



NATIONAL ARCHITECTURAL ACCREDITING BOARD, INC.

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info@naab.org | 202.783.2007 | www.naab.org

May 20, 2022

Shauna Corry
Dean
University of Idaho
Dean's Office: AA 204
College of Art and Architecture
875 Perimeter Drive
Moscow, ID 83844-2481

Sent via Email

Dear Dean Corry:

After reviewing the five-year Interim Progress Report (IPR) for the Master of Architecture program submitted by University of Idaho, the National Architectural Accrediting Board (NAAB) has rejected the IPR as not having corrected or demonstrated substantial progress toward addressing deficiencies identified in the most recent two-year Interim Progress Report. SPC D.1 and D.3 are still Not Met. Student work samples submitted with the five-year IPR do not demonstrate achievement at the prescribed levels for SPC D.1 Stakeholder Roles in Architecture and D.3 Business Practices.

Consistent with the [2015 Procedures](#), Section 10.1.d.ii Interim Progress Reports, pages 81-82, the next accreditation visit is advanced by one calendar year, thereby shortening the term of accreditation, and is now scheduled for spring 2024. The Architecture Program Report (APR) is due September 7, 2023.

Please note that Program Annual Reports are still due annually.

If you have any questions regarding this matter, please contact accreditation@naab.org.

Sincerely,

A handwritten signature in black ink, appearing to read 'R. O'Neal'.

Rebecca O'Neal
President

Cc: Torrey Lawrence, Provost

University of Idaho

Interim Progress Report for Year Five

Instructions and Template

November 30, 2021

Contents

1. Instructions and Template Guidelines
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3. Template
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 - b. Changes or Planned Changes in the Program
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 - d. Appendix (Include revised curricula and syllabi. Syllabi shall reference which NAAB SPC a course addresses and which 2020 PC and SC it will address; samples of required student work).
4. Requirements for the Use of Digital Content in Interim Progress Reports

1. INSTRUCTIONS AND TEMPLATE GUIDELINES

Purpose

Continuing accreditation is subject to the submission of interim progress reports at defined intervals of 2 years and 5 years after an eight-year term of continuing accreditation is approved.

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

1. The program's progress in addressing not-met Conditions and Student Performance Criteria (SPC) from the Interim Progress Report Year 2 review.
2. Changes or Planned Changes in the Program.
3. Summary of Preparations for Adapting to 2020 NAAB Conditions.

Supporting Documentation

1. The narrative should describe in detail all changes in the program made in response to not-met Conditions and Student Performance Criteria, including detailed descriptions of changes to the curriculum that have been made in response to not-met SPC that were identified in the review of the Interim Progress Report Year 2. Identify any specific outcomes expected to student performance. Attach new or revised annotated syllabi identifying changes for required courses that address unmet SPC.
2. Evidence of student work is only required to address deficiencies in the following cases: (1) If there are any SPCs that have not been met for two consecutive visits; (2) If there are three not-met SPCs in the same realm in the last visit.
 - Provide three examples of minimum-pass work for each deficiency and submit student work evidence to the NAAB in electronic format. (Refer to the "Guidelines for Submitting Digital Content in IPRs" for the required format and file organization.)
 - All student work evidence must be labeled and clearly annotated so that each example cross-references the specific SPC being evaluated and shows compliance with that SPC.
3. Provide additional information that may be of interest to the NAAB team at the next accreditation visit.

Outcomes

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

1. Accept the 5 yr. Interim Progress Report as having corrected deficiencies identified in the Interim Progress Report Year 2. The annual statistical report (see Section 9 of the 2015 Procedures) is still required.
2. Reject the interim report as having not corrected deficiencies or demonstrated substantial progress toward addressing deficiencies and advance the next accreditation sequence by at least one calendar year, thereby shortening the term of accreditation. In such cases, the chief academic officer of the institution will be notified and a copy of the decision sent to the program administrator. A schedule will be determined so that the program has at least six months to prepare an Architecture Program Report. The annual statistical report (see Section 9 of the 2015 Procedures) is still required.

Deadline and Contacts

IPRs are due on November 30. They shall be submitted through the NAAB's Annual Report System (ARS). As described in Section 10 of the 2015 NAAB Procedures for Accreditation "...the program will be assessed a fine of \$100.00 per calendar day until the IPR is submitted." If the IPR is not received by

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

January 15 the program will automatically receive Outcome 2 described above. Email questions to accreditation@naab.org.

Instructions

1. **Reports shall be succinct and are limited to 40 pages/20 MBs, including supporting documentation.**
2. Type all responses in the designated text areas.
3. Reports must be submitted as a single PDF following the template format. Pages should be numbered.
4. Supporting documentation should be included in the body of the report.
5. Remove the #4 "Requirements for the Use of Digital Content in Interim Progress Reports" pages before submitting the interim progress report.

2. EXECUTIVE SUMMARY OF THE TWO MOST RECENT NAAB VISITS: 2016 and 2010

CONDITIONS NOT MET

2016 VTR	2010 VTR
Part II: Sect. 3-Evaluation of Preparatory Education	3 Public Information
	10 Financial Resources

STUDENT PERFORMANCE CRITERIA NOT MET

2016 VTR	2010 VTR
B.3 Codes and Regulations	13.12 Human Behavior
B.10 Financial Considerations	13.14 Accessibility
D.1 Stakeholder Roles in Architecture	13.16 Program Preparation
D.3 Business Practices	13.17 Site Conditions
D.4 Legal Responsibilities	13.20 Life Safety
	13.25 Construction Cost Controls

3. TEMPLATE

Interim Progress Report Year 5

University of Idaho

College of Art and Architecture

Master of Architecture (128 credit hours preprofessional degree + 45 graduate credit hours)

Year of the previous visit: 2016

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

Chief administrator for the academic unit in which the program is located:

Name: Shauna Corry

Title: Dean

Email Address: scorry@uidaho.edu

Physical Address:

Dean's Office: AA 204

College of Art and Architecture

University of Idaho

875 Perimeter Drive MS 2481

Moscow, Idaho 83844-2481

Any questions pertaining to this submission will be directed to the chief administrator for the academic unit in which the program is located.

Chief academic officer for the Institution:

Name: Torrey Lawrence

Title: Provost

Email Address: provost@uidaho.edu

Physical Address:

Administration Building

Room 105

Moscow, ID

83844-3152

Text from the previous VTR and IPR Year 2 Review is in the gray text boxes. Type your response in the designated text boxes.

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

a. Progress in Addressing Not-Met Conditions

Part Two (II): Section 3 – Evaluation of Preparatory Education

2016 Team Assessment: Specifically, in the case of transfer admissions, the program does not demonstrate how it matches the curriculum's courses to those previously taken by applicants and how it documents the assessments of these courses and students' portfolio work in relation to the NAAB SPC. The program documents the admission of new and transfer students, and the progress of students enrolled in the B.S. Arch and M. Arch degree programs in application and advising forms.

