Syracuse University
School of Architecture

Interim Progress Report for Year Five

November 30, 2021

Interim Progress Report Year 5

Syracuse University
School of Architecture
Bachelor of Architecture (157 undergraduate credit hours)
Master of Architecture (non-preprofessional degree plus 110 credit hours)
Year of the previous visit: 2016

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

Name: Michael Speaks, Ph.D.
Title: Dean and Professor
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Physical Address: School of Architecture
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Chief academic officer for the Institution:

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a. Progress in Addressing Not-Met Conditions

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b. Progress in Addressing Not-Met Student Performance Criteria

B.10 Financial Considerations

2016 Team Assessment: Evidence of student achievement at the prescribed level was not found in student work. Student work at the understanding level was not consistently demonstrated in the areas of building costs, scheduling, and operational/life-cycle costs. No student work, exams, or case studies were provided to indicate that the students were able to achieve an understanding of project financial considerations.

Syracuse University, 2018 Response: UNDERGRADUATE & GRADUATE CURRICULUM
Financial considerations are reinforced through lectures and case study examples that include:
1. Project financing methods related to bonding/construction loans/reserves and associated analysis of hard and soft costs for feasibility. 2. Construction Cost Estimating (Probable Costs) 3. Construction Scheduling / Phasing and impacts of partial occupancy, shift work, temporary facilities, and labor agreements/regulations. 4. Sustainability Criteria and the integrated design process for identification of materials/systems/verification and associated rating systems (LEED, CHPS, etc..) including operational/life cycle/payback analysis.
-Financial Considerations are evaluated for understanding through quizzes, exams (short essay and multiple choice), and the group case study research/analysis/presentation activities. See Appendix for samples of quizzes and exams. Case study research is not included but can be provided upon request.

Syracuse University, 2021 Response:
Financial considerations are reinforced through lectures and case study examples that include:

1. Legal obligations for cost controls are presented with Contracts (O/A), AIA A201 General Conditions, and throughout much of the course content.

2. Project financing methods for bonding/construction loans/reserves and associated analysis of hard and soft costs for budget maintenance.

3. Construction Cost Estimating (Probable Costs) examples.

4. Construction Scheduling / Phasing and impacts of partial occupancy, shift work, temporary facilities, and labor agreements/regulations.

5. Sustainability Criteria and the integrated design process for identification of materials/systems/verification and associated rating systems (LEED, CHPS, passive House, etc.) including operational/life cycle/payback analysis.

6. Group Project Case Study research and presentations inevitably review cost/budgeting implications of real projects with real challenges.

Financial and Budgeting information is evaluated for understanding through quizzes, exams, and the group case study research/analysis/presentation activities. Since the pandemic in March 2020 the exams and quizzes have been administered virtually through the blackboard interface and have been timed with randomized questions/answers in an ARE format of multiple choice and aligned with practice process.

*** See Student Work Folder for samples of quizzes, exams and case studies that illustrate progress towards meeting SPC B.10 in both the Undergraduate and Graduate Programs.**

II. Changes or Planned Changes in the Program

Syracuse University, 2021 Response:

Changes to the B. Arch Curriculum:
Effective Fall 2021, The B. Arch curriculum includes the addition of Syracuse University's one-credit First Year Seminar course and IDEA course requirement, bringing the total credits to 157. Additionally, the general studies portion in the B. Arch will require students to compete coursework in the liberal arts divisions of Humanities, Social Sciences and Mathematics/Natural Science along with a minimum of upper-level credits within the Arts & Sciences and Open Electives. These changes come as a result of the school's commitment to broaden education within the liberal arts and to achieve a more comprehensive treatment of Diversity, Equity and Inclusion.

Faculty Retirements and Succession Planning:
We continue to build our new faculty as the rate of senior faculty retirements increase. Since 2018, we had one senior faculty retirement, Professor Anne Munly, and in the 2022-2023 academic year we anticipate having two to three additional retirements. In Spring 2021 Assistant Professors Bess Krietemeyer, Daekwon Park, and Lawrence Chua were promoted to Associate Professor with tenure. In Spring 2020 Assistant Professors Roger Hubeli and Kyle Miller were promoted to Associate Professor with tenure; also in Spring 2021, Associate Professor Jean-Francois Bédard was promoted to the rank of Professor.

