Oklahoma State University
College of Engineering, Architecture and Technology
School of Architecture

Interim Progress Report for Year Two

October 09, 2019

EXECUTIVE SUMMARY OF 2017 NAAB VISIT

CONDITIONS NOT MET

2017 VTR
none

STUDENT PERFORMANCE CRITERIA NOT MET

2017 VTR
none

Interim Progress Report
Oklahoma State University
School of Architecture
Bachelor of Architecture (154 semester credits)
Year of the previous visit: 2017

Chief administrator for the academic unit in which the program is located: Dr. Paul Tikalsky

Provost: Dr. Gary Sandefur

President of the institution: Burns Hargis

Individual submitting the Interim Progress Report: Suzanne Bilbeisi

Name of individual(s) to whom questions should be directed: Suzanne Bilbeisi

Current term of accreditation: 8 years

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

   N/A

2. 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).

Oklahoma State University, 2019 Response: During the 2017 NAAB accreditation visit, Suzanne Bilbeisi was serving as Interim Head of the School of Architecture; in May 2017 she was formally appointed Head of the School of Architecture. Three faculty retired and one left before tenure; the school has hired five new Assistant Professors (on tenure track) since the last NAAB visit. Enrollment has steadily increased, but there have been no significant or negative impacts on quality of the delivery of the curriculum. Our college, the College of Engineering, Architecture, and Technology, adopted a new admissions standard for anyone wishing to enter a degree program in architecture or engineering. The new standard is a minimum ACT score of 24, and math ready for Calculus. This new standard has

increased the academic expectations of entering students, but it should be noted that those who do not meet the criteria may enroll in the first ARCH course and work towards full admission to the college. An adjacent new facility for the college, the Endeavor Lab, offers new interdisciplinary undergraduate project opportunities with other students across campus. Financial resources remain steady.

3. 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)

Oklahoma State University, 2019 update: OSU has five new hires on tenure track, their abbreviated CVs are attached. One new hire is an Architectural Engineer and licensed Architect, three are licensed Architects and one holds a D. Arch degree. These new hires will continue to contribute to the professional focus of our program. The CV of Suzanne Bilbeisi, long term OSU faculty member and newly appointed Head of the School in May 2017, is also provided. The course which has been revised since the last visit, and which carries many SPC is our Comprehensive Studio ARCH 4216/ARCH 4263, annually taught by two licensed Architects and two Architectural Engineers. Conceptually, the change is focused upon creating a more interdisciplinary approach to schematic design, where three architecture students are teamed with an architectural engineering student. Once the SD direction is set in week five, all students complete an independent DD and CD project proposal throughout the remainder of the semester. During the DD phase, fire protection technology students and construction management students consult with the architecture students in what are called 'Collab' studio days. Practicing professionals are also involved in formal reviews of student proposals at two specified points during the semester, which is not a change but rather a continuation of our commitment to providing a holistic comprehensive design experience for our students. These slight course adjustments have been a positive change in our curriculum delivery, syllabi are attached.

Appendix i: Curriculum Vitae of Suzanne Bilbeisi, AIA, Head of the School of Architecture

Appendix ii: Curriculum Vitae of five newly hired Assistant Professors –
      Jared Macken, D. Arch
      Christina McCoy, SE, RA, LEED BD+C
      Keith Peiffer, AIA, LEED AP
      Sarah Ra, AIA, LEED AP
      John Yowell, AIA, LEED

Appendix iii: Syllabi for Architecture Comprehensive Design Studio, ARCH 4216/4263

Suzanne D. Bilbeisi, AIA, Centennial Professor and Head of the School of Architecture

Courses Taught (Two academic years prior):
2019: Spring: ARCH 2100 Honors/ Fall: ARCH 1112 Intro, 2100 Honors
2018: Spring: ARCH 2100 Honors, 3100 Practicum/ Summer: ARCH 3373 Urban USA/
       Fall: ARCH 1112 Intro, 2100 Honors

Educational Credentials:
Master of Architecture, Oklahoma State University, 1990
Bachelor of Architecture, Oklahoma State University, 1988

Teaching Experience:
On this faculty: 1993-present
Centennial Chair Professor of Architecture, 2013-present, full time
Professor of Architecture, 2006-present, full time
Associate Professor of Architecture, 1998-2006, full time
Assistant Professor of Architecture, 1993-1998, full time
Other related experience:
Kansas State University, Invited Critic, 2006, 2015
Oklahoma University, Invited Critic, 2005, 2006, 2015
University of Arkansas, Invited Critic, 2015
Middle East Technical University, Visiting Faculty, Summer 1998, part time

