Judson University

Interim Progress Report 2015

Instructions and Template

Date submitted to the NAAB: 14 December 2015

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1. INSTRUCTIONS AND TEMPLATE GUIDELINES

Purpose

Continuing accreditation is subject to the submission of interim progress reports at defined intervals after an eight-year or four-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, Student Performance Criteria, or Causes of Concern from the most recent Visiting Team Report.
- 2. Significant changes to the program or the institution since the last visit.
- 3. Responses to changes in the NAAB Conditions since your last visit (Note: Only required if Conditions have changed since your last visit)

Supporting Documentation

- 1. The narrative should describe in detail all changes in the program made in response to not-met Conditions, Student Performance Criteria, and Causes of Concern.
- 2. Provide information regarding changes in leadership or faculty membership. Identify the anticipated contribution to the program for new hires and include either a narrative biography or one-page CV.
- 3. Provide detailed descriptions of changes to the curriculum that have been made in response to notmet Student Performance Criteria. Identify any specific outcomes expected to student performance. Attach new or revised syllabi of required courses that address unmet SPC.
- 4. 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 three recommendations to the Board regarding the interim report:

- 1. Accept the interim report as having demonstrated satisfactory progress toward addressing deficiencies identified in the most recent VTR.
- Accept the interim report as having demonstrated progress toward addressing deficiencies but require the program to provide additional information (e.g., examples of actions taken to address deficiencies).
- 3. Reject the interim report as having not demonstrated sufficient progress toward addressing deficiencies and advance the next accreditation sequence by at least one calendar year but not more than three years, thereby shortening the term of accreditation. In such cases, the chief academic officer of the institution will be notified and a copy 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 2014 Conditions) is still required.

Deadline and Contacts

IPRs are due on November 30. They are submitted through the NAAB's Annual Report System (ARS). Contact Kesha Abdul Mateen (<u>kabdul@naab.org</u>) with questions.

Instructions

- 1. Type all responses in the designated text areas.
- 2. Reports must be submitted as a single PDF following the template format. Pages should be numbered.
- 3. Reports are limited to 25 pages/10 MBs.
- 4. Supporting documentation should be included in the body of the report.
- 5. Student work is not to be submitted as documentation for a two-year IPR.

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

2. EXECUTIVE SUMMARY OF 2013 NAAB VISIT

CONDITIONS NOT MET

2013 VTR	
None	

STUDENT PERFORMANCE CRITERIA NOT MET

2013 VTR			
A. 4	Technical Documentation		
B. 4	Site Design		
B.6	Comprehensive Design		
B. 7	Financial Considerations		

CAUSES OF CONCERN

2013 VTR
Financial Resources
Reduced enrollment & reduced financial allocations to architecture program
Lack of resources and self-governance
Erosion of quality in architecture program

Erosion of shared governance at the University

3. TEMPLATE

Interim Progress Report Judson University School of Art, Design and Architecture M. Arch. [Pre-professional degree + 42 credits] Last APR submission: September 2012 Year of the previous visit: 2013

Chief administrator for the academic unit in which the program is located: Dr. Jhennifer Amundson

Dr. Jhennifer A. Amundson [new in this role since 2013 visit] Interim Dean, School of Art, Design & Architecture 847-628-1019 jamundson@judsonu.edu

Provost: Dr. Wilbert J. Friesen

Dr. Wilbert J. Friesen Provost and Chief Academic Officer 847-628-1001 will.friesen@judsonu.edu

President of the institution: Dr. Gene C. Crume, Jr.

Dr. Gene C. Crume, Jr. [new to Judson University since 2013 visit] President 847-628-2001 gene.crume@judsonu.edu

Individual submitting the Interim Progress Report: Ian Bryan Hoffman

Ian Bryan Hoffman, AIA NCARB [new in this role since 2013 visit] Chair, Department of Architecture 847-628-1014 ihoffman@judsonu.edu

Name of individual(s) to whom questions should be directed: Ian Bryan Hoffman

Current term of accreditation: 8 year term

Text from the most recent VTR or APR is in the gray text boxes. Type your response in the designated text boxes.

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

A.4 Technical Documentation

2013 Visiting Team Assessment: Ability to make technically clear drawings and prepare models illustrating components for building design is demonstrated in 452 Integrative Architecture Design Studies II and 322 Advanced Construction Tectonics and Assemblies. While the components were available to understand writing outline specifications, the team did not see ability to write and author outline specifications demonstrated.

Judson University, 2015 Response: Per the 2013 VTR, the specific concern was with student ability to understand, write and author outline specifications. In the two course cycles since the feedback in the VTR, content has been introduced in ARC 322 relating to the development of knowledge and skills in working with Outline Specifications. Lecture content has been developed to introduce the background and use of Outline Specifications along with the use of the Project Specifications as part of the services provided by an architect. In addition, students receive a copy of Section 2G of the Emerging Professionals Companion developed by NCARB and the AIA. Students are required to read the Introduction and Narrative portions of the EPC. In a new assignment, students will be required to form teams of two and execute the problem on page 308, "Develop One Section of an Outline Specification." In order for students to execute this problem within the context of ARC 322 [a non-studio course], student teams will have access to a set of Design Development Documents. Concerning the technical aspects of drawings and models of components/assemblies, we continue in the strength that has been exhibited in this area. An updated ARC 322 syllabus is appended.

B.4 Site Design

2013 Visiting Team Assessment: Introduction and teaching of site design is partially evident in the ARC 451/452 Integrative Design Studios. Ability in the integration of site design and its influence on the design evolution of a project is absent in the low pass work.

Judson University, 2015 Response: Per the feedback offered in the 2013 VTR, substantive focus has been put into elevating both the technical and qualitative aspects of site understanding, ability and design. This has occurred across many studios, but is specifically addressed in ARC 351 Intermediate, and in ARC 451 Integrative Architecture Design Studies. We have not modified the curriculum, per se, to address this need, but we have elevated the site content teaching, studio focus, expectations and student outputs [especially at the low pass level], to achieve the site design SPC. Actions include (i) locally-sited or on-campus sites for projects, for easier access to and more direct primary experience with site and site understanding, (ii) in most cases, sites have been selected with distinct topography, which compels even the 'low pass' students to address site topography, hydrology, vegetation considerations, and (iii) we have taken more strict action in differentiating between 'low pass' and 'low not pass' student work, thereby demanding site engagement and outputs. This elevated site focus has just been implemented over two course cycles now. However, the improvement is evident to us, and we anticipate that it will be clearly evident upon the next NAAB visit, after even more years of site-focused studio development.

B.6 Comprehensive Design

2013 Visiting Team Assessment: The team had difficulty detecting comprehensive design skills in ARC 451 where indicated by the program and instead focused our efforts in evaluating work from ARC 452 where there was more evidence. Sustainability, accessibility, and environmental systems were well integrated in the final project in ARC 452. Specifically in the low passes, the team noted weakness in integrating structural systems, historical conditions and site design into the designs. Although the team noted strong work in the structures courses (ARC 341/441 Theories and Advanced Architectural Structures) the team found little-to-no documentation was demonstrated of horizontal or lateral structural systems within the overall building design. Additionally, the team found little to no site design information such as surrounding buildings, topography, watershed or vegetation on the site plans, perspectives, building sections, or elevations. The team noted full design integration of structures and site design in the high passes was evident.

Judson University, 2015 Response: Per the feedback offered in the 2013 VTR, steps have been taken to deliver more fully integrated [comprehensive] projects in the important ARC 452 studios. These adjustments are in-process and are in coordination with our transition from the 2009 conditions for comprehensive design into the current conditions for integrated design. [NOTE: During this academic year, we are amid the process of fully updating to the 2014 conditions, and these adjustments parallel changes we are making with respect to B.6 comprehensive Design. The final SPC adjustments and department/institutional approvals for moving to the new conditions will occur in the Spring term. While this should/could have been completed sooner, a number of changes in administrative positions necessitated that the conditions shift occur this year]. In response to the specific concerns noted in the VTR, with structural system integration, historical conditions and site design we have taken the following actions: (i) selection of somewhat smaller scale building proposals, to increase project development and structural integration at a higher level, (ii) selection urban site conditions that compel site/contextual understanding and response, including historical context, adjacent context, urban history, (iii) ongoing elevation of site design demands, both technical and qualitative, as described above in ARC 351/451 and carrying into ARC 452, (iv) greater emphasis on precedent investigation and research to address research/analysis as well as historical and contextual considerations of the eventual proposal, (v) avoidance of distinctly irregular site contexts for the comprehensive/integrated building studio, whereas past 452 studios included building over highways or even siteless prototype proposals [while we believe that design for irregular contexts is valuable, it is not a good fit for the critical 452 comprehensive/integrated proposal studio], and lastly, (vi) as noted above, across the curriculum, but specifically in ARC 451/452, we have held stronger to ensuring minimum passable outputs from low-pass students, again emphasizing the difference between 'low pass' and 'low not pass.' In ARC 452, this specifically pertains to structural integration, site design and contextual understanding and ability. For this coming Spring, the 452 studio will be engaged in the ACSA Steel Design Competition proposal. As such this will compel the demonstration structural understanding and ability from all of the students. While these actions have been in process for the past two course cycles, since the VTR, the updated SPC and these adjustments to course delivery will be fully realized in this Spring's offering of ARC 452. Of course, we retain the noted strengths in other the comprehensive technical areas, including environmental systems, accessibility and sustainability.

B.7 Financial Considerations

2013 Visiting Team Assessment: There is no evidence of introduction or application of financial considerations at either the concept or detail level with regard to the project. In 2006 it had been incorporated into the curriculum of ARC 580 Programming and Research Methods in Architecture.

Judson University, 2015 Response: In response to the feedback in the 2013 VTR regarding Financial Considerations, ARC 656 : Architectural Practice, Law and Management has been partially revised to include a dedicated lecture and content on building costs and estimating building costs through square footage and assembly estimating. Students demonstrate understanding in project costs and estimating through an exercise where they develop an estimated project cost, using both the square footage and assembly cost methods, from a set of construction documents provided to them. Further, as of the Spring 2016 offering of ARC 656, a developer has been included as a guest speaker to provide students with additional insight into how projects are financed, funded and executed. The course already has some content augmented by guest speakers, but as a means of bolstering this SPC, a guest will be added to the roster that specializes in the acquisition, development and construction of properties in the Chicago area. Students will be required to identify this component in their Speaker Summaries, provided at the close of the semester. Concerning ARC 580, where this SPC is also identified, in one course cycle, we have reinstituted cursory cost estimating, per square foot, based on the building type, program, construction and location, as students research, program and consider the feasibility of their individual or small group projects. Also included are lifeexpectancy and life-cycle cost considerations. Adjustments to both of these courses were partially implemented, immediately, and more specific revisions to address Financial Considerations are ongoing.

b. Plans for/Progress in Addressing Causes of Concern

• Financial Resources

2013 Visiting Team Comments: As an institution that relies to a very high degree on tuition-based financing, the fiscal strength of the program is to a large degree the product of enrollment. In recent years the enrollment at the university in general has declined. Specifically, in the architecture program at Judson enrollment has declined from nearly 200 to approximately 160, resulting in financial stress for the institution and the program. The architecture program is seen by the university as one of its flagship programs. Yet the percentage of university financial resources allocated to the architecture program appears to be significantly reducing in recent years from a prior operating budget of \$275,000 to an operating budget of \$104,000 in 2010. Tuition is relatively high as compared to many architectural programs resulting in little ability by the university to increase tuition further.