In Spring 2022 we will hire three positions, two tenure track Assistant Professors and an Associate Dean for Research. Over the last several years we have hired, and are now promoting with tenure, a cohort of STEM research-focused faculty, including two of the above-mentioned professors. Our intention is to continue this trend and augment and extend their research profile with the addition of an ADR (also hopefully a STEM researched-focused hire). This cohort has raised, considerably, the research profile of the school, not only in terms of scholarship and research profile but in research dollars. We continue to attract very strong fellows in our Boghosian Fellowship Program. This year our fellow is Assistant Professor Leen Katrib.

Changes in Administration:
In Fall 2021, Associate Professor Daekwon Park replaced Associate Lawrence Davis as Undergraduate Program Chair. Please see Appendix for Professor Park's short bio.

Changes in Enrollment:
2017 to 2018 the B. Arch. program experienced significant growth in both the Fall 2017 and Fall 2018 cohorts. In Fall 2017, 137 new first year students entered the program and in Fall 2018, 154 students entered the program, exceeding the established target of 120. Moving forward, the intention is to keep enrollment targets at 120 first year students. The M. Arch program has experienced a slight decline in incoming classes, with 29 students entering in Fall 2018 vs. the target of 35.

Fall 2019 – Class of 2024
In Fall 2019 the B. Arch program enrolled had 136 new 1st year students, 1 transfer student and 4 intra-University transfer (IUT) students, and 137 new first year students for a total of 141 students in our 1st year cohort. We exceed our enrollment target of 130 new students (120 1st year students, 5 transfers, and 5 IUT's). Moving forward, the intention is to keep the 1st year enrollment targets at 130 students. The M. Arch program has continued to experience a decline in the incoming classes, with 24 students entering in Fall 2019 and a decreased target of 30.

Fall 2020 – Class of 2025
The undergraduate enrollment target was increased to 130. Despite the pandemic, the B. Arch. program experienced significant growth in the Fall 2020 cohort. We had a record breaking 150 students matriculate into the Class of 2025, however, due to travel restrictions caused by the pandemic we had 104 students join us in the Fall of 2020 and 46 students that enrolled in the Spring of 2021. The M. Arch program has experienced a slight decline in incoming classes, with 15 students entering in Fall 2020. The target of 15 was adjusted several times to take into consideration the travel restrictions of our international cohort.

Fall 2021 – Class of 2026
Our enrollment target for Fall 2021 was 130. We enrolled 160 undergraduate students for the Fall 2021 term. Two of these students were admitted with advanced standing so the overall incoming 1st year class was comprised for 158 new students and one intra-university student. Due to the continued ramifications felt by the pandemic, the M. Arch program saw fewer international applications and adjusted its enrollment target twice. We projected 18 and began the 1st day of class at 23, 17 of these students are domestic.

Changes in Financial Resources:
At the conclusion of FY21 our School maintained a strong financial position due in part to robust growth in undergraduate revenue. As such, we added over $450K to our carry forward balance which has surpassed just over $4.4M. At the start of FY22 the University lifted the previously placed salary freezes thereby providing faculty and staff with an average salary increase equal to 2.5%.

We anticipate that our FY22 budget will be balanced, with limited funding additions to our carry forward balance. In addition, the School exceeded its annual fundraising target in FY21, raising $1.3M on a $900K goal and is on track to surpass its FY22 goal of $1.2M.

Changes in Physical Resources:
Since 2018, significant improvements have been made to the facilities in Slocum Hall, as follows:

In June 2021 we created a dedicated Student Welcome Center and Office of Student Engagement suite for our recruitment staff.

Fall 2021 facility improvements include:
- Ground floor small computing lab was outfitted with new mesh backings for all chairs.
- Installation of movable floor outlets for the Visiting Critics studio.
- Purchase of additional small storage units to accommodate larger classes.
- Purchase of new stools for studios in advance of the Spring 2022 semester.
- Creation of a new, dedicated 12-seat remote access computer lab, allowing students access the computers from anywhere over the Internet.
- Installation of 10 new laser projectors throughout Slocum Hall replacing outdated units.
- Purchase of multiple 55” mobile 4K displays to multiple studios and conference rooms spaces throughout Slocum Hall.
- Purchase of four 65” and 55” interactive touchscreen displays for teaching use.

In June 2020, UVC (HEPA) filter units were installed for proper air quality in rooms 001, 004, 026, 101,104, 126, 301/304 (King and King Reading Rooms), 307 and 325. Additionally, mechanical ventilation was installed in rooms 108, 124, 208, 224,401,404.

In June 2019, 108 Slocum Hall was renovated with new desks, storage and additional flexible power supply. Studios 124 and 126 were outfitted with additional desks and newly designed dividers.

