1. Part One  Institutional Support and Commitment to Continuous Improvement
   1.1 Identity & Self-Assessment
   1.2 Resources
   1.3 Institutional Characteristics
      i. Statistical Reports (comparative data not required for APR-IC)
      ii. Faculty Credentials

2. Part Two  Educational Outcomes and Curriculum
   2.1 Student Performance Criteria
   2.2 Curricular Framework
   2.3 Evaluation of Introducing/Pre-professional Education
   2.4 Public Information

3. Part Three  Progress Since the Last Site Visit (not required for APR-IC)
   3.1 Responses to Conditions Not Met
   3.2 Responses to Causes of Concern

4. Part Four  Supplemental Information
   4.4 Course Descriptions
   4.5 Faculty Resumes
   4.6 Visiting Team Report (VTR) from the previous visit (not required for APR-IC)
   4.7 Catalog (http://catalog.sdstate.edu/)
   4.X Departmental Forms
Department of Architecture (DoArch)
College of Arts & Sciences
South Dakota State University

Degree Program Proposed

Master of Architecture

(91 credit hours of professional study preceded by either 77 credit hours of non-professional architectural studies at SDSU or a B.Sc. / B.A. degree in another field)

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Part One – Analysis of the extent to which the proposed program already complies with the following Conditions for Accreditation:

1. Part One – Institutional Support and Commitment to Continuous Improvement
   i. 1.1 Identity & Self-Assessment
   ii. 1.2 Resources
   iii. 1.3 Institutional Characteristics
       1. Statistical Reports
       2. Annual Reports
       3. Faculty Credentials

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

This part addresses the commitment of the institution, its faculty, staff, and students to the development and evolution of the program over time. This commitment shall be multi-faceted and must include a description of the program’s identity, resources, and characteristics, but also clearly and succinctly to place the professional degree program within the context of the mission, history, and culture of the institution and the academic or administrative unit in which it is located. Programs shall demonstrate that they are integral to the larger academic community through the program’s mission and history of the program and, its responses to the NAAB Perspectives, long-range or multi-year planning and self-assessment processes. This is expected to address both the contributions of the institution to the program and of the faculty, staff and students to the institution.

Next, programs shall demonstrate that the human, financial, physical, and information resources available to support the program are appropriate to the program given its mission, history, and its specific context. Finally, programs must provide information demonstrating performance in certain areas through quantifiable measures. Within the structure of Part One, institutions must demonstrate a long-term commitment to the maturation, development and evolution of the program. The requirements within Part One are grouped into three sections:

• IDENTITY & SELF-ASSESSMENT: The program must be defined and sustained through a robust network of policies, documents, and activities related to history, mission, culture, self-assessment, and future planning.

• RESOURCES: The program must have access to the human, physical, financial, and information resources necessary to support student learning in a professional degree program in architecture.

• PROGRAM AND INSTITUTIONAL CHARACTERISTICS: The program must provide information not only about itself, but also in comparison to the administrative unit within which the program is located (e.g., school or college) and to the institution as a whole. The information requested in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents in the team room for review by the visiting team. In the past, these documents were required in Section Four of the APR (Supplemental Information) and included items like the institution’s policy on academic integrity. Programs shall demonstrate their compliance with all sections through evidence and artifacts that will be reviewed and evaluated by the visiting team, as well as through and observations conducted during the visit.
1.1.1 History and Mission:

The program must describe its history, mission and culture and how that history, mission, and culture is expressed in a contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in a contemporary context. The accredited degree program must describe and then provide evidence of the relationship between the program, the administrative unit that supports it (e.g., school or college) and the institution. This includes an explanation of the program’s benefits to the institutional setting, how the institution benefits from the program, any unique synergies, events, or activities occurring as a result, etc. Finally, the program must describe and then demonstrate how the course of study and learning experiences encourage the holistic, practical and liberal arts-based education of architects. The APR must include the following:

• A brief history of the institution, its mission, founding principles, and a description of how that is expressed in the context of 21st century higher education

The candidate professional program is delivered by the Department of Architecture (DoArch) in the College of Arts and Sciences of South Dakota State University in Brookings, SD. South Dakota is one of the last five states in the USA to not have an accredited architecture program. This is the first new university architecture program to begin instruction on the Upper Great Plains in a century.

South Dakota State University is the state’s public land grant institution. It is the largest university in the state. SDSU is set in Brookings, a quintessential college town. The university attracts most of its students from in the state, southwestern Minnesota, western Iowa, and northeastern Nebraska. Brookings is a charming and supportive community with a strong original town plan and good connections with the university. The college town is midway along the state’s eastern border with Minnesota and one hour north of the state’s largest city, Sioux Falls. Brookings and the university were started simultaneously and have grown in a very supportive and symbiotic relationship of 24,000 citizens and 12,725 students.

SDSU was founded in 1881 as Dakota Agricultural College. Early on it advertised itself as a “practical” and agricultural education to the children of the rapid prairie settlement and fueled the founding of a new state. From 1893 to 1941, its student newspaper was called the Industrial Collegian. The ubiquitous Briggs and Stratton light air-cooled gasoline engine was developed in labs at SDSU. For SDSU there was a very muted mid-20th century boom and only in the last 15 years has it grown from a small land grant school to a Research I university. Because this growth has come very recently, the institution has retained some aspects of a vocational and polytechnic heritage that are very beneficial to a haptic and practice-based architectural education. SDSU balances the land grant mission of training well-rounded minds and its charge to train the technologists and professionals of this agrarian and mineral extraction state. With well-regarded professional programs in nursing, pharmacy, dairy science, plant sciences, bio-chemistry, industrial management, graphic design, electrical engineering, and mechanical engineering, SDSU still reflects its industrious roots in a continued tradition of student-focused, hands-on teaching coupled with a strong foundation in the humanities and sciences.

Setting the nascent Department of Architecture (DoArch) among the 17 departments of the College of Arts & Sciences, which is the largest and most diverse college on campus, isolates...
the program for development separate from established civil engineering, landscape architecture, interior design, visual arts, and construction management. Discussion of coupling programs into a larger design community, a Faculty of Design, have already begun but the formative first years are being spent in the open but demanding academic landscape of the College of Arts & Sciences. This structure gives the program space to develop an independent identity for architecture on the SDSU campus. It also means that the architecture program will adhere to the most thorough set of liberal arts academic graduation requirements on the campus. Being set into the College of Arts & Sciences holds DoArch curriculum to a strong liberal arts educational standard but gives DoArch space to explore and grow the program professionally.

There are currently 108 registered architects residing in South Dakota. Their practices are concentrated in Sioux Falls and along the I-29 corridor on the Eastern edge of the state (adjacent to Minnesota and Iowa) and around Rapid City and the Black Hills in the western most quarter of the state (adjacent to Wyoming and Montana) but there are one or more professional firms practicing in most of the small cities with a population of 20,000 or more spread across the state. The architects of South Dakota are, by and large, general practitioners and no firm in the state usually employs more than ten registered architects in an office at a time. Architecture in South Dakota is a public profession and the state’s architects hold key municipal and institutional roles in their respective cities. Their professional practices work as cultural anchors in their communities. The architects of South Dakota are versatile small to medium-sized architectural and A/E professionals based in micropolitan industrial/agrarian communities.

* A brief history of the program, its mission, founding principles, and a description of how that is expressed in the context of the 21st century architecture education.

Architecture as an technical discipline has been peripherally taught and a professional program has been discussed over many years at SDSU. Subjects in architectural engineering were taught in the College of Agriculture up through the 1960s but only as parts of courses on farm structures and never as a stand alone minor or major.

The genesis of the program is:

a) Leadership and foresight in the regional professional community, especially in the four Sioux Falls firms, seeking to intensify the relevance and advocacy of good design in the public through a local formal education in architectural practice.

b) Commitment by a growing and dynamic research university with approximately 12,725 students and a maturing organization emphasizing diverse intellectual and cultural liberal arts studies balanced with a special focus on a culture of “learning by doing” professional education.

c) Replenishment of a graying population of architects in South Dakota and the Upper Plains in which labor experts project that by 2020 almost 75% of the architects currently practicing in the state will have reached 65 years old.
In 2007, SDSU’s current President, David Chicoine, came to Brookings to lead SDSU. President Chicoine, an economist by training and professorship, made the addition of architectural education an early initiative of his university presidency. He came to SDSU from the University Illinois at Champaign-Urbana where he was a senior university administrator and saw up close the role of a strong architecture program in the academy.