Professional Experience:
Principal, Bilbeisi Architects, Stillwater, Oklahoma, 1993-present
Architectural Designer, Ballinger Architects, Philadelphia, Pennsylvania, 1989-1993
Intern, Urban Design Group, Tulsa, Oklahoma, Summer 1988
Intern, Gensler and Associates, San Francisco, California, Summer 1987

Licenses/Registration: Licensed Architect, Pennsylvania and Oklahoma #3401

Selected Publications and Recent Research:
"Recruiting Via an Interdisciplinary Program", ASEE Midwest Section Conference, 2017
"Bridge vs. Tower: Introducing Arch Engineering to Freshen Students", ASEE Midwest Section Conf, 2017,
co-authored with John Phillips
"The Success Team Program: A Model of Mentorship", National Conf on the Beginning Design Student, San
Luis Obispo, 2016
"Sequencing Architectural Moments", Int'l Design Communication Association, Istanbul, Turkey, 2016, co-
authored with S. Ra
*"The Living Bridge Project", (*Media/Video) National Conf on the Beginning Design Student, Houston, 2015,
co-authored with S. Ra
"Design Process: Subject to Object", National Conf on the Beginning Design Student, Chicago, 2014
"To Make Place is to First Understand Place", National Conf on the Beginning Design Student, Phila, 2013

Professional Memberships: American Institute of Architects

Honors and Awards
OSU Outstanding Community Service Award for a Faculty Member, 2018
CEAT Mentoring Excellence Award, 2016
CEAT Student Council Outstanding Teaching Award, 2014
CEAT Service Award, 2013
CEAT Outstanding Advisor Award, 2011
OSU Regents Distinguished Teaching Award, 2006
NCARB Prize, 2004 (joint entry with four additional faculty)
ACSA/AIAS Outstanding New Faculty Award, 1998

Jared Macken, Assistant Professor

Courses Taught (joined the faculty in Fall 2019):
2019: Fall: ARCH 2116 Studio II
2020 (planned): Spring: ARCH 1216 Studio I, ARCH 4100 Town Center

Educational Credentials:
Doctor of Science in Architecture, ETH Zurich, 2018
Master of Architecture, University of Illinois at Chicago, 2011
Bachelor of Fine Arts in Graphic Design, 2002

Teaching Experience:
Oklahoma State University, School of Architecture, Assistant Professor, Fall 2019-present
Wichita State University, School of Art/Creative Industries, Visiting Assistant Prof, Fall 2017-Spring 2019
Emporia State University, School of Art, Instructor of Graphic Design, Fall 2018-Spring 2019
University of Kansas, School of Architecture, Adjunct Instructor, Spring 2016-Spring 2017
ETH Zurich, Department of Architecture, Studio Instructor, Spring 2015

Professional Experience:
Research Assistant, Chair for Architecture and Urban Design, ETH Zurich, Zurich, 2012-2015
Research Assistant, Chair for Architecture and Urban Design, Future Cities Lab, Singapore, 2012-2013
Design and Concept Development, Ciriacidis/Lehnerer Architekten, Zurich, 2014
Architecture Researcher and Design Assistant, David Brown/Available City, Chicago, 2010-2011
Architecture Intern, Paul Preissner Architects, Chicago, 2009

Selected Publications, Research, and Exhibitions:
"Stranger Research," Lecture, Ulrich Museum of Art, Wichita, KS, Spring 2019
"The Strangers," Lecture, Mulvane Art Museum, Topeka, KS, Fall 2017
"Two Strangers Meet in a Parking Lot," Exhibition, Mulvane Art Museum, Topeka, KS, Fall 2017
"The Phantom Figure of the Town Centre," Essay, ISUF Journal, 2014
"The Phantom Figure of the Town Centre," Paper Presentation, ISUF Journal, 2014
"Precision Within Indifference: The Western Town of El Paso," Exhibition, International Architectural
Biennale Rotterdam, 2014
"The Western Town: A Theory of Aggregation," Book, Hatje Kantz, 2013

