IV</td>
<td>6</td>
</tr>
<tr>
<td>ABS 521</td>
<td>Construction Technologies I</td>
<td>3</td>
</tr>
<tr>
<td>ABS 522</td>
<td>Construction Technologies II</td>
<td>3</td>
</tr>
<tr>
<td>ABS 531</td>
<td>Environmental Control Systems I</td>
<td>3</td>
</tr>
<tr>
<td>ABS 532</td>
<td>Environmental Control Systems II</td>
<td>3</td>
</tr>
<tr>
<td>ABS 541</td>
<td>Structures for Architects I</td>
<td>3</td>
</tr>
<tr>
<td>ABS 640</td>
<td>Structures for Architects II</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Elective (Approved by Graduate Advisor)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total – Preparatory Professional Studies: 48

M. Arch. (non-preprofessional degree) – Required Professional Studies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAD 600</td>
<td>Clinical Internship</td>
<td>0</td>
</tr>
<tr>
<td>AAE 660</td>
<td>Issues in Contemporary Urbanism</td>
<td>3</td>
</tr>
<tr>
<td>AAE 756</td>
<td>Design Practice Management</td>
<td>3</td>
</tr>
<tr>
<td>AAE 770</td>
<td>Research Methods in Environmental Design</td>
<td>3</td>
</tr>
<tr>
<td>AAE 771L</td>
<td>Architectural Design V</td>
<td>6</td>
</tr>
<tr>
<td>AAE 772L</td>
<td>Architectural Design VI</td>
<td>6</td>
</tr>
<tr>
<td>AAE 789</td>
<td>Architecture Research Studio (or Thesis Writing Electives)</td>
<td>6</td>
</tr>
<tr>
<td>AAE 790</td>
<td>Professional Project Design **</td>
<td>6</td>
</tr>
<tr>
<td>AAE 791</td>
<td>Thesis Writing **</td>
<td>6</td>
</tr>
<tr>
<td>ABS 741</td>
<td>Integrated Building Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

Total – Required Professional Studies: 36

** Students pursue one of these two options

M. Arch. (non-preprofessional degree) – Optional Studies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Graduate Electives (4 courses required)</td>
<td>12</td>
</tr>
</tbody>
</table>

Total – Optional Studies: 12

Total M. Arch. (non-preprofessional degree) Program: 48-96
M. Arch. (preprofessional degree): This program is designed for qualified applicants holding a B.S. in Architecture or its equivalent. Students accepted in this program are able to complete the Required Professional Studies and Optional Studies in four semesters.

### M. Arch. (preprofessional degree) – General Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

### M. Arch. (preprofessional degree) – Required Professional Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAD 600 – Clinical Internship</td>
<td>0</td>
</tr>
<tr>
<td>AAE 660 – Issues in Contemporary Urbanism</td>
<td>3</td>
</tr>
<tr>
<td>AAE 756 – Design Practice Management</td>
<td>3</td>
</tr>
<tr>
<td>AAE 770 – Research Methods in Environmental Design</td>
<td>3</td>
</tr>
<tr>
<td>AAE 771L – Architectural Design V</td>
<td>6</td>
</tr>
<tr>
<td>AAE 772L – Architectural Design VI</td>
<td>6</td>
</tr>
<tr>
<td>AAE 789 – Architecture Research Studio (or Thesis Writing Electives)</td>
<td>6</td>
</tr>
<tr>
<td>AAE 790 – Professional Project Design **</td>
<td>6</td>
</tr>
<tr>
<td>AAE 791 – Thesis Writing **</td>
<td>6</td>
</tr>
<tr>
<td>ABS 741 – Integrated Building Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total – Required Professional Studies**: 36

**Students pursue one of these two options**

### M. Arch. (preprofessional degree) – Optional Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Electives (4 courses required)</td>
<td>12</td>
</tr>
</tbody>
</table>

**Total – Optional Studies**: 12

**Total M. Arch. (preprofessional degree) Program**: 48

### Minors or Concentrations

Students in the School of Architecture can complete undergraduate minors in 61 different fields of study: [https://www.unlv.edu/academics/degrees/undergraduate](https://www.unlv.edu/academics/degrees/undergraduate). To complete a minor at UNLV, students are required to take 21 credits in their selected field of studies. Students typically use General Studies Electives to at least partially complete their minor studies. Popular minors among architecture students include Solar and Renewable Energy (the School of Architecture offers three courses that count toward the Science and Engineering track of this minor); Environmental Studies; and Business Administration.

While graduate students at UNLV cannot pursue two degrees simultaneously (per Graduate College policy), the School of Architecture offers two areas of concentration during the final year in the program: Hospitality Design (studio-based Professional Project Option) and Building Science and Sustainability (research-based Written Thesis Option).

Given the productive collaboration forged by the coordinator of the Hospitality Design concentration with leaders from Las Vegas based architecture firms responsible for designing most of the resorts on the Las Vegas Strip, the School of Architecture also offers a graduate concentration in Hospitality Design and Entertainment Architecture: [http://catalog.unlv.edu/preview_program.php?catoid=17&poid=4248](http://catalog.unlv.edu/preview_program.php?catoid=17&poid=4248)

Minimum Credit hours Per Semester
To be able to complete the B.S. in Architecture degree in four years, students are advised to:
- Take 15-18 credit hours per semester during the first two years in the program (Lower Division).
- Take 15 credit hours per semester during the third and fourth year in the program (Upper Division).

Graduate students are advised to take 12 credit hours per semester to be able to complete the M. Arch. degree in two years (or up to four years for those students in the non-preprofessional program).

Off-Campus Programs
N/A

Other Degree Programs
Other degree programs offered in the School of Architecture include the following:
- Bachelor of Science in Architecture
- Bachelor of Landscape Architecture (LAAB Accredited)
- Bachelor of Science in Interior Architecture and Design (CIDA Accredited)
- Master of Healthcare Interior Design

Use of Massive Open Online Courses (MOOCs)
N/A

II.3 Evaluation of Preparatory Education

Admission requirements for the Master of Architecture program follow UNLV Graduate College policies plus a School of Architecture requirement regarding the presentation of creative work in a portfolio. Each Master of Architecture program applicant must hold a baccalaureate or graduate degree from a regionally accredited college or international equivalent. Applicants must have a cumulative undergraduate GPA of 3.00 or higher, and GRE scores of 146 or higher on the verbal section and 148 or higher on the quantitative section. The combined GRE score may be no less than 294. Applicants are also required to submit a design portfolio, a statement of intent, and two letters of reference. All domestic and international applicants must review and follow the UNLV Graduate College Admission and Registration requirements, found on-line at: https://www.unlv.edu/graduatecollege/become-a-grad-student.

The School of Architecture Admissions Committee recommends admission decisions to the Graduate College. The committee is composed of School of Architecture Program Coordinators plus two faculty members elected by the full-time faculty of the school. Below is a description of the process by which the preparatory or preprofessional education of students admitted into the accredited program is evaluated. Please note that the Master of Architecture program offers prospective students two paths:

Master of Architecture (preprofessional degree)
For applicants holding a Bachelor of Science in Architecture (B.S. Arch.) or its equivalent, the program offers a two-year degree path (also known as 4+2 program).

In the evaluation of preparatory or preprofessional education of 4+2 applicants, members of the Admissions Committee review students’ transcripts, portfolios, and writing samples in order to assess the Student Performance Criteria that may have been met in undergraduate education. When NAAB matrices are included in application materials, the process for verifying credits is more clearly determined. When matrices are unavailable, obtaining more detailed information (e.g., course descriptions and/or syllabi) or assessing samples of student work informs the process.

Master of Architecture (non-preprofessional degree)
For applicants with academic backgrounds outside of architecture or holding a Bachelor of Arts in Architecture, the program offers a non-preprofessional path (also known as 3+ year program).
The duration of the 3+ year program varies based on an individual student’s background and preparation. Each student applying for admission to the 3+ year program is individually assessed and provided with an individual course of study. The evaluation of preparatory education is conducted by a team of faculty members. Two to four faculty review the applicant’s work submitted as part of their application to the M. Arch. Program, along with any other materials that show evidence of having met specific NAAB criteria: SPC matrices from other institution(s), course descriptions and syllabi, etc.