In the recent past student fees have been introduced to partially address fiscal challenges. These fees were perceived as being excessive and the response was to modestly reduce fees to a sustainable level. Due to inclusion of additional student program fees, the current operating budget is now approaching \$177,000. A new university president has been selected and will start in his position this spring (2013) and one of the important criteria used in that selection was ability to raise outside funds for the institution. The result of that strategic move by the university is of course yet to be seen.

While financial resources are met, they are a cause of concern. The combination of reduced enrollment and reduced percentage of university financial allocations could be an alarming predictor of greater financial challenge for the architecture program now and in the near future.

Judson University, 2015 Response: Since the 2013 VTR, the institution has engaged a new President, and an immediate priority was a new Strategic Plan. Resulting from that process, architecture remains a flagship program for the University, although fiscal and enrollment concerns continue to exist across the institution. Further, for the President, the development office, and at the departmental level, the raising of external monies has been a priority. These processes take time. The University is currently in the silent phase of a comprehensive fundraising campaign [approved by the Trustees in February 2015]. Philanthropic support for the Architecture program is a priority in the campaign. At the departmental level, a re-energized Architecture Advisory Council, and a modest giving model among advisors, professionals and friends close to the Judson architecture program has already resulted in some new streams. As an example, these streams have allowed the launch of a new sponsored, competitive fellowship for one graduate student each year to serve as a graduate fellow [graduate assistant] on our distinctive 4-week, field-sketching and watercolor Architectural Study Tour in Europe, each May. These streams have supported other needs as well [in part], including a recent design-build project and some physical equipment resources. That said, Judson remains heavily tuition dependent, and enrollments have seen reductions in the past years. We now enroll 140-150 students in the preprofessional BA and M.Arch programs. With the fee-based model for determining departmental budgets [noted above], we have maintained adequate annual budgets [this year \$225,610], but enrollment and budget sustainability remain ongoing areas of attention. The growth of external and/or endowed funding, for stability, is ongoing. Early signs for renewed external development, with the new university administration are strong. The University and Department continue to devote a good deal of focus on recruitment, enrollment and development, in various ways. In each of the year academic years since the 2013 VTR, the departmental budget has exceeded the level that it was at that time.

• Reduced enrollment & reduced financial allocations to architecture program

2013 Visiting Team Comments: The combination of reduced enrollment and reduced financial allocations to the architecture program creates the potential for a 'perfect storm' for the program. These conditions could be an alarming predictor of greater financial challenge as well as continued program quality degradation for architecture in the near future.

A downward spiral of reduced enrollment drives reduced financial resources and the lowering of entrance standards in an attempt to raise enrollment numbers. Reduced resources drives cost containment and reduction measures that potentially includes further erosion of already below-average faculty salaries, reductions in support staff, reductions in part-time positions and either lack of or excessive reliance on adjunct faculty positions. The perceived need for the university administration to act aggressively to reduce faculty, staff and programs university-wide has been paralleled with a perceived reduction in faculty governance and participation in strategic planning.

Judson University, 2015 Response: Concerns about departmental budgets and enrollments are noted in the above response, and not repeated here. Concerning a reduction of enrollment standards, there has been some opening of the admission standards in the past 2-4 years, not favored by the Department, but for the cause of enrollment maintenance. However, this process has been mitigated by greater scrutiny of candidate students at the mid-program review [that occurs between the second and third years of the pre-professional undergraduate program] and also, as noted, in the 'low pass' evaluations in the courses and studios with many critical SPCs. While this is not the ideal balance, it is working for now. Further, a response by the new administration to recruit and enroll higher-achieving students has been to employ an admissions representative specifically focused on students in the creative fields in the School of Art, Design & Architecture. We are in the third academic year with a focused admissions representative. Concerning financial allocations as it pertains to faculty salaries, they remain "below-average," as noted. In the recent climate of increased financial challenges for the University, there has been no move to specifically increase faculty salaries to "average" as compared to most professional architecture programs. That said, Judson University is a very different context and model for the delivery of professional architectural education, so truly comparable institutions are few in the area of faculty compensation. Excepting increases due to promotion in rank or position, faculty salaries have increased 2.2% since the 2013 visit. Staff allocations/positions remain the same as 2012-13, and this is suitable. Reductions would be a burden. Staff wages, like faculty wages, remain modest. Regarding "aggressive reductions," or the perception or aggressive reductions at the institutional level, the architecture program was not impacted directly during the significant right-sizing effort in 2012-13, demonstrating its importance to the University. Ongoing concerns remain about possible further reductions. Governance is addressed in the following response, below.

• Lack of resources and self-governance

2013 Visiting Team Comments: Lack of resources and self-governance contributes to retention challenges with existing high performing faculty and likely increases the difficulty in recruiting qualified faculty in the future. Reductions in faculty qualifications and reduced student performance significantly risks future accreditation of the program.

Judson University, 2015 Response: Officially, a shared governance model remains at the institution, although around the time of the 2013 visit, lean economics led to some institutional decisions that were [or appeared to be] exceptions to this model. As an institution, we believe that we are past the trickiest economic years, and with the new administration, since 2013, significant steps have been taken to return to a faculty voice in institutional processes, including the strong voice that the faculty played in the development of the recent Strategic Plan and Campus Masterplan. Indeed, salaries, resources and governance remain concerns for faculty recruitment and retention. However, resulting from stagnant enrollments and recovering economics, we have neither had a new faculty line search, nor have we had a high-performing faculty member leave the institution during this period, so these concerns have not revealed themselves as issues at this time. Since the last visit, one not-yet-tenured F/T faculty member, Jeremy Lindsey, requested and was granted a leave of absence during the 2015-16 academic year, for professional reasons. We anticipate his return. Professor Lindsey taught primarily foundational design in the undergraduate program. We have supplemented his contributions with new and returning adjuncts. We continue to complement our highly-qualified F/T faculty with a cadre highly-qualified and committed adjunct professors. Presently, there is no cause for concern about faculty qualifications.

• Erosion of quality in architecture program

2013 Visiting Team Comments: Erosion of quality in the architecture program is identified as a cause of concern. The prior NAAB visiting teams identified all conditions as being met. This creates an unusually high benchmark for any program. The 2013 NAAB visiting team has identified a weakening within the general realm of integrated building design practices. While the design work was strong among the high pass examples, there were few that were truly outstanding samples of exceptional integrated design efforts even among this group. This quality erosion is exacerbated by a number of the financial factors described previously.

Judson University, 2015 Response: We share an ongoing concern for maintenance of program quality, the quality of student outputs, and the quality of our alumni in the profession. In 2007, indeed all conditions were met, and in 2013, the VTR has identified some areas for our continuous improvement. We are not, and no program is, a perfect program, and we are thankful that the VTR has helped us to identify some specific areas to improve. As noted in the Student Performance Criteria responses above, we have actively made adjustments to [re]correct the identified areas, and we strive to continuous improvement in areas that were not cited by the VTR as well. Comprehensive/Integrated building design and site design are two primary areas where we have taken specific action. We have seen recent improvements at both the 'high pass' and 'low pass' levels, recognizing that the 'low pass' often sets the minimum bar. These improvements will be evident in the next visit. As stated, as one approach, tempering the scale of the comprehensive/Integrated proposals will help to produce smaller, and more highly resolved building proposals. We believe that the 'financial factors' have been addressed, to the best of our ability, in the other adjacent responses.

• Erosion of shared governance at the University

2013 Visiting Team Comments: Erosion of Shared Governance at the University is identified as a cause of concern. As the university is reacting to financial pressures, long-range planning with faculty involvement has been reduced. The team is concerned that the future of the university is not embracing faculty abilities, interests, knowledge and commitments within the planning and governance processes.

Judson University, 2015 Response: This is acknowledged, largely, in other responses.

c. 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).

JUDSON University, 2015 Response: Since the 2013 visit, the principal changes in the program are leadership/administrative changes. In the past two years, administrative changes have been made at each of the four levels of administration for the program. In 2013, Judson University welcomed Dr. Gene C. Crume, Jr. as its 6th President. Also that year, the acting Provost, Dr. Wilbert J. Friesen was named permanent Provost and Chief Academic Officer. In 2014, Ian Bryan Hoffman was appointed as Department Chair to succeed Keelan Kaiser. Ian has served on the department faculty since 2008, and served as Assistant Chair, Study Abroad Coordinator, Lecture Series Coordinator and campus Faculty Moderator, prior to taking on the role of Department Chair. In 2015, Dr. Jhennifer A. Amundson was appointed as Interim Dean of the School of Art, Design & Architecture, succeeding Dr. Curtis Sartor, who held the position since 2008. Dr. Amundson is a senior faculty member in the Department, at Judson since 2001, and she has served in many significant committee and service roles for the Department and University. The University is in the process of a two-year long search for the next Dean of the School. Given the number of new leadership voices in the past two years, there have been no substantive adjustments in the program delivery and curriculum, compared to the format that was last reviewed. We have taken specific action to address not-met SPC, as described, within the program format we have been using. Changes that have occurred, resulting from the new leadership, include (i) a newly executed and approved Strategic Plan for the University, (ii) a newly developed Campus Masterplan, (iii) significant restructuring in the campus development office, (iv) a new Comprehensive Development Campaign, and (v) a renewed and expanded Architecture Advisory Council. The reformed Architecture Advisory Council includes modest development expectations from the council and its contacts, for department-specific initiatives, including a new Graduate Fellowship, as noted in a response above. Regarding physical resources, the 2007 Harm A. Weber Academic Center continues to serve the Department's and the School of Art, Design & Architecture's needs well. In the past 18 months, two modest design-build projects were commissioned in an elective studio to add/augment public exhibit and critique space within the building. The design-build projects were partially funded by new external giving streams that came by way of the Architecture Advisory Council. In summary, in two years of new leadership, there has not been substantive structural nor curricular change, but higher-level institutional planning, strengthening and development initiatives have been active.

d. Summary of Activities in Response to Changes in the NAAB Conditions

JUDSON **University**, **2015 update**: As a department, we are directly amid changes from the 2009 to the 2014 conditions during this academic year. With the many leadership transitions in the past two years and the higher level initiatives that came along with the new leaders, and with a more direct departmental focus on addressing/correcting not-met SPC, we are presently in process of remapping our courses to align specifically with the 2014 Conditions. A draft matrix is appended to this report, but these changes still require institutional review and confirmation, which is ongoing.

e. 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)

1 NEW ADMINISTRATORS and FACULTY

New Adjunct Faculty Keyvan Rafii [one-page CV provided] Daniel Nelson [one-page CV provided]

New Program Administrators

Jhennifer Amundson, Interim Dean [a past CV is available in APR from 2012] Ian Hoffman, Department Chair [a past CV is available in APR from 2012]

New Institutional Administrators Gene Crume, University President [CV not provided] Wilbert Friesen, Provost and CAO [CV not provided]