Early on President Chicoine’s desire to start an architecture program at SDSU was met by the equally strong interests of Mr. Jerome J. “Jerry” Lohr, a philanthropic engineering alumnus. Mr. Lohr has had a long and successful career in engineering, education, construction, real estate development, and as a vinter in Central California. Mr. Lohr is a strong supporter of the Cal Poly-San Luis Obispo College of Architecture and Environmental Design and its balance of Construction Management, Architecture, Planning, Landscape Architecture, and Architectural Engineering through a collaborative “Learning by Doing” model of education familiar to SDSU. Parallel to Mr. Lohr and the university’s efforts came four enthusiastic and forward thinking professional practices in Sioux Falls with diverse backgrounds and an equal enthusiasm for starting a professional program here in South Dakota:

**Architecture Incorporated** - a well diversified design firm of architects and interior designers founded in 1976 with offices in Sioux Falls and Rapid City, SD.

**Koch + Hazard Architects** - a professional service firm founded in 1961 and set in Sioux Falls, SD with 25 architects, planners, and interior designers and a strong tradition of research in practice.

**Perspective** - a studio based professional practice of architects and interior designers started in 2007 with a strong support of the arts and an office in Sioux Falls, SD.

**TSP** - an A/E/C organization with offices located in MN, IA, SD, NE, and WY founded by Harold Spitznagel in 1930 offering architecture, engineering, interior design, and construction services.

In May 2009, through the coordination of the South Dakota State University Foundation and Mr. Steve Erpenbach, these four professional firms came together with Mr. Lohr in their interest to form the Architecture Founder’s Group. This Founder’s Group has provided an unprecedented financial surety to see that the program gets off the ground and up to full speed with very generous gifts that amount to a primary start up fund. Their professional input and advisory role is a vital rudder for the program.

The College of Arts & Sciences’s administration, under the leadership of former Dean Jerry Jorgensen, has borne the vast load of working with initial program consultants; pressing this proposal through the state Board of Regents; finding the first faculty member; recruiting and advising the first crop of architecture students; and supporting the program in its first year while it finds its sea legs in the academy.

During 2009 Dean Jorgensen and the college administration commissioned Prof. Sharon Matthews, a former NAAB Executive Director, to consult and produce an initial projection of whether and how a program at SDSU could achieve accreditation, asked Dean Roger Schluntz
of the University of New Mexico to review and comment on Prof. Matthew’s proposals, began aggressively consulting with the Founder’s Group about the future of the program, and struck a committee from both the SDSU academic community and the SD professional community to hire the department’s first professor and new administrative Head. DoArch’s interdisciplinary model for 3.5 years of professional education in a six year academic program comes out of Prof. Matthew’s plan. Professor Schluntz pointed out a few areas where the program will have to be particularly careful as DoArch progresses and he heartily endorsed Prof. Matthew’s plans. The university hired Prof. Brian Rex, the Associate Dean for Academics at Texas Tech’s College of Architecture, as their first tenured associate professor and department head effective June 2010.

DoArch is directly charged to repopulate the graying professional population of the state and region by both the university and the professional community. SDSU expects DoArch to be a catalytic and energetic addition to the campus community, to meet its academic standards, to reach out to surrounding communities to provide service and advocacy where possible, to manage the department’s affairs professionally, and to teach to the highest standard and the betterment of its students. Beyond these things, the Founder’s Group and SD professionals charge us with keeping these students here in South Dakota. The Founders have always pressed that the development of the program be framed first and foremost by sustainable thinking and practices, collaborative thinking, and an understanding of the communities and practices of SD through direct engagement.

The way SDSU trains the future architects of South Dakota reflects this beginning. Building on a strong culture of design practice for the public good, enhancing professional education in the academy, and a need to replenish the professional ranks in the state; professional and university leadership coalesced in their interests to form and support the new Department of Architecture and instruction began in Fall 2010.

The SDSU DoArch Mission Statement:

To prepare professionals through a “learning by doing” education that nurtures the collaborative nature of contemporary architecture in designing sustainable buildings and healthy environments; to instigate and advocate for public design practice in the region’s communities; and to further the discipline by disseminating products of clinical experimentation, invention, & research.

(v.03, April 2012)

Teaching : Professional Instruction through "Learning by Doing"
Service : Practice in the Public Eye
Research : Clinical Investigation in the Discipline
One academic aspiration of the university’s development for the architecture program is to bring divergent groups on campus together. In Fall 2011 a committee of administrators and faculty from three different colleges--Arts & Sciences, Education & Consumer Sciences, and Agriculture was struck to study the development of a Faculty of Design made up of Interior Design, Landscape Design, Theater Stagecraft, Visual Arts, and Architecture. This Faculty of Design has already begun initiatives to share technical resources, build common recruitment & retention techniques, and investigate a shared first year experience. On a day to day and facility level of interaction no program on campus has proven to be as collegial as The Department of Construction and Industrial Management (CIM). CM, IM, and Architecture students share a generous 110 year old shop and surrounding facilities. Architecture has been enabled to explore a variety of approaches to digital media through the use of tools and softwares already owned by CIM. Faculty in architecture and CIM are exploring shared research opportunities in the region’s burgeoning “Factory Built” (modular) building industry. The generalist nature of the discipline has catalyzed an openness and connectivity in both formal and informal situations.

DoArch, in its newness and nomadic nature of a “start-up”, has begun a campus wide culture of putting design and the requisite exchange of ideas that comes with it out into the public eye. Architecture project reviews have become a well attended, cross-disciplinary event on campus with professors from German Language, French Language, Construction Management, Interior Design, and Industrial Management mixing with local professionals and guest critics to create an incredible dialog. DoArch has taken over a 100 foot long prominent wall at the entrance of the university library to display recent work from faculty and students. Faculty and staff have made the first comprehensive physical and digital models of the campus and put them out for community wide use. Faculty and staff have done preliminary designs for three very public projects on campus; a Cow-Calf Research Facility, a new Architecture-Mathematics-Engineering Building, and for the temporary retrofit of the Depuy Military Drill Hall. The program has made it an overt campus scale goal to do our work in the public eye and to go to our community, designs in hand, rather than wait for them to come to us.

Another aspiration of the university is to have the Department of Architecture fill a significant need for outreach, community and urban design advocacy in the university as well as in the towns and cities across the state. DoArch was a significant research and advocacy resource to the Central Downtown Resident’s Association in stopping commercial development in a pristine zone of the city historically built of a fabric of institutional and residential structures. Already in the first year DoArch has been contacted by towns desiring help in civic scale projects, DoArch is representing the university as consultants to a Brookings Master Plan, and is working as advocates for architecture and urbanism in discussions about SDSU campus revisions.
typical city block is 350 feet by 350 feet
Community Projects Completed, Current, & Under Development:

**Completed Projects**

“Downtown Zoning Analysis” for Brookings, SD (BKG)

*Project Team:* B.Rex, S. Shrestha, and students in the M.Arch. class of 2016

“Imagining New Facilities at Seed House” for the SDSU Art Department” (ART)

*Project Team:* C. MacBride, B.Rex, and students in the M.Arch. class of 2016

**Current Projects**

“Drawing Main Street Down to the Missouri River” for Mobridge, SD (MOB)

*Project Team:* C. MacBride, B.Rex, and students in the M.Arch. class of 2017

“Re-Thinking Athletic Fields & Grounds” for DeSmet, SD (DSM)

*Project Team:* B.Rex and C.MacBride

**Projects Under Development**

“Containing Space : Construction w/ Shipping Containers in South Dakota” (CNT)

*Project Team:* Faculty in the Depts of Mech.Eng, CIM, and Architecture

“A Catalog of Parameters in Systems Building” for Superior Homes, Watertown, SD (SUP)

*Project Team:* Faculty in the Depts of CIM and Architecture and Students

“Modeling an Artist’s Retreat along the Big Sioux River” in Baltic, SD (BSX)

*Project Team:* B. Rex and C.MacBride

*Conversely, the APR should also include a description of the benefits derived to the program from the institutional setting.*

SDSU is a growing but manageable land grant state university that has never lost its roots in making things and being stewards of the land. The original SD State College experience was designed as a strong liberal arts education wrapped in an equally strong industriousness rooted in practical, hands on lessons much needed in a new, remote agricultural state. Since then, especially in the last two decades, the institution has grown into a major research and professional university and the state’s industries have broadened into manufacturing and finance. Still, it has not lost its remote, industrious, and agrarian nature. Because of this nature of the region there is a strong need for architects who can build buildings and describe very thoroughly how a building is made.

DoArch is building a program that embraces this history of the university and the particular nature of practice here in South Dakota and the Upper Plains region. DoArch already has full access to a very well-outfitted and staffed shop stocked with hand, manual, and digital tools for making material things. SDSU has a university-wide curriculum thick with excellent scientific courses in landscape, climate, geography, environment, ecology, human biology, manufacturing processes, and construction where we can build a strong liberal arts beginning.
The professional program at SDSU is designed as 3.5 years (seven semesters) of study shared by all students who earn the Master of Architecture degree from SDSU. This 3.5 year unit of study can be entered by completing either a pre-professional or non-professional path:

a) Pre-Professional admission requires completing 2.5 years (five semesters) of liberal arts architectural studies in our department at SDSU with a 2.0 GPA or better;

b) Non-Professional admission requires a four year liberal arts based Bachelor of Arts or a Bachelor of Science degree and admission via an application.