University of Idaho, 2018 Response: Transfer students' courses are matched with courses in the UI curriculum through two means: articulation agreements with other institutions and case by case student evaluations. Since the accreditation visit, our program has developed an articulation agreement with Spokane Community College, is putting the final touches on agreements with BYU Idaho and Portland Community College, and has begun the process with Cascade Community College and Boise State's Construction Management Program. In each case, the respective campuses were visited, and course syllabi and student work evaluated with an eye towards the fulfillment of NAAB SPC's. These on-site visits allowed us to ask better questions of the professors about student work and get a sense of the environment that these students are coming from. Additionally, all transfer students are required to submit a portfolio of work when entering our program. This portfolio is used to determine placement; specifically, whether they need to take our Summer Design Boot Camp, which is an immersive design fundamentals course meant to build basic skills and acclimate students to our program's design philosophy and design processes. Transfer students who hail from outside of these schools are evaluated on a case by case basis, with specific attention paid to course descriptions of any courses that might be substituted for an SPC fulfilling course in our curriculum (since many of our transfer students come from quarter system programs, two to three of their classes may equal one of ours). In summary, transfer student class matching is documented through new articulation agreements and by way of existing University of Idaho individual course articulations. In a case where articulations do not exist, individual counseling meetings with transfer students are undertaken to assess catalog descriptions, syllabi, and, in some cases, student work (beyond the portfolio). The course matching decisions that come from these meetings are documented in a student's "Degree Audit" by way of Substitution/Waiver forms and advising notes.

University of Idaho, 2021 Response: Much of what was discussed above still applies. Although we still get some students through articulation agreements, it seems our primary means of bringing students into the program are via internal and external transfers at the 3rd year level. The process requires a review of student portfolios and a comparison of their education to date with our preparatory course work (1st and 2nd year); most students are asked to take our Summer Design Boot Camp, which is an immersive design fundamentals course meant to build basic skills and acclimate students to our program's design philosophy and design processes. The other place where new students enter the program is at the graduate gate; here, we acquire more students that have covered their preprofessional training at other schools (as evidenced by degree and portfolio), those who are deficient in some realm either are assigned remedial course work or take Summer Design Bootcamp; some are required to do a combination of both – for example, a student with a non-architecture undergraduate degree. Advisors are asked to note any prior course work accepted to cover a requirement via our Degree Audit notes and by submitting a form to the Program head noting any accommodations or deviations from our established paths through the M.Arch.

b. Progress in Addressing Not-Met Student Performance Criteria

B.10 Financial Considerations

2016 Team Assessment: Evidence of student achievement at the prescribed level was not consistently found in student work prepared for Arch 575 Professional Practice. The section of the course taught in Moscow provides evidence of student learning in construction cost estimating, construction scheduling, and building costs, but there is little to no evidence that students understand project financing methods and feasibility. Students are adept at all levels of understanding regarding the life-cycle costs of materials and the environmental and ecological costs of materials, but there is insufficient evidence demonstrating that they understand the application of the life-cycle costs of building materials in a market analysis, or in a way that would satisfy meeting this criterion.

No evidence was found indicating that students enrolled in the Arch 575 course taught at the Boise Center are asked to demonstrate an understanding of this criterion.

University of Idaho, 2018 Response: The next 4 SPC's not met were largely caused by a lack of consistency between the Moscow and Boise sections of Arch 575. In particular, the structure and content of the well-established Moscow section was not properly adopted or followed by the Boise section. In order to ensure consistency, we are now offering ARCH 575 from the Boise campus with a new instructor. It is taught in-person in Boise by an adjunct faculty member who is a working professional (as opposed to the former more research-oriented faculty member). The course is connected to students in Moscow via live interactive video. In this way, Boise and Moscow students all have the same content delivered and this content is based on the Moscow 575 course that the team reviewed and assessed positively during the 2016 visit. Response specific to SPC B. 10: A demonstration of understanding financial considerations for the practice of architecture and the design and construction of a project is required in the following modules in Arch 575: Week 5 –Pre Design, Week 7 -Contracts and Types of Project Delivery Mechanisms, Week 8 -Types of Business Organizations, Week 10 -Legal & Ethical Responsibilities, Weeks 11 & 12 -The Business of Architecture, Week 13 -Insurance, Disputes & Claims. A thorough understanding of financing associated with project development was required in: Assignment 3, the Firm Profile, the Mid-term-Response to an RFP, Assignment 4 The creation of a Profit & Loss (P&L) statement, Assignment 5 Creation of an Invoice, and the Final -Presentation/Interview to win a project.

University of Idaho, 2021 Response: We have had the same instructor teaching Arch 575 in Boise since our visit. She joins us from the construction industry with a background in architecture and thus has a very good grasp of budgets and their implications. She provides multiple places of focus through both the course content and assignments on financial aspects of architecture. In addition to this course, many of students get exposed to the financial considerations of architecture in our design/build work; some in the studio (arch 454/554) and some through the course Arch 461 Building Assemblies. In both courses, students take design work from concept to development, to sourcing, pricing, and purchasing.

D.1 Stakeholder Roles in Architecture

2016 Team Assessment: Evidence of student achievement at the prescribed level was not consistently found in the work reviewed. The criterion was identified in the Student Performance Matrix as being addressed in Arch 575 Professional Practice, a required course. This course is taught on the Moscow campus and at the Boise Center. Each version of the course includes lectures and readings that address this topic, but demonstration of an understanding of the criterion is achieved through different means.

In the version offered on the Moscow campus, student understanding of the criterion is demonstrated in the final exam for the course, a quiz, and Assignment Four: Response to a Request for Qualifications. However, at the Boise Center, student understanding of the criterion is demonstrated inconsistently in the students' final reports.

This SPC is also identified as being met in the work produced for Arch 453 Architectural Design V. Roles in a multi-disciplinary team are described in a project brief. Student understanding of this criterion is inconsistently demonstrated in the projects presented.

The Arch 454 Architectural Design VI and Arch 554 Architectural Design VIII studios, as well as Arch 483 Urban Theory and Issues, include aspects of this criterion in project briefs and other materials. However, student understanding is inconsistently demonstrated in the student work.

Interaction with stakeholders is not well documented. Work that offered some evidence was the Broadway Corridor in conjunction with the South Boise neighborhood association.

University of Idaho, 2018 Response: Arch 575 focuses a great deal on project stakeholders in the practice of architecture: who they are, how they influence a project, and how the student can expect to eventually interact with such stakeholders. We hosted guest speakers such as: an owner of multiple buildings, a developer, entitlement expert, civil engineer, mechanical engineer, insurance agent, product representative, several practicing architects, a landscape architect and marketing professional. A demonstration of a thorough understanding of how project stakeholders interact was required in the Mid-term-Response to an RFP, and the Final-Presentation/Interview to Win a Project. The students had to provide information on their team—including consultants and engineers—and experience with previous similar projects for both of these assignments in Arch 575.

University of Idaho, 2021 Response: The description of our addressing of stakeholder roles in architecture from 2018 in Arch 575 remains consistent with the current teaching of that course as evidenced in the current syllabus and list of speakers associated with topics in the course. Most students also get experience with clients as stakeholders in one of the three required vertical studios (Arch 454/554). The vertical studio experience ranges from the hands-on of the design build studio, to studios like Professor Anne Marshall's current (fall 2021) engagement with tribal members to develop designs for the Apsaalooke Cultural Center, to be located on the campus of the Little Big Horn College in Crow Agency, Montana.