2 DRAFT of JUDSON SPC MATRIX, ADJUSTED FOR 2014 CONDITIONS

- **3 COURSE SYLLABI with SPC IMPLICATIONS**
- NOTE : These selected syllabi reflect the revisions made to address not-met SPC, as noted in the 2013 VTR, but they do not yet reflect 2014 Conditions. Syllabus pages outlining course content, schedule and SPC are included. However, some pages of the syllabi are withheld.
- ARC 322 : Advanced Construction Tectonics & Assemblies
- ARC 351 : Intermediate Architecture Design Studies [Studio]
- ARC 451 : Integrative Architecture Design Studies I [Studio]
- ARC 452 : Integrative Architecture Design Studies II [Studio]
- ARC 656 : Architectural Practice, Law and Management

[Additional Supplemental Materials can be made available, as required or requested]

ONE-PAGE CURRICULUM VITAE

Keyvan Rafii

Adjunct Faculty

Courses Taught [at Judson]

ARC 232 History of Architecture II [in the Department of Architecture]ART 224 History of Art 1 [in the Department of Art & Design]

Educational Credentials

Ph.D in Art History, University of Illinois, Champaign-Urbana, 2003
Dissertation : "Civic architecture of the later Middle Ages and Renaissance in northern Germany"
MA in Art History, University of Illinois, Champaign-Urbana, 1997
M.Arch, University of Illinois, Champaign-Urbana, 1982
BS in Architectural Studies, University of Illinois, Champaign-Urbana, 1980

Additional Teaching Experience

Adjunct Professor, School of the Art Institute of Chicago (SAIC), Chicago, 2005-present
History of Space (Art History 2501); Architecture of the Late Medieval City (Art History 3139)
Architectural Traditions of Asia, North Africa and the Middle East (Art History 4346)
Italian Art and Architecture, 1400-1750 (Art History 3178); Islamic Art and Architecture (Art History 3482).
Instructor, Illinois Institute of Art, Schaumburg, Illinois, Fall, 2004-present
History of Design (ID 146 & ID 236) as part of the school's BA program in interior design.
History of Design III (ID 402), a lecture/studio course in non-Western architectural and design traditions.
Instructor, Art Institute of Pittsburgh (Al Online), 2008-present
History of American Popular Culture; History of American Art; American Architectural History

Professional Experience

Walter H. Sobel, FAIA & Associates, Chicago, Illinois (1985-1998) Architectural programming and design, specializing in judicial and governmental projects

Selected Publications / Conference Papers

Public Buildings and Civic Pride: Town Halls in Northern Germany, 1200-1618,

published by Verlag Doktor Müller (VDM), Saarbrücken, Germany, 2009.

CAA, Chicago, March, 2001 – "The Urban Identity of Late Medieval Germany: The Town Hall as Civic Symbol."

SAH, Providence, April, 2004 – "Market Precinct and Cathedral Precinct: Politics and the Urban Spaces of Medieval Lübeck."

Professional Memberships

Society of Architectural Historians [SAH]

Languages

Literate in German, French, Italian, Polish and the Germanic Scandinavian languages

ONE-PAGE CURRICULUM VITAE

Daniel Nelson

Adjunct Faculty

Courses Taught [at Judson] DES 121 Design I

Educational Credentials M.Arch, Judson University, 2012 BA in Architecture, Judson University, 2010

Additional Teaching Experience

Graduate Teaching Assistant, Structures I, Judson University, Spring 2012 Studio Teaching Fellow, Judson University, Fall 2011

Professional Experience

Associate Designer, Legat Architects, Chicago, Illinois, 2014 - present Project Manager & Project Designer, McBride Kelley Baurer Architects, Chicago, Illinois, 2012 - 2014 Intern, Hobbs+Black Architects, Ann Arbor, Michigan, 2010 - 2011

Awards

ALA student merit award, 2012 AIA Chicago student design award, second place, 2010 Professional Promise Award, Judson University Department of Architecture, 2010 Outstanding Performance Award, Judson University, 2010 EVOLO Skyscraper Competition, print + web publications, 2010 Air Force Village Chapel Competition, honorable mention, 2009

Professional Memberships

American Institute of Architects, Associate Member

Web www.dnelson.co

Uudson University Course Number and Name	A1 A2 A3 A4 A5 A6 A7 A8 B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 C1 C2 C3 D1 D2 D3 D4	5 NAAB Student Performance Criteria [2014 Conditions]	Г
			Т
Pre-professional [SPC exposure or preparation]		Realm A : Critical Thinking and Representation	
ENG 102 Critical Thinking/Writing		A.1 Professional Communication Skills A	_
SPC 120 Speech		A.2 Design Thinking Skills A	_
DES 121 Design I		A.3 Investigative Skills A	~
ART 111 Drawing I		A.4 Architectural Design Skills A	_
MAT 211 Functions and Calculus [or MAT 215]		A.5 Ordering Systems A	-
PHY 237 General Physics w/ Lab		A.6 Use of Precedents A	_
HIS 261/262 History of Civilization I / II			
		A.7 History and Global Culture U	_
ARC 101 Shop Stewardship : Materials & Processes		A.8 Cultural Diversity and Social Equity U	_
ARC 122 Communications & Architectonics [Studio]			
ARC 222 Construction Tectonics & Assemblies		Realm B : Integrated Building Practices	
ARC 231 History of Architecture I		B.1 Pre-Design A	-
ARC 232 History of Architecture II		B.2 Site Design A	-
ARC 251 Heuristics and Architectonics [Studio]		B.3 Code and Regulations A	_
ARC 252 Architectural Design Explorations [Studio]		B.4 Technical Documentation A	_
		B.5 Structural Systems	_
Protessional Program (typically undergraduate curriculum) ARC 310 Divital Design Simulation		B.0 Environmental Systems And Assemblies 11	
ARC 321 Theories of Environmental Sustainability		B.8 Building Materials and Assemblies	
ARC 322 Advanced Construction Tectonics & Assemblies		B.9 Building Service Systems U	_
ARC 332 Architecture of Cities		B.10 Financial Considerations U	_
ARC 341 Theories of Architectural Structures			
ARC 351 Intermediate Architecture Design Studies [Studio]			
ARC 352 Elective Architecture Design Studies [Studio]		Realm C : Integrated Architectural Solutions	
ARC 391 Architecture Study Tour		C.1 Research U	_
		C.2 Integrated Evaluations and Decision-Making A	_
ARC 421 Environmental Tech II		Design Process	
ARC 422 Environmental Tech III		C.3 Integrative Design	_
ARC 431 Advanced Architectural Structures			
ARC 435 Class Studies III Architecture Fistory ABC 451 Intervention Ambitacture Docime Cholice I (Studio)		Doolm D - Drofonnional Drastian	
ARC 452 Integrative Architecture Design occures I (Studio)		D.1 Stakeholder Roles in Architecture	_
ARC 462 Preceptorship Preparation		D.2 Project Management U	_
		D.3 Business Practices U	_
1600 Hr. Preceptorship Practicum		D.4 Legal Responsibilities U	_
		D.5 Professional Conduct U	_
Professional Program [typically graduate curriculum]			
ARC 506 Architectural Practice, Leadership, and Ethics ARC 575 Community Outreach Studio			
ARC 580 Programming and Research Methods			1
ARC 651 Advanced Architecture & Urbanism Studio			
ARC 656 Architectural Practice, Law and Management ARC 652 Advanced Architecture Studio			
ARC 691 Christian Worldview and Architecture			1
	A1 A2 A3 A4 A5 A3 B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 C1 C2 C3 D1 D2 D3 D4		
Total number of courses designated to meet SPC			1
			1
	SPC learning area introduced or reinforced, but not specifically MET for course mapping.		
	Courses with no mandated SPC ; ARC 352 and ARC 652 are elective studios, and no prescribed SPC are assigned in order to maintain innovation and freedom.		
	A SV-learning area. ABLITY, is mer in a minimum of one course, and documented in a maximum of two district courses, to meet NAAB accretitation requirements.		
	u SPC fearing area, UNDERS I ANUNG, is met in a minimum of one course, and occumented in a maximum of two distinct courses, to meet NAAB accreditation requirements.		1

ARC 322 Advanced Construction Tectonics + Assemblies Fall Term 2015 3 credit hours COURSE SYLLABUS

Instructor:

Sean Gallagher Assistant Professor of Architecture Office: HAWAC 412 Office Hours: Tues. + Thurs. 9:30 a.m. – 11:30 a.m. Phone: 847.628.8522 Email: sgallagher@judsonu.edu

Meeting time/place

Time: 8:00 a.m.-9:15a.m. Place: HAWAC 321 First Class: Tuesday, August 25, 2015 Last Class: Thursday, December 3, 2015





Cahill center for Astronomy and Astrophysics by Morphosis "The aesthetic of architecture has to be rooted in a broader idea about human activities like walking, relaxing and communicating. Architecture thinks about how these activities can be given added value." Thom Mayne

Course Description (per catalogue):

Continues the exploration of the role of the architect, building codes, and building systems with an emphasis on construction and assemblies typical of commercial buildings. Systems and assemblies studies include wall, roof, and structural. Material exploration and utilization includes concrete, steel, and glass curtain wall. Student project includes a scaled building enclosure model.

Course Narrative, Goals, and Objectives:

ARC 322 Advanced Construction Tectonics and Assemblies is the second in a sequence of courses offering an overview of the core methods and materials for designing, detailing and assembling buildings of various construction types. This course will expand on the ideas and concepts introduced in ARC 222 and will focus on the *structural system* and *building envelope* of commercial and institutional buildings. Many different applications of materials, systems and construction types will be introduced and examined. The content is broad, and there are rarely singular approaches to specific areas of design and construction to be discussed. In most cases, typical and recognized construction methods will be addressed, although alternative approaches and recent innovations will be introduced as well. The goal is to familiarize the class with the breadth of construction methods and materials, and appropriate uses for each, not to exhaustively investigate any single approach.

Architectural practices and methods will be explored through the perspective of *performance concerns* and *construction concerns*. Performance concerns that reflect the usability of a building i.e. how the building performs in case of fires, building movement, thermal migration, air migration, water vapor, and water leakage, acoustical privacy, deterioration and decay, and overall building maintenance.

Construction concerns are those that relate to how a building is constructed safely, on time, on budget, with a specific level of quality. How is building construction sequenced, what are climatic concerns, how are components fitted together, how is quality assured – all of these are directly under the purview of the design professional.

COURSE GOALS AND OBJECTIVES

ARC 322 is an overview in building construction methods and materials. A full depth of knowledge cannot be achieved within the framework of the course. However, students will be equipped with a new and broader awareness of the subject matter, with an appropriate vocabulary to communicate and critically consider construction technology in their broader design endeavors. At the completion of the course, students should have the skills to:

- Communicate comfortably using the language of building construction.
- Understand general approaches to masonry, steel, reinforced concrete and pre-cast concrete construction, including appropriate applications [pros and cons] for each.
- Understand general approaches to building envelope design, assembly and performance.
- Navigate codes; standards and specifications associated with building super-structure and envelope systems.
- Understand general construction sequencing for building super-structure.
- Understand of the role of the Architect in both the design and construction process.
- Make thoughtful construction type and building envelope decisions on aesthetic, performance and economic factors.