Honors and Awards:
2016, Rocket Grant Recipient from Charlotte Street Foundation and KU Spencer Museum of Art
2015, Sonderpreis Arc-Award for a project by Diploma Student Klaus Platzhummer, (Diploma Instructor at
ETH)
2013, DAM Book Award (Deutches Architekturmuseum/Frankfurt Book Fair) for "The Western Town: A
Theory of Aggregation"
2011, Graham Foundation Grant for "The Western Town" Book
2010, AIA Illinois Student Award
2010, Pella Fellowship Prize, UIC

Christina McCoy, SE, RA, LEED BD+C, Assistant Professor

Courses Taught:
2019: Fall: ARCH 3143 Analysis I, ARCH 4123 Concrete I,
2020 (planned): Spring: ARCH 3224 Steel II, ARCH 2216 Studio III

Educational Credentials:
Master of Civil Engineering (Structural Emphasis), University of Kansas, 2013
Master of Science in Architecture, University of Cincinnati, 2009
Bachelor of Architectural Engineering, Oklahoma State University, 2007
Bachelor of Architecture, Oklahoma State University, Minor: Arch History and Theory, 2007

Teaching Experience:
Oklahoma State University, Assistant Professor of Arch Engineering, 2019-present, full time
University of Kansas, Lecturer in the School of Architecture, 2015-2018, part time
Other related experience:
University of Kansas Invited Critic, 2017, 2018
Kansas State University Invited Critic, 2013
University of Cincinnati Graduate Assistant employed by the Center for the Electronic
Reproduction for Historical and Archeological Sites (CERHAS)

Professional Experience:
Thornton Tomasetti: Structural Consultants 2012-2019
Haris Engineering: Structural Consultants 2009-2012

Licenses/Registration:
SE – Licensed structural engineer in Nebraska, since 2014
RA – Licensed architect in Kansas, NCARB, since 2016
LEED BD+C – Leadership in Energy and Environmental Design, Building Design and
Construction, since 2009

Honors and Awards:
Structural Engineer's Association of Kansas and Missouri Outstanding Young Professional Award
in Community Leader Category, 2016
Hart Howerton Fellowship, 2009

Activities and Professional Memberships:
AIA KC Pillars Leadership Program, 2017-2018
OSU Centennial Mentorship Program, 2015-2019
Structural Engineers of Kansas and Missouri Kansas City Chapter Vice President, 2014-2015
Engineers Without Borders Kansas City, Local Projects Chair, 2013
Women in Design Kansas City Membership Chair, 2013

Selected Publications and Recent Research:
"The Deployable Tectonic: Mobility and Mechanization in Architecture," International Conference
on Structures and Architecture, Lisbon, Portugal, July 2019, peer-reviewed paper accepted
"Tectonic Experience: How Architectural Structure is Understood in Contemporary Context,"
A+P2: Second International Conference on Architecture and Phenomenology, Kyoto, Japan,
June 2009 – peer-reviewed paper accepted
"Encounters with Postmodernism: Pastiche, Structure, and the de Young," Environmental Design
Research Association Annual Conference, Kansas City, 2009
"Postmodern Pastiche and Contemporary Architectural Structure," Association of Collegiate Schools of
Architecture West Central Fall Conference, 2008

Keith Peiffer, RA, Assistant Professor

Courses Taught:
2018: Fall: ARCH 2116 Studio II
2019: Spring: ARCH 2216 Studio III, 4100 Architectural Theory and Criticism,
        Fall: ARCH 3263 Materials, 4116 Studio VI
2020 (planned): ARCH 2216 Studio III

Educational Credentials:
Master of Science in Architecture (Design Research), The University of Michigan, Spring 2012
Bachelor of Architecture, The Pennsylvania State University, Spring 2006

Teaching Experience:
Assistant Professor, School of Architecture, Oklahoma State University, Fall 2018 – present
Adjunct Faculty, Maryland Institute College of Art, Spring 2014, Spring 2015
Adjunct Faculty, Morgan State University School of Architecture + Planning, Summer 2013

Professional Experience:
Ziger/Snead Architects, Baltimore, MD - Associate, 2012 - 2018
Design Collective, Inc., Baltimore, MD - Architect Level 2, 2006 - 2011
Office of Planning & Architecture, Harrisburg, PA - Junior Designer, 2006

Licenses / Registration:
Registered Architect, Maryland #16298
LEED Accredited Professional (BD+C)