Vito Acconci said, “Architects don’t make shelter, they make models and drawings of shelter.” DoArch will be focused on teaching the practice of architecture. The central matter of architecture is both making buildings (the technology of construction) and “making-making buildings” (the construction of technology). Architects work in a highly mediated practice of ideas to make very material things. That is a touchstone in the planning of this program and its curriculum.

Every DoArch student entering the professional program will already possess a facility in making something material. That capacity can be in tectonics, interiors, art, engineering, dance, or something else. They will be able to demonstrate an intellect grounded in making things, understanding material processes, and spatial culture. This is a prime intention of DoArch’s five semesters of non-professional liberal arts education in architectural studies and why this track is the only accelerated six year path through the program. In this 3.5 year professional program the student’s capacity to make is built on and professionalized while introducing a direct, hands-on knowledge of building construction and what we call “making-making”—architectural practice. In the seven semester professional studio sequence the student starts with three semesters of focused building design, moves through a year of comprehensive building design studio, and then spends a year in architectural studios exploring focused subjects in architecture. Practice and Theory are bound together in our professional studies by teaching practice as the mediated and intellectualized making of buildings.

Whether entering after two and a half years of this making based liberal arts architectural studies or coming to DoArch after an undergraduate degree in another discipline, professional students will have had at least 2.5 years of full immersion and breadth in a liberal arts curriculum to proceed into an intensive 3.5 years of focused professional study. DoArch matriculates students who begin the program as freshmen through to a pre-professional Bachelor of Science in Architectural Studies degree after four years of study because the coursework meets the university’s general academic standards and expectations while delivering an undergraduate non-professional 120 credit hour education in architectural studies. Students are advised each semester that they cannot practice architecture with just this degree and that, while academically significant, it is professionally incidental—a great degree for those who are interested in careers after a liberal arts education in architecture,
especially in support areas of the construction, representation, fabrication, and environmental
design professions. The primary focus of teaching and resource allocation in this department
is the delivery of 91 credits of professional program of study tailored to:

a) the particular population of prospective students

b) an educational focus on a broad discipline and practice of architecture in both a
corporate and small firm work environment in Great Plains agrarian / industrial
communities with a thorough knowledge of making buildings and “making-making”

c) the spirit and capacities of SDSU, Brookings, South Dakota, and their people
d) the department’s responsibility in the broader academy to participate in ongoing
dialogs and dissemination of research and creative work

e) the standards, conditions, and expectations of NAAB and the professional community.

Every student who graduates with the Master of Architecture at SDSU will matriculate
through the full 3.5 years of professional coursework in the curriculum.
I.I.2 Learning Culture and Social Equity:

- Learning Culture:

The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments both traditional and non-traditional.

Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.

Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

DoArch is in its fourth semester of teaching architectural studies at SDSU. In the first two years, DoArch has been two comprised of two studio spaces in the former dynamo rooms and radio broadcast facility adjacent to incredible 1902 industrial arts shops that make up the Solberg Hall Annex and in a separate facility, a 1917 Ellerbe designed military drill and basketball arena affectionately known as “The Barn”, DoArch has a large 16’ by 115’ administrative space in the refurbished former women’s locker room that has become department office, faculty offices, and the primary “pin-up” and presentation space for design work. In the coming year the studios will consolidate in a relocation from the Solberg Annex to the 7,500 square foot Depuy Military Drill Hall Floor (Room 105) which was built in 1941 and is being “borrowed” from the military sciences program until consolidated and comprehensive permanent facilities are prepared for DoArch on campus. As of April 2012 the eventual home is being designed by a Founding firm, Perspective of Sioux Falls, SD in collaboration with Ratio of Indianapolis, IN. Furniture and equipment needed to administrate the program and teach a design course; computers and media equipment needed for completing assignments have been purchased. The space has become a study in spatial layout. All furniture, most of it repurposed university salvage or built in our own shop, works as a physical trace of the roots of the program and this ethos of making. Most of the furniture is set up on casters so it can be easily moved and used to shape the spaces in which it sets to maximum effect. Included in this rolling roomful are 120 file drawers each one for the drawn, photographed, and printed work of a student in the second through sixth years of the program. If DoArch asks its students for quality, craft, thought, and sophistication in their work, then the unit should likewise have quality and carefully crafted space to make, review, record, and store their products.

Policies of shared governance are forthcoming as we move from a faculty of two to a faculty of five. Those will be fleshed out in concordance with the next set of colleagues hired and revised in consultation with each successive hire until a democratically shared policy and spirit is evident.

* The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is
reflected in the distribution of the program’s human, physical, and financial resources. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.

The APR must include the following:

• A copy of all policies related to learning culture (including the Studio Culture Policy).
• Evidence that faculty, students, and staff have access to these policies and understand the purposes for which they were established
• Evidence of plans for implementation of learning culture policies with measurable assessment of their effectiveness.
• Evidence that faculty, staff, and students have been able to participate in the development of these policies and their ongoing evolution.
• Evidence that the institution has established policies and procedures for grievances related to harassment and discrimination.
• Evidence that the institution has established policies for academic integrity (e.g., cheating, plagiarism).
• Evidence that the program has a plan to maintain or increase the diversity of faculty, staff, and students when compared with the diversity of the institution. If appropriate the program should also provide evidence that this plan has been developed with input from faculty and students or that it is otherwise addressed in its long-range planning efforts (see below).

A critical condition pointed out by one of the program’s original consultants, Roger Schluntz, is the matter of drawing diverse populations of both students and faculty at SDSU. The state’s 750,000 citizens are 88% white non-Hispanic and 8% American Indian, 1% African American, 1% Asian, and 2% Hispanic or Latino. The university’s population is 92% white non-Hispanic, 2% American Indian, and 1% of each of African American, Asian, and Hispanic or Latino students. 52% of the students at SDSU are female and 48% are male.

Over two years of instruction in architecture at SDSU the program has seen 111 students pass through the major. At the end of two years there are 69 (62%) of all students who’ve selected architecture as a major in the last four semesters still with the program. Projections show that the total number of students in the program as it enters Fall 2012 will sit at about 110. Of those 69 remaining from the first two years or study, the gender is skewed towards males at a 74% to 26% percentage. There are two Native American students (3%), one Asian, three Hispanic (5%), and 3 international students (one each from Iceland, Canada, and Honduras). A better balance in gender is a goal and will come once presumptions are overcome in both the local academic and the regional social community. The university’s dominant degrees demographically are in traditionally “mono-gender” programs such as Nursing, Agri-Business, Economics, Engineering, and Consumer Economics that are all in concert with Architecture in trying to open up ingrained perceptions of gender roles. DoArch’s goal is gender parity after a short period of education and outreach.

Economic Diversity

A new candidate professional program in architecture in a small rural community is a particular challenge in attracting faculty and staff. DoArch is in the process of running a search for three new faculty and has left the positions as open to potentially viable candidates from a variety of backgrounds. The university is very vigilant in seeing to fair searches. DoArch strives to maximize the open position’s visibility and to attract as many candidates from as many backgrounds as possible. The program has pressed the administration and faculty of fully accredited faculty and administration from programs across the nation and Canada for
exposure to potential pools of candidates. DoArch has sent personal invitations to over 50 candidates identified through this procedure. Once the search is completed and a snapshot of the applicant pool for this hire is gleaned, then DoArch will adjust its tactics and begin to plot an operating procedure for maximizing the exposure and accessibility of faculty and staff openings to the widest range of potential candidates and then DoArch and SDSU will assure the candidates a quantifiable and fair dossier review and vetting.

The APR must include the following:

* A copy of all policies related to learning culture (including the Studio Culture Policy).

**STUDIO CULTURE POLICY - 2012**

**OVERVIEW**
The National Architectural Accrediting Board (NAAB) asks that all schools of architecture have a written policy that describes the culture of the design studio and the expectations of students and faculty involved in studio based education. This policy should be based on the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration and staff.

I. CREATIVITY

The professional design studio is a unique educational model where a class of 12 to 18 students produces creative design solutions for problems posed by the studio professor. There are no “right” or “wrong” answers, but rather independent responses that are a product of critical thinking, discussion and creative action.

**Imagination**
The architectural and urban questions of today are often complex and unprecedented, asking students to imagine new and inventive solutions. Value is placed on a student’s ability to develop new methods of inquiry and experimentation.