***COVID 19 Pandemic and Other Challenges**

In Fall 2019, Syracuse University experienced student protests including marches, demonstrations and sit ins. #NotAgainSU required all schools and colleges to address policy and procedural change as relating to Diversity, Equity, Inclusion and Accessibility.
With the emergence of the COVID 19 global pandemic in Spring 2020, our faculty shifted focus to accommodate online learning. Time, energy and resources were concentrated on meeting the needs of all students academically. In the context of these major events, no new significant pedagogical or course content changes were made in this time frame.

Please see NAAB Statistical Report Fall 2020 and Fall 2021 for additional significant information.

III. Summary of Preparations for Adapting to 2020 NAAB Conditions

Syracuse University, 2021 Response:

In response to the new 2020 NAAB Conditions, and in the context of a university-mandated annual academic assessment process, we created eight program-level learning outcomes for the B. Arch and M. Arch programs that encapsulate NAAB Program and Student Criteria, School of Architecture specific learning outcomes, and Syracuse University "Core Competencies" for undergraduate degrees.

Figure 1 (in Appendix) shows how the proposed B. Arch and M. Arch program-level learning outcomes map to the 2020 NAAB Criteria.

The definition of the eight program-level learning outcomes was a multi-year faculty-wide endeavor. The course-level learning objectives were collected, cross-checked with the NAAB's new criteria, and refined collectively by our faculty members. As a result, the final eight program-level learning outcomes can serve as the basis for both the university's annual academic assessment and the next NAAB accreditation cycle. The annual academic assessment process consists of (1) collecting assessment forms and student work from the faculty, (2) analysis of the results, and (3) creating actions and follow-ups. Since the measures and criteria for the assessment is cross-checked and mapped to the NAAB's new criteria, we believe we can better prepare for the next NAAB accreditation cycle.

Starting in Fall 2021, we will be collecting feedback from all instructors who teach courses that map to our program-level learning outcomes and the 2020 NAAB criteria. We use a faculty feedback form that we believe meets the "Self-Assessment" requirement for all Student Criteria, and for the 2022-2023 academic year, in preparation for our upcoming accreditation review, these forms will become a component of our IPR.

Similarly, we will collect work for our annual internal archiving process starting Fall 2021 aligned with the student work requirements of the 2020 NAAB Conditions for courses that address Student Criteria SC.5 and SC.6. We seek to do this in advance of our required year for collecting work to discover and address any considerations we may run into during this process.

IV. Appendix

Daekwon Park
Associate Professor
Undergrad Chair

Dr. Daekwon Park is the Undergraduate Chair and Associate Professor at Syracuse University School of Architecture. He is a faculty research fellow and director of the MATR LAB (Material Archi-Tectonic Research Laboratory) at the Syracuse Center of Excellence. Daekwon is a registered practicing architect based in New York and received his Doctor of Design degree at Harvard Graduate School of Design.

Before joining Syracuse Architecture, Park engaged in a wide range of teaching and research opportunities at Harvard, MIT Media Lab, Rhode Island School of Design and École Polytechnique Fédérale de Lausanne. He actively collaborated with Wyss Institute for Biologically Inspired Engineering (Harvard), Material Processes and Systems Group (Harvard GSD), Responsive Environment and Artifacts Lab (Harvard GSD), High-Low Tech Group (MIT Media Lab), Changing Places Group (MIT Media Lab), and Media and Design Laboratory (EPFL). He also has served as project manager at the Material Processes and Systems Group at Harvard GSD and was the recipient of the Jack and Elizabeth Meyer University Scholarship from Harvard University and the Kate Neal Kinley Memorial Fellowship from the University of Illinois.

Before establishing his practice MATR, Park gained extensive experience in large-scale sports and entertainment facility design and had practiced in various countries around the world including USA, Australia, China, and Korea. During his appointment as director in Korea for Populous (formerly HOK Sport), he managed all the projects in Korea including the Ansan Baseball Dome, Gimpo Sports Town Masterplan, and the 2014 Incheon Asian Games Main Stadium.