Selected Publications and Recent Research:
"Image Fatigue," presentation at Schools of Thought Conference, OU (2020 forthcoming)
"Film Star: A Classic Baltimore Movie Palace Shines Again," *Preservation Magazine*, Summer 2018 (The Parkway with Ziger/Snead Architects)
"This Historic Theater's Incredible Rebirth Is the Bellwether for a Changing City," *Architectural Digest*, September 5, 2017 (The Parkway with Ziger/Snead Architects)
"Mass Intimacy," chapter in *Body Tensions: Beyond Corporeality in Time and Space*, 2014
"Ticket Booth," in *International Journal of Interior Architecture + Spatial Design*, 2014
"Rendering Transaction #199," in *International Journal of Interior Architecture + Spatial Design*, 2014
"Mass Intimacy: Consumer Design by and for Dividuals," in *Scapegoat*, 2013
"The Urbanism of Mass Intimacy," presented at MediaCity 4: Mediacities International Conference, 2013
"Mass Intimacy: The Body is the Generator," presented at 1st Global Conference Time, Space and the Body, 2013
"Rendering the Spatially Extended Cyborg," in *International Journal of Interior Architecture + Spatial Design*, 2013

Honors and Awards
2017 AIA Baltimore Grand Design Award (The Parkway with Ziger/Snead Architects)
2017 AIA Maryland Citation Award (Parks & People Modular with Ziger/Snead Architects)
2017 AIA Maryland Citation Award (The Parkway with Ziger/Snead Architects)
2017 AIA Emerging Professionals Exhibition, "Citizen Design" (Parks & People Modular with Ziger/Snead Architects)
2016 AIA Baltimore Citation Award (Parks & People HQ with Ziger/Snead Architects)
2016 AIA Maryland Citation Award (The Ivy Hotel with Ziger/Snead Architects)
2016 AIA Baltimore Grand Design Award (The Fitzgerald with Design Collective)
2012 Master of Science Student Award, Taubman College
2011 AIA Maryland Citation Award - The Fitzgerald, 2011
2011 Urban Land Institute (ULI) Award for Excellence: the Americas – Winner
2006 Henry Adams AIA Certificate, The Pennsylvania State University

Sarah A. Ra, AIA, LEED AP, Assistant Professor

Courses Taught:
2018: Fall: ARCH 2116 Studio II, ARCH 2003 Arch and Society
2019: Spring: ARCH 1216 Studio I, ARCH 2263 Systems
        Summer: ARCH 4374 International Study Abroad; Fall: ARCH 2116 Studio II
2020 (planned): Spring: ARCH 1216 Studio I, ARCH 3100 H/T of the Architecture of Asia

Educational Credentials:
Master of Interior Architecture, Cum Laude, Rhode Island School of Design, 2005
Bachelor of Architecture, Cum Laude, Oklahoma State University, 2003

Teaching Experience:
Oklahoma State University, Assistant Professor of Architecture, Fall 2019 – Present
Oklahoma State University School of Architecture, Adjunct Instructor, F 2013-Sp 2019
University of Oklahoma, Assistant Professor of Interior Design, 2013
Oklahoma State University College of Human Sciences, Adjunct Instructor, 2012

Professional Experience:
Principal, Ra Studio, Stillwater, Oklahoma: 2011 - Present
Project Manager, Lam McGowan Architecture and Design, New York, 2008-2009
Designer, Swanke Hayden Connell Architects, New York, 2006-2008
Designer, Mancini Duffy Architecture and Design, New York, 2005-2006
Intern, gH2 Gralla Architects, Tulsa, 2002

Licenses / Registration:
Licensed Architect, Oklahoma #7437
Certified Interior Designer #27069, LEED AP

Selected Publications and Recent Research:
"*Cultural Influence in the Digital Age*", ACSA Spring Conference, San Diego, CA, 2020, co-authored with Seung Ra accepted for paper development
"*Anotherness in Design Education: Studying Across Cultures*", Schools of Thought Conference, Norman, OK, 2020, poster presentation
"*Cultural Influence in the Digital Age*", Schools of Thought Conference, Norman, OK, 2020, lightning talk
"*Autonomy and the Culture of Reuse*", ACSA Fall Conference, Syracuse, NY, 2015, co-authored with Seung Ra

Professional Memberships: American Institute of Architects

Honors and Awards:
Annual Church Architecture Award, Church Architecture Magazine, Seoul, Korea, 2016
SHIFTboston International Ideas Design Competition, Finalist, 2009
RISD Biennial Show, awarded best degree project of 2005
AIA Henry Adams Fund Recipient, 2003