**Dialogue**
A design studio is conducted as a series of open-ended discussions between students and faculty, where students propose ideas and faculty shape and guide development with formal and informal critiques. Students value the professional expertise of the faculty in helping guide development, while faculty value the perspectives and interests of students.

**Individual Development**
The studio sequence helps students find their own creative voice within the discipline of architecture. Studio content often communicates important professional and technical information, but ultimately requires that each student develop an individual response and point of view to both architectural problems and the discipline itself. In this way the studio experience shapes the student’s future contributions to the profession.

II. COMMUNITY

The design studio is a community in microcosm, as well as part of a larger academic community. Discussion and debate are conducted in a respectful manner, and students acquire an understanding of an architect’s ethical responsibilities toward communities, as well
as the importance of other disciplines and activities outside of the discipline of architecture.

**Ethics**
The design studio asks that students formulate their ideas as optimistic propositions that are intended to improve and inspire the communities they serve, underscoring the importance of professional ethics.

**Collaboration**
Design and architecture are inherently collaborative and trans-disciplinary. The studio method of critique and dialogue establishes a baseline of collaboration between student and faculty, but studios must offer regular opportunities for collaborative team work, as well as introducing other disciplines into the design process.

**Balance**
Students must learn that studio learning is balanced by other forms of learning, as well as the importance of knowledge and experience completely outside the discipline of architecture. Faculty must be aware of these needs and make every effort to allow students appropriate time for learning outside the studio, particularly in non-studio courses.

### III. COMMITMENT

Design studio requires the highest commitment from students, faculty and administration alike. Because of these overlapping commitments, students and faculty must recognize the importance of time management and the setting of priorities with clear guidelines and expectations.

**Students**
Students are expected to attend all classes and critiques and commit the appropriate amount of time to develop their designs. Quality of time spent on studio work is more important than quantity, and students should make every effort to manage their time wisely in order to effectively complete all of their work. Each DoArch course syllabus will indicate a specific maximum number of class meetings one can miss due to absence over a semester. A student will no longer be able to pass the class once this number has been surpassed. Instructors will strive to keep students informed of their absence count but each student is responsible for keeping track of their attendance. A student may inquire at any time in a course as to how many absences have been recorded to date.

**Faculty**
DoArch recognizes the importance of both its full-time and part-time faculty, and asks for a full commitment from all of its professors relative to their assigned load. Faculty are required to fulfill their obligations in terms of total required hours of teaching, and they should make every effort to limit cancelled or changed class meeting times to one or two sessions per semester, in order to limit conflicts with non-studio classes or other activities. Any cancelled class must be re-scheduled and the class made up. No classes can be held outside of scheduled class times including re-scheduled classes unless the professor reaches agreement with his or her own students on the re-scheduled class time prior to the class.

**Administration**
The administration is committed to ensuring that that the studio environment fully supports
the mission. The studio’s environment should be safe, comfortable and technologically sophisticated to support the interests of faculty and students. The administration is also responsible for communicating this policy and managing conflicts.

IV. STUDIO OPERATIONS
All of these rules apply 24 / 7 : 365 in the studios.

These rules represent specific issues on how things work best to make these studios great learning environments. You do not have a right to a studio space if you are enrolled in this course. It is a privilege. Failure to comply with any of these policies will result in a loss of studio privileges outside of meeting times. You can work elsewhere.

Rule #1 NEVER use any workspace other than your own.
Rule #2 NEVER use someone’s material or tools without prior consent.

Your first transgression of either of these two rules will be considered vandalism and/or theft and will you will be banned from the studio outside course meeting hours. On the second, the matter will be forwarded to the Dean’s Office and UPD for action.

Rule #3 The person being annoyed or disturbed is always right.

If for any reason an activity of a colleague in this or any adjacent studio is hindering your ability to work you are to ask them to cease that activity immediately. They can move their work elsewhere or take it up with us at the next class meeting. Anyone failing to immediately cease an activity a colleague deems disruptive will be banned from the studio space outside of class time for the remainder of the semester. Err on the side of peace and quiet.

The Studio must be kept distraction-free, healthy & safe. There must be respect for personal property and place.

Rules #4 to #9

LIGHT
At no time in this studio will a recorded or broadcast motion picture or show be displayed on a computer screen or projected (night or day) unless viewed directly for studio work. This includes TV, internet, and DVDs of any sort.

SOUND
At no time in the semester (night or day) will there be an audible recorded or broadcast noise coming from any desk in the studio. Sounds will be listened to via headphones only. No loudspeakers.

At no time will you talk on a cell phone in the studio space. Dismiss yourself to the hall to speak with someone 24/7/365. Turn your phone off when it is time for class and time to work and save yourself the distraction.

WIND
There will be no use of any aerosol sprays in the studio. Work found to have used an aerosol spray in its execution will be disposed of outside the building and assigned a grade of 0.
There will be no eating of food or disposing of food product wrappers in the studio this semester. There are break areas provided throughout the building for you to use. There should never be food in the studio trash receptacles.

**EARTH**

Anyone attending class without the proper foot attire of closed toed and backed shoes or boots will be sent out of the studio. This studio is a shop. You will wear the proper foot gear for a shop at all times. Please, no sandals.

**FIRE**

No tobacco products are to be consumed in the building including cigarettes, dips, pipes, chews, and cigars. Tobacco products should never be kept in the studio in plain view.

No butane, acetylene, or propane heating devices are allowed in the building.

**WATER**

Drinks are welcome in the studio but no drink should ever be set on or above the level of the desks. Keep all bottles and cups below your work and your computer.

Rule #10: There will be no digital communication or display in the studio during class time. Calls, IM, Emails, and Texts should be done outside of the studio space.

Ultimately, as an SDSU student, you are beholden to all of the responsibilities and expectations outlined in the South Dakota State University Code of Student Conduct.

---------END OF STUDIO CULTURE POLICY--------

* Evidence that faculty, students, and staff have access to these policies and understand the purposes for which they were established.

All these are posted within the Department of Architecture web pages in the SDState university website. They can be found through easy and descriptive links from student and faculty information pages under the Department home page. (http://www.sdstate.edu/arch)

* Evidence that faculty, staff, and students have been able to participate in the development of these policies and their ongoing evolution.

Up to this point a faculty of two has generated, in full concert, all policies and procedures for the program. In the coming year, as the faculty expands to five full-time faculty and one staff, there will be a formal set of dialogs between the students, staff, and faculty and the department administration developed with venues and methods based on the peculiarities of the various constituencies.

* Evidence that the institution has established policies and procedures for grievances related to harassment and discrimination.

SDSU has an extensive and thorough explicit policy on harassment on its web site at (http://www.sdstate.edu/hr/upload/SDSU-Harassment-Policy.pdf).

SDSU has a succinct policy on non-discrimination on its web site at (http://www.sdstate.edu/accreditation/upload/SDSUNonDiscriminationPolicy.pdf).
Each of these policies outlines a judicious and fair grievance policy. Being part of the College of Arts and Sciences, the historical academic and scholarly foundation of the university, puts the program in a very strong set of college policies and procedures.

- Evidence that the institution has established policies for academic integrity (e.g., cheating, plagiarism)

South Dakota State University has taken a strong and clear stand regarding academic dishonesty. The consequence of academic dishonesty ranges from disciplinary probation to expulsion. The full policies are found in Chapter 1 of the Student Code (01:10:25:01 - 1:10:25:04) within the Student Policy Manual. A student charged with academic dishonesty who wishes to appeal that charge may follow the Appeals Procedure outlined in Chapter 2 of the Student Policy Manual (Academic Appeals and Classroom Standards) or contact the Vice President for Academic Affairs Office, SAD 230, 605-688-4173.
I.I.3 Response to the Five Perspectives:

The APR must include the following:

* A narrative description of the program’s response to each of the five perspectives.
* A narrative description of the opportunities for student learning and development within the accredited degree program that are responsive to the five perspectives.
* A cross-reference to the five perspectives and the role they play in long-term planning (see Part I, Section 1.4) and self-assessment (see Section 1.5).

A. Architectural Education and the Academic Community.

Scholarship

DoArch is committed to nurturing traditional scholarship of peer-reviewed papers, presentations, and grantsmanship as well as a more practice-based and clinical professorship where faculty can investigate a set of methods or outcomes in the discipline. Once we figure out where we can find support and success in scholarship we’ll develop more specific weights to particular types of scholarship. Architecture is neither scientific nor hermeneutical in nature. It is a practice, based in situations, and, like art, is responsible for working only where it is at--in situ, in place. DoArch has a responsibility to advocate for the value of practice based scholarship, design research, and creative activity as in the larger academic community. A tenure and promotion policy will be written in year two of the program.