Oftentimes faculty who teach particular subject area courses are asked for their opinion on the equivalency of courses taken elsewhere (this is true for both the 3+ and 4+2 programs). On an admission rubric, the committee records areas where understanding or ability in a SPC is evidenced. Where evidence is lacking or not available from preparatory education, students are advised to enroll in courses reinforcing appropriate specific Student Performance Criteria in the 3+ year plan of the M. Arch. Any preparatory coursework identified by the Admissions Committee as needed by an applicant is then communicated through the Graduate College’s “Grad Rebel Gateway” as a remark in the Departmental Admission Review (see an example in the figure provided below):

II.4 Public Information

The following information is publicly available online at the URL’s listed below (or in UNLV’s Graduate and Undergraduate Catalogs as well as in School of Architecture promotional materials):

II.4.1 Statement on NAAB-Accredited Degrees
NAAB accreditation statement in the School of Architecture website:
https://www.unlv.edu/architecture/m-arch
NAAB accreditation statement in the 2016-2017 UNLV Undergraduate Catalog:
http://catalog.unlv.edu/preview_entity.php?catoid=16&ent_oid=1257&returnto=2840
NAAB accreditation statement in the 2016-2017 UNLV Graduate Catalog:
http://catalog.unlv.edu/preview_entity.php?catoid=17&ent_oid=1316

II.4.2 Access to NAAB Conditions and Procedures
The 2014 and 2009 Conditions for Accreditation and the 2015 Procedures for Accreditation are found in the School of Architecture Website:
https://www.unlv.edu/architecture/naab-are
II.4.3 Access to Career Development Information
Information about accrediting agencies (NAAB, CIDA and LAAB), professional organizations (AIA, ASID and ASLA), and licensure (NCARB and NSBAIDRD) are found in the School of Architecture website: https://www.unlv.edu/architecture/student-resources

The preprofessional B.S. in Architecture degree is desirable for those wishing a foundation in the field of architecture. This degree prepares students for continuing their education in a professional degree program or for employment in architecture, design or construction businesses. Graduates of the B.S. in Architecture program are employed in related fields such as digital arts, urban development, real estate, and construction. Public agencies, nonprofit organizations, private firms and service providers also offer employment opportunities. This degree offers an excellent preparation for roles in society that benefit from an understanding of and exposure to architectural design: https://www.unlv.edu/degree/bs-architecture

The Master of Architecture degree emphasizes the opportunities that UNLV and Southern Nevada have to inform and enrich the study of architecture and prepare students for meaningful careers and lifelong success in the field of architecture. Graduate and undergraduate students can access career development support through programs offered by UNLV Career Services: https://www.unlv.edu/hirearebel

Additionally, many students seek individual career development advising from faculty advisors and professional mentors. The Architect Licensing Advisor for the school and the state are regularly accessible for additional information, particularly regarding the licensure process: http://www.ncarb.org/Experience-Through-Internships/~/media/Files/PDF/IDP/IDP-Coordinators/ArchitectLicensingAdvisorsbyState.ashx

II.4.4 Public Access to APRs and VTRs
Annual Progress Reports and the 2011 NAAB Visiting Team Report are found in the School of Architecture Website: https://www.unlv.edu/architecture/naab-are

II.4.5 ARE Pass Rates
A link to the Architect Registration Examination can be found in the School of Architecture website: https://www.unlv.edu/architecture/naab-are

II.4.6. Admissions and Advising
Information about admissions into the School of Architecture can be found in the school's website: https://www.unlv.edu/architecture/admissions
Information about undergraduate and graduate admissions can be found at: http://www.unlv.edu/apply
Information about graduate admissions can be found also in the Graduate College website: http://www.unlv.edu/graduatecollege
Information about undergraduate admissions can be found also in the 2016-2017 Undergraduate Catalog: http://catalog.unlv.edu/preview_entity.php?catoid=16&ent_oid=1257&returnto=2840
Information about academic advising can be found in the School of Architecture website: https://www.unlv.edu/architecture/advising
Additional information about academic advising can be found in the College of Fine Arts website: https://www.unlv.edu/finearts/advising

II.4.7 Student Financial Information
A link to the Financial Aid & Scholarships website is provided in the School of Architecture website: https://www.unlv.edu/architecture/student-resources
Requirements and forms to apply for financial aid and scholarships can be found in UNLV’s Financial Aid and Scholarships website: https://www.unlv.edu/finaid
Information about financial resources for graduate and undergraduate students from organizations outside UNLV can be found at:
https://www.unlv.edu/research/financial-resources-graduate-and-undergraduate-students

Information about tuition, college costs (including an online tuition calculator), and financial aid information is available on the “College Costs” page (a link to this site is found in the www.unlv.edu/apply site listed in subsection II.4.6. above):
https://www.unlv.edu/about/college-costs
III.1.1 Annual Statistical Reports

September 14, 2016

TO:       Alfredo Fernandez-Gonzalez, Interim Director, School of Architecture

FROM:     Christina Drum, Interim Assistant Vice Provost, Institutional Analysis &
           Decision Support

SUBJECT:  Annual Statistical Reports

To the best of my knowledge, all of the statistical data submitted in this NAAB
Architecture Program Report and in previous years’ Annual Reports, are accurate and consistent
with reports sent to other national and regional agencies, including the National Center for
Education Statistics.
III.1.2 Interim Progress Reports

Per the NAAB publication “A Guide to the 2014 Conditions for Accreditation and Preparation of an Architecture Program Report,” all narrative annual or interim reports submitted since the last visit and the NAAB’s responses to annual reports submitted between 2011 and 2015 will be supplied directly by the NAAB to the visiting team at the same time as the VTR template and other materials.
Section 4. Supplemental Material

Descriptions of Courses

AAD 180 – Fundamentals of Design

Number & Title of Course: Credits
AAD 180 – Fundamentals of Design 3
AAD 180L – Fundamentals of Design Laboratory 0

Course Description:
Students are introduced to fundamentals of design principles. Emphasis will be placed on the development of conceptual ideas through experimentation across a range of media and creative processes.

Course Goals & 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 Criteria:
A.1. Professional Communication Skills
A.2. Design Thinking Skills
A.3. Investigative Skills

Topical Outline:
- Introduction: What is Design? 6% of semester
- Principles and Elements of Design 6% of semester
- Design Inspiration / Precedent Studies 6% of semester
- Plan, Elevation & Section 6% of semester
- Table Saw 6% of semester
- Visualization / Perspective 6% of semester
- Scale 6% of semester
- Model Making 6% of semester
- Diagram 6% of semester
- Body 6% of semester
- Development of Space 33% of semester

Prerequisites:
Admittance to a School of Architecture.

Textbooks/Learning Resources:
None

Offered:
Spring Semester, annually.

Faculty Assigned:
Jonathon Anderson, Torrey Tracy
AAD 201 – History of the Built Environment

Number & Title of Course: Credits
AAD 201 – History of the Built Environment 3
AAD 201D – History of the Built Environment Discussion 0

Course Description:
Relationships among art, architecture and society from prehistory to the present, Emphasis on the built environment as a manifestation of cultural forces and design aesthetics.

Course Goals & Objectives:
The primary focus of the course is an exploration of physical form through study of buildings and cities of the past. The meaning, intentions or functions of architectural and urban form can, however, never be fully understood in isolation from their cultural context. An important secondary focus of the course will therefore be 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 Criteria:
A.1. Professional Communication Skills
A.6. Use of Precedents
A.7. History and Global Culture
A.8. Cultural Diversity and Social Equity

Topical Outline:
Introduction 6% of semester
Segment I: The Ancient World 26% of semester
Segment II. The Medieval World 20% of semester
Segment III. The Renaissance World 13% of semester
Segment IV: The Modern World 40% of semester

Prerequisites:
ENG 102, co-requisite AAD 201D.

Textbooks/Learning Resources:

Offered:
Fall Semester, annually.

Faculty Assigned:
Janet White
AAD 202 – Analysis of the Built Environment

Number & Title of Course:  Credits
AAD 202 – Analysis of the Built Environment  3

Course Description:
Exploration of space and form-making through analysis of historical precedent. Emphasis on developing a visual vocabulary of form as well as an understanding of the built environment as a cultural creation.

Course Goals & Objectives:
- Students will be able to recognize and analyze the physical forms of urban development in European cities in different eras.
- Students will be able to recognize and analyze the spatial, formal and cultural aspects of the villa in different eras and places.
- Students will be able to recognize and analyze the spatial, formal and cultural aspects of a variety of sacred spaces.
- Students will be able to recognize and analyze the spatial, formal and cultural aspects of built form created in response to the Industrial Revolution and the Modern era.

Student Performance Criteria:
A.3. Investigative Skills
A.7. History and Global Culture

Topical Outline:
Introduction: The Urban Realm  40% of semester
The Natural Realm  15% of semester
The Sacred Realm  15% of semester
The Technological Realm  30% of semester

Prerequisites:
AAD 201

Textbooks/Learning Resources:

Offered:
Spring Semester, annually.

Faculty Assigned:
Janet White
AAD 267 – Digital Media I

Number & Title of Course:         Credits
AAD 267 – Digital Media I          3

Course Description:
Introduction to two and three-dimensional digital design processes.

Course Goals & Objectives:
- Understand how making, both digitally and analog, is a form of iteration.
- Understand how to digitally compose presentation boards.
- Manipulate graphics two-dimensionally.
- Be able to produce high quality digital presentations.
- Be able to generate a variety of computer generated renderings.
- Be able to use 3D modeling as a means to express ideas.
- Produce models/prototypes through a variety of methods.

Student Performance Criteria:
A.3. Investigative Skills

Topical Outline:
Introduction, Grids, Points, Lines: Rhino Drawing 6% of semester
Algorithmic Field Production; Laser Cutting 6% of semester
Surfacing 13% of semester
Volume / Void 13% of semester
Rendering / Photoshop 30% of semester
Illustrator 30% of semester

Prerequisites:
Admittance to a School of Architecture.

Textbooks/Learning Resources:
- Lynda.com membership for learning Rhino and Photoshop.
- Hard drive storage and/or USB drive.

Offered:
Fall Semester, annually.

Faculty Assigned:
Shai Yeshayahu, Torrey Tracy, Jonathon Anderson, Joshua Vermillion.
AAE 280 – Design Foundations I

Number & Title of Course: AAE 280 – Design Foundations I Credits 6

Course Description:
Students continue their inquiry into fundamentals of design principles. Emphasis will be placed on the interconnection between concepts and applications using various programmatic, topological, and technological themes.