Jay Yowell, AIA, Assistant Professor

Courses Taught:
2017: Fall: ARCH 2116 Studio II, ARCH 3263 Materials in Architecture
2018: Spring: ARCH 1216 Studio I, ARCH 3100 Biomimicry and Architecture
      Fall: ARCH 3116 Design/Build, ARCH 3263 Materials
2019: Spring: ARCH 2216 Studio III, Fall: ARCH 2116 Studio II
2020 (planned): ARCH 1216 Studio I, ARCH 3100 Biomimicry and Architecture

Educational Credentials:
Master of Architecture, University of Oklahoma, 2011
Bachelor of Architecture, Oklahoma State University, 1994

Teaching Experience:
Oklahoma State University, Assistant Professor, F 2018 - present
Oklahoma State University, Adjunct Instructor, F 2017 – Sp 2018
University of Oklahoma, Associate Instructor F 2014 – Sp 2017, Adjunct Instructor F 2004 – Sp 2013

Professional Experience:
Principal jy architecture Edmond, OK, 2004-present
Green Consultant with Gardner Architects, 2018
Consultant with City of Nichols Hills, 2009 – 2013
University of Central Oklahoma, Sustainability Coordinator, 2008-2009
Elliott + Associates Architects Oklahoma City, OK, 2001-2004
RTKL Associates, Inc. Dallas, TX, Founder, Sustainable Design Task Force, 1994-2001

Licenses / Registration:
Licensed Architect in Oklahoma, since 1998; CSI Member, since 2018; LEED AP, since 2001

Selected Publications:
"Biomimicry and Architecture" Building Tech Educators Society National Conference, Amherst, 2019
"Biomimetic Architecture" Pecha Kucha Vol. 1, Stillwater, OK, 2018
"UCO Sustainable Strategies" AASHE Conference, Raleigh, NC, 2008
"Biomimicry and Architecture" AIA National Convention, San Antonio, 2007

Professional Membership:
American Institute of Architects (AIA), Central Oklahoma Chapter, Member since 1994,
      Founder Committee on the Environment, 2001, Board of Directors, 2002-2004
Dallas Chapter, Co-Chairman Dallas AIA, Committee on the Environment, 1997-2000,
      Member, 1995-2000

Honors and Awards
Nature, Architecture and Habitat Residency, Tallegio Valley, Italy, 2016
SAIC Grant, AIA + 2030 Professional Series, 2013
Norman N. Durham Lectureship Award Environmental Institute, OSU, 2008
OSN Leadership Award Oklahoma Sustainability Network, 2006
OKCBusiness Forty under 40 Award, 2006
Honor Award AIA National, 2005 with Elliott + Associates Architects
Merit Award for Interior Architecture AIA Central States Region, 2004 with Elliott + Associates Architects

SYLLABUS

"A great building, in my opinion, must begin with the unmeasurable, must go through measurable means when it is being designed, and in the end must be unmeasurable.

The only way you can get the building into being is through the measurable. You must follow the laws of nature and use quantities of brick, methods of construction, and engineering.

But in the end, when the building becomes part of living, it evokes unmeasurable qualities, and the spirit of its existence takes over."

Louis I. Kahn

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COURSE DESCRIPTION

ARCH 4216/5226 and 4263 emphasizes synthesis and application of all the design skills as well as the technical and general knowledge that the architectural or architectural engineering student has developed in the previous years of the undergraduate curriculum. The course is organized around a 16-week project focusing on the comprehensive analysis and design of a building and its many technical and aesthetic systems.

Your efforts this semester will be built upon the critical investigations and design work produced for this course, which has been aptly named the "Comprehensive Design and Development Studio". ARCH 4216 for architects/5226 for AE students and ARCH 4263 have been designated as separate, but co-dependent courses that work together to satisfy the unique educational goals of the design and development studio. We have identified ARCH 4216/5226 as the "Design" component and ARCH 4263 as the "Technology" component of the semester. We can further describe these goals as follows:

COURSE GOALS

ARCH 4216 / 5216 "Design"
- Provide a comprehensive design and design development experience.
- Ensure that students are immersed in the issues associated with the realities of their design.
- As appropriate, emulate current professional practice processes and methods of communication.

ARCH 4263 "Technology"
- Ensure the technical integrity of the design and development process.
- Demonstrate the interdependence between design goals and technological realization.
- As appropriate, emulate current professional practice processes.