Community Engagement

South Dakota and this region are sparsely but evenly populated with successful agrarian communities. Students from DoArch have already begun to participate in community charettes run by Design:SD and the AIA. The Department is engaged in three design projects for the city of Brookings. DoArch is developing fund-raising design images for projects on the SDSU campus. DoArch will continue to reach out to our community and to hone our advocacy for “nice places and good buildings” in South Dakota’s cities and towns. As DoArch finds its voice in the deeper needs of its community, it will develop a plan for community engagement and find ways to measure effectiveness.

Service

Introducing a professional architecture program and its culture to a land-grant university is a form of service in and of itself. Explaining studio culture leads to design advocacy. Writing a detailed report to get homasote hung on the wall for pin-up space, because no one’s ever wanted to pin course work up on a daily basis, becomes an extended form of advocacy. Building bridges between various departments on campus for practical reasons and reinforcing the place of the disciplinary aspects of architecture amongst a strong professional community are critical service tasks at the outset of the department and, as DoArch finds its way around the situation at hand, it will come up with a more concerted plan of service outreach and ways for measuring its effectiveness.

Teaching
The university has a set of cross-disciplinary graduation requirements for undergraduate students in every major. DoArch is submitting five new architectural studies courses in the B.Sc.A.S. non-professional curriculum to satisfy general graduation requirements in social science and the humanities. DoArch will make the ARCH109 introductory course the best and most relevant general course in the university about technology and our relationship to it. The mediated nature of architectural practice places the Department scholarship between Consumer Sciences, Engineering, Management, Art, Sociology, Geography, Physics, and Manufacturing at a nexus of thinking about technology and practice and as leaders in the university in framing technology and media.

Faculty assessment will be rooted first and foremost in teaching effectiveness. As with our students, DoArch will emphasize success through the fundamentals of the practice. Many faculty in our discipline are already acknowledged designers but unproven and untrained instructors and professors, and they are surprised when the professorial acuity doesn’t match the design capacity. In the College of Arts & Sciences we’re among some of the very best “true” professors in the university and we need to learn from them and exploit that relationship to learn core professorial techniques. In exchange we deliver a unique but accessible visual critique of graphic narratives and projections of material things in which we can engage our 17 collegial departments.

The university has a strong and active Teaching and Learning Center on campus that does excellent professorial training in foundational issues such as assessment, scheduling, service-learning, and teaching with technology. The faculty in the department will be strongly encouraged to work with the TLC and use their tools and techniques to improve teaching.

In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects.

This new program has been set inside a university whose existence is rooted in a combustible mixture of liberal arts education and vocational training. The architectural studies and professional degree program is housed in the College of Arts & Sciences, the core liberal arts constituency in the university. Our studio space over the first two years in Solberg Hall was once the dynamo room where students explored electrical charges before they had light bulbs at home by which to study. We think this is exactly where we want to be–heads in the cloudy responsibility of a liberal arts education and knee deep in the technological tools of making buildings and architecture.

We have identified three areas in our program to facilitate the development of new knowledge by members of our learning community:

a) Sustainable Building Design and Construction Practices for South Dakota

b) Small City, No-Growth Urbanism

c) Digital Re-Tooling for Regional Building and Design Practices
B. Architectural Education and Students.

That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices; and to develop the habit of lifelong learning.

“Otherness” for the typical SDSU student has both a familiar and strange component. One “Familiar Other” within the state is Native American life. South Dakota, on the whole, is a comfortable place but issues of economic and social disparity are obvious when a list of the ten poorest counties in the U.S.A includes five South Dakota counties that overlays with the geography of Native American reservations in the middle of the state, far from the population centers. This up close and familiar disparity is often left unsaid and distant in the state’s youth culture. Dr. Craig Howe, PhD of Ogalala Lakota College in Kyle, SD is a graduate of the accredited professional architecture programs at the University of Nebraska and the University of Michigan. Dr. Howe is a leading voice in the Lakota Sioux community and spent part of his career as a researcher and curator of Native American culture and society at the Smithsonian Institute in Washington D.C. Dr. Howe has accepted Adjunct Associate Professor standing in a joint appointment with the Departments of Native American Studies and Architecture. Dr. Howe is working with DoArch to advocate for Native American foci in the program and to enable opportunities to build bridges through lectures, design-build projects, and in his simple presence in the academic dialog.

The primary “Strange Other” is the metropolitan condition. Over half of the students in the program come from communities with a population of 5,000 or less. Only two come from a million plus citizen community--Minneapolis and Tegucigalpa. Regional travel, study abroad, and visits to major metropolitan areas across the continent are becoming a significant component of architectural education at DoArch. In association with the first Architectural History course taught at DoArch by Whitney Parks, an adjunct faculty and professional with Koch+Hazard Architects in Sioux Falls, the full program took its inaugural trip to Chicago in Fall of 2011. The SDSU-DoArch AIAS chapter has an active dues paying membership of ten. In March 2012, its officers participated in a regional AIAS conference in Detroit sponsored by Lawrence Tech. DoArch sponsored this trip for the officers. In Fall of 2012 the first two students taking a study abroad study trip will spend a semester away, one with the DIS program in Copenhagen and the other will join the University of Nebraska’s annual China study abroad program. DoArch is fortunate to have two faculty who are seasoned study abroad leaders and administrators. Brian Rex has organized and lead residential study abroad programs for American schools in Montréal, Dublin, and Berlin. Charles MacBride has lead trips to Rome and Italy. Plans are being developed for a DoArch based study abroad trip to Rome for Summer 2013 and the following Summer 2014 in Montréal.

Another “Strange Other” for the typical student in the program is professional. About half of the first year population comes from a community where there is no architect in residence. Connection between DoArch students and the state’s professional community is critical to a well-rounded professional education. A tradition of “Sioux Falls Architecture Saturday” has
been started in which students spend the day in Sioux Falls visiting firms and sharing a dinner with young professionals.

Further opportunities and bridges to build an open-minded, curious, respectful, and proficient professional will be built holistically as the program unfolds and situates itself to meet the needs of its student population.

C. Architectural Education and the Regulatory Environment.

That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located; and prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

The second hire in the department, Assistant Professor Charles “Chuck” MacBride serves as DoArch’s Professional Program Coordinator and is the primary professional interface with the state’s professional community. DoArch has a policy of enabling and providing its faculty with support to maximize opportunities for SD registration and AIASD membership. Chuck is a South Dakota registered architect, oversees summer internship opportunity development, actively participates in the AIA, oversees the connection and participation of our students in IDP, will arrange job fairs, and has already facilitated the establishment of an active campus AIAS chapter. Introduction to IDP and the regulatory requirements of becoming an architect are explicitly written into ARCH109, the First Year Seminar course and introduction to architectural studies taught by Charles MacBride.

D. Architectural Education and the Profession.

That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the positive impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities; and to contribute to the growth and development of the profession.

In the first years on campus and among our professional community, the program is just now understanding its context and opportunities to make broad-minded, consummate professionals by training them in a generalist and hands-on curriculum rooted in professional practice studies and building design. A more comprehensive view of this perspective will emerge with faculty and time.

E. Architectural Education and the Public Good.

That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect’s obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

Throughout the professional curriculum students will be presented with the idea that architecture is the aggregate of building practices in time and place. An individual project isn’t architecture unto itself. The collective of the buildings in an urban fabric, the public
nature of the city; those tangible and material conditions of compounded practices are the most sophisticated and important artifacts of architectural practice.

The first professional semester includes a course on urbanism, surroundings, and siting in architecture so the relationship between building and urbanism is explicit from the start. There are four explicit professional practice courses in the curriculum: one focusing on Regulation, one on Stewardship, one on Economics, and one on Management where the issues raised in this perspective will be addressed directly.

I.I.4 Long-Range Planning:

An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.

The APR must include the following:
• A description of the process by which the program identifies its objectives for continuous improvement.
• A description of the data and information sources used to inform the development of these objectives.
• A description of the role of long-range planning in other programmatic and institutional planning initiatives.
• A description of the role the five perspectives play in long-range planning.

The department will develop a long range planning strategy in time for review in the program’s third year NAAB review.

I.I.5 Self-Assessment Procedures:

The program must demonstrate that it regularly assesses the following:
• How the program is progressing towards its mission.
• Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.
• Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.
• Self-assessment procedures shall include, but are not limited to:
  o Solicitation of faculty, students’, and graduates’ views on the teaching, learning and achievement opportunities provided by the curriculum.
  o Individual course evaluations.
  o Review and assessment of the focus and pedagogy of the program.
  o Institutional self-assessment, as determined by the institution.

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success as well as the continued maturation and development of the program.