D.3 Business Practices

2016 Team Assessment: Evidence of student achievement at the prescribed level was not found consistently in the work reviewed. This criterion was identified in the Student Performance Matrix as being addressed only in Arch 575 Professional Practice, a required course. This course is taught on the Moscow campus and at the Boise Center. Each version of the course includes lectures and readings that address this topic, but demonstration of an understanding of the criterion is achieved through different means.

Students enrolled in the Moscow version of the course demonstrated an understanding of this criterion in a quiz, an exam, and Assignment Three: Firm Profile, Assignment Four: Response to a Request for Qualifications, Assignment Five: Project Interview, and Assignment Six: Cost Estimate/Billing. However, students enrolled in the Boise version of the course demonstrated an inconsistent understanding of the criterion in their final course reports.

University of Idaho, 2018 Response: In Arch 575, students demonstrate an understanding of their eventual role in the practice of architecture through the following assignments: Mid-term - the Response to an RFP, Assignment 3 Creation of a Firm Profile, Assignment 4 Creation of a Profit/Loss (P&L) Statement, Assignment 5 -Creation of an Invoice, Final -Presentation/interview to win a hypothetical project.

University of Idaho, 2021 Response: Consistent with what is describe above, students in Arch 575 students are exposed to and demonstrate understandings of the business practices of architecture through a number of assignments: Creation of a Firm Profile, Response to an RFQ, Creation of a Profit/Loss (P&L) Statement, and a Presentation/Interview to win a hypothetical project.

D.4 Legal Responsibilities

2016 Team Assessment: Evidence of student achievement at the prescribed level was not found consistently in the work reviewed. The criterion was identified in the Student Performance Matrix as being addressed only in Arch 575 Professional Practice, a required course. Arch 575 is taught on the Moscow campus and at the Boise Center. Each version of the course includes lectures

and readings that address this topic, but demonstration of an understanding of the criterion is achieved through different means.

In the version offered on the Moscow campus, student understanding of the criterion is demonstrated in the final exam for the course. However, students taking the Boise course demonstrated an inconsistent understanding of the criterion in the final course reports.

University of Idaho, 2018 Response: Legal Responsibilities is addressed primarily in the following modules: Week 2 -State & National Licensing Requirements, Week 8 -Types of Business Organizations, Week 10 -Legal & Ethical Responsibilities, Weeks 11 & 12 -The Business of Architecture, Week 13 -Insurance, Disputes and Claims. During class the guest speakers that spoke specifically about legal responsibilities associated with the profession of architecture were: an owner of multiple buildings, a developer, an insurance agent, and a practicing architect who discussed the process of becoming licensed.

University of Idaho, 2021 Response: Arch 575 has a block (4 weeks) of lessons, assignments and lectures, centered upon "Regulations and Legal Responsibilities." The course also addresses Licensure, Insurance/Disputes/Claims, and Contracts as separate topics in other focus blocks across the semester. Further we emphasize the legally-binding nature of construction documents in both Arch 575 and Arch 553; in 553, students are asked to produce "light" set of construction documents so that they can understand how these documents describe the work, rights, duties and responsibilities of a numerous stakeholders in the process of constructing a building; and how these documents are connected to, and effected by, the legal obligations of the permitting and inspection process. As a subset of the CD's, there is a more focused discussion in 575 about specifications and the students learn how specifications compliment the drawings set by further defining requirements and procedures for the project.

II. Changes or Planned Changes in the Program

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

University of Idaho, 2021 Response: Administration and Structure: The College of Art and Architecture hired a permanent Dean in the Spring of 2020. The University hired a new Provost in Fall 2021. Currently, the College is aiming to move from 5 stand-alone programs to 3 Departments (while maintaining the autonomy of the 5 programs) the current plan has architecture as its own stand-alone department. Enrollment and Budget: Since 2015, Architecture has seen a 62% increase in enrollment and a 58% decrease in operating budget. We also saw the loss of one-tenure track faculty line and one full-time instructor position.

III. Summary of Preparations for Adapting to [2020 NAAB Conditions](#)

Please provide a brief description of actions taken or plans for adapting your curriculum/ classes to engage the 2020 Conditions.

University of Idaho, 2021 Response: The metrics we will use to evaluate be consistent with the NAAB Document. These are Course Syllabus, Course Schedule, Instructional Materials, and Student Work Examples. In order to engage this task we must first do three things: 1. Define these terms. 2. Locate the best place to focus on these criteria within the context of our curriculum. 3. Set up a reliable framework that yields consistency of learning objectives and comparability of student work across multiple section and multiple instructors. 1. Define: Design Synthesis - an ability to create an innovative and aesthetic architectural project that formed as a response to site conditions, code provisions (with particular emphasis on accessibility and life safety), programmatic opportunities, functional relationships, spatial dynamics, building systems, and the articulate deployment of building

assemblies. SC.6 Building Integration— an ability to engage multiple complementary (and sometimes contradictory) performative aspects of a building; students must demonstrate acumen in the evaluation, selection, and ultimate integration of key constituent parts in forming an effective and functional building solution. Emphasis is placed on building envelope, structural systems, environmental control systems, and life safety systems. All of this must be done with a drive to incorporate strategies that will promote resiliency and sustainability within the built environment.

2. Locate: Our program is broken into three phases. The first, Design Fundamentals, is the first two years of undergraduate education (B.S. in Architecture). The second, Pre-Professional, is the third and fourth years of the undergraduate education. The third and final phase is the Professional Degree (M.Arch), which occurs in years one and two of the graduate degree. When considering our NAAB requirements, we must identify courses that inculcate both our own "seamless" students (coming into the M.Arch from the B.S. Arch), as well as those who transfer in as graduates from other institutions and/or with degrees that are not bachelors' in architecture. With this in mind, we have targeted Arch 553, a specialized design studio that focuses on the technical execution of a building, as the site for this learning and evidence collection. Arch 553 occurs in the first year of the professional degree for those with undergraduate degrees in architecture, and occurs in the third year for those with undergraduate degrees in other disciplines. It not only has the correct focus and timing to address these learning objectives; but also, as a 6 credit design studio it, by definition, produces a multitude of tangible design "products".