COURSE OBJECTIVES

ARCH 4216/5226 and 4263 (referred to as Comprehensive Studio), like other architectural design studios, seeks to develop the student's ability to design solutions to man's physiological, biological, emotional, and spiritual needs in the built environment. Special emphasis is placed on developing your ability to successfully synthesize the visual systems of form, space, color, texture, and rhythm; the technical systems of structure, heating, ventilating, air conditioning, lighting, and acoustics; and the legal systems of codes, zoning ordinances, and other regulations that, together with function, form the organizing influences of virtually every architectural project. The educational objective is to help the student develop a more comprehensive and mature understanding of the interaction between the aesthetic influences and the major technical, legal, and human factors that shape the design of most professional architectural projects.

If you would like to speak privately about any matter please make an appointment with me (jerry.stivers@okstate.edu).

PROJECT EVALUATIONS

Outlined below, identified by course designation, are the evaluation categories and their values to their respective final course grades.

The required content for architecture students and architectural engineering students will be common in many cases. In the descriptions below, benchmarks that apply solely to architecture or architectural engineering students are indicated as such. Further information will be provided when necessary.

For the purposes of evaluation, certain aspects of the course will fall under the ARCH 4216/5226 requirements, while others will be attributed to the ARCH 4263 course number. As previously described, the two courses are dependent upon one another for a complete educational experience. *For the architects, to achieve success this semester, you must achieve a "C" or better in both courses (4216 and 4263). Architectural engineers must make a passing grade in both 5226 and 4263. Failure to successfully complete either of these courses will result in your repeated enrollment in both of these courses in a future semester.*

This course includes team based projects and activities that require students to successfully collaborate with their peers. As a part of that process, each student will be required to complete a peer evaluation. Each student's peer evaluation will have a quantifiable impact on his or her assignment, project, participation, and/or course grade. The faculty reserve the right to assign an individual grade that differs substantially from the grade assigned to the team when extraordinary circumstances, as determined by the faculty, make it necessary. The faculty retain the right to organize and reorganize teams in the interest of the educational objectives of the assignment or studio.

SYLLABUS

ARCH 4216 / 5216 (DESIGN)

	Architects	Architectural Engineers
Schematic Design	40%	45%
Design Development	50%	50%
Design Documents	10%	5%

ARCH 4263 (TECHNOLOGY)

	Architects	Architectural Engineers
Schematic Design	25%	25%
Design Development	40%	25%
Design Documents	35%	50%

The specific required elements of each phase will be described in greater detail later in assignment handouts. A numeric grading scale (standard for the university) will be in effect for this studio:

'A'   90-100%
This is work that is excellent in all aspects. All of the criteria have been addressed fully, and the results are exemplary. The information has been communicated clearly and with outstanding graphic quality. This is the definition of 'professional' work.

'B'   80-89%
This is work that is well above average. Most all of the criteria have been addressed in a thorough and thoughtful manner, and the information has been communicated clearly.

'C'   70-79
This is work that is simply average. The results satisfy the criteria in a minimal way, and are presented such that they are understandable.

'D'   60-69
This is work that is disorganized, incomplete, or in any other way unprofessional. Students who turn in work at this level will be required to retake both 4216 and 4263 unless substantial improvement occurs.

'F'   0-59
This is work that fails to meet the minimum requirements, and is in most respects incomplete. Students who turn in work at this level will be required to retake both 4216/5226 and 4263.

'I'   Incomplete
The grade of 'I' will be given only for exceptional circumstances such as a documented illness. Circumstances of this sort must be brought to the studio coordinator's attention immediately. A grade of 'Incomplete' is very rarely considered or assigned at the School of Architecture.

Time management is sometimes a problem for students, and this course is no exception. Time is an important and essential element in the successful practice of architecture and architectural engineering. To foster good work habits, due dates will be strictly enforced. No time extensions will be given unless clearly indicated otherwise. Project evaluations will reflect the quality of the work and the level of completeness accomplished by the due date. Late work may either not be accepted or will have points deducted per the discretion of the faculty team. Further work for the jury, including but not limited to Powerpoint presentations or handouts, cannot be done past this deadline.

If there is a student who cannot complete his/her work in the studio by the due date, and this student has a verifiable circumstance that was truly out of the control of the student, the faculty may consider an appropriate extension. An excuse will be recognized only in the case of an illness verified by a physician, an accident verified by proper authorities, or any other verifiable circumstance beyond the student's control that prevents the student from performing her or his work in the studio. Final authority for recognition of an excuse, and the amount of compensatory time given, is to be determined by the faculty team. Extraordinary problems of a personal nature that affect your work in the studio should be discussed with a member of the faculty team as early as possible.