The APR must include the following:
• A description of the school’s self-assessment process, specifically with regard to ongoing evaluation of the program’s mission statement, its multi-year objectives and how it relates to the five perspectives.
• A description of the results of faculty, students’, and graduates’ assessments of the accredited degree program’s curriculum and learning context as outlined in the five perspectives.
• A description, if applicable, of institutional requirements for self-assessment.
A description of the manner in which results from self-assessment activities are used to inform long-range planning, curriculum development, learning culture, and responses to external pressures or challenges to institutions (e.g., reduced funding for state support institutions or enrollment mandates).

Any other pertinent information.

The department is developing a formal strategy for self-assessment activity based on portfolio submissions for both scholarships and admission to the graduate level study.

DoArch has had its invaluable Founder’s Group of four Sioux Falls architectural offices who were the genesis of the program and have acted as the primary professional advisors since even before the program’s inception. The Founders Group offers direct feedback and observation to the department’s administration in regular meetings. To augment this important and primary group, DoArch has implemented a Professional Advisory Board (PAB), a broader and more informal body that includes the Founders Group and meets once a year with the full cohort of students and faculty to discuss programmatic developments and reflect on the work completed in the curriculum. In addition to the Founders Group the PAB includes representation from minority, underserved, and not-for-profit constituencies from across the state.
PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources & Human Resource Development:

- Faculty & Staff:
  - An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions.
  - Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.
  - An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.
  - An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed, is trained in the issues of IDP, has regular communication with students, is fulfilling the requirements as outlined in the IDP Education Coordinator position description and, regularly attends IDP Coordinator training and development programs.
  - An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.
  - Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.

- Students:
  - An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time first-year students as well as transfers within and outside of the university.
  - An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.

The APR must include the following:

Faculty/Staff

- A matrix for each of the two academic years prior to the preparation of the APR, that identifies each faculty member, the courses he/she was assigned during that time and the specific credentials, experience, and research that supports these assignments. In the case of adjuncts or visiting professors, only those individuals who taught in the two academic years prior to the visit should be identified.

(NOTE 1: See Appendix 2 for a 6 A list of the policies and other documents to be made available in the team room during an accreditation visit in Appendix 3. template for this matrix)

(NOTE 2: The faculty matrix should be updated for the current academic year and placed in the team room).

Forthcoming once the faculty expands beyond two full-time and permanent instructors.

- A resume (see Appendix 2 for the format) for each faculty member, full-time and adjunct who taught in the program during the previous two academic years prior to the preparation of the APR.

Included at the end of this document.

- A description of the institution’s policies and procedures relative to EEO/AA for faculty, staff, and students.

SDSU has a succinct policy on non-discrimination on its web site at [http://www.sdstate.edu/accreditation/upload/SDSUNon DiscriminationPolicy.pdf](http://www.sdstate.edu/accreditation/upload/SDSUNonDiscriminationPolicy.pdf).
It is the policy of South Dakota State University (SDSU) not to discriminate on the basis of race, color, creed, religion, national origin, ancestry, gender, marital status, pregnancy, sexual orientation, age, disability, veteran’s status or any other protected class in the offering of all benefits, services, and educational and employment opportunities.

As part of this policy, SDSU has designated a Title IX Coordinator to assist individuals with any concerns about sexual discrimination in education programs or activities. This includes discrimination on the basis of sex in admission to or employment in SDSU’s education programs or activities. The grievance process to address these complaints as well as any complaints of discrimination will follow the Board of Regents Human Rights Complaints Procedures.

Discrimination complaints including complaints of harassment or sexual discrimination in educational programs should be directed to:

Equal Opportunity Officer/Title IX Coordinator Human Resources Administration Building, Room 324 South Dakota State University Brookings, SD 57007

Dr. Craig Howe of Ogalala Lakota College in Kyle, SD, a leading voice in the state’s Native American community is an Adjunct Associate Professor in a joint appointment with the American Indian Studies Program. Dr. Howe is a graduate of the University of Nebraska’s professional architecture program and has his PhD from the University of Michigan. Dr. Howe will be an important faculty member and a regular lecturer in the Department. He will help write an academic history of architecture in South Dakota.

DoArch is in the process of negotiating reciprocal agreements with two-year community colleges, tribal colleges, and technical institutes in Nebraska, North Dakota, Wyoming, and South Dakota to help infuse non-traditional and first generation students into the program.

- The school’s policy regarding human resource development opportunities, such as:
  - A description of the manner in which faculty members remain current in their knowledge of the changing demands of practice and licensure.
  - A description of the resources (including financial) available to faculty and the extent to which faculty teaching in the program are able to take advantage of these resources.
  - Evidence of the school’s facilitation of faculty research, scholarship, and creative activities since the previous site visit; including the granting of sabbatical leaves and unpaid leaves of absence, opportunities for the acquisition of new skills and knowledge, and support of attendance at professional meetings.
  - A description of the policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure.

In development during year two.

- A list of visiting lecturers and critics brought to the school since the previous site visit.

Sushmita Shrestha, an architect and scholar from Nepal, has been a regular critic in the studios since the program’s inception in Fall 2010.

T.J. Olson gave a lecture on his work for Architecture for Humanity in Haiti in Fall of 2011.
Marti Gottsch, was a regular volunteer in the design studios in the Spring 2011 semester. Rick Wessling, AIA, an architect from Minneapolis, has been a regular critic in the studios since the program’s inception.

Two Sioux Falls firms, Koch+Hazard and Architecture Inc. did a dual presentation of their entries of their schemes for the Architecture for Humanity Sioux Falls Affordable Housing Competition in Spring of 2011. Professor Jeff Day and Ward Whitwam gave lectures on Sioux Falls Architecture Saturday in Spring of 2011. Colin Neufeld and Zach Pauls of the award winning Winnipeg firm 5468796 gave a lecture on Sioux Falls Architecture Saturday in Fall of 2011.

Zach Pauls, an architect from Winnipeg, Marti Gottsch, Sushmita Shretha, and T.J. Olson were the final review critics in the Spring semester 2011.

* A list of public exhibitions brought to the school since the previous site visit.

None.

Students

* A description of the process by which applicants to the accredited degree program are evaluated for admission (see also the requirements in Part II. Section 3).

The department expects that each student entering the three & a half year professional curriculum share a strong and diverse foundation in their undergraduate general studies education and a demonstrable craft in describing & making material things. There are two ways that students matriculate into our professional program:

Path A) Students complete the first two & a half years of the Bachelor of Science in Architectural Studies degree here at SDSU’s DoArch with an overall 2.5 or better GPA and a 2.75 or better GPA in in the major. Students completing this coursework to this grade point standard will possess both academic breadth and the capacities needed to begin our professional program.

Path B) Students complete a four year Bachelor of Arts or Bachelor of Science degree with a 3.0GPA or higher; make an application to DoArch’s professional program; and are accepted through review of higher ed transcripts, three letters of recommendation, reported Graduate Record Exam scores, and a 25 page portfolio. Criteria for the admissions review will be:

a) breadth & success of study in undergraduate coursework & GRE scores (40%)

b) portfolio evidence of sophistication & craft in making & describing material things (40%)

c) strength of evidence & support in reference and credentialing of the referee (20%)

(see GRADUATE APPLICATION in appendix)

DoArch doesn’t grant advance standing in the professional program. It may, when appropriate, grant individual course credit on a class by class basis by reviewing course syllabi and outcomes in each instance. Documentation of such is kept in the student’s permanent file and in a database record on reciprocation with particular institutions and their coursework.
A description of student support services, including academic and personal advising, career guidance, and internship placement where applicable.

All students enrolled in the DoArch are tracked & advised before each semester on an advising sheet (see ACADEMIC ADVISING CARD in appendix) which lists all university, college, departmental, and professionally required coursework in a comprehensive & easy to read format. The university has a full service personal counseling center and faculty in the department strive to make themselves open and approachable for advising appropriate levels of personal issues that are impacting a student’s academic life. Internship development and career guidance methods are being developed by the Professional Program Coordinator Charles MacBride. Professor MacBride has overseen two two program student internships. Koch + Hazard Architects of Sioux Falls and Hula Design of Aberdeen, SD are providing the program’s first professional internships for DoArch students. Both students will use the internship time as IDP hours, per Professor MacBride.

Evidence of the school’s facilitation of student opportunities to participate in field trips and other off-campus activities.

Regional travel, study abroad, and visits to major metropolitan areas across the continent are becoming a significant component of architectural education at DoArch. In association with the first Architectural History course taught at DoArch by Whitney Parks, an adjunct faculty and professional with Koch+Hazard Architects in Sioux Falls, the full program took its inaugural trip to Chicago in Fall of 2011. In Fall of 2012 the first two students taking a study abroad study trip will spend a semester away, one with the DIS program in Copenhagen and the other will join the University of Nebraska’s annual China study abroad program. DoArch is fortunate to have two faculty who are seasoned study abroad leaders and administrators. Brian Rex has organized and lead residential study abroad programs for American schools in Montréal, Dublin, and Berlin. Charles MacBride has lead trips to Rome and Italy. Plans are being developed for a DoArch based study abroad trip to Rome for Summer 2013 and the following Summer 2014 in Montréal.