Course Goals & Objectives:
- Understand how making, both digitally and analog, is a form of iteration. Develop an awareness of how design solutions depend on the basic theories of two-dimensional design and three-dimensional design; and understand the significance of point, line, shape, texture, value, and color in design.
- Gain an understanding of how the organizing principles of design namely, rhythm and repetition, balance, dominance, and proportion can be employed to achieve compositional unity.
- Understand the relationship of design solutions to scale, space, time, and movement.
- Develop creative problem-solving skills through individual and group experience.
- Learn to arrive at design solutions through a thorough design process.
- Apply independent creative thinking and time management skills to the successful resolution of design problems.
- Develop the ability to communicate concepts and solutions with ideation drawings, as well as other diverse visual communication methods.
- Begin to develop an understanding of model building, building materials, structural concepts, methods of joinery and construction.
- Develop awareness about the body-in-space.
- Develop an awareness of the impact of light and the manipulation of light.
- Improve research, writing and presentation skills.
- Develop deeper awareness to Architecture, Landscape Architecture, and Art.

Student Performance Criteria:
A.1. Professional Communication Skills
A.2. Design Thinking Skills
A.5. Ordering Systems

Topical Outline:
Hands on tutorial and lectures 15% of semester
Project 1 20% of semester
Project 2 25% of semester
Project 3 40% of semester

Prerequisites:
AAD 180

Textbooks/Learning Resources:

**Offered:**
Fall Semester, annually.

**Faculty Assigned:**
Shai Yeshayahu, Phil Zawarus, Torrey Tracy, Deborah Oakley, Brett Robillard, Joycelynn Lagula,
AAE 282 – Design Foundations II

Number & Title of Course: AAE 282 – Design Foundations II
Credits: 6

Course Description:
Students incorporate advanced fundamentals of design principles, concepts and applications. Emphasis will be placed on developing a student’s critical ability and approach to design, using various programmatic, topological, and technological themes related to physical and cultural contexts.

Course Goals & Objectives:
- Acquire skills that effectively use basic design principles.
- Acquire skills to examine and comprehend the fundamental principles present in relevant precedents and the means to integrate learned principles applied knowledge into design thinking and making.
- Demonstrate understanding of the fundamentals of natural and formal ordering systems and the capacity of each to inform two and three-dimensional design.
- Develop skills that demonstrate the understanding and ability to produce models/prototypes through analog and digital methods.
- Further develop skills that demonstrate the ability to decipher and represent drawing iconography.
- Further develop the ability to use graphic communication skills and presentation composition through the use of digital tools.
- Introduction to collaborative learning environment.

Student Performance Criteria:
A.1. Professional Communication Skills
A.2. Design Thinking Skills
A.5. Ordering Systems

Topical Outline:
Introduction 6% of semester
Project 1 13% of semester
Project 2 20% of semester
Project 3 53% of semester

Prerequisites:
AAE 280

Textbooks/Learning Resources:
Based on project outlines.

Offered:
Spring Semester, annually.

Faculty Assigned:
Shai Yeshayahu, Torrey Tracy, Joshua Vermillion,
AAD 367 – Advanced Digital Media

Number & Title of Course: Credits
AAD 367 – Advanced Digital Media 3

Course Description:
Examination of advanced geometric modeling and introduction to basic parametric thinking, development of robust drawing typologies, computer generated renderings, and board compositions.

Course Goals & Objectives:
• This course provides students with understandings of Investigative Skills and Ordering Systems, as delineated by NAAB.

Student Performance Criteria:
A.3. Investigative Skills
A.5. Ordering Systems

Topical Outline:
Introduction to Computational Design 3% of semester
Diagramming + Debugging 6% of semester
Variables 3% of semester
Data Trees 6% of semester
Modeling Geometry 6% of semester
Parametric Curves and Surfaces 6% of semester
Constraints and Dependent Variables 6% of semester
Using External Data 13% of semester
Repetition + Lists 6% of semester
Representation + Presentation 13% of semester

Prerequisites:
AAD 267

Textbooks/Learning Resources:
• Rhino v5.
• Grasshopper.
• Adobe Creative Cloud.

Offered:
Fall Semester, annually.

Faculty Assigned:
Joshua Vermillion
AAE 380 – Architectural Design I

Number & 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 & Objectives:
This course is designed to commence the learning and understanding of the architectural design process and, as such, addresses items of student performance criteria set forth by the National Architectural Accreditation Board (NAAB) by providing increasingly complex architectural design projects 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 Criteria:
A.4. Architectural Design Skills
A.6. Use of Precedents
B.2. Site Design

Topical Outline:
Form Studies 13% of semester
Precedent Study 13% of semester
Form + Place 27% of semester
Final Design Project – Museum 47% of semester

Prerequisites:
AAE 282, admission to Upper Division.

Textbooks/Learning Resources:

Offered:
Fall Semester, annually.

Faculty Assigned:
Joshua Vermillion, Eric Weber, Deborah Oakley
AAE 382 – Architectural Design II

Number & 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 & Objectives:
- Students will be able to make verbal presentations that precisely describe design objectives and approaches.
- Students will be able to integrate structural and construction technology knowledge into design.
- Students will be able to develop conceptual form options.
- Students will be able to design in conformance with ADA requirements.
- Students will be able to analyze and communicate graphically site conditions, including physical and social context, geography, climate, etc.

Student Performance Criteria:
A.4. Architectural Design Skills
A.6. Use of Precedents
B.2. Site Design

Topical Outline:
Precedent Research: 20% of semester
Site Analysis: 10% of semester
Site Design: 15% of semester
Conceptual Design: 25% of semester
Design Development Projects 1 & 2: 30% of semester

Prerequisites:
AAE 380

Textbooks/Learning Resources:
None

Offered:
Spring Semester, annually.

Faculty Assigned:
Janet White, Deborah Oakley, Kevin Kemner
ABS 321/521 – Construction Technologies I

Number & Title of Course: Credits
ABS 321/521 – Construction Technologies I 3

Course Description:
Basic materials, methods and detailing of landscape, building and interior construction.

Course Goals & Objectives:
- Develop an understanding of basic construction methods.
- Develop an understanding of systems and assemblies.

Student Performance Criteria:
B.8. Building Materials and Assemblies

Topical Outline:
- Construction Technologies I 6% of semester
- Wood, Heavy Timber Frame Construction 6% of semester
- Wood Light Frame Construction 6% of semester
- Exterior & Interior Finishes for Wood Light – Frame Construction 6% of semester
- Concrete Construction 6% of semester
- Sitecast Concrete Framing Systems 6% of semester
- Brick Masonry, Stone & Concrete Masonry 6% of semester
- Steel Frame Construction 3% of semester
- Light Gauge Steel Frame Construction 3% of semester
- Assemblage 6% of semester
- Roofing 6% of semester
- Designing Exterior Wall Systems 6% of semester
- Glass and Glazing 6% of semester

Prerequisites:
PHYS 151; Admission to Upper Division; Graduate Standing for ABS 521.

Textbooks/Learning Resources:

Offered:
Fall Semester, annually.

Faculty Assigned:
Eric Weber
ABS 322/522 – Construction Technologies II

Number & Title of Course: Credits
ABS 322/522 – Construction Technologies II 3

Course Description:
Investigation of building materials, assemblies, and construction delivery systems and their impact upon architectural design.

Course Goals & Objectives:
- Develop an understanding of basic construction methods.
- Develop an understanding of systems and assemblies.

Student Performance Criteria:
B.7. Building Envelope Systems and Assemblies
B.8. Building Materials and Assemblies

Topical Outline:
Foundations 10% of semester
Wood/Light Framing 10% of semester
Interior Finish Systems 10% of semester
Bearing Wall Systems 20% of semester
Concrete 20% of semester
Steel 20% of semester
Glazing & Cladding 10% of semester

Prerequisites:
ABS 321 (or ABS 521).

Textbooks/Learning Resources:

Offered:
Spring Semester, annually.

Faculty Assigned:
Eric Weber
ABS 331/531 – Environmental Control Systems I

Number & Title of Course: Credits
ABS 331 – Environmental Control Systems I 3

Course Description:
Climate, energy use, and comfort as determinants of architectural form in small-scale buildings. Emphasis on architectural methods for daylighting, heating, cooling, and ventilation for envelope-load dominated buildings.

Course Goals & 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.6. Environmental Systems

Topical Outline:
- Global Climate Change 12% of semester
- Human Comfort 10% of semester
- Solar Geometry & Shading 12% of semester
- Daylighting 12% of semester
- Passive Solar Heating 24% of semester
- Passive Cooling 30% of semester

Prerequisites:
PHYS 151 and AAE 280

Textbooks/Learning Resources:
- Pilkington’s Sun Angle Calculator (Published by the Society of Building Science Educators)

Offered:
Spring Semester, annually.

Faculty Assigned:
Alfredo Fernandez-Gonzalez, Eric Gross
ABS 341/541 – Structures for Architects I

Number & Title of Course: Credits
ABS 341/541 – Structures for Architects I 3

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 & 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:
  o Loads and force flow
  o Statics and engineering mechanics
  o Truss analysis.

Student Performance Criteria:
B.4. Technical Documentation
B.5. Structural Systems

Topical Outline:
What is structure? 6% of semester
Structural types and patterns 6% of semester
Funicular cables 6% of semester
Funicular arches 6% of semester
Moments, reactions, support types 20% of semester
Moments: Cantilever walls & summary 6% of semester
Graphic and analytic analysis of trusses 13% of semester
Fan and cable-stayed structures 3% of semester
Lateral stability of structures 3% of semester
Structural materials 20% of semester

Prerequisites:
MATH 127 or MATH 128 and PHYS 151

Textbooks/Learning Resources:
• Oakley, Deborah. Course pack for Structures I

Offered:
Fall Semester, annually.