3. Framework: Make a template syllabus for Arch 553 ensuring certain deliverables and foci are consistent across sections. Set a basic (minimum) collection of reference materials. Create a consistent set of outcomes for all the sections for comparability and a means to assess student ability. The student work examples will be evaluated for "ability," which here means outcomes that would be consistent with a burgeoning professional when first undertaking a "total building design." In other words, there must be evidence that a student can manipulate multiple interdependent systems to create a compelling and comprehensive design solution that includes a high degree of "constructability" as seen in a final set of construction documents. Steps to ensure this end include: Program Head will evaluate work from all 553 sections at the end of fall semester. At least one final reviewer for each studio section's final design review will NOT BE the instructor of record. 553 template will be adjusted by the Program Head based on the student evidence collected, instructor self-reflection, and feedback given by external reviewers each year. Beyond all this we have also begun having faculty discussions aiming to identify "problems" and opportunities that we might address through an on-going assessment process. Our department has been focused on several strategies for the assessment of student achievement, which are first and foremost for our own benefit as we always strive to be improving our effectiveness. We're also employing assessment strategies for the purposes of our University's ongoing accreditation requirements, the fulfillment of the University's Strategic Plan, and our own accreditation requirements as defined by NAAB. Since 2016, we've been attempting to coordinate our efforts in ways that will streamline processes, data, and resulting curricular priorities and modifications. This has been accomplished with the involvement of the entire faculty, over the course of numerous meetings spanning the past several years, and it's been taking place while the university has been developing and refining the ways programs are required to establish and report on student learning outcomes such that they align with the University Strategic Plan and the global University Learning Outcomes. For each degree program, the university requires our program to determine five specific learning outcomes and track results annually for at least three of these outcomes, such that all are evaluated at a minimum every three years. In our case, for the Bachelor of Science in Architecture degree, our learning outcomes are focused on 1) Design Communication Skills, 2) Critical Thinking Skills, 3) Architectural History, 4) Structural Systems, and 5) Environmental Control Systems. For the Master of Architecture degree, our learning outcomes are under the headings of 1) Research Methods, 2) Design Integration Skills, 3) Design Communication Skills, 4) Applied Architectural Theory, and 5) Professional Practice. Each learning outcome takes the form of a declarative statement of expectations. For example, the learning outcome for Professional Practice states that "students completing the professional practice course will demonstrate a thorough understanding of ethical standards, civic outreach, legal and economic issues as they relate to the profession." Each learning outcome is assessed in at least one and as many as three distinct required courses. For example, the learning outcome for Structural Systems is assessed in the two courses comprising the structures sequence (Arch 361/362 – Structural Systems I & II) as well as in a design studio (in this

case, Arch 354 – Architectural Design IV), and the learning outcome for Design Integration Skills is evaluated in Arch 553 – Integrated Architectural Design and Arch 568 – Technical Integration in Design. Our assessment examines a variety of evidentiary materials, depending on the specific course. In lecture courses, we track the results of assignments, projects, test scores and the like, while in design studios we employ an evaluation form completed by the instructor and outside reviewers (other faculty, practitioners, and visiting critics). While all of these efforts have been crafted to satisfy our own needs and those of the university, we have endeavored to make them directly relevant in the NAAB accreditation process as well. To that end, in the Spring of 2021, Professors Brehm, Barakat, and Manrique participated in the ACSA-sponsored Assessment Workshop conducted by Herb Childress, and they also met with Mr. Childress for a robust follow-up discussion about six weeks later. The workshop was focused on assessment methods and products that will respond most effectively to NAAB accreditation, and it helped us to consider broader areas and methods of assessment that we may not have been tracking through our established process. These can be summarized as being related to program definition, data that falls outside of specific courses, the demographics of our student body, and the ability to track the progress of specific students from the “introduction” of topic areas through “development” and finally to “mastery.” We recognize and embrace the reality that assessment of student achievement is ongoing, and is best approached with a balanced eye toward maintaining threads of continuity as well as the incorporating new ways of examining and ultimately improving our degree programs.

IV. Appendix *(include revised curricula, syllabi, and one-page CVs or bios of new administrators and faculty members; syllabi should reference which NAAB SPC a course addresses. Provide three examples of low-pass student work for SPCs in the following cases--if there are any SPCs that have not been met for two consecutive visits, or If there are three not-met SPCs in the same realm in the last visit--as required in the Instructions.)*

University of Idaho, 2021 Update: Must include student work evidence for B.3, D.1, D.3, and D.4: [Click here to enter text and graphics.](#)

I B.S.+ M.ARCH seamless (professional, accredited degree in architecture)

	fall	credits		spring	credits	
1	Art 121 Integrated Design Process Art 110 Integrated Art & Design Communication Arch 151 Intro to the Built Environment General Education Eng 101 or General Education ¹	2 2 3 3 3	TOTAL 13	Arch 154 Intro to Architectural Graphics Art 112 Drawing as Design Thinking Gen Ed Requirement Math 143 Pre-Calc Algebra/Analytic Geom Eng 102 College Writing and Rhetoric	3 2 3 3 3	TOTAL 14
2 ND YEAR GATE: APPLICATION REQUIRED						
2	Arch 253 Architectural Design 1 Arch 266 Materials and Methods Gen Ed Requirement Phys 111 General Physics 1	4 3 3 4	TOTAL 14	Arch 254 Architectural Design 2 Arch 243 Media in Architecture Gen Ed Requirement Gen Ed Requirement Elective	4 3 3 3 3	TOTAL 16
3 RD YEAR GATE: PORTFOLIO AND APPLICATION REQUIRED						
3	Arch 353 Architectural Design 3 Arch 361 Structural Systems 1 Arch 483 Urban Theory & Issues Arch 385 Global History of Architecture 1	6 3 3 3	TOTAL 15	Arch 354 Architectural Design 4 Arch 362 Structural Systems 2 Arch 388 Introduction to Theory Arch 386 Global History of Architecture 2 Elective	6 3 3 3 1	TOTAL 16
4	Arch 454 Vertical Studio Arch 463 ECS 1 + Lab Elective Elective	6 4 3 3	TOTAL 16	Arch 454 Vertical Studio Arch 464 ECS 2 + Lab Arch 461 Building Assemblies Elective	6 4 3 3	TOTAL 16
GRADUATE GATE: APPLICATION REQUIRED						
G1	Arch 553 Integrated Architectural Design Arch 568 Technical Integration in Design Graduate Elective	6 3 3	TOTAL 12	Arch 554 Vertical Studio Arch 575 Professional Practice Graduate Architecture Elective	6 3 3	TOTAL 12
G2	Arch 510 Graduate Project Seminar Graduate Architecture Elective Graduate Elective Graduate Elective	3 3 3 3	TOTAL 12	Arch 556 Graduate Project Graduate Architecture Elective	6 3	TOTAL 9

UNIVERSITY OF IDAHO SEAMLESS M.Arch ADVISING SHEET SP 2022

1. Degree-seeking students must be enrolled in Eng 101, or 102 in their first semester in residence and each subsequent semester until they have passed Eng 102.

The B.S.Arch degree requires a minimum of 120 credits, including at least 3 cr of 200-level or above courses taken outside the disciplines of architecture; landscape architecture; art and design; interior design; and virtual technology and design; and 3 cr of 200-level or above courses taken within the disciplines; and at least 6 credits of 200-level or above courses taken in any discipline. (Credits earned in completion of an academic minor may be substituted for elective credits).

The M.Arch degree requires a minimum of 45 credits. 36 of these credits must be at the 500-level; others may be from 400-level courses in Architecture and 300- or 400-level courses in supporting areas. Arch 552 may be substituted for Arch 554 with permission.