Diagram showing the addition of 1-credit First Year Experience Seminar and the distribution of Arts & Science Electives

Bachelor of Architecture Curriculum
Effective Fall 2021

Previous			New		
	COURSE	CH		COURSE	CH
Design	ARC 107	6	Design	ARC 107	6
	ARC 108	6		ARC 108	6
	ARC 207	6		ARC 207	6
	ARC 208	6		ARC 208	6
	ARC 307	6		ARC 307	6
	ARC 407	6		ARC 407	6
	ARC 408	6		ARC 408	6
	ARC 409	6		ARC 409	6
	ARC 498	6		ARC 498	6
History	ARC 133	3	History	ARC 133	3
	ARC 134	3		ARC 134	3
	ARC HIST	3		ARC HIST	3
	ARC HIST	3		ARC HIST	3
Theory	ARC 141	3	Theory	ARC 141	3
	ARC 242	3		ARC 242	3
Technologies	ARC 121	3	Technologies	ARC 121	3
	ARC 222	3		ARC 222	3
	ARC 322	3		ARC 322	3
	ARC 423	3		ARC 423	3
Structures	ARC 211	3	Structures	ARC 211	3
	ARC 311	3		ARC 311	3
Professional Requirements	ARC 181	3	Professional Requirements	ARC 181	3
	ARC 182	3		ARC 182	3
	ARC 585	3		ARC 585	3
Professional Electives	PE	3	Professional Electives	PE	3
	PE	3		PE	3
	PE	3		PE	3
	PE	3		PE	3
Writing Sequence	WRT 105	3	First Year Experience	FYS 101	1
	WRT 205	3	Writing Sequence	WRT 105	3
Quantitative	STRUC PREP	3		WRT 205	3
A&S Electives	A&S ELEC	3	Quantitative	STRUC PREP	3
	A&S ELEC	3	Academic Electives*	Humanities	3
	A&S ELEC	3		Humanities	3
	A&S ELEC	3		Social Sciences	3
	A&S ELEC	3		Social Sciences	3
	A&S ELEC	3		Math/Sciences	3
	A&S ELEC	3		A&S Elective	3
	A&S ELEC	3	Open Electives	OPEN ELEC	3
Open Electives	OPEN ELEC	3		OPEN ELEC	3
	OPEN ELEC	3		OPEN ELEC	3
	OPEN ELEC	3		OPEN ELEC	3
	OPEN ELEC	3		OPEN ELEC	3
	Total	156		Total	157**

* minimum of 12 credits numbered 300+

** One course must be from approved IDEA course list

Proposed BArch and MArch Program-Level Learning Outcomes

Figure 1

with example mapping to 2020 NAAB Student Criteria (SC) and Program Criteria (PC)

Prepared by Brian Lonsway and Daekwon Park, Sept 2021

NAAB 2020 CONDITIONS FOR ACCREDITATION; PROGRAM AND STUDENT CRITERIA

Develop a holistic understanding of the dynamic between built and natural environments with the goals of mitigating climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

- **PC3** — PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

Understand the role of the design process in shaping the built environment and develop the ability to make architectural design decisions that demonstrate the synthesis and thoughtful integration of human, technical, regulatory, and environmental demands and requirements.

- **PC2** — PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.
- **S5** — SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.
- **S6** — SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

Understand established and emerging systems, technologies, and regulatory requirements of building construction as well as their underlying principles; develop skills to effectively and creatively integrate them into architectural designs; and assess them against pertinent design and performance objectives and legal requirements.

- **S4** — SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.
- **S3** — SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

Deepen students' understanding of diverse human contexts and needs and the impact of the built environment on equity, accessibility, and welfare; and deepen their commitment to translating this understanding into healthy, safe, inclusive environments at multiple scales.

- **S1** — SC.1 Health, Safety, and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.
- **PC8** — PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

Ensure that students understand the histories and theories of architecture and urbanism from multiple perspectives, framed by diverse social, cultural, economic, and political forces, nationally and globally.

- **PC4** — PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

Develop skills and knowledge needed for the practice of architecture in the US including its diverse career paths and opportunities, professional ethics, business processes, regulatory requirements, and principles for effective leadership and collaboration.

- **PC1** — PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.
- **PC6** — PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.
- **S2** — SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

Ensure a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

- **PC7** — PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

Develop skills to critically and meaningfully understand and engage, through research, design, and other forms of creative inquiry, the role and agency of architectural design for possible, probable, and preferable futures.

- **PC5** — PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

NAAB documentation requirements

Supporting Materials a) policy documents, b) course materials, c) documentation of activities occurring outside courses	Narrative Self-Assessment Supporting Materials a) Course Syllabus b) Course Schedule c) Instructional Materials	Narrative Self-Assessment Supporting Materials a) Course Syllabus b) Course Schedule c) Instructional Materials Student Work Examples

INTRODUCTION

ARC585 – PROFESSIONAL PRACTICE Fall 2021

Professor Kirk Narburgh

A. INTRODUCTION AND COURSE STRUCTURE

-Lecture and Case Study Format
-The Architecture Profession
-Rights, Ethics, Responsibilities
-Education and Licensing
-AXP and Registration