Faculty Assigned:
Deborah Oakley
ABS 440/640 – Structures for Architects II

Number & Title of Course: Credits
ABS 440/640 – Structures for Architects II 3

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 essential principles of concrete construction.

Course Goals & Objectives:
• Continuation and extension of basic principles of Structures I.
• Principles of flexure (bending):
  o Shear and moment diagrams
  o 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:
  o Concrete beams
  o Concrete foundation.

Student Performance Criteria:
B.4. Technical Documentation
B.5. Structural Systems

Topical Outline:
Review of principle of loads, structural patterns 4% of semester
Load tracing and tributary area, framing systems 4% of semester
Introduction to Multiframe computer analysis 7% of semester
Flexure, shear and deflection, sizing of beams 10% of semester
Principles of compression and buckling 8% of semester
Selection of steel and wood columns 8% of semester
Lateral forces: Wind and seismic loads 8% of semester
Lateral framing systems 8% of semester
Building irregularities, torsion, mitigation of wind and seismic forces 8% of semester

Prerequisites:
ABS 341 (or ABS 541)

Textbooks/Learning Resources:
• Oakley, Deborah. Course pack for Structures II

Offered:
Spring Semester, annually.

Faculty Assigned:
Deborah Oakley
AAE 451/651 – Multidisciplinary Theory & History Architecture

Number & Title of Course:  Credits
AAE 451/651 – Multidisciplinary Theory & History  3

Course Description:
Exploration 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 & Objectives:
By means of reading, in-class dialogue and specific project production and presentation, this course will examine the relationship between selected architectural theories and the practice of architecture. This discourse of ideas that center on selected theories of architecture and related disciplines will provide a framework with which to discuss and critique student design studio work.

Student Performance Criteria:
A.7. History of Global Culture
A.8. Cultural Diversity and Social Equity

Topical Outline:
Kahn to 1970’s  25% of semester
Graves to the 1990’s  25% of semester
The 1990’s from Blobs to the New Craftsman  25% of semester
Sustainability and After  25% of semester

Prerequisites:
AAD 202, AAE 455 (or AAE 555), or instructor permission.

Textbooks/Learning Resources:
Selected readings assigned throughout the semester.

Offered:
Spring Semester, annually.

Faculty Assigned:
Harry O. Ray
AAE 455/555 – Enlightenment to Mid-20th Century Architectural History & Theory

Number & Title of Course: AAE 455/555 – Enlightenment to Mid-20th Century
Credits: 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 & Objectives:
- Student will develop an in-depth understanding of the architectural production of the architectural production of the 18th, 19th, and early 20th centuries in Western Europe and the United States, along with the theoretical positions which informed the built form of these eras.
- Students will learn to identify problems, articulate questions, and use various forms of research and reasoning to guide the collection, analysis and use of information related to those problems.

Student Performance Criteria:
A.1. Professional Communication Skills
A.3. Investigative Skills

Topical Outline:
The 18th Century 40% of semester
The 19th Century 30% of semester
The 20th Century 30% of semester

Prerequisites:
Upper Division (or Graduate) standing, or permission of instructor.

Textbooks/Learning Resources:

Offered:
Spring Semester, annually.

Faculty Assigned:
Janet White
AAE 480 – Architectural Design III

Number & Title of Course: Credits
AAE 480 – Architectural Design III 6

Course Description:
Advanced studies in architectural design emphasizing application of analytical, conceptual, and representational skills within projects that engage cultural, ecological, technological, and urban contexts.

Course Goals & 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.
- Represent the final design solution in relevant scale and level of detail using appropriate methods and techniques of representation.

Student Performance Criteria:
B.1. Pre-Design
B.2. Site Design
B.4. Technical Documentation

Topical Outline:
Research & Report Presentation 25% of semester
Conceptual Design and Alternative Study 25% of semester
Design Development 20% of semester
Detail Development and Representation 30% of semester

Prerequisites:
AAE 382

Textbooks/Learning Resources:
Varies by instructor.

Offered:
Fall Semester, annually.

Faculty Assigned:
Eric Weber, Maria del C. Vera, Kevin Kemner, Glenn Nowak, Kenneth McCown
AAE 481 – Architecture Place & Identity

Number & Title of Course: Credits
AAE 481 – Architecture Place & Identity  3

Course Description:
Cultural dimensions of architecture and the city. Examining various issues confronting architectural professionals ranging from gender and diversity, multiculturalism, race and ethnicity, and the politics of identity.

Course Goals & Objectives:
Students will learn to apply traditional research methods and projective research methods by connecting ideas between disciplines, using all types of data and inform knowledge like: newspapers, research articles, radio podcast, films and more.

- Provide historical background to the basic methods of data collection and analysis that inform contemporary aspects of place and identity.
- Familiarize students with the basic understandings of theories that seek to clarify the relationships of human behavior and the urban environment.
- Identify and classify urban diversity and the needs, values, behavioral norms and social and spatial patterns characterizing different cultures and the implications of this diversity for the societal roles and responsibilities of future urbanist.

Student Performance Criteria:
A.8. Cultural Diversity and Social Equity
D.1. Stakeholder Roles in Architecture

Topical Outline:
Class discussions  8% of semester
Critical analysis and writing processes  12% of semester
Adapting and applying visual representations  10% of semester
Review proposals  10% of semester
Identity & Place in Emerging Urban Environments  10% of semester
Watch documentaries 10% of semester

Prerequisites:
None

Textbooks/Learning Resources:
- Richard Florida, The Historic Link Between Cities and Innovation
- https://www.youtube.com/watch?v=3_sqYD3vskc
- Howard Gardner, App Generation: Social Development in the Era of New Digital Media
- Ian Tattersall, Evolution, Genes, and Behavior
- http://www.npr.org/2013/01/21/161712231/urban-oases-getting-lost-in-invisible-cities

Offered:
Spring Semester, annually.

Faculty Assigned:
David Baird, Maria del C. Vera
AAE 482 – Architectural Design IV

Number & Title of Course: Credits
AAE 482 – Architectural Design IV 6

Course Description:
Advanced studies in architectural design emphasizing application of analytical, conceptual, and representational skills within projects that engage cultural, ecological, technological, and urban contexts.

Course Goals & Objectives:
This course is designed to commence the learning and understanding of the architectural design process and, as such, addresses items of student performance criteria set forth by the National Architectural Accreditation Board (NAAB) by providing increasingly complex architectural design projects 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 Criteria:
B.3. Codes and Regulations
B.4. Technical Documentation
B.7. Building Envelope Systems and Assemblies

Topical Outline:
- Codes and Regulations 30% of semester
- Completion of Technical Documentation 30% of semester
- Building Envelope Systems and Assemblies 40% of semester

Prerequisites:
AAE 480

Textbooks/Learning Resources:

Offered:
Spring Semester, annually.

Faculty Assigned:
Eric Weber, Maria del C. Vera, Glenn Nowak
ABS 332/532 – Environmental Control Systems II

Number & Title of Course: Credits
ABS 332/532 – Environmental Control Systems II 3

Course Description:
Design, comfort, and resource consumption implications of HVAC systems, plumbing systems, acoustics, and lighting with emphasis on sustainable methods.

Course Goals & 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.6. Environmental Systems
B.9. Building Service Systems

Topical Outline:
Fire Protection 5% of semester
Vertical Transportation 5% of semester
HVAC Systems 25% of semester
Water Supply & Waste 25% of semester
Architectural Acoustics 15% of semester
Lighting (Day + Electric) 25% of semester

Prerequisites:
ABS 331 (or ABS 531).

Textbooks/Learning Resources:
- Ductulator® Trane (http://www.trane.com/bookstore).

Offered:
Fall Semester, annually.

Faculty Assigned:
Alfredo Fernandez-Gonzalez
AAE 400/600 – Clinical Internship

Number & Title of Course: Credits
AAE 400/600 – Clinical Internship 0

Course Description:
Full-time internship under the supervision of registered practitioners or equivalent.
Note: two hundred hours required.

Course Goals & Objectives:
The internship is to play a key role in bridging education and licensure examination with real-world experience. Architecture students must work closely with the Clinical Internship coordinating professor to effectively engage the professional standard in clinical internships: the IDP or Intern Development Process. Students will gain critical insights to their profession through internships that meet requirements established (or upheld) by their respective department.

Student Performance Criteria:
D.4. Legal Responsibilities
D.5. Professional Conduct

Topical Outline:
Professional Internship Experience 100% of semester

Prerequisites:
AAD 400 - Completion of the third year architecture curriculum.
AAD 600 - Enrollment in Pre-professional or Professional Degree Program.

Textbooks/Learning Resources:
• NCARB IDP Guidelines – A current copy is available at NCARB.org.

Offered:
Fall, Spring and Summer Semester, annually.

Faculty Assigned:
Glenn NP Nowak
AAE 711L – Graduate Design I: Design & Communication

Number & Title of Course: Credits
AAE 711L – Graduate Design I: Design & Communication 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 & Objectives:
• Students will be able to communicate basic design principles and intentions through drawing, modeling, and verbal presentation.

Student Performance Criteria:
A.1. Professional Communication Skills
A.2. Design Thinking Skills
A.3. Investigative Skills

Topical Outline:
Architectural Drawing 33% of semester
Physical and/or Digital Modeling 33% of semester
Synthesis of Graphic, Written, and Verbal information 33% of semester

Prerequisites:
Graduate Standing.