The faculty requires that all work be performed in the studio and that attendance during formal studio hours (including seminars, workshops, and juries) is mandatory. Point deductions may accompany some absences. Five or more unexcused absences can result in a failing grade for the course. Unexcused absences include missing more than half of a class period. When unavoidable time conflicts occur, they must be brought to the attention of the faculty in advance.

Although we encourage exchange of ideas in studio, ultimately each team/student is responsible for his/her own work, and must not take credit for the work of another team/student. This includes work presented during daily critiques with faculty and work presented for juries and grading.

Plagiarism is the act of taking someone else's work, ideas, or words and passing them off as your own. While it is perfectly natural to study the work of others as you develop your own ideas, be sure that what you develop really is your own. Rest assured that plagiarism is not condoned or allowed by our faculty, and any students engaged in such practices may face the most severe penalties offered by OSU.

Plagiarism in studio includes, but is not limited to: improper citation of resources for any written material; lack of citation of resources for any written material; duplication or reconstruction in any form of designs or portions of designs of a fellow student's projects or assignments (with or without that fellow student's permission), built architecture, or published architecture; and copying written or orally presented ideas of fellow students (with or without that fellow student's permission).

When teams are formed to complete complex assignments during the semester it is assumed that each student will participate fully in the work. A Scrum responsibility grade will account for a student's role within the team during schematic design. Keep in mind that in the case of a team assignment, each member of the group may be assigned the same grade, so it is in the best interest of all involved to do their best work, and encourage teammates to do the same.

REFERENCE NOTEBOOK
Throughout the semester, we expect each student to maintain a reference notebook (AEs- see Professor Phillips). Please print all research and label/tab it accordingly in your notebook. Keep all course handouts in the notebook, and use it as an organization tool for semester sketches, notes, etc. Many architects like to

see in-process sketches in portfolios, so you'll want to keep track of those things. You will turn it in at the end of each research deadline and at the end of the semester. It should be organized, but it is not expected that it is a pristine document; it is a work-in-progress. We will evaluate it based on its usefulness as a reference and its thoroughness.

COURSE PORTFOLIO

An overall 11"x17" course portfolio summarizing the semesters' deliverables will be compiled at the end of the semester (due Wednesday of finals week). This is different than the Reference Notebook mentioned in the paragraph prior as this is a "presentation" document that can be used for job interviews and upcoming internships. Two printed copies as well as a digital copy will be required.

ACCREDITATION

All required studios and other ARCH prefix courses work together to satisfy the elements that the national accreditation bodies (NAAB and ABET) have established as necessary, at a bare minimum, for a professional degree in Architecture or Architectural Engineering. The course goals of ARCH 4216/5226 & 4263, as outlined previously, were developed in response to many of the criteria set forth by these accrediting bodies of the Architecture and Architectural Engineering programs offered at the OSU School of Architecture.

NAAB Course Criteria
The criteria applicable to ARCH 4216/4263 are listed as follows: ref appendix pg 8
• A1 - Professional communication skills
• A2 - Design thinking skills
• A3 - Investigative skills
• A4 - Architectural design skills
• A5 - Ordering systems
• A6 - Use of precedents
• A8 - Cultural diversity & social equity
• B1 - Predesign
• B3 - Codes and regulations
• B4 - Technical documentation
• B5 - Structural systems
• B6 - Environmental systems
• B7 - Building envelope systems and assemblies
• B8 - Building materials and assemblies
• B9 - Building service systems
• C1 - Research
• C2 - Evaluation and decision making
• C3 - Integrative Design
• D1 - Stakeholder Roles in Architecture

ABET Student Outcomes
Following is a list of the ABET student outcome criteria to be presented during the semester. Of the a) through k) student outcomes applicable to ARCH 5226/4263, each Architectural Engineering student is expected to be able to demonstrate:
• (d) an ability to function on multidisciplinary teams
• (e) an ability to identify, formulate, and solve engineering problems
• (k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice

WORKSHOPS

Various workshops will occur throughout the semester as a way to introduce and directly apply learned material to your projects or to side assignments. These workshops may not always be graded, but failure to participate could result in deducted points from your final grade.

STUDIO CHARGES

Students will be charged for plots per sheet per the SoA plotting fees. Up to and including 11 x 17 sheets will not be charged; only large format will be charged. We will ask you for in-process large plots at points throughout the semester, not just at major deadlines.