Evidence of opportunities for students to participate in professional societies and organizations, honor societies, and other campus-wide activities.

The SDSU-DoArch AIAS chapter has an active dues paying membership of ten. In March 2012, its officers participated in a regional AIAS conference in Detroit sponsored by Lawrence Tech. DoArch sponsored this trip for the officers.

Evidence of the school’s facilitation of student research, scholarship, and creative activities since the previous site visit, including research grants awarded to students in the accredited degree program, opportunities for students to work on faculty-led research, and opportunities for the acquisition of new skills and knowledge in settings outside the classroom or studio.

The department is facilitating graduate level study in other disciplines. Jacob Cummings, a PhD student in Sociology is studying the student culture of starting a professional program.

Six students in the program are paid in work-study for their time spent designing and fabricating the program’s furniture and facilities.

Evidence of support to attend meetings of student organizations and honorary societies.
The SDSU-DoArch AIAS chapter has an active dues paying membership of ten. In March 2012, its officers participated in a regional AIAS conference in Detroit sponsored by Lawrence Tech. DoArch sponsored this trip for the officers.
I.2.2 Administrative Structure & Governance:

• **Administrative Structure:** An accredited degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program’s ability to conform to the conditions for accreditation. Accredited programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.

### DEPARTMENT OF ARCHITECTURE INITIAL STAFFING TIMELINE

<table>
<thead>
<tr>
<th>Year</th>
<th>Position 1</th>
<th>Position 2</th>
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| 2010-11 | Fundamental Design Professor/ Department Head (Head)  
Teaches 3 courses a year  
tenured 12 month administrative appointment  |
| 2011-12 | Building Design Professor/ Professional Program Coordinator (PC)  
Teaches 2 design and 2 lectures a year  
NCARB  
IDP Councilor  
9 month tenure-track appointment  |
| 2012-13 | Program Assistant (Staff)  
Manages DoArch office and does advising  |
| 2012-13 | Craft & Construction Professor/ Architectural Studies Coordinator (SC)  
Teaches 2 design and 2 lectures a year  
9 month tenure-track appointment  |
| 2012-13 | Technology Coordinator (Faculty w/ Staff release time)  
Manages DoArch shops and labs  
Does classroom support  |
| 2013-14 | Secretary (Staff)  
Works in DoArch office  
hourly position  |
| 2013-14 | Technology Support (Staff)  
Works in DoArch shops and labs  
hourly position  |
| 2013-14 | Professor in Representation (RP)  
Teaches 2 design and 2 lectures a year  
9 month tenure-track appointment  |
| 2014-15 | Professor in Practice (PP)  
Teaches 2 design and 2 lectures a year  
NCARB / Foreign Registration  |
| 2015-16 | Professor in Urbanism (UP)  
Teaches 1 design and 4 lectures a year  
9 month tenure-track appointment  |
| 2015-16 | Professor in Building Design (BP)  
Teaches 2 design and 2 lectures a year  
9 month tenure-track appointment  |
| 2015-16 | Professor in Craft and Construction (CP)  
Teaches 2 design and 2 lectures a year  
“clinical” term appointment  |
Governance: The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.

The APR must include the following:

- A description of the administrative structure for the program, the academic unit within which it is located, and the institution.

The professional program is the primary focus of the Department of Architecture (DoArch) in the College of Arts and Sciences at South Dakota State University. Two degrees are granted through DoArch, a non-professional Bachelor of Science in Architectural Studies and a professional Master of Architecture. Architecture’s Department Head reports to the Dean of the College of Arts and Sciences who reports to the chief academic officer of the university, the Provost.

- A description of the program’s administrative structure.

DoArch, which will eventually be 7 tenure-track faculty; 200 students; and 3 staff, is the responsibility of the Department Head. The staff are lead by a Program Assistant who answers to the Head. All faculty report to the Head but in academic and curricular affairs the Professional Program Coordinator, Practice Coordinator, and the Non-Professional Coursework Coordinator constitute the leadership and advisory council and are the initial point of contact in academic affairs.

- A list of other degree programs, if any, offered in the same administrative unit as the accredited architecture degree program.

Bachelor of Science in Architectural Studies
1.2.3 Physical Resources:

The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:

• Space to support and encourage studio-based learning.
• Space to support and encourage didactic and interactive learning.
• Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.

The APR must include the following:

• A general description, together with labeled 8-1/2” x 11” plans of the physical plant, including seminar rooms, lecture halls, studios, offices, project review and exhibition areas, libraries, computer facilities, workshops, and research areas.
• A description of any changes to the physical facilities either under construction or proposed.
• A description of the hardware, software, networks, and other computer resources available institution-wide to students and faculty including those resources dedicated to the professional architecture program.
• Identification of any significant problem that impacts the operation or services, with a brief explanation of plans by the program or institutional to address it.

South Dakota State University has developed a two-phased space plan that meets accreditation requirements.

**Phase I**, a plan has been developed that will include needed space, both shared and dedicated, to meet NAAB accreditation requirements until a permanent facility is in place. The interim phase will center on temporarily using the Depuy Military Hall Drill Floor (Room 105) as the primary instructional space for the program, shifting space in Solberg Hall for support and offices, and in the Barn (Room 108). This space requires minimal renovation. The estimated costs of renovation to meet accreditation standards are $400,000 to $500,000 over a several year period as the program grows. Costs are to be covered by private gifts and SDSU. The plan includes:

- 7578 sq. ft. for studios, modeling, storage and contingency space on drill floor in DePuy
- 3200 sq ft. shared classroom space on campus
- 900 sq ft. student exhibit/gallery space in the Barn
- 1000 sq ft. head, faculty, adjunct and department office in the Barn
- 900 sq ft. dedicated computer lab in the Barn
- 2000 sq ft. of shop
- 1500 sq ft of storage

Total: 18,078 sq. ft.

(see FACILITY FLOOR PLANS in appendix)

**Phase II** - Development of a long termed plan to retrofit either Lincoln Hall for housing the Architecture program, or addition to an existing facility. This plan is part of South Dakota State University's $190 million "It Starts With Vision" campaign that is underway at SDSU. Within
this campaign, the section on New Construction and Revitalization includes an "Architecture Mathematics, and Engineering (AME) Building" at an estimated $13.5 million. The AME building will be a new, three-floor addition to the east side of Solberg Hall. The State Legislature has approved the project and the Governor has signed the appropriation into law. Perspective of Sioux Falls associated with Ratio of Indianapolis have been awarded the architectural contract, design is underway, the ground-breaking will occur May 2013, and expected move-in is in Summer 2015. This project’s “green-lighting” is an incredible testament to the dedication of the university and people of the state to see DoArch grow into a successful professional program. The space planning has integrated an emphasis on “learning by doing” spaces such as studios, resource libraries, workshops, and fabrication space.

(see FACILITY FLOOR PLANS in appendix)

TOTAL AME BUILDING PROGRAM SPACE REQUIREMENTS 40,565 net sqft

FIRST FLOOR MIXED USE PROGRAM SPACE REQUIREMENTS (net)

Dedicated Space for Architecture 700sqft

   Model Shop for Small Scale Tools 300sqft
   Workshop Classroom 400sqft

Dedicated Space for Mechanical Engineering 4400sqft

Shared Space for CIM & Architecture 2800sqft

   Digital Fabrication Room 500sqft
   Wood Shop 1500sqft
   Masonry and Concrete Shop 300sqft
   Layout and Assembly Area 1000sqft

Shared Space for CIM, Arch, & ME 5800sqft

   Control Room / Tool Room 1000sqft
   Metal Shop 1500sqft
   High Bay 2400sqft
   Fabrication and Assembly Area 2000sqft

TOTAL 13,700sqft
### SECOND FLOOR DEPT of MATH/STATS PROGRAM SPACE REQUIREMENTS (net)

<table>
<thead>
<tr>
<th>Description</th>
<th>Area</th>
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</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>13,465sqft</td>
</tr>
</tbody>
</table>