B. CLIENT / ARCHITECT RELATIONS

-Understanding and Working with Clients
-How Clients Choose Architects
-Client Maintenance
-Existing vs. New

C. ARCHITECTURE AS A BUSINESS

-Firm Planning
-Marketing
-Financial Operations
-Human Resources
-Firm Transition

D. PROJECT DELIVERY AND CONTRACTS

-Delivery Methods
-Contracts and Agreements
-Risk Management
-Project Management
-Regulations

E. SERVICES AND CONSTRUCTION

-Defining Services
-Planning Services
-Service Types
-Construction Documentation
-Construction Procurement
-Construction Administration / Closeout

COURSE INFORMATION

NAME: **Professional Practice**
3 Credit Hours

PROFESSOR: **Kirk W. Narburgh, FAIA, ASLA, NCARB, LEED AP BD+C**
- CEO / Managing Partner – King + King Architects, LLP
- Regional Representative to the Strategic Council - AIA National '20-'22
- President - AIA New York State 2018

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Office Hours: M/W 1:30 PM – 2:15 PM or Upon Request

TA: **Onkar Joshi**
Email: osjoshi@syr.edu

CLASS TIMES: **Lectures and Case Studies (Monday and Wednesday)**
Slocum Hall Classroom 101
-Section 001 (2:15 – 3:35 P.M.)
-Section 002 (3:45 – 5:05 P.M.)

EXAMS:

Exam 1:	**Monday, October 4, 2021**
Exam 2:	**Monday, November 1, 2021**
Last Exam:	**Section 001 Monday December 6th, 2:15 PM - 3:35 PM**
	Section 002 Monday December 6th, 3:45 PM – 5:05 PM

CASE STUDIES:

Groups 1-2:	**Monday, November 15, 2021**
Groups 3-4:	**Wednesday November 17, 2021**

GRADING:

Quizzes* (7 Total):	**15 Points**
Exam 1:	**20 Points**
Exam 2:	**20 Points**
Group Case Study:	**20 Points**
Final Exam:	**25 Points**
Total:	**100 Points**

*Note quizzes are worth 2.5 points each with the lowest quiz grade being dropped from consideration for a total of 6 quizzes x 2.5 points = 15 total points.

Please note that your average in class is a weighted average. The course content is difficult as it addresses the business and practice of architecture and is aligned with developing understanding critical to the accreditation of the school by the NAAB. There is **no accommodation for "extra credit"** in Professional Practice. I will proactively provide grades and averages within 24-48 hours of milestone grading events (quizzes, exams, etc.) and the class TA, and I, are available for help and guidance whenever necessary. If you do the readings, attend class, ask questions/participate, and achieve that understanding you will be successful!

TEXT BOOK: **The Architecture Student's Handbook of Professional Practice (+/- $108 new) Fifteenth Edition (ISBN 978-1118738979 John Wiley & Sons, Inc. and AIA) .. Confirm it is the 15th Edition and it has a light blue cover.**

Can be purchased New and Used:
University Bookstore
Amazon.com

COURSE GOALS AND OBJECTIVES

TO DEVELOP AN UNDERSTANDING OF:

A. Architectural Practice Terminology

B. The Architecture Profession
-Rights, Rules of Conduct, Ethics, and Roles/Responsibilities
-Diversity/Pay Equity and M/WBE/SDVOB Participation

C. Education and Licensing
-Training and Registration

D. Clients
-Management of and Selection Process
-Selection Process and Qualifications

E. Firm Planning and Transition
-Business Legal Structure

F. Marketing / Business Development
-Planning and Strategies

G. Financial and Business Operations

H. Project Delivery Methods and Compensation (Fee) Structures

I. Contracts and Agreements
-Joint, Consultant, Contractor, Construction Management, and Owner

J. Risk Management
-Strategies, Insurance, and Types

K. Project Management Roles and Responsibilities
-Including Project, Teams, Clients, Schedules, Budgets, etc..

L. Legal Aspects of the Profession

M. Architectural Services and Opportunities

N. Construction Documentation
-Drawings, Specifications, Project Manual, Process

O. Construction Procurement/Bidding

P. Contract Administration
-Legal Implications
-Responsibilities
-Expectations
-Realities/Challenges

Q. Closeout and Final Completion

PROCEDURES

1. CLASS TIME:
Class will start promptly every Mon. & Wed. at 2:15 PM for Section 001 and 3:45 PM for Section 002.

2. DISABILITY RSEOURCES:
If you believe that you are in need of accommodations for a disability, please contact the Center of Disability Resources (CDR) at https://disabilityresources.syr.edu or call (315) 443-4498. You can also contact me privately although I cannot arrange for disability-related accommodations directly.