NAAB Student Performance Criteria:

- B.4 Technical Documentation (incl. Outline Specifications)
- B.10 Building Envelope Systems
- B.12 Building Materials and Assembly

Course Procedures and Regulations:

The following will be required of all students in ARC 322:

- Attendance at all class periods is required. Any exceptions must be communicated to the instructor prior to class. Per the Judson University Handbook (1) standard 50 minute period of unexcused absence for each credit hour will be permitted. This equates to (3) class periods. Each additional Unexcused Absence will result in a grade reduction of 2.0%. Excused absences are considered for illness, death in the family or other serious circumstances. Attendance will be taken at each class session. Students who miss the equivalent of one week of consecutive classes will be reported to the Registrar's office. The names of any students who have missed more than two consecutive weeks of class will be reported to the Vice President for Student Development and the Registrar.
- □ Late assignments will not be accepted. An assignment will be deemed late as of the conclusion of the class period on the date which the assignment is due. Those not attending on the day that an assignment is due will <u>not</u> be exempt from this requirement.
- Telephones are absolutely prohibited unless specifically required/allowed by the instructor. Phones shall be turned off while class is in session.
- Laptops are allowed in class but only for lectures where the faculty member is presenting digital lectures.
- A basic construction calculator is recommended: Calculated Industries "Measure Master Pro" model #4020.
- Students that require any form of special accommodation or adaptive learning for day-to-day involvement with the course, or for evaluation and assessment, must indicate this to the instructor within the first week of class, and he/she must also contact the Academic Learning Center.
- The instructor reserves the right to selectively retain any student work for the purposes of documentation and/or accreditation.
- Follow any and all requirements and policies outlined in the Judson University Handbook and the Architecture Student Handbook.
- NOTE: THIS SYLLABUS IS SUBJECT TO CHANGE AT ANY TIME BY THE INSTRUCTORS IN THE INTEREST OF SOUND PEDAGOGY

(Proposed) Course Schedule:

WEEK	DAY/DATE	CLASS CONTENT	Allen Text	ASSIGNMENT
1	8/25	INTRODUCTION (Quiz # 1)		
I	8/27	Codes/Standards/Specifications		
2	9/1	MASONRY	Ch. 9	Asgn. 9.1
2	9/3			Asgn. 9.1 due
2	9/8	MASONRY	Ch. 10	Asgn. 10.2
5	9/10			Asgn. 10.2 due
4	9/15	AQUASCAPES (field trlp)		
4	9/17	(Quiz # 2 – CODES + MASONRY)		Project # 1 due
5	9/22	STEEL	Ch. 11	Asgn. 11.1
5	9/24			Asgn. 11.1 due
6	9/29	STEEL	Ch. 12	Asgn. 11.2
0	10/1			Asgn. 11.2 due
7	10/6	STEEL	Ch. 13	Asgn. 11.3
'	10/8			Asgn. 11.3 due
8	10/13	(Quiz # 3 - STEEL)		
0	10/15	CONCRETE	Ch. 14	Project # 2 due
٩	10/20	Professor Kaiser – A Project Profile		
3	10/22		Ch. 15	Asgn. 14.1
10	10/27	CONCRETE		Asgn. 14.1 due
10	10/29			Asgn. 15.1
11	11/3	CONCRETE		Asgn. 15.1 due
	11/5	(Quiz # 4 - CONCRETE)		
12	11/10	PROJECT #2 DESK VISITS	Ch. 16	
12	11/12	ROOFING		Asgn. 16.1
13	11/17	GLASS	Ch. 17	Asgn. 16.1 due Asgn. 20.1
15	11/19	EXTERIOR WALL SYSTEMS	Ch.19 - 21	Asgn. 20.1 due
14	11/24	REVIEW FOR QUIZ #5 + FINAL		Asgn. 21.1
14	11/26	Thanksglving Break		
	12/1	PROJECT @ 2 DESK VISIT		Asgn. 21.1 due
15	12/3	Quiz # 5		Project # 3 due
				Room 425
40	12/8	ARC 322 FINAL EXAM (8:00 a.m.)		
10	12/10	FINAL EXAMS		

Grading and Assessment:

The term is divided into a variety of assignments, topical exams, and term projects. As there is a great deal of content, it is also essential that students read the course text associated with each subject area. Each assignment will examine the application of technical content knowledge, exams will assess conceptual understanding, and the term projects will require the ability to fuse content knowledge and conceptual understanding with effective visual communication. Final grades for this course will be based on the below listed percentages. All assignments are due at the start of class on the date listed above. Late assignments will not be accepted. Missed exams without an excused absence will be given a score of zero. It is strongly encouraged that students periodically review work with instructor prior to submission to ensure positive performance.

The defini	ition of each lette	r grade is	as follows:	Assignment and Quiz percentage	<u>s:</u>
А	95-100%	C	74-76%	-Assignments:	15%
A-	90-94%	C-	70-73%	-Term Projects:	30%
B+	87-89%	D+	67-69%	-Quiz #1:	Extra Credit
В	84-86%	D	64-66%	-Quiz #2:	11%
B-	80-83%	D-	60-63%	-Quiz #3:	11%
C+	77-79%	F	0-59%	-Quiz #4:	11%
				-Quiz #5:	11%
				-Final Exam:	11%

Students will be assessed on content of knowledge, concise communication of ideas and concepts, research and writing skills, creativity and craftsmanship (as is applicable to each task). All work will be evaluated for clarity, completeness, and consistency with the submission requirements, as outlined for each task.

Projects:

Project # 1: (5%)

EPC (Emerging Professionals Companion) Team Exercise:

In teams of (2) students are to read pages 292 – 307 and execute Core Activity 1 "Develop One Section of an Outline Specification". This exercise will be based on a project in the Design Development phase provided by your faculty.

DUE SEPTEMBER 17, 2015

Project # 2: (10%)

Building Failure Analysis: Analysis and documentation of construction failure due to: *performance failures* [usually related to design], *construction failures* [usually related to assembly] and *maintenance failures* [usually attributed to improper maintenance]. **DUE OCTOBER 15, 2015**

Project # 3: (15%)

Section Detail Model: Develop (1) portional wall section model at 3" = 1'-0" scale; 3/4" = 1'-0" digitally drawn detail plan, elevation, section, and axon. **DUE DECEMBER 3, 2015**

Required Text:

(These are available in the Judson University Founders Bookstore or you may order the books online.)

- Allen, Edward and Joseph Iano. Fundamentals of Building Construction: Materials and Methods, Sixth Edition., New York: John Wiley & Sons, 2014.
- Allen, Edward and Joseph Iano. Exercises in Building Construction, Sixth Edition. New York: John Wiley & Sons, 2014.

Supplemental Texts:

References:

- □ Allen, Edward and Joseph Iano. The Architects Studio Companion: Rules of Thumb for Preliminary Design, Forth Edition. New York: John Wiley & Sons, 2006
- Ching, Francis D.K. Building Construction Illustrated, Forth Edition. New York: John Wiley & Sons, 2008
- □ Ching, Francis D.K./Steven R. Winkel FAIA Building Codes Illustrated: A guide to Understanding the 2009 International Building Code, Second Edition. New York: John Wiley & Sons, 2009

Construction Methods and Materials:

- Ramsey, Charles George and Harry Reeve Sleeper. Architectural Graphic Standards, 11th Edition. New York: John Wiley & Sons, 2006
- □ Beall, Christine. Masonry Design and Detailing for Architects and Contractors, Fifth Edition. New York: McGraw-Hill, 2004.
- Brock, Linda. Designing the Exterior Wall: An Architectural Guide to the Vertical Envelope. New York: John Wiley & Sons, 2005.
- Elizabeth, Lynne and Cassandra Adams. Alternative Construction: Contemporary Natural Building Methods. New York: John Wiley & Sons, 2000.
- Simmons, Leslie. Olin's Construction: Principles, Materials and Methods, Eighth Edition. New York: John Wiley & Sons, 2006.
- Lovell, Jenny. *Building Envelopes; An Integrated Approach.* New York: Princeton Architectural Press, 2010.

Design:

- Bell, Victoria Ballard with Patrick Rand, *Materials for Design*. New York: Princeton Architectural Press, 2006.
- D Murray, Scott. Contemporary Curtain Wall Architecture. New York: Princeton Architectural Press, 2009.

Relevant Web Sites:

- www.wbdg.org (National Institute of Building Science "Whole Building Design Guide")
- <u>www.buildingscience.com</u> (Building Science Corporation)
- <u>www.maconline.org</u> (Masonry Advisory Council)
- <u>www.concrete.org</u> (American Concrete Institute)
- www.precast.org (National Precast Concrete Association)
- www.nbgqa.com (National Building Granite Quarries Association)
- www.aisc.org (American Institute of Steel Construction)
- <u>www.nrca.net</u> (National Roofing Contractors Association)
- <u>www.kawneer.com</u> (Kawneer Curtain Walls)
- www.specsandcodes.com/Articles.htm (RLGA Technical Services code summaries)
- □ See "Web Sites" at conclusion of each chapter

PLAGIARISM: All forms of cheating are unacceptable at Judson University. Cheating can be described as avoiding work that produces growth. Plagiarism is a particularly ugly form of cheating, involving the presentation of another person's work while representing that work as your own original creation. For the purposes of *this course*, plagiarism means presenting any work to this class that was not **entirely** prepared by you (i.e., you present a piece for critique and grading or other assignment that was done entirely or partially by another individual) or was copied directly from the work of another individual, or was copied from a photograph or other work, whether your own or another's. Plagiarism may be advertent (intentional) or inadvertent (unintentional).

Plagiarism is taken very seriously at Judson University. The first incident of plagiarism will result a failing grade for the exercise presented and a written report of the incident will be sent to the Vice President for Student Development and the Provost. A second incident will result in automatic failure of the course and a written report to the Provost/Academic Dean. Plagiarism can result in disciplinary sanctions up to and including expulsion from the college. Please see the Plagiarism Policy in the *Student Handbook* for details on reporting and appeals of decisions regarding plagiarism at Judson University.

Please note that there may be times we will ask you to research and use a master work or a portion of a master work as the basis for a design exercise. This falls under fair educational use of copyright law. In this case, the work will serve as a *starting point* (aka a *pretext*) for another, more elaborate work and/or investigation, and your source will be cited as part of the title of the piece. We will check and approve the work you choose before you begin. Thus, no deception or dishonesty is involved in the production of the work.

Judson University is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this class and are requesting accommodations, you must contact Gineen Vargas, ADAA

Compliance Coordinator in the Student Success Center, located in the Lindner Tower – 2nd floor at 847-628-1556.

The ADAA Compliance Coordinator is responsible for coordinating accommodations and services for students with disabilities. Accommodations will not be granted prior to receipt of a current licensed clinician report outlining the disability, possible limitations and reasonable accommodations in order to meet the needs of the post-secondary coursework. Accommodations are never provided retroactively – prior to finalization of the Letter of Accommodation. Gineen will be happy to meet with you to discuss your accommodations. All discussions will remain confidential. Further information is available by visiting the Student Success Center website https://myjudson.judsonu.edu/ICS/Student_Success_Center/



ARC351 Intermediate Architectural Design Studies

Monday/Wednesday/Friday, 1:00-4:50pm, HWAC Arch Studios Five Credit Hours

Professor Keelan P. Kaiser, AIA, <u>kkaiser@judsonu.edu</u>, 847.628.1011 Office hours: Wednesday and Friday 11:00-12:00pm or by appointment

Assistant Professor Jae Cha, jae.cha@judsonu.edu, 847.628.1020 Office hours: Tuesday 11:30-12:30pm or by appointment

Syllabus

University Catalog Course Description

Intermediate design method and systems thinking in the context of phenomenological explorations of light, material and form. Students explore poetic optimism in the creative enterprise in problems related to the natural environment and the interface of humans with each other and all of creation.