Textbooks/Learning Resources:
None

Offered:
Fall Semester, annually.

Faculty Assigned:
Kevin Kemner, Steven Clarke
AAE 712L – Graduate Design II: Fundamentals

Number & Title of Course: Credits
AAE 712L – Graduate Design II: Fundamentals 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 & Objectives:
- To develop and refine critical design thinking skills through the use of research assignments, analysis of project specific site and programmatic criteria, site development strategies, conceptual design, and design development.
- To learn and demonstrate knowledge and applications of accessibility, sustainability, and life safety issues.
- To explore computer applications and modeling as advanced methods of analysis, design and documentation.
- To gain a comprehension of professionalism.
- To integrate passive and active solar techniques and other climatologically sensible design approaches.

Student Performance Criteria:
A.5. Ordering Systems
A.6. Use of Precedents

Topical Outline:
Site and Program Analysis 25% of semester
Case Study Analysis 25% of semester
Design Development 25% of semester
Graphic/Professional Communication 25% of semester

Prerequisites:
AAE 711L or consent of Graduate Coordinator.

Textbooks/Learning Resources:
None

Offered:
Spring Semester, annually.

Faculty Assigned:
Kevin Kemner, Steven Clarke
AAE 713L – Graduate Design III

Number & Title of Course: Credits
AAE 713L – Graduate Design III 6

Course Description:
Design of residential structures at different scales. Emphasis on psychological and behavioral aspects of space and analysis of user needs.

Course Goals & Objectives:
- Students will be able to analyze the relationships between physical space and social and psychological influences.

Student Performance Criteria:
A.4. Architectural Design Skills
B.2. Site Design

Topical Outline:
Site Analysis and Design 25% of semester
Programming 25% of semester
Design Development 25% of semester
Graphic Communication 25% of semester

Prerequisites:
AAE 712L or consent of Graduate Coordinator.

Textbooks/Learning Resources:
None

Offered:
Fall Semester, annually.

Faculty Assigned:
Kevin Kemner, Steven Clarke
AAE 714L – Graduate Design IV

Number & Title of Course: Credits
AAE 714L – Graduate Design IV 6

Course Description:
Design of medium scale urban buildings. Emphasis on integration of building systems, urban design issues, and value engineering analysis.

Course Goals & Objectives:
- To develop and refine critical design thinking skills through the use of research assignments, analysis of project specific site and programmatic criteria, site development strategies, conceptual design, and design development.
- To learn and demonstrate knowledge and applications of accessibility, sustainability, and life safety issues.
- To explore computer applications and modeling as advanced methods of analysis, design and documentation.
- To gain a comprehension of professionalism.
- To integrate passive and active solar techniques and other climatologically sensible design approaches.

Student Performance Criteria:
B.1. Pre-Design
B.3. Codes and Regulations
B.4. Technical Documentation
B.7. Building Envelope Systems and Assemblies

Topical Outline:
Programming and Design Development 33% of semester
Developing Architectural Details 33% of semester
Communicating Building Components and their Assemblies 33% of semester

Prerequisites:
AAE 713L or consent of Graduate Coordinator.

Textbooks/Learning Resources:

Offered:
Spring Semester, annually.

Faculty Assigned:
Kevin Kemner, Steven Clarke
AAE 770 – Research Methods in Environmental Design

Number & Title of Course: Credits
AAE 770 – Research Methods in Environmental Design 3

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 & Objectives:
- Achieve at least moderate proficiency in critical reading, critical writing, and critical thinking about design issues.
- Learn how to efficiently access and sort through the diverse sources of information that can connect their research to the body of critical thinking within the design profession and of other fields with relevant knowledge or perspectives.
- Gain familiarity with standard methodologies and techniques used by environmental design researchers, and the ability to determine which technique is appropriate to a given research design.
- Learn how to narrow their thinking from an interest to a topic to a question, be able to develop one or more approaches to answering that question, and then reconnect the answer to the broader context of the issue so that the new knowledge or understanding can be applied by others.

Student Performance Criteria:
A.3. Investigative Skills
C.1. Research

Topical Outline:
Architectural Research & Evidence Based Design 10% of semester
The Tools of Research 10% of semester
Research Planning and Design 15% of semester
Qualitative Methods 10% of semester
Case Study Research 10% of semester
Historical Research 10% of semester
Quantitative Methods 20% of semester
Mixed-Methods 5% of semester
Writing the Research Proposal 10% of semester

Prerequisites:
Graduate standing.

Textbooks/Learning Resources:

Offered:
Fall Semester, annually.

Faculty Assigned:
Alfredo Fernández-González, David Baird
AAE 771L – Architectural Design V

Number & Title of Course:  Credits
AAE 771L – Architectural Design V  6

Course Description:
Design and presentation of complex urban developments and multistory structures in an urban context.

Course Goals & Objectives:
AAE 771 is a studio course that develops and refines design-thinking skills through the use of research assignments, analysis of project specific site and programmatic criteria, site development strategies, building conceptual design, and architectural systems development. Within the framework of the assigned project, students will also learn and demonstrate knowledge and applications of Accessibility, Sustainability, and Life Safety issues and concerns. An emphasis will be placed on computer applications and modeling as advanced methods of analysis, design and documentation. Both physical and digital models will be utilized to ascertain spatial qualities of specific building design proposals.

Student Performance Criteria:
B.1. Pre-Design
B.2. Site Design
B.3. Codes and Regulations
B.5. Structural Systems
C.2. Integrative Evaluations & Decision-Making Design Process
C.3. Integrative Design

Topical Outline:
- Development Plan Research 10% of semester
- Development Plan Idea Development 7% of semester
- Idea Refinement 10% of semester
- Site + Concept Development 13% of semester
- Project Development 60% of semester

Prerequisites:
AAE 714L or consent of Graduate Coordinator.

Textbooks/Learning Resources:
None

Offered:
Fall Semester, annually.

Faculty Assigned:
Eric Strain, Mark Roddy, Jason Strodl, Joshua Vermillion, David Baird
AAE 772L – Architectural Design VI

Number & Title of Course: AAE 772L – Architectural Design VI Credits: 6

Course Description:
Continuation of Architectural Design V, AAE 771L.

Course Goals & Objectives:
• To develop and refine critical design thinking skills through the use of research assignments, analysis of project specific site and programmatic criteria, site development strategies, building conceptual design, and architectural systems development.
• Within the framework of the assigned project, students will also learn and demonstrate knowledge and applications of accessibility, sustainability, and life safety issues and concerns.
• An emphasis will be placed on computer applications and modeling as advanced methods of analysis, design and documentation. Both physical and digital models will be utilized to ascertain spatial qualities of specific building design proposals.
• Additional emphasis will be placed on integrative passive and active solar techniques and other climatologically sensible design approaches.

Student Performance Criteria:
B.1. Pre-Design
B.2. Site Design
B.3. Codes and Regulations
B.4. Technical Documentation
B.5. Structural Systems
B.6. Environmental Systems
B.7. Building Envelope Systems and Assemblies
B.8. Building Materials and Assemblies
B.9. Building Service Systems
C.2. Integrated Evaluations & Decision-Making Design Process

Topical Outline:
Research on Integrated Systems and Site 20% of semester
Field Trip (e.g., Phoenix or Palm Springs) 2% of semester
Pre-Design Phase 18% of semester
Schematic Design 20% of semester
Design Development 40% of semester

Prerequisites:
AAE 771L. Co-requisite ABS 741

Textbooks/Learning Resources:
• Sketchup
• AutoCAD

Offered:
Spring Semester, annually.

Faculty Assigned:
Mark Roddy, Jason Strodl, Joshua Vermillion, Eric Strain, David Baird
ABS 741 – Integrated Building Systems

Number & Title of Course: Credits
ABS 741 – Integrated Building Systems 3

Course Description:
Design of building structures together with mechanical and electrical services, life safety codes, and building codes.

Course Goals & Objectives:
- Develop student’s knowledge of building envelope systems and with the pros and cons of related design decisions.
- Develop student’s abilities to analyze the sustainability of building systems in their studio projects using energy-modeling software and evidence based strategies.
- Develop student’s knowledge and understanding of “integrated practice”.
- Develop student’s abilities to design in a holistic manner, bringing performance based and evidence based strategies into the conceptual design process.

Student Performance Criteria:
A.4. Architectural Design Skills
A.5. Ordering Systems
B.3. Codes and Regulations
B.9. Building Service Systems
C.3 Integrative Design

Topical Outline:
Review of basic principles of structure 5% of semester
The integration of structure and architecture 5% of semester
Revit Building Information Modeling 50% of semester
The role of detail in building assembly 10% of semester
Development of structural schemes 30% of semester

Prerequisites:
AAE 771L. Co-requisite AAE 772L

Textbooks/Learning Resources:
- Detail Magazine: www.detail-online.com

Offered:
Spring Semester, annually.

Faculty Assigned:
Mark Roddy, Jeffrey Roberts, Eric Strain, David Baird
AAE 660 – Issues in Contemporary Urbanism

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 & Objectives:
This class asks students to engage in learning about infrastructures, policies, technologies, planning, acts of speculators and other non-visual factors determining the formation of urbanity in the twenty first century. The goal is to formulate questions and answers addressing the current state of contemporary urbanism using theoretical readings and case studies that effectively address these quandaries. Like great thinkers, students must extend beyond the real and face head-on new strategies that link disparate points of views that are influencing and determining urbanity in our current milieu. Students are expected to focus on visualizing a series of narratives, independently, in groups of three or seven and in class groups.