3. ACADEMIC INTEGRITY:
Syracuse University's academic integrity policy reflects the high value that we, as a university community, place on honesty in academic work. The policy defines expectations for academic honesty and holds students accountable for the integrity of all work they submit. It is your responsibility to learn about course-specific expectations, as well as about university-wide academic integrity expectations. For more information and the complete policy, see http://academicintegrity.syr.edu.

4. ATTENDANCE:
Although not formally documented for every class, attendance is of great importance. Quizzes and exams will address specific content from lectures, readings, and case studies therefore it will be very difficult to do well without participating in the in-person (or virtual) class lectures/presentations.

5. LECTURES:
Lectures will be interactive and will cover material that is scheduled in the readings. If there are scheduled guest lecturers, they have been coordinated to provide case study content with "real world" examples of professional practice. Please show these volunteer lecturers respect and genuine interest!

6. READINGS / PARTICIPATION:
Readings are assigned by chapter/pages as indicated in the schedule for each class. Lectures and case studies will follow the general content of the readings but there will be information presented that will not be found in the book and will supplement the readings. Please make it your goal to ask questions and participate which can be accomplished by coming prepared with the readings complete.

7. QUIZZES and EXAMS:
On days that quizzes are scheduled they will be given for the first 10 minutes of class. The ten (10) questions, for each quiz, will be in a multiple choice and/or short answer format (based on the previous lectures content). There are seven (7) quizzes that will be given over the course of the semester. The lowest quiz grade will be dropped so that only the top six quizzes are factored in the final grade. Exams will be given on the dates scheduled and will be multiple choice format and timed. Exam content will cover all material that was presented from the previous exam. The last exam is not cumulative but does include questions that could include an understanding of content from earlier in the semester. The last exam also contains several more multiple-choice questions than the mid-semester exams.

8. CASE STUDIES:
The group case studies require direct contact with architects and project teams. Please prepare prior to meeting with these people as their time is valuable and should be utilized efficiently. Remember that you are representing the School of Architecture.

9. COURSE PROTECTED CONTENT:
Original class materials (handouts, assignments, tests, etc.) and recordings of class sessions are the intellectual property of the course instructor. You may download these materials for your use in this class. However, you may not provide these materials to other parties (e.g., web sites, social media, other students) without permission. Doing so is a violation of intellectual property law and of the student code of conduct.

COURSE SCHEDULE

CLASS	TOPIC	QUIZ / EXAM
Monday **August 30, 2021**	**Lecture 1A – The Profession and Clients ..** Class Introduction / Organization Section 1.1 - Architecture as a Profession (pgs. 2-6) Section 1.10 & 1.11 – The Path to Licensure & Community Service (pgs. 76-82) Section 3.3 – How Clients Select Architects (pgs. 154-165) Section 3.4 – Qualifications, Proposals, and Interviews (pgs. 166-178)	
Wednesday **September 1, 2021**	**Lecture 1B and Case Study** Clients and Educational Planning/Procurement	
Monday Sept. 6, 2021	**NO CLASS .. LABOR DAY HOLIDAY**	
Wednesday **September 8, 2021**	**Lecture 2A – Firm Identity and Marketing** Section 2.1 - Developing a Practice (pgs. 93-101) Section 2.2 - Firm Legal Structure (pgs. 102-110) Section 3.1 - Firm Identity, Image, and Expertise (pgs. 135-137) Section 3.2 - Marketing and Business Development (pgs. 137-154) Section 3.5 – Strategic Planning for a Design Firm (pgs. 178-184) Section 1.7 & 1.8 – Developing Leadership & Communication Skills (pgs. 57-71)	**Quiz 1**
Monday **September 13, 2021**	**Lecture 2B and Case Study** Marketing Strategies Multiple Projects	
Wednesday **September 15, 2021**	**Lecture 3A - Financials (Blackboard Virtual Class @ 2:15 PM)** Section 4.1 & 4.2 - Financial Planning/Management Systems (pgs. 185-201) Section 4.3 - Maintaining Financial Health (pgs. 201-209)	**Quiz 2**
Monday **September 20, 2021**	**Lecture 3B and Case Study** Office Financial Strategies	
Wednesday **September 22, 2021**	**Lecture 4A – Delivery Methods / Fees / Contracts** Section 8.1 - Project Delivery Methods (pgs. 423-433) Section 8.2 - Integrated Project Delivery Overview (pgs. 433-444) Section 4.4 - Setting Fees & Alternative Fee Types (pgs. 210-214) Section 5.3 - Architectural Services & Compensation (pgs. 292-300)	**Quiz 3**
Monday **September 27, 2021**	**Lecture 4B - Delivery Methods / Fees / Contracts (Blackboard Virtual Class)** Section 11.1 - Agreements with Owners (pgs. 542-552) Section 11.2 - Owner Generated Agreements (pgs. 552-568) Section 11.3 - Project Design Team Agreements (pgs. 568-579) Section 11.4 - Construction Contracts (pgs. 579-589) Section 12.1 - The AIA Documents Program (pgs. 590-606)	
Wed. Sept. 29, 2021	**NO CLASS**	
Monday **October 4, 2021**	**EXAM 1 – Content from Lectures 1-4 and Case Studies** **Blackboard Exam Online**	**EXAM 1**
Wednesday **October 6, 2021**	**Project Delivery / Contractor Role and Case Studies Examples** Contractor Interaction Scenarios and Case Study Examples	
Monday **October 11, 2021**	**Lecture 5A – General Conditions of the Contract for Construction** Contracts and Agreements (Readings noted above for Lecture 4B)	
Wednesday **October 13, 2021**	**Lecture 5B – General Conditions and Risk Avoidance Controls** Section 4.7 – Managing and Avoiding Disputes (pgs. 237-247)	
Monday **October 18, 2021**	**Lecture 6A – Project Management / Cost Management** Section 9.1 - Managing Architectural projects (pgs. 452-470)	**Quiz 4**