IDAHO ARCHITECTURE

NAAB SPC MATRIX

IDAHO ARCHITECTURE NAAB SPC MATRIX		A1. Communication Skills	A2.Design Thinking Skills	A3.Investigative Skills	A4.Arch Design Skills	A5. Ordering Systems	A6. Use of Precedents	A7. History & Global Culture	A8.Cultural Diversity & Equity	B1 Pre Design	B2. Site Design	B3. Codes & Regulations	B4 Technical Document	B5. Structural Systems	B6 Environmental Syst	B7. Building Envelope Syst.	B8.Building Materials & Syst.	B9. Building Service Systems	B10. Financial Considerations	C1 Research	C2 Integrated Evaluations	C3 Integrative Design	D1 Stakeholder Roles	D2 Project Management	D3 Business Practice	D4 Legal Responsibilities	D5 Professional Conduct
Arch 354	Architectural Design IV																										
Arch 361	Structural Systems I																										
Arch 362	Structural Systems I																										
Arch 385	History of Architecture I: Pre-Modern																										
Arch 386	History of Architecture II: Modern																										
Arch 388	Introduction to Theory																										
Arch 4/554	Architectural Design VI																										
Arch 461	Building Assemblies																										
Arch 463	Environmental Control Systems I																										
Arch 464	Environmental Control Systems II																										
Arch 464	Urban Theory and Issues																										
Arch 553	Architectural Design VII																										
Arch 568	Technical Integration in Design																										
Arch 575	Professional Practice																										
Arch 510	Graduate Project Seminar																										

Understanding

Ability

Understanding

Ability

NAAB SPC's: A4. Arch Design Skills; B2. Site Design; B3. Codes & Regulations; B4. Technical Documentation; B7. Building Envelope Syst.; B8. Building Materials & Syst.; B9. Building Service Systems; C2. Integrated Evaluations; C3 Integrative Design; D4 Legal Responsibilities

Architecture 553 (6cr)

F2021

MWF 2:30-5:20 p.m.

Instructor:

Integrated Architectural Design

The objective of this studio is to provide an overview of integrating building *technique* into architectural design processes. The development of an integrated architectural design project will provide opportunities for the exploration of technical invention and compositional affect through analytical, schematic, and developmental phases of the design process.

The studio will advance student conceptual and analytical skills within the design process toward the development of an integrated architectural design. Students will engage precedent, site, program, schematic design, and design development as key phases and distinct opportunities to contribute to an individual architectural research program.

In this studio, students will learn to think about—and design—a building comprehensively, making decisions about architectural priorities under the pressures of concerns like codes, construction, and cost. The studio will move swiftly from site analysis and concept development to focused development of specific aspects of the building. The successful development of projects will demand a constant oscillation between a focus on details and systems to the big picture of concept, *parti*, and performance.

Required Texts

Allen, Edward; Iano, Joseph. *The Architect's Studio Companion: Rules of Thumb for Preliminary Design*. 6th Edition or later, Wiley, 2017

Ching, Francis D.K. *Building Construction Illustrated*. 5th Edition or later, John Wiley and Sons, Inc., 2014

Ching, Francis D.K., Winkel, Steven R., *Building Codes Illustrated*, 6th Edition or later John Wiley and Sons, Inc., 2018

Ford, Edward R. *The Architectural Detail*. 1st Edition or later, Princeton Architectural Press, 2011

Learning Objectives and Outcomes

Accredited professional programs in architecture are accountable to the educational performance criteria as outlined by the National Architectural Accrediting Board (NAAB), Conditions for Accreditation, 2020 Edition. Section 3.2., Items SC.1 – SC.6. See: <https://www.naab.org/accreditation/conditions-and-procedures/>

PRIMARY

SC.5 Design Synthesis: Students will develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

SC.6 Building Integration: Students will develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

SUPPLEMENTARY

SC.1 Health, Safety, and Welfare in the Built Environment: Students will understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

SC.3 Regulatory Context: Students will understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

SC.4 Technical Knowledge: Students will understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

Additional objectives and outcomes:

Analytic Development: Demonstration of clear and advanced programmatic and contextual analysis for social, cultural, and conceptual understanding and communication.

Research: Understanding of the theoretical and applied research methodologies and practices used during the design process. Ability to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project.

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

Conceptual Development and Synthesis: Demonstration of clarity and advanced execution of design strategies for generative and representational development through the synthesis of reasoning and design communication.

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

Design Communication and Craftsmanship: Demonstration of advanced ability and craftsmanship for written, 2D, 3D, and verbal communication using both manual and digital tools as integral to the Design Process.

Environmental Stewardship: Ability to make design decisions and develop sustainable design strategies consistent with, or aspirational to, the 2030 Imperative (www.architecture2030.org).

Grading Criteria

Semester long project - 100 points Total

Assignments completed by deadlines with acceptable levels of effort, workmanship, and project goals satisfying course expectations constitute a grade of **C**. Any grade above **C** requires that students display higher levels of achievement and mastery. The **A - B** range is reserved for those who exceed expectations and display excellence in effort, understanding, workmanship, and project outcome. In addition to the objectives and requirements noted above, each student is expected to demonstrate and will be evaluated on the following:

- Progress and completion of the assigned exercises by the noted deadlines.
- Mastery of readings, lectures, tools, skills and techniques.
- Development in response to critique and feedback.
- Progress and mastery of the criteria outlined in Learning Objectives and Outcomes above.
- Critical thinking as applied to design processes and development.
- Overall participation and effort in making a positive contribution to the intellectual life of the studio.

Other points on assessment and grading:

Students will **lose 2 pts** every time any one of the following occurs:

- Student misses class.
- An assigned pin-up exercise is not completed and ready to be reviewed at the beginning of class.

Students will **lose 1 pt.** every time any one of the following occurs:

- Student is late to class
- Student is present and on time, but has no new work to show.
- Student does not have proper supplies ready and available for doing work during class times.
- Student does not stay until the end of the class.

- Student does not use time in class productively.

A **full letter reduction** of a student's grade for a project will occur when:

- Student misses a critique. A missed critique will trigger a **full letter reduction** of a student's grade for the project.
- A project is turned in late. (Late projects lose a letter grade each day they are late)

Schedule

1. Site

Read: Ching *Construction*: Chapters 1-3

Pin-up: Concept and Site Analysis

2. Codes

Read:

On Occupancy:

<http://idighardware.com/2014/07/decoded-calculating-the-occupant-load/>;

<http://www.todayifoundout.com/index.php/2014/08/maximum-occupancy-building-calculated/> *The Architect's Studio Companion*, Allen, Sections 1 and 7; and the *International Building Code 2018*, Chapters 3 and 5; Ching *Codes*: Chapters 1- 6.

Pin up: Codes, Costs of Construction

3. Life Safety and Fire Protection

Ching *Construction*: Chapters 3 and 7; Ching *Codes*: Chapters 7 and 9; and *IBC 2018*, Chapters 7, 9, 10

4. Accessibility

ADA STANDARDS

Ching *Codes*: Chapter 11; Allen, Section 5; and *IBC 2018*, Chapters 10 and 11

Pin-up: Plans, sections; accessibility and life safety diagrams.

5. Mechanical and Electrical

Allen, Section 4; and Ching *Construction*: Chapter 11

Pin-up: HVAC Plan, Climate Response

6. Structural System

Allen, Sections 2, 3, and 7; Ching *Construction*: Chapters 4 and 6; and *IBC 2018*, Chapters 5 and 6

Pin-up: structural diagrams, foundation plans, roof framing plans.

7. Building Envelope

Ching *Codes*: Chapter 13, 14, 15; Ching *Construction*: 5 and 7.

Pin-up: Elevation, Wall Section.

8. Design Integration

Midterm 1: Plan(s), Section(s), Elevation(s), Wall Section.