Course Introduction and Objectives

This course aims to strengthen and improve design thinking, application, and communication through hypothetical design problems. Students will advance their understanding of, and ability in, architectural representation and design, through observational drawing and analytical drawing, as well as creative and intuitive exploration. A significant portion of the course will be focused on multifamily residential building type in the form of a University campus housing design problem. Learning outcomes include: Understanding topography and site design in support of architecture, Research of and familiarization with housing as a type, and Experience designing for multifamily scenarios. The course will follow the schedule very closely, see attached for additional detail. Students should pay particular attention to the subjects of study and deadlines noted there as they will not likely change.

NAAB Student Performance Criteria

A.2 Design Thinking Skills A.5 Investigative Skills A.6 Fundamental Design Skills B.4 Site Design B.5 Life Safety C.3 Client Role in Architecture

Deliverables and Assessment

Students will attend studio and lectures, contribute to discussion, and complete several deliverables during this semester. The first third of the semester is dedicated to the West Dundee urban analysis and office adaptive re-use project, which will count for 20% of the final grade. The last two-thirds of the semester is dedicated to the Judson University housing project, which will count for 60% of the final grade. This will include Part 1) siting, energy scheming,

and campus sustainable urbanism Part 2) schematic design conceptualization and development and the work completed and Part 3) project refinement and presentation preparation. The final presentation and jury is worth 10% of the final grade. The final 10% of the final grade will be attributed to course discussion and participation. Grading will follow standards set forth in the University Catalog. Architectural design plagiarism or any other kind of academic dishonesty is inexcusable per University student policies.

Attendance

Attendance is required each and every session. The class begins sharply at the scheduled time unless otherwise noted, and will continue each session to the scheduled time. Unexcused absences are not allowed. Any absence from class must be excused prior to class. Excused absences include emergencies and extreme situations beyond your control. All doctors' appointments and similarly important appointments should not be scheduled during this class time. Unexcused absences will negatively affect the weekly participation grade. The attendance policy is final.

Course Bibliography

Numerous sources will be referred to in studio and uploaded to the student folder on Dropbox/2015 ARC351. Part of design learning involves reading and studying materials that will affect and influence the students design philosophy. During the course of the semester, various articles, papers and other partial references will be shared with the class in an effort to expand design vocabulary and exposure to factors that led to architecture of the past and current ideas that shape contemporary architecture.

Site Analysis, Wiley, ISBN 978-1-118-12367-6 Assorted PDF copies in Dropbox Various URL's as appropriate

Learning Accommodation

Judson University is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this class and are requesting accommodations, you must contact Gineen Vargas, ADAA Compliance Coordinator in the Student Success Center, located in the Lindner Tower – 2nd floor at 847-628-1556. The ADAA Compliance Coordinator is responsible for coordinating accommodations and services for students with disabilities. Accommodations will not be granted prior to receipt of a current licensed clinician report outlining the disability, possible limitations and reasonable accommodations in order to meet the needs of the post-secondary coursework. Accommodations are never provided retroactively – prior to finalization of the Letter of Accommodation. Gineen will be happy to meet with you to discuss your accommodations. All discussions will remain confidential. Further information is available by visiting the Student Success Center website https://myjudson.judsonu.edu/ICS/Student_Success_Center/.

*This syllabus is not a legal contract, but serves as a general outline for the semester. The professor reserves the right to make adjustments to the course as the need arises.





ARC451X: Architectural Design V:

"Herrick Chapel Expansion/Renovation": Three Visions 2015"

Fall 2015: August 24 to December 4, 2015, M/W/F, 1:00 - 4:50 PM

Studio Faculty: R. Thomas Jaeger, AIA Emeritus

Adjunct Professor of Architecture and Senior University Lecturer, Judson University Emeritus Professor of Architecture, University of Illinois at Chicago Consulting Principal Emeritus, Jaeger, Nickola Kuhlman & Associates Ltd. Park Ridge, Illinois Home: 847.839.3478, Home: jaegerhm@msn.com Judson: rjaeger@judsonu.edu

<u>Syllabus</u>

Course Description: Advanced Integrated architectural design thinking and making with **particular considerations** of **light, structure, acoustics,** and **material** in the shaping of educational and/or ecclesiastical environments that include assembly spaces.

Course Narrative: A design problem that extends and develops issues of programming, the physical and cultural context, site and building type analysis in the sustainable design of **institutional building types** including **a church and/or a school**. Understanding and application of the principles of sustainability, construction (medium-scale methods, materials, systems, documentation, building codes/zoning ordinances, and cost estimating), building systems, history and theory, are integrated through sketch and developed design solutions. The course will prepare the student to execute a comprehensive church and/or school project. Upon successful completion of the course, the student should be able to present a clear and understandable parti, a rigorously developed design, and thorough representation between plan, section, and elevation. The student will be increasingly competent in manual and digital (ACAD, REVIT, Sketch Up) graphic skills by the completion of the course. The course will rely heavily on both analogue and digital representational media including drawing, graphics, and physical model making.

Course Deliverables:

VISION 1: A poetic vision and illustration of **the tent of the congregation** based on the biblical specifications found primarily in the book of Exodus. **Students to design and communicate clearly Vision 1 in presentations scheduled on September 4, 2015.**

VISION 2: Preparation of research/ precedent/ sustainability strategies/ program/ master plan/ schematic design analysis for the Building Expansion and Renovation of the Judson University Herrick Chapel as envisioned in the newly adopted University Campus Master Plan. Students to meet project submittal requirements in presentations scheduled on October 14, 2015.

VISION 3: Design Development of individual student selected building design options with emphasis on the integration of acoustics, natural/artificial lighting, structure, sustainability, and evidence based design. Students to meet final project document requirements in presentations scheduled on December 4, 2015.





Mission Statement and Design Studio:

Judson University is an evangelical Christian University which represents the Church at work in higher education, equipping students to be fully-developed, responsible persons who glorify God by the quality of their personal relationships, their work and their citizenship within the community, the nation, and the world.

For our class to reflect the Mission of the University, we will strive to understand how an architect can act "responsibly" in his or her work, aspire towards excellence as a reflection of our work ethic, and make decisions that reflect not only our own notions industriously, yet not to the point of exhaustion, in a way that makes the most of our God-given gifts and are a worthy offering to Him. We will strive to live up to the directive found in Ephesians 4: 1-3, "Lead a life worthy of the calling to which you have been called, with all lowliness and meekness, with patience, forbearing one another in love, eager to maintain the unity of the Spirit in the bond of peace."

Evaluation:

Grades are based on project *development* and *execution*.

Development: includes completion of preparatory work (off-campus visits and models, participation in discussions and small research projects, etc.) and daily progress in your design work. Progress grades will be assigned weekly. Consideration of an individual's contribution to the general spirit de corps through leadership, helpfulness, and attitude, will also be made.

Execution: includes the presentation of your ideas, both graphically and verbally. Grades will be assigned at appropriate project landmarks (formal group discussions, presentations, and preliminary reviews, final jury etc.)

Attendance:

Attendance is required for the full class period each day and during every review. Alternate "attendances" may include off-campus research that will serve in lieu of meeting in HAWAC.

Unexcused absences are not allowed. Excused absence from class must be excused prior to class. Unexcused absences will negatively affect the final grade.

The professor reserves the right to alter this syllabus at any time should it be warranted by the demands of sound pedagogy.





NAAB Learning Objectives:

(bold objectives indicate those that students must clearly demonstrate the ability to apply in their work, while the other objectives must demonstrate the student's understanding)

- A2A. Design Thinking Skills
- A5A. Investigative Skills
- A6A. Fundamental Design Skills
- A8U. Ordering Systems Skills
- B2A. Accessibility
- B4A. Site Design
- B5A. Life Safety
- B10U. Building Envelope Systems
- B12U. Building Materials and Assembly

Bibliography: Required texts are shown in **bold**.

- 1. <u>An Architecture of Immanence</u>, Torgerson, Mark A. Eerdman Publishing Co. 2007, ISBN 978-0-8028-3209-2.
- 2. <u>Greening Spaces for Worship and Ministry: Congregations, Their Buildings, and Creation Care,</u> Torgerson, Mark, The Alban Institute, 2012, ISBN-13 978-1566994231
- 3. Places of Worship, Roberts, Nicholas W. John Wiley & Sons, 2004 ISBN 0-471-22568-1
- 4. <u>Liturgy And Architecture</u>, Hammond, Peter. Columbia Univ. Press 1961, reprints: Amazon Books
- 5. The Bible, Revised Standard Version 1989 NCCC
- 6. <u>The Architect's Studio Companion</u>, Allen, Edward and Lano, Joseph. Fourth edition, 2007 ISBN 978-0-471-73622-6 John Wiley and Sons
- 7. Precedents in Architecture, Clark, Rodger H. Van Nostrand Reinhold Co. Inc. ISBN 0-442-21668-8
- 8. Architecture: Form, Space and Order, Ching, John Wiley & Sons 2007 ISBN 978-0471752165.

Supplemental Reading: (most recent editions)

- 1. <u>Architectural Graphics Standards</u>, Sleeper/Ramsey
- 2. Building Construction Illustrated, Ching





VISION 1 Submittal Requirements	Due September 4, 1:00 PM
1. One 24" X 36" sheet, any materials, any media	or mixed media, 2D, 3D or mixed 2D/3D
VISION 2 Submittal Requirements	Final Due October 14. 1:00 PM

Master Plan Document:

Draft Due September 23, 2014

Research, Planning and Programming Document assembled in a 3-ring binder to include the following **table of contents**:

- 1. Executive Summary includes project statement, goals, objectives and mission
- 2. Space Requirements includes net square foot projected for project
- 3. Space Adjacency Diagrams includes color diagrams in 2-D and 3-D
- 4. **Site Options Analysis** includes aerial views, topography, accessibility, orientation, traffic and site circulation, flood plain, zoning, land use and population
- 5. Environmental Response includes Living Building Challenge Strategies for proposed project
- 6. **Precedent Case Study** Research includes minimum of three projects of similar scale, minimum LEED Platinum if possible
- 7. Any **additional research materials** appropriate to the project
- 8. Building and Accessibility Code Analysis

Master Plan / Schematic Design Presentation:

Pin-ups Due October 5, 2014

24" x 36" horizontal sheets presentation to include:

- 1. Building Parti Diagram and Design Concept Narrative
- 1"= 50'-0" Master Site/roof Plan showing site perimeter, context, vehicular and pedestrian circulation, and show all site features including sustainability features (scale may vary based on site) and future expansion options
- 3. 1" = 20'-0" Site plan/Floor Plan(s) showing vehicular and pedestrian access, all programmed spaces, related detailed site hardscape and landscape development. Indicate all room areas and total building square footage
- 4. 1" = 20'-0" Principal Elevations and Sections showing major relationships and solid and void.
- 5. 1" = 20'-0" Massing Model showing the major relationships of solid and void, structural expression, ventilation, orientation and day lighting strategies
- 6. (2) Perspective Illustrations; one of the major exterior entry image and one of the major worship space interior image
- 7. Any additional graphic materials supportive of your design





|--|

Final Due December 4, 2014, 12:00 PM

Design Development Presentation

24" x 36" sheets (horizontal format) presentation to include, but not be limited to the following:

(note! some drawing scales may be adjusted to allow for individual students presentation needs)

- 1. Design Concept Narrative/Diagrams and overall aerial perspective illustration
- 2. 3D Illustrations:
 - Principal visitor arrival view (day and night exterior)
 - Principal visitor entry view
 - Principal interior view(s) of worship space
- 3. Site/ground floor and lower level plan (1" = 20'- 0") showing all program spaces, program and actual floor areas, total building floor area, vehicular and pedestrian access, related detailed site hardscape and landscape development
- 4. Final Detailed Massing Model (1" = 20'- 0")
- 5. Worship Space and adjacent spaces Floor Plan (1/8'' = 1'-0'') and design details:
 - Include program area requirements and actual space design square footage
 - Indicate moveable and fixed seating, flooring material patterns
 - Show all required furniture and furnishings
 - Provide a 3D illustration of your "Sacred design detail" (eg. entry door, altar etc.)
- 6. Principal Exterior Elevations (1/8" = 1'-0") indicate materials, shadows and color
- 7. Worship Space building Sections/Interior Elevations in color (1/8'' = 1'-0'')
- 8. Two Typical Vertical Construction Wall/Roof Sections (1'' = 1'-0'') or larger) materials fully noted
- 9. Acoustical/Day lighting Data per Professor Ogoli
 - Reverberation calculations and reflection diagrams
 - Principal acoustic concepts used in the major assembly space
 - Principal day lighting concept model/detail (scale as required)
- 10. Sustainability and Energy Saving Concepts and Details
- 11. Life-Safety and Accessibility Concepts and Details
- 12. Worship Space level Structural Framing Plan (1/8" = 1'-0")
 - Show column locations and approximate sizes
 - Show girder/beam/truss/decking locations and approximate size
- 13. Heating, Ventilating and Air Conditioning Diagrammatic Plans (1" = 20'- 0")
 - Provide passive/active HVAC systems concept narrative
 - Provide conservation and renewable energy concept narrative
- 14. Provide 11 x 17 color horizontal format copy (and compressed PDF emailed to professor Jaeger)

of your final presentation for a archive bound departmental copy

ARC 452: Integrative Architecture Design Studies II Envision Elgin 2015 Spring Term 2015 5 credit hours

COURSE SYLLABUS

Instructors:

R. Thomas Jaeger, AIA Emeritus Emeritus Professor of Architecture University of Illinois at Chicago Senior Judson Lecturer and Adjunct Professor of Architecture Consultant, Jaeger, Nickola, Kuhlman & Assoc. Ltd. Home Office Phone: 847.839.3478 Email: jaegerhm@msn.com

Meeting time/place:

Time: 1:00 p.m.-4:50 p.m. Place: HAWAC Studio First Class: Wednesday, January 7, 2015 Last Class: Monday, April 27, 2015

Course Description (per catalogue):

A comprehensive design studio that integrates advanced integrated architectural design thinking and making with particular considerations on building enclosure, environmental systems, life safety, accessibility, conveyance and the influence of site context on a publically oriented building.

Project Narrative:

"Envision Elgin"

In conjunction with the city of Elgin's "Envision Elgin" comprehensive planning process, city officials are seeking the design of a multi-story, multi-use structure within the city center. The City's intention for this new structure is to accommodate a mix of retail, office and residential uses providing an injection of nearly around the clock urban vitality that is greatly lacking in the city's downtown.

Set within the city center the site for this new addition to the Elgin skyline will replace the iconic Elgin Tower. This site is walking distance to entertainment, recreation, restaurants, and mass-transit hubs that allow for efficient and reliable access to all of Elgin, the collar suburbs, and the city of Chicago. In addition the location for this building holds an opportunity as a high profile emblem of a city moving beyond its past and looking forward to a diverse limitless future with dynamic views of the city and the water front.

Your charge for the semester ahead is to design a sustainably sensitive multi-use, high-rise building that serves as a commercial and residential fulcrum for new development being planned in the city's "Envision Elgin" campaign. Your design will need to strike a balance between Elgin's rich historic past and a structure that responds to the realities of a future where climate and fewer available resources will force an architecture that considers the past but also points to a new architecturally progressive future.

This project is an ideal fit for the ARC 452 advanced comprehensive design studio and the Jaeger/Ogoli/Gallagher (JOG) faculty team. Each student will prepare a design solution based on the program herein.





Sean M. Gallagher AIA

Office: HAWAC 412

Assistant Professor of Architecture

Office Hrs: Tu/Thu. 9:30 - 11:30 a.m.

School Office Phone: 847.628.8522

Home Office Phone: 630.845.9981

Email: sgallagher@judsonu.edu

ARC 452: Integrative Architecture Design Studies II	"Envision Elg	<u>in 2015"</u>
Spring 2015	PROJECT PR	ROGRAM
 <u>General Requirements</u> Mixed use (retail, office & residential) landmark high rise building on 33,500 sf site Total of 350,000 gross sf building Double existing on site City of Elgin parking capacity for 260 cars at lot 	ELC	
to the north of proposed site.		
Lower Floors		
 Retail: Starbucks, deli, etc. to support building occupants 	<u> </u>	sf min
Streetscape retail/commercial per City of Elgin	<u> </u>	sf min
"World Class Restaurant"	7,000	sf min
 Lobby(s) with valet parking and retail adjacency 	3,000	sf min
Service area (with loading dock)	2,000	sf min
Property manager office suite	1,000	sf
Conference Center:		
 Multipurpose lecture hall, meeting room, 		
dining room for a minimum of 200 people	3,000	sf
 Food service area 		
(warming kitchen versus a preparation kitchen)	500	sf
(6) Breakout rooms for 20 each	500	sf (ea.)
(4) Conference, rooms for 12 each	300	sf (ea.)
Storage	1,000	sf
• Lobby	1,000	sf
Office Suite	500	sf
Theater:		
 Fine Arts Theater accommodating seating for 75 people 	3,000	sf
Storage	1,000	sf
• Lobby	1,000	st
Fitness Center/Spa:		
Workout room, 10 person hot tub, lockers/toilets + vending area	3,000	st
Lower Floors Net Square Footage	37,800	st
 Mechanical room(s): (Actual space requirements and locations to be determined through ana Stair/elevator core(s), toilets, circulation/mechanical shafts (as required) 	lysis with Dr. O	goli)
Upper Floors: 350,000 sf minus total gross sf of the Lower Floors • Stair/elevator core(s), toilets, circulation, and mechanical shafts (as requ • Balance: Open office space and residential units. Office space to res	uired) idential	
space shall be 1/3 to 2/3. Residential unit mix shall be 1/3 studio/micro-	units (studio = 6	500 st,

- micro unit = 300 sf) and 2/3 one and two bedroom units.
- Special Office Occupants:
 - AIANEI (American Institute of Architects Northeast Illinois) chapter offices and community design center will require 3000 sf with initial build out of 2000 sf. (detailed space program will be provided)

Penthouse Level

- Mechanical areas (as required per Dr. Ogoli)
- Rooftop fitness area /observation party deck

Parking Structure(s)

- Physically connected to or integrated within the building
- To accommodate 260 existing City of Elgin cars and 240 new car spaces

Public Space

- A space or spaces provided for public participation/engagement/interactions/exhibitions.
- Minimum area of 5,000 sf

ARC 452: Integrative Architecture Design Studies II

Spring Term – Jaeger, Ogoli, Gallagher

Mission Statement and Design Studio:

Judson University is an evangelical Christian University, which represents the Church at work in higher education, equipping students to be fully developed, responsible persons who glorify God by the quality of their personal relationships, their work and their citizenship within the community, the nation, and the world. For our class to reflect the Mission of the University, we will strive to understand how an architect can act "responsibly" in his or her work, aspire towards excellence as a reflection of our work ethic, and make decisions that reflect not only our own notions but also are made with awareness of their effect on our community. We will work industriously, yet not to the point of exhaustion, in a way that makes the most of our God-given gifts and are a worthy offering to Him. We will strive to live up to the directive found in Ephesians 4: 1-3, *Lead a life worthy of the calling to which you have been called, with all lowliness and meekness, with patience, forbearing one another in love, eager to maintain the unity of the Spirit in the bond of peace.*

Evaluation:

Grades are based on project *development* and *execution*.

Development includes completion of preparatory work (off-campus visits and models, participation in discussions and small research projects, etc.) and daily progress in your design work. Progress grades will be assigned weekly. Consideration of an individual's contribution to the general *esprit de corps* through leadership, helpfulness, and attitude, will also be made.

Execution includes the presentation of your ideas, both graphically and verbally. Grades will be assigned at appropriate project landmarks (formal group discussions, presentations, and preliminary reviews, final jury etc.)

Attendance:

Attendance is required for the full class period each day and during every review. Alternate "attendances" may include off-campus research that will serve in lieu of meeting in HAWAC. **Unexcused absences are not allowed.** Excused absence from class must be excused prior to class. Unexcused absences will negatively affect the final grade.

NAAB Learning Objectives:

The course includes learning objectives for students to demonstrate awareness, understanding, and/or ability in the following areas as established by the NAAB:

A2A. Design Thinking Skills

- A4A. Visual Communications Skills
- A5A. Technical Documentation
- A8U. Ordering Systems Skills
- A9U. Historical Traditions/Global Culture
- B2A. Accessibility
- B3A. Sustainability
- B4A. Site Design
- B5A. Life Safety
- B6A. Comprehensive Design
- B8U. Environmental Systems
- B9U. Structural Systems
- B10U. Building Enclosure Systems

Required Texts:

- □ The Architects Studio Companion: Rules of Thumb for Preliminary Design, Fifth Edition. New York: John Wiley & Sons, 2011.
- □ Building type basics for office buildings. Kohn and Katz, 2002 ISBN 0-471-38923-4-1 John Wiley & Sons.