COURSE SCHEDULE

Monday **October 18, 2021** (Continued)	Section 9.3 - Construction Cost Management (pgs. 475-490) Section 9.4 - Project Controls (pgs. 491-503) Section 2.3 - Legal Issues (pgs. 111-122) Section 2.4 - Insurance Coverage (pgs. 122-134) Section 4.6 - Risk Management Strategies (pgs. 221-237)	
Wednesday **October 20, 2021**	**Lecture 6B and Case Study** Architecture Risk Control (Marquis Agency)	
Monday **October 25, 2021**	**Lecture 7A - Architectural Ethics, Services, and Codes** Section 1.3 - Ethics and Professional Conduct (pgs. 22-34) Section 5.1 - Life of a Project (pgs. 275-285) Section 5.2 - Defining Project Services (pgs. 285-292) Section 6.1 - Programming (pgs. 301-311) Section 6.3 - Sustainable Design (pgs. 318-332) Section 7.1 - Design Phases (pgs. 344-355) Section 10.1 - Community Planning Controls (pgs. 504-525) Section 10.2 - Building Codes and Standards (pgs. 525-540)	**Quiz 5**
Wednesday **October 27, 2021**	**Lecture 7B and Case Study** Legal Controls / Pitfalls	
Monday **November 1, 2021**	**EXAM 2 – Content from Lectures 5-7** **Blackboard Exam Online**	**EXAM 2**
Wednesday **November 3, 2021**	**Lecture 8 – Construction Documents** Section 7.2 - Construction Documentation (pgs. 356-385) Section 4.8 - Technology in Practice Overview (pgs. 247-251)	
Monday **November 8, 2021**	**Lecture 9A – Bidding and Negotiation** Section 7.3 - Bidding or Negotiation Phase (pgs. 386-395)	**Quiz 6**
Wednesday **November 10, 2021**	**Lecture 9B and Case Study** Bidding Services and Bidding Forms	
Monday **November 15, 2021**	**Case Studies (Groups 1-2)** Formal group presentations	
Wednesday **November 17, 2021**	**Case Studies (Groups 3-4)** Formal group presentations	
Mon/Wed November 22 and November 24 - NO CLASSES THANKSGIVING BREAK		
Monday **November 29, 2021**	**Lecture 10 – Construction Contract Administration** Section 7.4 - Construction Contract Administration (pgs. 395-413)	**Quiz 7**
Wednesday **December 1, 2021**	**Lecture 11 - Construction Contract Administration and Closeout** Section 7.5 – Project Closeouts (pgs. 413-422)	
Monday **December 6, 2021**	**LAST EXAM - Content from Lectures 8-11** **Blackboard Exam Online** **-Section 001, 2:15 PM – 3:35 PM** **-Section 002, 3:45 PM – 5:05 PM**	**LAST EXAM**
Wednesday **December 8, 2021**	**NO CLASS .. THESIS / DESIGN STUDIO REVIEWS**	

Melissa Melone

School of Architecture, Syracuse University

Arc 409: Integrated Building Design Studio

Instructors: Professors R. Ball, A. Bartosh (Coord.), J. Chun, T. Goode, E. Kamell (Coord.), M. Parga, D. Profeta, F. Wang

Tuesday Feb. 5th - Accessibility Lecture Handout / Notes

1. What are the different types of occupancy? Why are they important?

   Occupancy determines life safety risks. There are seven main types: Assembly (most risk), Residential Institutional, Education, Bussiness, Mercantile and other (Storage, misc. etc.)