9. Interior Development

Ching *Codes*: Chapter 8; Ching *Construction*: 8, 10, and 12.

Pin-up: Interior elevations, wall framing elevations and plans.

10. MIDTERM REVIEW 2

11. Construction Documentation

DRAWING STANDARDS & CONVENTIONS

Pin-up: Wall Section, Detail, Plan, Elevation

12. Specifications

Pin-up: Schedules and Callouts

13. Service Systems

Pin-up: Reflected Ceiling + Lighting Plan, Fire Protection, and Communications diagrams

14. Thanksgiving Break

15. Design Refinements

16. Review Week

No class

Required drawings

- Site Analysis, including a minimum of solar, wind, drainage, soil type/bearing, features.
- Site Plan, including a minimum of building footprint, boundaries/setbacks, contours, storm water, infrastructure/easements, accessible path.
- (3) 3-D Site Systems retention/drainage storm/gray, infrastructure, public/private/semi, vehicular/pedestrian access/parking.
- (3) 2-D and/or 3-D Diagram(s) of Building Systems including egress, accessibility, fire suppression, daylight, natural ventilation, ECS, structural
- (2) Site Sections with cuts through building with connections to significant site elements
- All 1/8"=1' Building Plan(s) w/room labels, furniture, and sq. ft. indicated.
- All 1/8"=1' Reflected Ceiling Plans including lighting and electrical.
- (4) 1/4" =1' Interior Elevations
- (3) 1/4"=1' Framing Drawings
- (3) 1/8"=1' Building Sections w/ structural assembly, daylight, natural ventilation, ECS response indicated.
- (4) 1/8"=1' Building Elevations w/ context, material, and elevation call-outs.
- (2) 1 1/2"-1' Wall Sections/Building Envelope assemblies, including foundation and roof connections.
- (2) 3" =1' Selected Details
- (2) exterior perspectives
- (2) interior perspectives

Required models

- Selected design iteration study models, physical or photographic
- Original Corner Detail 3"=1'
- 1 Massing/context model - as appropriate
- 1 Building model - scale per project
- One 1 1/2" = 1'-0" scale model of a significant section/fragment of your building design

17. Finals Week

FINAL CD's Due

No Class

Resources

Online

IBC - International Building Code - <https://codes.iccsafe.org>

ADA - American with Disabilities Act - https://www.ada.gov/2010ADASTandards_index.htm

WBDG - Whole Building Design Guide - <https://www.wbdg.org/resources/rpindex.php#>

JLC – Journal of Light Construction - <https://www.jlconline.com>

EGRESS - <https://www.slideshare.net/richlux/building-code-egress>

SPECIFICATIONS - <http://www.arcat.com>

<http://sweets.construction.com/?qclid=CMng46D9ptECFVKIfgodTPUFiQ>

BSC- Building Science Corporation- https://www.buildingscience.com/document-search?term=&field_doc_topic_tid=All&type%5B%5D=5

BUILDING SCIENCE FIGHT CLUB - <https://www.instagram.com/buildingsciencefightclub/?hl=en>

ARCHITECTURAL RECORD EDUCATION - <https://continuingeducation.bnppmedia.com>

Other Books

Allen, Edward. *Fundamentals Of Building Construction*, John Wiley and Sons, Latest edition

Armstrong, Madan, Scarborough, *Building Construction: Principles, Materials and Systems, 2nd Edition*. Prentice Hall, January 2012, © 2013.

Bell, Victoria and Patrick Rand. *Materials For Design*. (Princeton Architectural Press, 2006)

Ching, Francis. *Green Building Illustrated*, John Wiley and Sons, Latest edition

Ford, Edward, *Details of Modern Architecture*, The MIT Press 1990.

Ford, Edward, *Details of Modern Architecture, Volume 2: 1928-1988*, The MIT Press 1996.

ADDITIONAL POLICIES

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- Set your video camera to "On" for all meetings.
- Mute your microphone. Unmute to ask a question, comment, or present work. There is no need to ask permission to speak.
- Depending on your surroundings and device audio, you may want to use headphones or earbuds.
- Remain attentive and ready to comment during all meetings.

Notes on Mural

- Go to <https://mural.co/>
- Sign in using your University of Idaho email account
- The course will occasionally use this interface, in concert with Zoom, to share drawings, photographs of models, and other visuals.

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- All Vandals are highly encouraged to be vaccinated.
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NAAB SPC's: B3. Codes & Regulations; B10. Financial Considerations; D1. Stakeholder Roles; D2. Project Management; D3. Business Practices; D4. Legal Responsibilities; D5 Professional Conduct.

Architecture 475/575 (3cr)
F2021
Th. 8:30-11:40 p.m.
Instructor: Penny Dennis



Architectural Professional Practice

Professional Practice ("Pro Practice") is to provide upperclassmen and early graduate school students in Architecture and Interior Architecture a comprehensive understanding of many of the items, concepts and skills needed to be successful throughout your career. Pro Practice will introduce students to the following concepts:

- 1) The process and importance of becoming licensed as an architect and/or accredited as an interior designer – IDP, NCARB, CIDA, NCIDQ
- 2) The differences between various accrediting bodies in interior design
- 3) Community involvement and its importance to a thriving practice and society
- 4) How to generate leads
- 5) How to win work – Public vs. Private RFQ/RFP procedures
- 6) Project administration – design process, milestones, construction estimating
- 7) Office Administration – invoicing, projections, financial statements
- 8) Relationships with consultants, engineers, owners, municipalities
- 9) Business communication
- 10) Related career paths in the field of the built environment

These concepts are broken down into three different modules:

- 1) Career and Procurement of Work
- 2) Regulations and Legal Responsibilities
- 3) Services and Practice

Required Texts

Ching, Francis D.K., Winkel, Steven R., *Building Codes Illustrated*, 6th Edition or later John Wiley and Sons, Inc., 2018

Rubin, Debra K, with Janice Tuchman & Mary Powers "**Speaking Out**" *Engineering News Record Special Report* 10/15/2018 pp. 17—21

NCARB. *ARE 5.0. Handbook and Study Guide*. August, 2017

ASID. "*Code of Ethics and Professional Conduct America Society of Interior Designers*," Amended 12/13

Santucci, Jeanine. "**30 Years after ADA**" *USA Today* 7/26/2020

AIA. "*Code of Ethics & Professional Conduct*" American Institute of Architects Office of the General Counsel, August 2020.

DBIA. *Family of Contract Documents*, 2010

Masterspec. *Format* 2016 April 2016

ULI Reports, "*Presentation of Affordable Housing*," "*Real Estate & Climate Change*"

Learning Objectives and Outcomes

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PRIMARY

PC.1 Career Paths: Students will develop an understanding of state and national licensing requirements, regulatory bodies, and steps to licensure. Students will demonstrate an understanding of alternative career paths within the built environment field that they have been adequately introduced to and prepared for via the department of Architecture within the College of Art and Architecture.

PC.6 Leadership and Collaboration: Students will demonstrate understanding of teamwork required to complete a set of construction documents and observe construction of a building. Multi-disciplinary stakeholders including Owner, Architect, Designer, Contractor and Engineering teams must be led by competent professionals applying effective collaboration and communication skills to achieve the desired objective.