- Familiarize students with complex understandings of theories that seek to clarify the relationships of the urban environment.
- Identify and classify urban complex matrices and the implications of the socio political forces that shape it.

Student Performance Criteria:
A.7. History and Global Cultural
A.8. Cultural Diversity and Social Equity
C.2. Integrated Evaluations & Decision-Making Design Process

Topical Outline:

Class discussions based on readings 15% of semester
Focus group meetings to address critical analysis and writing processes 20% of semester
Adapting and applying novel visual representations for final presentations 15% of semester
Review of proposals 15% of semester
Final Presentation 15% of semester
The role of Identity and Place in Emerging Urban Environments 20% of semester

Prerequisites:
Graduate standing.

Textbooks/Learning Resources:
- Bruno Latour -The Migration of the Aura or how to explore the original through its fact similes. 2010 http://www.bruno-latour.fr/sites/default/files/108-ADAM-FACSIMILES-GB.pdf
- Chapter in Book Edited by: Bruce Braun and Noel Castree 1998 Remaking Reality nature at the millennium
  - Reassembling the Social: An Introductory to Actor.
- Sancho Pou Architectural strategies Marketing.
- Sanford Kwinter Requiem: For the City at the End of the Millennium
• Hillary Ballon  Robert Moses and The Modern City: The Transformation of New York
• Tony Hsieh  Delivering Happiness: A path to profits, passion, and purpose.
• Benjamin Barber. If Mayors Ruled the World: Dysfunctional Nations, Rising Cities.
• Saskia Sassen  Deciphering the Global: Its scales, spaces and subjects.
• Manuel De Landa  A Thousand Years of Nonlinear History.

Offered:
Fall Semester, annually.

Faculty Assigned:
Maria del C. Vera
**AAE 756 – Design Practice Management**

**Number & Title of Course:**  
AAE 756 – Design Practice Management 3

**Course Description:**  
Investigation of professional management and organizational issues in the practice of architecture including project delivery, strategic business and financial planning.

**Course Goals & Objectives:**  
This is a lecture and discussion course that introduces students to aspects of professional practice in architecture. Students will develop a working knowledge of professional practice issues in architecture. At the end of the course, students will be familiar with the legal issues and ethics governing professional practice.

**Student Performance Criteria:**  
B.10. Financial Considerations  
D.1. Stakeholder Roles in Architecture  
D.2. Project Management  
D.4. Legal Responsibilities  
D.5. Professional Conduct

**Topical Outline:**  
- Clients, Values and Ethics 13% of semester  
- Legal Content of Professional Practice 6% of semester  
- Professional Registration 6% of semester  
- Firm Organization 6% of semester  
- Professional Services 6% of semester  
- Project Delivery 6% of semester  
- Contracts 6% of semester  
- Risk Management 6% of semester  
- Project Management 6% of semester  
- Financial Management 6% of semester  
- Building Economics and Cost Control 6% of semester  
- Presentations 13% of semester

**Prerequisites:**  
AAE 772L

**Textbooks/Learning Resources:**  

**Offered:**  
Spring Semester, annually.

**Faculty Assigned:**  
David Pugsley, Eric Strain
AAE 789 – Architecture Research Studio

Number & Title of Course: AAE 789 – Architecture Research Studio
Credits: 6

Course Description:
Comprehensive building design project producing final report summarizing the building typology and conceptual design research and definitive written program requirements.

Course Goals & Objectives:
- Demonstrate the ability to think critically in the process of conceptualizing a potential design, by considering pre-design issues including site and program analysis and creation, sustainability, and social, cultural and environmental factors.
- Demonstrate the ability to attain relevant and insightful information through investigation for issues that impact design decisions.
- Demonstrate the ability to use research to create design that exhibits community and social responsibility.

Student Performance Criteria:
A.2 Design Thinking
A.6 Use of Precedents
C.2 Integrated Evaluations and Decision-Making Process
C.3 Integrative Design

Topical Outline:
Consideration and documentation of pre-design issues 50% of semester
Design integration and communication of design processes 25% of semester
Analysis of design proposals and reflection of outcomes 25% of semester

Prerequisites:
AAE 772L

Textbooks/Learning Resources:
Varies by instructor.

Offered:
Fall Semester, annually.

Faculty Assigned:
Kenneth D. McCown, Kevin Kemner, Glenn NP Nowak
AAE 790 – Professional Project Design

Number & Title of Course: AAE 790 – Professional Project Design
Credits: 6

Course Description:
Design of a complex building, a major design competition, or a comprehensive, integrated building design problem.

Course Goals & Objectives:
Students will be able to extract critical issues from their previous comprehensive studio(s) for the purpose of articulating, exploring, and critiquing an architectural thesis through a sophisticated design research project. As a component of the M. Arch studios, students will be expected to work closely with faculty advisors, invited critics, and professional mentors for purposes of academic and professional growth. Finally, independent design research projects must generate new knowledge, support professional inquiry, and/or probe complex issues related to areas of design focus fostered by the program. Graduate students must communicate the entire scope of their design research (identification/articulation of the thesis or design intent, research/analysis, design process/experimentation, presentation, review/critique, conclusions) through a written and graphic document.

Student Performance Criteria:
A.1 Professional Communication Skills
A.3 Investigative Skills
C.1 Research

Topical Outline:
Written design intent or thesis statement 25% of semester
Site Analysis, case-study evolution, and/or literature review 25% of semester
Design Development 25% of semester
Presentation of Design Outcomes, Conclusion 25% of semester

Prerequisites:
AAE 789

Textbooks/Learning Resources:
Varies by instructor.

Offered:
Spring Semester, annually.

Faculty Assigned:
Kevin Kemner, Glenn NP Nowak
## AAE 791 – Thesis Writing

<table>
<thead>
<tr>
<th>Number &amp; Title of Course:</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAE 791 – Thesis Writing</td>
<td>6</td>
</tr>
</tbody>
</table>

### Course Description:
Full draft of the written thesis must be completed. Refinement of the problem statement and methodology, completion of literature review, investigation of the chosen problem, data collection and analysis expected.

### Course Goals & Objectives:
- Complete an annotated literature review relevant to the research topic.
- Develop a viable research question.
- Propose a methodology to carry out the research project.
- Gather and analyze all relevant data to answer the research question(s).
- Complete a first draft of the thesis.

### Student Performance Criteria:
- A.1 Professional Communication Skills
- A.3 Investigative Skills
- C.1 Research

### Topical Outline:
Individual bi-weekly meetings w/students 100% of semester

### Prerequisites:
Consent of Graduate Coordinator.

### Textbooks/Learning Resources:
- Additional readings defined by specific research topic.

### Offered:
Spring Semester, annually.

### Faculty Assigned:
Alfredo Fernandez-Gonzalez
Studio Culture Policy

The Studio Culture Policy may be accessed at:
https://www.unlv.edu/architecture/student-resources

Self-Assessment Policies and Objectives

UNLV’s Self-assessment Policies and Objectives may be found at:
http://provost.unlv.edu/Assessment/

The Self-Assessment Plan and Report from the M. Arch. program may be found at:
M. Arch. 2015 Plan: http://provost.unlv.edu/Assessment/Plans_2015/plan_FA_Arch_MArch.pdf

Policies on Academic Integrity

UNLV Digital & Media Copyright Compliance:
https://oit.unlv.edu/p2p

UNLV’s Copyright Information may be found at:
https://www.unlv.edu/provost/copyright

UNLV’s Student Misconduct Policy may be found at:
https://www.unlv.edu/studentconduct/misconduct

Information Resources Policies

UNLV Digital & Media Copyright Compliance:
https://oit.unlv.edu/p2p

UNLV’s Acceptable Use of Computing and Information Technology Resources:

UNLV Library’s Policy for Collection Development:
https://www.library.unlv.edu/cd/collection%20management%20policy.pdf

Institutional EEO/AA Policies and Procedures

UNLV’s Statements and Compliance:
https://www.unlv.edu/about/statements-compliance

UNLV’s Equal Employment Opportunity and Affirmative Action (EEO/AA) Program:

UNLV’s Faculty and Professional Staff Search Guidelines:
https://www.unlv.edu/sites/default/files/24/HR-Forms-SearchGuidelines-Faculty&Professional.pdf
Institutional Policies Regarding Human Resource Development

UNLV's Workplace Policies may be found at:
https://www.unlv.edu/hr/policies

UNLV's Office of Faculty Affairs Policies (including those related to faculty development opportunities):
https://www.unlv.edu/provost/fpr

Faculty Sabbatical and Development Leaves:
http://facultysenate.unlv.edu/faculty/faculty-sabbatical-and-development-leaves

UNLV's Education and Professional Development Opportunities:
https://www.unlv.edu/hr/benefits/education

Institutional Policies for Faculty Appointment, Promotion, and Tenure

UNLV's Office of Faculty Affairs Policies (including those related to Promotion and Tenure):
https://www.unlv.edu/provost/fpr

UNLV's Office of the Executive Vice President and Provost Policies on Promotion and Tenure:
https://www.unlv.edu/provost/promotion-tenure

UNLV and CFA Bylaws (which describe Policies for Faculty Appointment, Promotion, and Tenure):
https://www.unlv.edu/about/policies/bylaws