2. What is the relationship between fire safety and construction systems?

   Construction is composed of material and structural systems - they are rated on a scale of 1-5 from least to most combustible.

3. Describe general strategies to define Egress routes in a building:

   Egress is a three step approach!
   Exit Access → Exit → Exit Discharge
   -Standard code states you cannot be further from 75 ft. from an exit.

4. What does the 'occupant load' refer to? How do you design with it?

   Table 1004 lists functions of a space and their respective floor area per person. This number is the occupant load. You can design a building using the required SF. of each space.

5. What are the required clearance dimensions for accessible toilets and elevators?

   5'-0" for wheelchair circulation.
   5'8 x 4'3 x 3' door for elevator

Please use this handout to follow today's lecture and to take notes for your reference.

IBC

Nouhaila Zergane.

School of Architecture, Syracuse University

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Tuesday Feb. 5th - Accessibility Lecture Handout / Notes

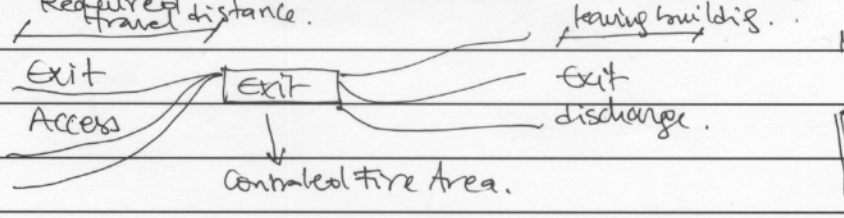
1. What are the different types of occupancy? Why are they important?

* ~~Assembly~~ * ~~Business~~ , they're important because they help
* ~~Residential~~ * ~~Mercantile~~ determine Risk factors and occupant
* ~~Institutional~~ * ~~Others~~ load
* ~~Education~~

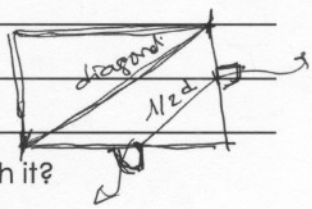
2. What is the relationship between fire safety and construction systems?

5 construction types based on combustibility (1→5) From less to more combustible, it depends on occupancy.

3. Describe general strategies to define Egress routes in a building:



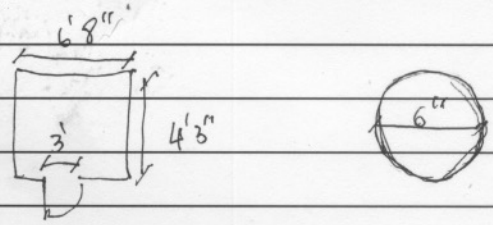
Minimum 2 means of egress for 50 occup



4. What does the 'occupant load' refer to? How do you design with it?

occupant load { - use
- footprint.
- factor → load.

5. What are the required clearance dimensions for accessible toilets and elevators?



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Tuesday Feb. 5th - Accessibility Lecture Handout / Notes

1. What are the different types of occupancy? Why are they important?

   Assembly, Residential, Institutional, educational, Business, Mercantile, other — important because it defines how many people are meant to occupy any given building

2. What is the relationship between fire safety and construction systems?

   construction types are based on a scale from 1-5 and are all based on level of combustability — 1 being the least combustible, 5 being the most combustible

3. Describe general strategies to define Egress routes in a building:

   Exit Paths have 3 components (1. Exit Access 2. Exit 3. Exit discharge)

   2 Modes of egress is normally to code, but may change depending on occupancy load

4. What does the 'occupant load' refer to? How do you design with it?

   How many people per square foot are allowed in any given space based on occupancy type. can be found in table 1004 in IBC.

5. What are the required clearance dimensions for accessible toilets and elevators?

   In each space you need a circular diameter of 5 feet for a wheelchair to move.

Please use this handout to follow today's lecture and to take notes for your reference.

Syracuse University, 2021 Update: Must include student work evidence for B.1, B.3, and B.10:

Student work evidence is in the base folder “Student Work” as required per #4 in the Interim Progress Report Template.