SC.2 Professional Practice: Students will understand the fundamental business processes required to operate an architectural practice. Students will demonstrate competency in Profit/Loss Statements, Invoicing, Firm Profiles and business organizational structures via several assignments

SUPPLEMENTARY

SC.1 Health, Safety, and Welfare in the Built Environment: *Students will understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.*

SC.3 Regulatory Context: Students will understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluation process architects use to comply with those laws and regulations as part of a project.

Additional objectives and outcomes:

Presentation Skills for Marketing: Demonstration of graphic and written communication to persuade a potentially-uneducated Owner to hire a student's hypothetical firm to complete a commercial project.

Responding to Public and Private RFP: Understanding how architectural firms respond to public and private Requests for Proposals, and how those processes may differ.

Drawing Set Organization: Demonstrate an understanding of how project construction document sets are organized by discipline and by subsets within the discipline. Understand the importance of consistency and graphic clarity in the large and small scale.

Zoning Codes and Entitlement Process: Demonstration of understanding of municipalities' requirements for starting projects. Know how City/County Zoning laws are applied and the subsequent Variance process. Understanding applicable building codes and the effect regulatory bodies have on the design process

Project Management: Professional Practice includes more than designing buildings. Managing a team of stakeholders including the Owner, end User, consulting engineers and specialty consultants takes skill, practice, psychological understanding, leadership and collaboration.

Practice Management: The practice of architecture as a business requires a full understanding of accounting principles, contacts within the business network of accountants, attorneys, insurance agents, bookkeepers, human resource professionals and others that the student might not be otherwise aware of.

Grading Criteria

7 assignments with 1-week deadlines – (10) points each - **70 points Total**

1 midterm assignment with a 5-week deadline – **80 points Total**

1 final assignment with an 8-week deadline – 100 points total

Assignments completed by deadlines with acceptable levels of effort, workmanship, and project goals satisfying course expectations constitute a grade of **C**. Any grade above **C** requires that students display higher levels of achievement and mastery. The **A - B** range is reserved for those who exceed expectations and display excellence in effort, understanding, workmanship, and project outcome. In addition to the objectives and requirements noted above, each student is expected to demonstrate and will be evaluated on the following:

- Progress and completion of the assigned exercises by the noted deadlines.
- Progress and mastery of the criteria outlined in Learning Objectives and Outcomes above.
- Critical thinking as applied to each assignment.
- Overall participation and effort in making a positive contribution to the class discussion.

Other points on assessment and grading:

A **full letter reduction** of a student's grade for a project will occur when:

- A project is turned in late. (Late projects lose a letter grade each they are late)

Schedule

Date	Topic	Assignment/Project	Due	Guest Speaker
8/26/2021	Introduction & Course Overview	Assignment #1 - Resume, Cover Letter	9/2/2021	
	Career & Procurement of Work			
	Presentation Techniques and Marketing			Mandy Boam - Hummel Architects
	Proposal Responses			
9/9/2021	Context of the Design Professions	Assignment #2 - Firm Profile	9/23/2021	Don Caffrey - GGLO
	Career Tracks - Architecture and related professions			
	IDP overview & exams			
	Licensing Requirements in the State of Idaho			
9/16/2021	Networking & Community Involvement			Brad Smith - Architect, BVA
	Benefit your Community and Business			
	Regulations & Legal Responsibilities			
9/23/2021	Legal and Ethical Responsibilities	Assignment #3 - RFQ Response - MidTerm	10/28/2021	Gary Sorensen & Deona Swager - Pivot North Architecture
	What does it MEAN to be an Architect?			
9/30/2021	Architecture as a Business	Assignment #4 - P&L Statement	10/14/2021	Matt Huffield, Principal - Cole Architects
	Cost & Profit Projection			
10/7/2021	Recruiting and Hiring			Stephanie Clarkson - UI Facilities Project Architect
	Career Paths			
10/14/2021	Zoning & Entitlements	Assignment #5 - Code Analysis	10/21/2021	Bill Carter - Musgrove Engineering
	Building Codes			
	Services & Practice			
10/21/2021	Types of Contracts	Assignment #6 - Estimating	11/4/2021	Kevin McCarthy, KM Engineering
	Project Delivery Methods			
	AIA, ASID, DBIA, AGC, Modified Contracts			
10/28/2021	Design Process	Assignment #7 - FINAL - Presentation	12/9/2021	Riley Mahaffey - Lochsa Engineering
	Programming, SD's, DD's and CD's			
	Consultant Selection & Coordination			
	RFQ/Bid Process for Consultants & Engineers			Chad Slichter & Greg Ugrin - Slichter Ugrin Architecture
11/11/2021	Drawing Set & Specifications	Assignment #8 - Specifications	11/18/2021	Jim Escobar - NeUdesign Architecture & Triad Development
	How to Organize a Drawing set			
11/18/2021	Professional Challenges	What will you face as a member of the Built Environment Profession?		Zell Cantrell, The Galloway Group
11/25/2021	No Class - Fall Break!			
12/2/2021	Insurance/Disputes/Claims			Jeremy Kroll - The Hartwell Corp.
12/9/2021	Final - Student Presentations I	Project Interviews Presentation		Interview Panel
12/16/2021	Final - Student Presentations II	Project Interviews Presentation		Interview Panel

Resources Online

IBC - International Building Code - <https://codes.iccsafe.org>

ADA - American with Disabilities Act - https://www.ada.gov/2010ADASTandards_index.htm

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The following pages contain representative assignments and lecture presentation materials used throughout the semester.

Name: Scott Lawrence

Courses Taught (Four semesters prior to current visit)

- Arch 504/ 504 - Special Topics: Construction in Design Build
- Arch 461 – Building Assemblies
- Arch 454/554 – Vertical Design Studio
- Arch 353 - Architectural Design Studio 3
- Arch 266 – Materials and Methods of Construction

Educational Credentials

- Master of Architecture, University of Colorado Denver, 2009
- Bachelor of Environmental Design, University of Colorado Boulder, 2006

Teaching Experience

- Assistant Professor of Architecture, University of Idaho, 2017 – present
- Lecturer, University of Colorado Boulder and Denver, 2009 – 2017

Professional Experience

- Founding Partner, Nguyen Lawrence Architecture, Denver, Colorado, 2015 -2019
- Co-Founder/ President, Immersion Workshop, Denver, Colorado 2011-2021
- Architectural Designer, BWG Architects (now Cannon Design) Denver, Colorado, 2008-2009
- Architectural Designer, Studio Completiva, Denver, Colorado, 2007-2008
- Architectural Intern, Todd Architects, Denver, Colorado, 2006-2007