Response to the Offsite Program Questionnaire

<table>
<thead>
<tr>
<th>Name of Institution:</th>
<th>UNLV Downtown Design Center (DDC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of Degree:</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Name of Program Administrator:</td>
<td>Alfredo Fernandez-Gonzalez</td>
</tr>
<tr>
<td>Name of Person Completing this Form:</td>
<td>Steven Clarke</td>
</tr>
<tr>
<td>Location of Branch Campus and/or Additional Teaching Site:</td>
<td>Historic 5th Street School 401 S. 4th Street #155, Las Vegas, NV 89101</td>
</tr>
<tr>
<td>Distance from Main/Flagship Campus:</td>
<td>5 miles</td>
</tr>
<tr>
<td>Number of Courses from Curriculum Leading to a NAAB-Accredited Degree Offered at this site:</td>
<td>Varies per year</td>
</tr>
</tbody>
</table>

List of all courses taught at the UNLV Downtown Design Center:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Credits offered</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAND 286-386-486 (Spring 2015)</td>
<td>6 credit hours</td>
<td>Landscape Architecture Vertical Design Studio</td>
</tr>
<tr>
<td>AAE 480 (Spring 2015)</td>
<td>6 credit hours</td>
<td>Architectural Design III</td>
</tr>
<tr>
<td>Course Code</td>
<td>Duration</td>
<td>Course Title</td>
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<td>-------------</td>
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</tr>
<tr>
<td>LAND 384</td>
<td>6 credit hours</td>
<td>Landscape Architecture Design III</td>
</tr>
<tr>
<td>AAE 482</td>
<td>6 credit hours</td>
<td>Architectural Design IV</td>
</tr>
<tr>
<td>AAE 712-714</td>
<td>6 credit hours</td>
<td>Graduate Design II &amp; IV</td>
</tr>
<tr>
<td>LAND 386</td>
<td>6 credit hours</td>
<td>Landscape Architecture Design IV</td>
</tr>
<tr>
<td>AAE 711-713</td>
<td>6 credit hours</td>
<td>Graduate Design I &amp; III</td>
</tr>
</tbody>
</table>

Is attendance at the branch campus / additional teaching site required for completion of the NAAB-accredited degree program? Yes, it is for those courses taught at the UNLV Downtown Design Center.

Who has administrative responsibility for the program at the branch campus? The Director of the UNLV DDC has some administrative responsibilities, however, the Director of the School of Architecture has control of the courses that are taught at the UNLV DDC.

To whom does this individual report? The Director of the UNLV DDC reports to both Dean of the College of Fine Arts and the Director of the School of Architecture.

Where are financial decisions made? The decisions related to the operation of the UNLV DDC are made by its Director. Decisions regarding resources provided by the School of Architecture are made by the school’s Director.

Who has responsibility for hiring faculty? Not applicable

Who has responsibility for rank, tenure, and promotion of faculty at the branch campus? Not applicable

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? Conference room, two studios (28 student capacity), and office suite equipped with internet and communications. UNLV has access to an additional conference room, auditorium, and gallery space. Computer equipment and software are paid through grant funded research of the UNLV DDC.

Does the branch campus have its own AIAS or NOMAS chapter? No

Does the branch campus maintain its own membership in ACSA? No
Faculty Resumes

Name: David Baird – Professor of Architecture


Teaching Experience: University of Nevada Las Vegas School of Architecture, 2016 – Present. Full Professor of Architecture: Responsibilities include teaching design/studio, research methods and architectural theory. University of Nevada Las Vegas School of Architecture, 2009 – 2015. Director of the School of Architecture (SoA), Responsible for oversight and operations of all SoA activities including facilities, staffing, scheduling, curriculum and budgets. The School of Architecture serves over 500 declared majors and includes accredited programs in Interior Architecture, Landscape Architecture and Planning and Architecture. Louisiana State University School of Architecture, Baton Rouge, Louisiana, 1995-2009. Full- Professor of Architecture: Responsibilities include teaching design/ studio, digital fabrication, drawing, introductory structures.

Professional Experience: President and Design Director at +one Design and Construction

Licenses/Registration: Architectural License, State of Louisiana, No. 5935. NCARB Registration, No. 5935. American Institute of Architects, No. 301390


Professional Memberships: AIA, ASLA
Name: Steven Clarke – Associate Professor, Director Downtown Design Center

Courses Taught (Four semesters prior to current visit):
AAE 712/714 • LAND 386 Design LAND 286/386/486 Design Studio II, III + IV: HUNDRED Plan
LAND 286/386 Design Studio II + III: Studio TRANS(IT) LAND 286 Design Studio II: Landscape
Design LAND 384 Design Studio III: Landscape Design LAND 442 Landscape Architecture Structures
LAND 443 Stormwater Management LAND 484 Design Studio V: Design Development AAI 493
Independent Study

Educational Credentials: University of Manitoba Master of Landscape Architecture, 1999 Bachelor of
Environmental Design

Teaching Experience: Director of UNLV Downtown Design Center, School of Architecture, 2014-present,
Associate Professor, UNLV School of Architecture, 2011-present

Professional Experience: REGENERATION LAB LLC, Owner, STEVEN CLARKE LANDSCAPE
ARCHITECTURE, Owner, HB LANARC, Associate, PERRY + ASSOCIATES, Associate, 2000-02
STEVENSON + ASSOCIATES, Designer, LANARC CONSULTANTS, Designer

Licenses/Registration: British Columbia, CANADA #05-335

Selected Publications and Recent Research: Clarke, S., Karakas, J., Cramer, K., & Holland, M.
Urban and Open-Space Design for Food and Agriculture,

Agricultural Urbanism: Handbook for Building Sustainable Food & Agriculture Systems in 21st
Century Cities

Research Reports to Sponsors: Clarke, S. 2016. HUNDRED Plan for the Historic Westside Community,
Clarke, S., Zawaru, P., Alvarez, D. & Tracy, T. 2015. S

springs Preserve Playground: PLAY Workshop & Research, Baird, D., Clarke, S., Coulter, S., Tracy, T.,
2013. Las Vegas Food District.

Professional Memberships: ASLA Member #1148515, 2014, Canadian Society of Landscape
Architects Member #05-004, 2005, British Columbia Society of Landscape Architects Member #335,
2005
Name: Alfredo Fernandez Gonzalez – Professor and Interim Director School of Architecture


Licenses/Registration: Registered Architect. Mexico City, Mexico. #2077896.

Selected Publications and Recent Research:

Development of Five Passive Cooling Patterns for Architecture. 2030 Architecture 2030 Inc.Funding Amount: $5,000.00 U.S.D. Role: Principal Investigator

Thermal Evaluation of Skytherm™ Southwest Roofponds. H.R. and E.J. Hay Charitable Trust Funding Amount: $90,000.00 U.S.D. Role: Principal Investigator


Name: Attila Lawrence – Program Coordinator and Professor


Educational Credentials: Pennsylvania State University, MA. Philadelphia College of Art (The University of the Arts), BFA


Licenses/Registration: National Council for Interior Design Qualification General Building Construction, California


Name: Glenn NP Nowak, AIA – Associate Professor

Courses Taught (Four semesters prior to current visit): AAE 789 – Architecture Research Studio, AAE 790 – Professional Project Design, AAE 775 – Tourist Facility Design and Development, AAE 480 – Architectural Design III, AAE 482 – Architectural Design IV, AAD 400/600 – Clinical Internship

Educational Credentials: Bachelor of Science in Environmental Design – Ball State University, Bachelor of Architecture – Ball State University, Master of Architecture – Cornell University


Licenses/Registration: Registered Architect - State of Nevada License 6939

Selected Publications and Recent Research:
Nowak, Glenn NP and Talah Pejooh “Changing the Agent of Change: POEs for greater aesthetic and scientific data collection” ARCC Architectural Research Centers Consortium, Chicago 2015*


Nowak, Glenn NP, “The Rise, Fall, and Impending Reincarnation of Norman Foster’s Harmon Tower: How Las Vegas has the opportunity to set a new precedent in construction waste management.” ACSA Annual Meeting. March 2013, San Francisco, California.*


Professional Memberships: American Institute of Architects – Las Vegas Chapter Board Member, NCARB, AIA Las Vegas Board Member: Emerging Professionals Director, Building Hope Nevada, Board of Directors, Leadership in Energy and Environmental Design (LEED) – Green Associate, Association of Collegiate Schools of Architecture (ACSA) – Representative - Faculty Councilor, National Council of Architectural Registration Boards (NCARB) – Council #101217, Emerging Professionals, Young Architects’ Forum (EP-YAF) – Las Vegas Member, Internship Development Program (IDP) – Faculty Coordinator
Name: Deborah Oakley – Associate Professor


Licenses/Registration: Registered Architect, R.A., Commonwealth of Virginia #010198 Professional Engineer, P.E., Commonwealth of Virginia #016574


Name: Daniel Ortega – Associate Professor and Program Coordinator


Teaching Experience: Program Coordinator, Associate Professor UNLV School of Architecture

Professional Experience: Landscape Architecture Consultant at Assemblage Studio


Professional Memberships: ROVE , ASLA, Council of Educators in Landscape Architecture, Sigma Lambda Alpha, Text and Academic Authors.
Name: Eric Strain, AIA - Associate Professor

Courses Taught: Fall 2016 - 771L Graduate Design Studio (5th Year) Spring 2016 - 772L Graduate Design Studio (5th Year), AAE 1001-LEC Design Practice Management Fall 2015 - 771L Graduate Design Studio (5th Year)

Educational Credentials: Masters of Architecture University of Utah Graduate School of Architecture, Bachelor of University Studies in Professional Service marketing University of Utah


Professional Experience: 1997 - Present assemblageSTUDIO Las Vegas, Nevada Founding Principal

Licenses/Registration: Nevada - #3640

Selected Publications and Recent Research:
Modern - “Cultural Connection to Environment”
Goldwell Artist Residency - “Rural Nevada O the Grid”
Mesquite Heritage Museum and Art Center - “Rural Nevada Vernacular Architecture”
Old Las Vegas Mormon Fort Visitor’s Center - “Las Vegas History”
Lynn Bennett Early Childhood Education Center - “Daylighting in Education”
Student Services Phase II - “Daylighting in Work Environments”
2014 “ARCHMARATHON Awards,” PubliComm (Italy)
2014 “With the Desert in the Background,” Beautiful Houses, November (Russia)

Professional Membership:
AIA
Name: Maria Vera – Assistant Professor

Courses Taught (Four semesters prior to current visit): AAE 480 & 482: Advanced studies in architectural design emphasizing application of analytical, conceptual, and representational skills within projects that engage cultural, ecological, technological, and urban contexts. AAE 660 & 460: Examines the forces shaping contemporary architectural and urban design practices including the effects of cultural, economic, and political transformations upon spatial formations. AAE 481: Cultural dimensions of architecture and the city.