Reference Texts:

- Office Buildings: A design manual: Hascher, Jeska and Klauck, 2002 ISBN 3-7633-6650-8 Birkauser
- Precedents in Architecture: Clark, Rodger H. Van Nostrand Reinhold Co. Inc. (current edition) ISBN 0-442-21668-8
- □ The Green Studio Handbook: Kwok and Gronzik. London: Architectural Press, 2007
- Designing the Exterior Wall An Architectural Guide to the Vertical Envelope: John Wiley & Sons, 2005
- Building Envelopes An Integrated Approach: Lovell, Jenny. Princeton Architectural Press, 2009
- Contemporary Curtain Wall Architecture: Murray, Scott. Princeton Architectural Press, 2009

Supplemental Texts:

- Architectural Graphic Standards, Sleeper/Ramsey
- Modern Construction Handbook, Andrew Watts
- Building Construction Illustrated, Ching
- Time Saver Standards for Building Types, Joseph De Chairia

Relevant Web Sites:

- www.buildingscience.com
- www.wbdg.com (whole building design guide)

Course Calendar / Project Phase / Activity

WEEK	DAY/DATE	PROJECT PHASE	DEADLINE/DAY ACTIVITY	TOPICS
	1/5 - 1/9			
1	Mon			
	Wed	Phase One Introduction	Lecture/Discussions	Per Handout
	Fri		Research Teams	
	1/12 - 1/16			
2	Mon		Research development	Per Handout
	Wed		Research development	Revisions
	Fri		Research development	Revisions
	1/19 - 1/23			
3	Mon	Phase One Due	Presentations	Rm 321/1:00p.m.
	Wed	Phase Two	Lecture/Discussions	Prgm/Struct Concept Models/MEP
	Fri		Sarosh Saher (Elgin - planner)	Rm 321
	1/26 – 1/30			
4	Mon		Studio Crits	S.D. Handout
	Wed		Studio Crits	
	Fri		T. Hannula/ E. Green (Walker)	Rm 321
	2/2 – 2/6			
5	Mon		Prof G – pin ups Rm 425	
	Wed		Prof J – pin ups Rm 425	
	Fri		J. Beaupre (Alucobond)	Rm 321
	2/9 - 2/13			
6	Mon		Studio Crits	
	Wed		Studio Crits	
	Fri		Jason Wilen (NRCA)	Rm 321
	2/16 - 2/20			
7	Mon		Studio Crits	
	Wed	Phase Two Due	Presentations	Rm 321/1:00p.m.
	Fri	Phase Two Due	Presentations	Rm 321/1:00p.m.
	2/23 - 2/27			
8	Mon	Phase Three	Lecture/Discussions	D.D. Handout
	Wed		Studio Crits	
	Fri		Judd Storey (CDC)	Rm 321
	3/2 - 3/6			
9	Mon	Spring Break		
	Wed	Spring Break		
	Fri	Spring Break		
	3/9 - 3/13			
10	Mon	Phase Three Due	Presentations	Rm 321/1:00p.m.
	Wed	Phase Three Due	Presentations	Rm 321/1:00p.m.
	Fri	Phase Four	Chuck Anderson (cea&a)	MEP/Sust./Costs
			Lecture/Discussions	

	3/16 - 3/20			
11	Mon		Studio Crits	
	Wed		Studio Crits	
	Fri		SPRING SYMPOSIUM	
	3/23 - 3/27			
12	Mon		Studio Crits	
	Wed		Studio Crits	
	Fri		Studio Crits	
	3/30 - 4/3			
13	Mon	Phase Four Due	Presentations	Rm 321/1:00p.m.
	Wed	Phase Four Due	Presentations	Rm 321/1:00p.m.
	Fri	GOOD FRIDAY		
	4/6 - 4/10			
14	Mon	EASTER		
	Wed		Presentation Prep	Final Requirement's
	Fri		Presentation Prep	
	4/13 - 4/17			
15	Mon		Presentation Prep	
	Wed		Presentation Prep	
	Fri		Presentation Prep	
	4/20 - 4/24			
16	Mon		Presentation Prep	
	Wed		Presentation Prep	
	Fri		Presentation Prep	
	4/27 - 5/1			
17	Mon	Phase Five Due	PROJECT JURIES	Gallery
	Wed	FINAL EXAMS		

Judson University is committed to making reasonable accommodations to assist students with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this class and are requesting accommodations, you must contact Gineen Vargas, ADAA Compliance Coordinator in the Student Success Center, located in the Lindner Tower – 2nd floor at 847-628-1556.

The ADAA Compliance Coordinator is responsible for coordinating accommodations and services for students with disabilities. Accommodations will not be granted prior to receipt of a current licensed clinician report outlining the disability, possible limitations and reasonable accommodations in order to meet the needs of the post-secondary coursework. Accommodations are never provided retroactively – prior to finalization of the Letter of Accommodation. Gineen will be happy to meet with you to discuss your accommodations. All discussions will remain confidential. Further information is available by visiting the Student Success Center website https://myjudson.judsonu.edu/ICS/Student_Success_Center/

The professors reserve the right to alter this syllabus at any time should it be warranted by the demands of sound pedagogy.

Elgin kicks off comprehensive plan process

By Elena Ferrarin

Elgin officials hope residents and business people in town will participate in the creation of the city's new comprehensive plan, a process that started last week and is expected to last at least a year.

Consultants from Chicago-based Houseal Lavigne Associates kicked off the "Envision Elgin" planning process by conducting 20 to 30 interviews with individuals and groups, launching online surveys, and hosting community workshops for residents and business owners last week.

The surveys — one for residents and one for business owners — ask people to rate a variety of aspects of living in Elgin, from public services to housing, educational programs and more. They can be found at a Spanishlanguage community workshop will be held at a yet-to-be-determined date, Elgin senior planner Dave Waden said.



Also, the online questionnaire will be available in Spanish "fairly shortly," he said. The plan will serve to guide the city's land use and development decisions for the next 15 to 20 years. Elgin's last comprehensive plan was adopted in 2005.

"We're just excited as heck to get this thing off," Waden said. "Almost all sections of the plan are going to be looked at and revised. It really needs to be revamped."

For example, the current plan calls for big homes on big lots, but these days homebuilders are more interested building smaller, he said.

John A. Houseal, principal of Houseal Lavigne, said about 15 business owners and 50 residents attended the workshops, whose goal was to get feedback. Future workshops will focus on what people envision for the future, he said. "A lot of people thought Elgin was in need of a renewed effort to market and brand itself," he said. "This is something we'll often hear from a business community."

Business owners also talked about the need to fill vacant commercial space.

"They want to try to get a real vibrant mix of uses in the downtown, so that it's active into the evening, not just into the business hours," he said.

Residents said they want the city to diversify its businesses and revamp its commercial corridors, he said. "As people drive (the corridors) into town, they want to make them visually represent the community a little bit better." They also pointed to the need to strengthen Elgin's workforce by creating new employment opportunities, he said. The new plan will pave the way for an update of Elgin's land development regulations, including zoning ordinances and subdivision regulations.

Working on the plan is especially timely now that Elgin sees an uptick in construction with developers coming in to finish building existing subdivisions, Waden said.

ARC 452: Integrative Architecture Design Studies II Spring Term –Jaeger, Ogoli, Gallagher

ARC 452: Integrative Architecture Design Studies II

Spring 2015

Percentage of semester grade: 10%

Due: Monday, January 19, 2015 @ 1:00 PM (Document + PowerPoint)

- Provide (5) bound research documents. Documents are intended for individual use during the design development process throughout the coming semester.
- Provide document format to include cover page, table of contents, project narrative, purpose and analytical findings of each research element, graphic analysis of findings, and resource citing of research for later use and reference.
- Provide PowerPoint summarizing content for presentation to fellow students.
- Provide document in pdf form for digital use by fellow students.

ARC 452: Integrative Architecture Design Studies II "Envision Elgin 2015" Spring 2015 Percentage of semester grade: 20%

Due: Wednesday, February 18, 2015 @ 1:00 PM (Gallagher – Room 321) Friday, February 20, 2015 @ 1:00 PM (Jaeger – Room 321)

- Provide 1" = 20' schematic design floor plans of all building levels. Include site design concepts and building section(s) as required.
- Provide a written description of the entry sequence for visitors, employees and delivery/building services. Indicate these sequences on the floor plans.
- Provide a written description of the structural system(s) for your building and parking areas. Indicate bay spacing, columns etc. on the floor plans.
- Provide 1/8" = I' 0" plans of each unique core including stairs, elevators, toilets, mechanical shafts etc. Describe how you determined the total number of elevators and toilet fixtures for the building.
- Provide a written description of the HVAC system(s) for your building. Include basic HVAC elements such as MEP rooms, duct shafts etc. on the floor plans.
- Describe how your building design has been influenced by its context.
- Calculate the net useable (exclusive of cores, lobbies, circulation, stairs, mechanical rooms etc.) and gross square footage of the commercial, office and residential areas of your design and calculate the net to gross ratio.
- Calculate the parking gross square footage and floor area per car.
- Provide a 1" = 40' model of your design indicating all floor plates.
- Describe the exterior materials and systems you intend to investigate.
- Describe the "green/sustainable" technologies you intend to incorporate.
- Include any additional 3-dimensional conceptual architectural sketches that communicate the most important elements of your design.

ARC 452: Integrative Architecture Design Studies II	"Envision Elgin 2015"
Spring 2015	Phase 3
Design Development	
Percentage of semester grade: 10%	
Due: Monday, March 9, 2015 @ 1:00 PM (Jaeger – Room 321)	
Wednesday, March 11, 2015 @ 1:00 PM (Gallagher – Room 321)	

- Plans, elevations and sections @ 1" = 20' Show horizontal & vertical Control, 5'office planning module and graphically tone all circulation spaces. Indicate colors on principal elevation. Provide updated floor area analysis.
- Include any 3-D cad models you have developed that help communicate your design intent. All drawings to be on 24"x 36" sheets with titles, scales, section cuts etc. and of course your name.

Spring 2015 Phase 4 Construction Systems/MEP/Structural Integration and Construction Costs Percentage of semester grade: 10% Due: Monday, March 30, 2015 @ 1:00 PM (Gallagher – Room 321) Wednesday, April 1, 2015 @ 1:00 PM (Jaeger – Room 321) • Typical wall sections; related partial plans and elevations @ no less than 3/4" = I' - 0". Show critical dimensions and all Architectural/Structural/MEP assemblies. Label all materials and indicate material

"Envision Elgin 2015"

- colors on partial elevations.Drawings are to be on two (2) 24"x 36" sheets.
- Phase 3 drawing revisions based on Phase 4 development.
- Submit completed construction cost estimate.

ARC 452: Integrative Architecture Design Studies II

ARC 452: Integrative Architecture Design Studies II "Envision Elgin 2015" Spring 2015 Phase 5

Percentage of semester grade: 50%

All projects are due on Monday, April 27, 2015. There will be a juried presentation on that date at 1:00 pm sharp. All final drawings shall be done in CAD. Drawing format shall be 24"X16". The presentation shall include, but not be limited to the following:

ARCHITECTURAL

Design concept narrative diagrams and overall perspective illustrations

Site Plan	_(1" = 20') or as required
• Model	(1" = 40')
Floor Plans	_(1" = 20')
 Include site context - entry level floor plan 	
Control dimensions	
Enlarged Core Plans	_(1/8" = 1'-0")
Exterior Elevations	_(1" = 20')
Building Sections	_(1" = 20')
 Typical Office/Residential module 	
Floor Plan	_(1/8"= l' -0")
Reflected ceiling plan	_(1/8"= 1'-0")
Furniture plan	_(1/8"= 1'-0")
Enlarged Details	_(3/4"= 1'-0")
 (2) Enlarged elevations - typical bay 	
 (2) Partial wall sections (fully noted) 	
• (2) Plan details - typical bay	
STRUCTURAL	
Typical Floor Framing Plans	_(1" = 20')
Show column lines	
 Show column/beam/floor framing materials & sizes 	
SUSTAINABILITY / MECHANICAL / ELECTRICAL / PLUMBING / LIFE	-SAFETY / ACOUSTICS / ARCHITECTURAL +
NATURAL LIGHTING	
Sustainable Design	(Plan/Section/Perspective 1" = 20')
a. Design Principles	
 b. Solar access & control 	
c. Air-flow patterns (ventilation)	
Mechanical	
a. HVAC sizing worksheet	
b. HVAC Layout	_(Plan/Section1" = 20')
c. Mechanical Room	_(Plan/Section 1/8" = 1'-0")
ARC 452. Integrative Architecture I	Design Studies II

ARC 452: Integrative Architecture Design Studies II Spring Term –Jaeger, Ogoli, Gallagher

Electrical

a. Electric lighting worksheet (Lumen Method)	
b. Electrical layout	(Plan/Section 1/8" = 1'-0")
Plumbing	
a. Typical Restrooms	(Plan/Section 1/8" = 1'-0")
b. Water supply/waste drainage-riser diagram	(Axonometric1" = 20')
Life-Safety	
a. Typical Sprinkler System - Office	(Plan/Section 1/8" = 1'-0")
 b. Means of Egress (paths) 	
Architectural Acoustics	
a. Reverberation time worksheet	
b. Building materials (Multi-purpose hall)	(Plan/Section 1/8" = 1'0")
c. Ray tracing (Multi-purpose hall)	(Plan/Section 1/8" = 1'0")
Architectural Day-lighting	
a. Vasari computer analysis (natural daylight)	

b. Natural daylight design strategies

ARC 656: Architectural Practice, Law, and Management Fall Term 2015 3 credit hours COURSE SYLLABUS



Instructors:

Sean M. Gallagher AIA Assistant Professor of Architecture Office: HAWAC 412 Office Hours: Tues. + Thurs. 9:30 a.m. – 11:30 a.m. Office Phone: 847.628.8522 Home Office Phone: 630.845.9981 Email: sgallagher@judsonu.edu

Meeting time/place:

Time: 6:30 p.m.-9:30 p.m. Place: HAWAC 221 First Class: Monday, August 24, 2015 Last Class: Monday, December 7, 2015

Course Description (per catalogue):

A Seminar that continues the content of ARC 565 Architecture Practice, Leadership, and Ethics, extending the subject into areas of law, ethics, registration, marketing, regulation, finance, project delivery, contracts, and client relations.