Selected Publications and Recent Research

- Paper and Conference Presentation, "Building Terroir in Idaho"
11th International Conference on the Constructed Environment, Calgary, Alberta, 2021
- Paper and Conference Presentation, "Sites of Visitation: Leveraging the Touristic Endeavor"
35th National Conference on the Beginning Design Student, Denver, Colorado, 2019
- Film, "Colorado Outward Bound Staff Micro-Cabins"
Association of Architectural Educators Conference, Oxford, UK 2017
- Article, "Immersion Workshop"
AIA Small Project Practitioner's Journal, Volume 63, 2015
- Creative Work in Restaurant Design
"Uncle West Washington Park" Denver ,Colorado, 2019
"The Wolf's Tailor" Denver Colorado, 2018
"Beckon" Denver, Colorado, 2018
"Call", Denver, Colorado, 2017
"Dio Mio", Denver, Colorado, 2016
"Hop Alley" Denver, Colorado, 2015
- Externally Funded Applied Research in Design Build Education
"McDonald Elementary Outdoor Classroom", Moscow, Idaho, 2021
"One World Sidewalk Cafe", Moscow, Idaho, 2021
"Monarch Motel Lounge", Moscow, Idaho, 2019
"Hat Ranch Winery", Caldwell, Idaho, 2018

Professional Memberships and Certifications

- NCARB Certified

Name: Hala Barakat

Courses Taught (Four semesters prior to current visit)

- Arch 253 - Architectural Foundations I
- Arch 254 - Architectural Foundations II
- Arch 243 - Media in Architecture
- Arch 353 - Architectural Design III
- Arch 510 - Graduate Project Seminar

Educational Credentials |

- Master of Urban and Community design, University of South Florida, 2019
- Mater of Architecture, University of South Florida, 2016

Teaching Experience

- Assistant Professor of Architecture, University of Idaho, 2019 – present
- Instructor, University of South Florida, 2018 – 2019

Professional Experience

- Junior Architect, Scott+Cormia, Orlando, Florida
- Project Desginer, Omrania, Amman, Jordan

Selected Publications and Recent Research

- Short book contribution, "*Museum of Destruction: Place of no history. The reconstruction of history through negative space*", **Space: Within and Around**, written in both English and Chinese, contracted by China Architecture and Building Press by Dr. Weiling Hu.
- Carleton University- **Architecture of Hiding Symposium** - Creative work exhibition | Criptic "*A new approach to writing history- The reconstruction of history through nodal spaces in the Ghost city of Lifta*," Azrieli School of Architecture and Urbanism, Ottawa September 24-25, 2021
- Architecture Media Politics Society - AMPS Teaching in the time of change Online Education: Teaching in a Time of Change conference - The effects of hyflex teaching on early architecture design studio. [Abstract accepted]
- **EDRA52** Conference Environmental Design Research Association - 2 Abstract Presentations
10503: The Innocent Architecture.
10262: Museum of Destruction – Space of No History, May 19-23, 2021.
- Texas A&M - **36th National Conference** | Beginning Design Student - Paper Presentation "*Formlessness as a form generator - The reconstruction of history through negative spaces in the Ghost city of Lifta.*" Presented at NCBDS conference on April 1-3, 2021
- T-Square Magazine - Kuwait University. The Architectural Magazine **PLOT Issue 23** contribution- The Ruin on the Road to Jerusalem - Printed November 2020

Professional Memberships

Name: Shauna Corry

Courses Taught (Four semesters prior to current visit)

- IAD 410 – Capstone Proposal Development

Educational Credentials

- Ph.D., Interdisciplinary, Washington State University, Pullman, Washington; December 2002, Environment and Behavior Emphasis
- M.A., Home Economics, Washington State University, Pullman, Washington; May 1990, Interior Design Emphasis
- B.S., Household Economics and Management, Utah State University, Logan, Utah; May 1984, Housing and Interiors Emphasis

Academic Administrative Appointments:

- Dean, College of Art and Architecture; May 2020 to Present
- Term Dean, College of Art and Architecture; November 2018 to May 2020
- Interim Dean, College of Art and Architecture; November 2016 to November 2018
- Acting Associate Dean, College of Art and Architecture; January 2016 – November 2016
- Interior Design Program Head; October 2011 – November 2016
- Interior Design Program Coordinator; May 2008 – October 2011
- Facility Management Program Coordinator; 1996 to 2001, North Dakota State University
- Interior Design Program Coordinator; 1992-93, North Dakota State University

Teaching Experience

- 2001-Present Associate Professor (tenured and promoted 2008) Interior Design Program
University of Idaho Moscow, Idaho
- 1990 to 2001 Assistant Professor Interior Design Program
North Dakota State University Fargo, North Dakota
- 1994-96 Graduate Teaching Assistant Interior Design Program
1987-90 Washington State University Pullman, Washington

Professional Experience

- 1991 to Present Independent Consulting in Moscow, Idaho; Pullman, Washington; Fargo, North Dakota
- 1984-87 Interior Designer and Sales Consultant; Tolley's Carpet and Interiors Delta, Utah

Selected Publications and Recent Research

- Corry Hernandez, S. (2019). Oneida stake academy cultural center, *SAH Archipedia*, eds. Gabrielle Esperdy and Karen Kingsley, Charlottesville: University of Virginia Press, 2012—, <http://sah-archipedia.org/buildings/ID-01-041-0046>.
- Cerrutti, M., Richardson, C., and Corry, S. (2018). The influence of engaging interior environments on the blood donation experience. Human Centered Design 2018 IDEC Annual Conference Proceedings. Boston, MA. Pp 321-322.
- Sanford, J. and Corry Hernandez, S. (2017). Universal Design, Aging in Place and Habilitation Design. In Kopec, D. *Health and Wellbeing for Interior Architecture*. Routledge. pp. 137-147.
- Corry Hernandez, S. J. (2016). Introduction. In J.C. Turpin (Ed.). Virtual Issue: Journal of Interior Design Social Justice. Online ISSN: 1939-1668.
- Corry Hernandez, S. (2015). Exploring the schism: Toward an empathetic language. In Asher-Thompson, J. & Blossom, N. *Handbook of Interior Design*. Wiley-Blackwell.

Current Professional Memberships

- Interior Design Educator's Council (IDEC)
- Allied American Society of Interior Designers (ASID)

NAAB 2024 "Matrix" *DRAFT*
University of Idaho Required Courses

		Preparatory Course Work for 3rd Year Application						
Art 121	Integrated Design Process							
Art 110	Integrated Art and Design Communication							
Art 112	Drawing as Design Thinking							
Arch 151	Introduction to Architecture							
Arch 154	Intro to Architectural Graphics							
Arch 253	Architectural Design I							
Arch 254	Architectural Design II							
Arch 243	Media in Architecture							
Arch 266	Materials and Methods							
Arch 353	Architectural Design III		U			U		
Arch 354	Architectural Design IV		U			U		U
Arch 361	Structures 1							U
Arch 362	Structures 2							U
Arch 385	Global History of Architecture I: Pre-Modern			U				
Arch 386	Global History of Architecture II: Modern			U				
Arch 388	Introduction to Theory			U			U	
Arch 5/454	Architectural Design VI : Vertical Studio	U				U	U	
Arch 463	Environmental Control Systems I		U					U
Arch 464	Environmental Control Systems II		U					U
Arch 461	Building Assemblies							U
Arch 483	Urban Theory and Issues		U	U			U	
Arch 553	Architectural Design VII	U					U	U
Arch 568	Technical Integration in Design		U					U
Arch 575	Professional Practice	U				U		
Arch 510	Graduate Project Seminar			U			U	U
Arch 556	Architectural Design IX		U		U			

EXTRA CIRRICULAR

Studio Culture Policy Statement

Networking Night

[illegible]