Teaching Experience: 2014 - Current Assistant Professor, University of Nevada Las Vegas, 2007-2013 Assistant Professor, Southern Illinois University, 2004-2007 Full Time Faculty, Southern Illinois University, 2001-2004 SoA Full Time Faculty, New York Institute Technology, SoA


Licenses/Registration: N/A


Professional Memberships: N/A
Name: Joshua Vermillion – Assistant Professor

Courses Taught (Four semesters prior to current visit): AAE 771L Graduate Architectural Design Studio, AAE 772L Graduate Architectural Design Studio, AAE 495/795 Advanced Computational Architecture, AAD 267 Introduction to Digital Media, AAD 367 Advanced Digital Media, AAE 380 Architectural Design I, AAE 282 Design Foundation III

Educational Credentials: 2005 M ARCH (post-professional), Department of Architecture, Ball State University. 2005 M ARCH (post-professional), Department of Architecture, Ball State University, 2002 BS Environmental Design, Department of Architecture, Ball State University

Teaching Experience: University of Nevada, Las Vegas, School of Architecture: Assistant Professor of Architecture (tenure-track) 2013-present, Ball State University, Department of Architecture: Assistant Professor of Architecture 2011-2013, Operations Manager + Fellow, Institute for Digital Fabrication 2006-2013, Instructor of Architecture 2004-2011


Licenses/Registration: N/A


Professional Memberships: Association of Computer Aided Design in Architecture (ACADIA) 2005-present
Name: Eric Weber – Assistant Professor

Courses Taught (Four semesters prior to current visit):

Educational Credentials:
March 2000, Arizona State University. BSD 1996, Arizona State University

Teaching Experience:

Professional Experience:
2000-2010, professional practice in residential, cultural, and mixed-use projects through western USA, with Will Bruder Architects and Jones Studio, two award-winning Arizona architecture firms.

Licenses/Registration:
Registered Architect, Arizona 2009-present.

Selected Publications and Recent Research:
Books

Conference Proceedings

Refereed Journal Articles

Professional Memberships:
Member, Building Technology Educator’s Society.
Name: Janet White – Assistant Professor


Professional Experience: National Benevolent Association, St. Louis Director of Facility Planning 1983-90, Hellmuth, Obata & Kassabaum, St. Louis Urban Designer, Marketing Coordinator 1981-83

Licenses/Registration: N/A


Name: Shai Yeshayahu – Assistant Professor


Teaching Experience: Assistant Professor – UNLV 2014-Present, Associate Professor – Southern Illinois University 2010-2014, Visiting Professor of Design – COMAS Israel Fall 2012, Research Fellow – COMAS Israel 2012-2013, Assistant Professor – Southern Illinois University 2004-2010, Adjunct Assistant Professor – New York Institute of Technology 2001-2004


Licenses/Registration: N/A


Professional Memberships: ACADIA
Name: Phillip W. Zawarus – Assistant Professor

Courses Taught (Four semesters prior to current visit): CFA 100 First Year Symposia, AAE 280 Fundamentals of Architecture I, LAND 486 Landscape Architecture Design VI, LAND 306 Charrette, LAND 443 Stormwater Management, LAND 499 Sustainable Design, LAND 495 Spec Top Landscape Architecture, LAND 484 Landscape Arch Design III, Land 485 Landscape Arch Design IV

Educational Credentials: Masters of Science Landscape Architecture - College of Architecture and Design University of Tennessee Knoxville, Bachelor of Science Landscape Architecture with a minor in Urban Planning - The Design School Arizona State University Tempe

Teaching Experience: Assistant Professor – UNLV School of Architecture 2016-Present, Part Time Instructor – UNLV School of Architecture 2013-2016


Licenses/Registration: N/A


Professional Memberships: NVASLA
# Faculty Course Matrix

## Spring 2016

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Credentials and Summary of Expertise</th>
<th>Course Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson Jonathon</td>
<td>Assistant Professor: B.S. Architecture Southern Illinois University; MFA Furniture Design Savannah College of Art and Design. Digital Representation and Fabrication</td>
<td>AAD 180</td>
</tr>
<tr>
<td>Bair David</td>
<td>Professor: B.S., University of Illinois; B.Arch, University of Arizona; M.S., M.Arch., University of Arizona. President &amp; Design Director at +One Design and Construction</td>
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<td>Clarke Steven</td>
<td>Associate Professor &amp; Director UNLV Downtown Design Center; M.L.A., University of Manitoba; B.Env.D, University of Manitoba. Urban Agriculture, Community Design</td>
<td>AAE 712L AAE 714L</td>
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<tr>
<td>Fernandez-Gonzalez Alfredo</td>
<td>Professor &amp; Interim Director; B.Arch, Universidad La Salle; Solar Energy Specialist, National Autonomous University of Mexico; M.Arch, University of Oregon. Building Sciences and Sustainability</td>
<td>ABS 331 AAE 791</td>
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<tr>
<td>Gross Eric</td>
<td>Adjunct Professor; B.S. &amp; M.Arch, University of Nevada Las Vegas. Project Coordinator at KME Architects</td>
<td>ABS 531</td>
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<tr>
<td>Kemner Kevin</td>
<td>Assistant Director; B.S., The Ohio State University; M.Arch., The Ohio State University. Education Facilities Research &amp; Design</td>
<td>AAE 382 AAE 790 AAE 712L AAE 714L</td>
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<tr>
<td>Nowak Glenn</td>
<td>Associate Professor; B.S. &amp; B. Arch., Ball State University; M. Arch., Cornell University. Hospitality Design</td>
<td>AAD 400 AAE 482 AAD 600 AAE 790</td>
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<tr>
<td>Oakley Deborah</td>
<td>Associate Professor; B.S. Civil Engineering, Worcester Polytechnic Institute; M.Arch, Virginia Polytechnic Institute and State University. Architectural Structures</td>
<td>AAE 382 ABS 440 AAE 790</td>
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<tr>
<td>Ray Harry</td>
<td>Adjunct Professor; B.Arch. &amp; M.Arch. University of Washington. Principal at ZimmerRay Studios</td>
<td>AAE 451 AAE 651</td>
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<tr>
<td>Roberts Jeffrey</td>
<td>Adjunct Professor; B.Arch. Oklahoma State University. Senior Architectural Designer at SERA Architects</td>
<td>ABS 741</td>
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<tr>
<td>Strain Eric</td>
<td>Associate Professor; B.U.S. Professional Service Marketing, University of Utah; M. Arch, University of Utah. Principal at Assemblage Studio</td>
<td>AAE 756 AAE 772L AAE 741</td>
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<tr>
<td>Strodl Jason</td>
<td>Adjunct Professor; B.Arch University of Arizona; M.Arch UCLA; Principal at Adapture</td>
<td>AAE 772L</td>
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<td>Tracy Torrey</td>
<td>Adjunct Professor; B.A. Criminology/Chemistry, UNLV; M. Arch, University of Nevada Las Vegas. Intern at Carpenter Sellers Del Gato Architects</td>
<td>AAD 180 AAE 282</td>
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<tr>
<td>Vera Maria</td>
<td>Assistant Professor; B.A., New York Institute of Technology; M. Arch. Universitat Politecnica de Catalunya-Metropolis Program, Barcelona. Urbanism</td>
<td>AAE 481 AAE 482</td>
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<tr>
<td>Vermillion Joshua</td>
<td>Assistant Professor; B.S. and B. Arch, Ball State University; M. Arch (Post Professional), Ball State University. Computational Design Methods &amp; Digital Fabrication</td>
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<tr>
<td>Weber Eric</td>
<td>Assistant Professor; B.S., Arizona State University; M. Arch, Arizona State University. Design Build (Director David Howryla Design Build Studio)</td>
<td>ABS 322 AAE 482 AAE 555</td>
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<td>White Janet</td>
<td>Assistant Professor; A.B., Bryn Mawr College; M. Arch, Columbia University; M.A. and Ph.D., Cornell University. Architectural History</td>
<td>AAD 202 AAE 382 AAE 455 AAE 555</td>
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<tr>
<td>Yeshayahu Shai</td>
<td>Assistant Professor; B.S. Architecture Technology, New York Institute of Technology; Diploma, Art History, Fundacion Ortega Y Gasset; M.Arch, Ohio State University. Design Foundations &amp; Digital Fabrication</td>
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<td>Kenner Kevin</td>
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<td>McCown</td>
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