TEXTBOOK

Please purchase the book below by Dr. Mansy for $125.95 (print price), if you do not have it. The publisher offers 20% discount off the book to OSU students. Immediate access to your own full or partial (FREE 30% PDF) e-book from within your student account. Full e-books work with various mobile devices. If you previously purchased the preliminary edition, no need to purchase this First Edition.

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TEXT: Integrative Design: Building Systems for Architects and Architectural Engineers (First Edition), ISBN: 978-1-63487-266-9

We recommend also buying Graphic Standards and/or Building Codes Illustrated as a resource that you will use throughout your career. They are cost prohibitive, however, so if you cannot purchase a copy at this point in your career, we have copies in the reference area of the library. Many of the answers you will be researching will not be found in one book or from one source. You will most likely require the resources of many books (some of which you already own from previous courses), articles, and material resources from the internet. The key is getting adjusted to doing research as needed. Important resources, International Building Code, IECC, IPC, and Sweet's are on-line through the Architecture Library website. Emergency Egress Standards is free online. Faculty will also distribute appropriate handouts throughout the semester, and several books have been placed on reserve. Another useful source for technical information is the BEDG, the Building Envelope Design Guide, www.wbdg.org/design/envelope.php.

SPECIAL ACCOMMODATIONS

Any member of the class who feels that he or she has a qualified disability and needs special accommodations should speak to the faculty by the end of the first week of class. The faculty is committed to working with the student and the OSU Office of Student Disability Services to provide reasonable accommodations to ensure that each student has a fair opportunity to perform to the best of his or her ability in the studio.

CHANGES

During the semester, situations may arise which are unforeseen to the faculty. As a result, the faculty may deem it necessary to slightly alter the requirements or focus of a specific aspect of the course in light of new information. These changes, if they occur, would only be considered if they contribute to the educational goals of the studio and/or facilitate a better outcome for the students. So, if and when we know that a change is necessary, we'll let you know!

COMPREHENSIVE DESIGN AWARD

At the end of the semester the ARCH 4216 faculty selects the top projects as Comprehensive Design Award finalists. All of the architects, engineers, and others who have taken part in the Schematic Design and Design Development juries during the semester will be invited as a 'grand jury' to review the work of the finalists. All phases of each project will be displayed. After private review and discussion by the jury, a vote will be taken. The winner and places for the award will be announced at the conclusion of the voting process.

ILLUMINATING ENGINEERING SOCIETY (IES) SCHOLARSHIP

The IES has sponsored a scholarship for the best lighting design(s) in the course for ten years! The jurors for this scholarship review many aspects of lighting design that will be presented to you in seminar. This jury will happen during the last jury of the semester, and student participants will be invited. The IES support helps to emphasize the importance of lighting design in architecture.

OSEA COLLABORATION BETWEEN ENGINEERING AND ARCHITECTURE SCHOLARSHIP

OSEA, the Oklahoma Structural Engineers Association, sponsors a scholarship for the best projects of the Architectural Engineering students. After private review and discussion by the structural engineer jurors, a vote will be taken. The winner and places for the OSEA's Collaboration between Engineering and Architecture Award for the best AE project will be announced at the conclusion of the voting process.

APPENDIX - SPC CRITERIA DESCRIPTIONS

A.1 Professional Communication Skills: Ability to write and speak effectively and use representational media appropriate for both within the profession and with the general public.

A.2 Design Thinking Skills: Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

A.3 Investigative Skills: Ability to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

A.4 Architectural Design Skills: Ability to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design.

A.5 Ordering Systems: Ability to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

A.6 Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.

A.8 Cultural Diversity and Social Equity: Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.

B.1 Pre-Design: Ability to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

B.3. Codes and Regulations: Ability to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards.

B.4 Technical Documentation: Ability to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

B.5 Structural Systems: Ability to demonstrate the basic principles of structural systems and their ability to withstand gravitational, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

B.6 Environmental Systems: Ability to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.

B.7 Building Envelope Systems and Assemblies: Understanding of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

B.8 Building Materials and Assemblies: Understanding of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

B.9 Building Service Systems: Understanding of the basic principles and appropriate application and performance of building service systems, including lighting, mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems.

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

C.2 Integrated Evaluations and Decision-Making Design Process: Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

C.3 Integrative Design: Ability to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

D.1 Stakeholder Roles in Architecture: Understanding of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—and the architect's role to reconcile stakeholder needs.