Course Narrative:

ARC 656 Architectural Practice, Law, and Management is the second in a sequence of courses offering an overview of the practice of architecture. This course will expand on the ideas and concepts introduced in ARC 556 and will focus on aspects of the profession as it relates to the direct practical day-to-day operations of an architecture firm. We will examine the structure, management, and operations of an architectural practice, laws governing the practice of architecture. This class will also include several guest speakers each with a particular perspective, influence, and responsibility within the profession of architecture. Students will be expected to engage the speakers thoughtfully, with the intention of gaining unique and specific knowledge as it relates to the guest speakers field of expertise.

Course Procedures and Regulations:

The following will be required of all students in ARC 656:

- Attendance at all class periods is required and attendance will be noted. Any exceptions must be communicated to the instructor prior to class. Per the Judson University Faculty Handbook (1) standard 55 minute period of unexcused absence for each credit hour will be permitted. This equates to (1) 3-hour class period. Each additional Unexcused Absence will result in a grade reduction of 2.5%. Excused absences are considered for illness, death in family or other extreme circumstances.
- All assignments and tests are due at the start of class on the dates listed. Late assignments will not be accepted.
- Students that require any form of special accommodation or adaptive learning for day-to-day involvement with the course, or for evaluation and assessment, must indicate this to the instructor within the first week of class, and he/she must also contact the Academic Learning Center.
- The instructor reserves the right to selectively retain any student work for the purposes of documentation and/or accreditation.
- Follow any and all requirements and policies outlined in the Judson University Handbook and the Architecture Student Handbook.
- NOTE: THIS SYLLABUS IS SUBJECT TO CHANGE AT ANY TIME BY THE INSTRUCTORS IN THE INTEREST OF SOUND PEDAGOGY

WEEK	DAY/DATE	CLASS CONTENT	CLASS CONTENT TEXT	
1	8/24 a	Class introduction (Assgn #1A , #1B, #5)		(Quiz #1)
	8/24 b	- Johnsons/Juhls/Krieger/Sharp "the recent graduate"	p 2 - 56	
2	8/31 a	- Lynne Allicino, Allicino Partners LLC "the financial side"		
	8/31 b	Components of a business plan (Assgn #2)	p 57- 110	
3	9/7 a	- Gallagher Associates "the small scale model"		<u>Quiz #1 Due</u>
	9/7 b	- Gallagher Associates "the small scale model"	p 111 - 166	(Quiz # 2)
4	9/14 a	EPC Presentations		Assgn #1B: EPC Due
	9/14 b	The Legal Dimension of Practice	p 167-234	
5	9/21 a	- Chipman Design Architecture "the present future"		<u>Assgn #1A: HSW Due</u>
	9/21 b	- Chipman Design Architecture "the present future"	p 235-301	
6	9/28 a	- Lisa Sharp / Sharp Architects "the Client"		Assgn #2: Business Plan Due
	9/28 b	Components of a marketing plan (Assgn #3)	p 302-368	
7	10/5 a	- Attorney Brian Ozog w/Carponelli and Krug Law Offices		<u>Quiz #2 due</u>
	10/5 b	- Attorney Brian Ozog w/Carponelli and Krug Law Offices	p 369-435	(Quiz #3)
8	10/12 a	Components of a proposal		
	10/12 b	Components of a proposal (Assgn #4)	p 436-505	<u>Part 1 Assgn #5 Due</u>
9	10/19 a	Fall Break		
<u> </u>	10/19 b	Fall Break		
10	10/26 a	- McClellan Blakemore/Zahn/Dykstra "project delivery"		<u>Assgn #3: Mrktg Plan Due</u>
	10/26 b	- McClellan Blakemore/Zahn/Dykstra "project delivery"	p 506-616	
11	11/2 a	- Jennifer Betancourt (Dewberry)		
	11/2 b	- Jennifer Betancourt (Dewberry)	p 617-726	
12	11/9 a	- Melissa Roberts USI Insurance "professional liability"		
	11/9 b	- Melissa Roberts USI Insurance "professional liability"	p 727-836	
13	11/16 a	- Ben GlunzAnguleris Technologies "divergent careers"		<u>Quiz #3 due</u>
	11/16 b	- Ben GlunzAnguleris Technologies "divergent careers"	p 837-949	(Quiz #4)
14	11/23 a	B101 Standard form of agreement Owner + Architect		
	11/23 b	B101 Standard form of agreement Owner + Architect	p 950-1004	
15	11/30 a	A201-General Conditions of the Contract for Construct.		Assgn #4: Proposal Due
15	11/30 b	A201-General Conditions of the Contract for Construct.	p 1005-1058	
16	12/7	- Dan Wheeler (Wheeler Kearns) "a night in Chicago"		Quiz #4 + Part 2 Assgn #5 Due
	12/7	- Dan Wheeler (Wheeler Kearns) "a night in Chicago"	p 1059-1111	

Time Modules:

a: 6:30 p.m. – 7:50 p.m. **b**: 8:10 p.m. – 9:30 p.m.

The Profession
Firm Management
Project Delivery
Contracts & Agreements

NAAB Student Performance Criteria:

- B.7 Financial Considerations
- C.4 Project Management
- C.5 Practice Management
- C.7 Legal Responsibilities

Grading and Assessment:

The term is divided into a variety of assignments, topical quizzes, and projects. As there is a great deal of content, it is also essential that students <u>read the course text</u> associated with each subject area. Each assignment will examine the application of technical content knowledge, quizzes will assess conceptual understanding, and the projects will require the ability to fuse content knowledge and conceptual understanding with effective written communication. Final grades for this course will be based on the below listed percentages. All assignments are due at the start of class on the date listed above. Late assignments will <u>NOT BE ACCEPTED</u>. Missed exams without an excused absence will be given a score of zero. It is strongly encouraged that students periodically review work with instructor prior to submission to ensure positive performance.

The definition of each letter grade is as follows:		as follows:	Assignment and Quiz percentages:		
А	95-100%	C	74-76%	-Assignments:	45%
A-	90-94%	C-	70-73%	-Quizzes:	30%
B+	87-89%	D+	67-69%	-Class & lecture participation:	25%
В	84-86%	D	64-66%		
B-	80-83%	D-	60-63%		
C+	77-79%	F	0-59%		

Students will be assessed on content of knowledge, concise communication of ideas and concepts, research and writing skills, and creativity (as is applicable to each task). All work will be evaluated for clarity, completeness, and consistency with the submission requirements, as outlined for each task.

Assignments:

Assignment # 1A: Continuing education	2%
Assignment # 1B: Emerging Professional's Companion	7%
Assignment # 2: The business plan	7%
Assignment # 3: The marketing plan	7%
Assignment # 4: The proposal	7%
Assignment # 5: Guest speaker summaries (NAAB Student Performance Criteria)	15%
- · · · · · · · · · · · · · · · · · · ·	45%

Required Text:

Demkin, Joseph A.. The Architect's Handbook of Professional Practice, Fifteenth Edition. New York: John Wiley & Sons, 2014

Supplemental Texts:

Pressman,Andrew. Professional Practice 101: A Compendium of Business and Management Strategies in Architecture. New York: John Wiley & Sons, 1997.

Relevant Web Sites:

- <u>www.ncarb.org/</u>
 National Council of Architectural Registration Boards
- <u>http://www.idfpr.com/</u>
 State of Illinois Department of Financial & Professional Regulation
- http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=1340&ChapterID=24

Illinois Architecture Practice Act

 www.aia.org
 American Institute of Architects (National)

 http://www.aianei.org/
 American Institute of Architects (Northeast Illinois Chapter)

PLAGIARISM: All forms of cheating are unacceptable at Judson University. Cheating can be described as avoiding work that produces growth. Plagiarism is a particularly ugly form of cheating, involving the presentation of another person's work while representing that work as your own original creation. For the purposes of *this course*, plagiarism means presenting any work to this class that was not **entirely** prepared by you (i.e., you present a piece for critique and grading or other assignment that was done entirely or partially by another individual) or was copied directly from the work of another individual, or was copied from a photograph or other work, whether your own or another's. Plagiarism may be advertent (intentional) or inadvertent (unintentional).

Plagiarism is taken very seriously at Judson University. The first incident of plagiarism will result a failing grade for the exercise presented and a written report of the incident will be sent to the Vice President for Student Development the Provost. A second incident will result in automatic failure of the course and a written report to the Provost/Academic Dean. Plagiarism can result in disciplinary sanctions up to and including expulsion from the college. Please see the Plagiarism Policy in the *Student Handbook* for details on reporting and appeals of decisions regarding plagiarism at Judson University.

Please note that there may be times we will ask you to research and use a master work or a portion of a master work as the basis for a design exercise. This falls under fair educational use of copyright law. In this case, the work will serve as a *starting point* (aka a *pretext*) for another, more elaborate work and/or investigation, and your source will be cited as part of the title of the piece. We will check and approve the work you choose before you begin. Thus, no deception or dishonesty is involved in the production of the work.

Judson University is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this class and are requesting accommodations, you must contact Gineen Vargas, ADAA

Compliance Coordinator in the Student Success Center, located in the Lindner Tower – 2nd floor at 847-628-1556.

The ADAA Compliance Coordinator is responsible for coordinating accommodations and services for students with disabilities. Accommodations will not be granted prior to receipt of a current licensed clinician report outlining the disability, possible limitations and reasonable accommodations in order to meet the needs of the post-secondary coursework. Accommodations are never provided retroactively – prior to finalization of the Letter of Accommodation. Gineen will be happy to meet with you to discuss your accommodations. All discussions will remain confidential. Further information is available by visiting the Student Success Center website https://myjudson.judsonu.edu/ICS/Student_Success_Center/