### THIRD FLOOR DEPT of ARCHITECTURE PROGRAM SPACE REQUIREMENTS (net)

<table>
<thead>
<tr>
<th>Description</th>
<th>Area</th>
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<tbody>
<tr>
<td>Studios, Classrooms, Review, &amp; Labs</td>
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<tr>
<td>Hot Desk 1st &amp; 2nd Year Studio</td>
<td>1800sqft</td>
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<tr>
<td>Cold Desk 3rd Year Studio</td>
<td>1200sqft</td>
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<tr>
<td>Cold Desk 4th Year Studio</td>
<td>1200sqft</td>
</tr>
<tr>
<td>Cold Desk 5th Year Studio</td>
<td>1000sqft</td>
</tr>
<tr>
<td>Cold Desk 6th Year Studio</td>
<td>1000sqft</td>
</tr>
<tr>
<td>Pin-Up Spaces</td>
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<td>Gallery</td>
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<tr>
<td>Seminar Class / Conference Room (x3)</td>
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<tr>
<td>Print, Scan, Cut, Shoot, &amp; Spec Lab</td>
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</tr>
<tr>
<td><strong>Student Services</strong></td>
<td>900sqft</td>
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<tr>
<td>Recruitment, Advising, Placement</td>
<td>400sqft</td>
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<tr>
<td>Student Lounge / Media Room</td>
<td>400sqft</td>
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<tr>
<td>Student Organization Office</td>
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<tr>
<td><strong>Administration &amp; Faculty</strong></td>
<td>3100sqft</td>
</tr>
<tr>
<td>Staff Offices</td>
<td>350sqft</td>
</tr>
<tr>
<td>Department Head Office</td>
<td>200sqft</td>
</tr>
<tr>
<td>Work Room / Storage</td>
<td>400sqft</td>
</tr>
<tr>
<td>Faculty Offices (15@150)</td>
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<tr>
<td>Sessional Faculty</td>
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<tr>
<td>Accreditation Room</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>13,400sqft</td>
</tr>
</tbody>
</table>
I.2.4 Financial Resources:

An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.

The APR must include the following:

Program budgets:

- Current fiscal year report(s) showing revenue and expenses from all sources

**Current Fiscal Year Report: July 1, 2011 - June 30, 2012**

**Total Revenues:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture Special Discipline Fee</td>
<td>$234,120.00</td>
</tr>
<tr>
<td>Gift/Pledge Revenue</td>
<td>$272,000.00</td>
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<tr>
<td><strong>TOTAL REVENUES:</strong></td>
<td><strong>$506,120.00</strong></td>
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**Total Expenses:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Services:</td>
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</tr>
<tr>
<td>Salaries &amp; Benefits</td>
<td>$187,017.31</td>
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<tr>
<td>Travel Expenses:</td>
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</tr>
<tr>
<td>Faculty &amp; Staff</td>
<td>$11,961.82</td>
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<tr>
<td>Recruitment/ Hiring</td>
<td>$206.60</td>
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<td>Contractual Services:</td>
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<tr>
<td>Professional Memberships &amp; Licensure</td>
<td>$2160.00</td>
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<tr>
<td>Lectures/ Exhibits/ Visiting Critics</td>
<td>$2,986.00</td>
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<tr>
<td>Accreditation</td>
<td>$999.84</td>
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<td>Library/ Media/ Resources</td>
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<tr>
<td>Communications</td>
<td>$254.42</td>
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</table>
### Supplies Expenses:

<table>
<thead>
<tr>
<th>Description</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Furniture &amp; Equipment</td>
<td>$3,572.90</td>
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<tr>
<td>Office Supplies</td>
<td>$985.40</td>
</tr>
<tr>
<td>Shop Supplies</td>
<td>$3,647.64</td>
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<td>Printing</td>
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<td>Postage</td>
<td>$49.35</td>
</tr>
<tr>
<td>Facilities</td>
<td>$60.00</td>
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<tr>
<td>Student Competition Awards- Books</td>
<td>$230.98</td>
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</table>

### Capital Expenses:

<table>
<thead>
<tr>
<th>Description</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Software</td>
<td>$848.00</td>
</tr>
<tr>
<td>Phone/ Data/ IT Services</td>
<td>$11,737.49</td>
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### Foundation Expenses:

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<tr>
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<tbody>
<tr>
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<td>Gift in Kind</td>
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<td>Scholarship</td>
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</tr>
<tr>
<td>Reinvestment Fee</td>
<td>$6,379.05</td>
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TOTAL EXPENSES: $241,838.94

### Budget Allocation:

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<tr>
<th>Current Budget:</th>
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</thead>
<tbody>
<tr>
<td>Salary</td>
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### Current Budget:

<table>
<thead>
<tr>
<th>Description</th>
<th>FY12</th>
<th>FY13</th>
<th>FY14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
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<td>$28,874.00</td>
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</tr>
<tr>
<td>University Support Fee</td>
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<tr>
<td><strong>TOTALS:</strong></td>
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### Year to date Activity:

<table>
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<tr>
<th>Description</th>
<th>FY12</th>
<th>FY13</th>
<th>FY14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$69,333.00</td>
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<tr>
<td>University Support Fee</td>
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<td><strong>TOTALS:</strong></td>
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### Remaining Budget:

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<th>Description</th>
<th>FY12</th>
<th>FY13</th>
<th>FY14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$64,667.00</td>
<td>$15,122.00</td>
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</tr>
<tr>
<td>University Support Fee</td>
<td>-$4,285.00</td>
<td>-$1,740.00</td>
<td>$948.00</td>
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<td><strong>TOTALS:</strong></td>
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<td><strong>$13,382.00</strong></td>
<td><strong>$948.00</strong></td>
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</table>

*Forecasts for revenue from all sources and expenses for at least two years beyond the current fiscal year.

### Budget Allocated:

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<thead>
<tr>
<th>Description</th>
<th>FY12</th>
<th>FY13</th>
<th>FY14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Services Budget:</td>
<td>$177,874.00</td>
<td>$177,874.00</td>
<td>$177,874.00</td>
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<tr>
<td>Operating Expenses Budget:</td>
<td>$20,308.00</td>
<td>$20,308.00</td>
<td>$20,308.00</td>
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<tr>
<td><strong>TOTAL BUDGET ALLOCATION:</strong></td>
<td><strong>$198,182.00</strong></td>
<td><strong>$198,182.00</strong></td>
<td><strong>$198,182.00</strong></td>
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### Revenues:

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<tr>
<th>Description</th>
<th>FY12*</th>
<th>FY13</th>
<th>FY14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture Salary Enhancement Fee</td>
<td>$-</td>
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<td></td>
</tr>
<tr>
<td>Architecture Special Discipline Fee</td>
<td>$234,120.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studio Fee</td>
<td>$-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>FY12*</td>
<td>FY13</td>
<td>FY14</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>Gift/Pledge Revenue*</td>
<td>$272,000.00</td>
<td>$272,000</td>
<td>$388,066.00</td>
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<tr>
<td>TOTAL REVENUES:</td>
<td><strong>$506,120.00</strong></td>
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</table>

### Expenses:

<table>
<thead>
<tr>
<th>Description</th>
<th>FY12*</th>
<th>FY13</th>
<th>FY14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Services:</td>
<td></td>
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<tr>
<td>Salaries/Benefits</td>
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<td>$20,000.00</td>
<td>$20,000.00</td>
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<tr>
<td>Students</td>
<td></td>
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<tr>
<td>Recruitment</td>
<td></td>
<td>$500.00</td>
<td>$500.00</td>
</tr>
<tr>
<td>Contractual Expenses:</td>
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<tr>
<td>Professional Memberships/Licensure</td>
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<td>Lectures/Exhibits/Visiting Critics</td>
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<td>$2,986.00</td>
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<td>$999.84</td>
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<tr>
<td>Library/Media Resources</td>
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<td>Communications</td>
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<td>Furniture/Equipment</td>
<td>$3,572.90</td>
<td>$5000.00</td>
<td>$4000.00</td>
</tr>
<tr>
<td>Office Supplies</td>
<td>$985.40</td>
<td>$3000.00</td>
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<tr>
<td>Shop Supplies</td>
<td>$3,647.64</td>
<td>$30,000.00</td>
<td>$40,000.00</td>
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<tr>
<td>Printing</td>
<td>$448.41</td>
<td>$5000.00</td>
<td>$5000.00</td>
</tr>
<tr>
<td>Description</td>
<td>FY12*</td>
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<td>FY14</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-----------</td>
<td>----------</td>
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</tr>
<tr>
<td>Postage</td>
<td>$49.35</td>
<td>$500.00</td>
<td>$500.00</td>
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<tr>
<td>Facilities</td>
<td>$60.00</td>
<td>$100.00</td>
<td>$500.00</td>
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<tr>
<td>Student Competition Awards</td>
<td>$230.98</td>
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<td>$500.00</td>
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<td>Capital Expense:</td>
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<td>Phone/Data Equipment - IT</td>
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<td>$125,000.00</td>
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<td>Library/Media Resources</td>
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<tr>
<td>Foundation Expense:</td>
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</tr>
<tr>
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<td>$1,202.31</td>
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<tr>
<td>Gift in Kind</td>
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<td>$-</td>
</tr>
<tr>
<td>Transfers</td>
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<td>Scholarship</td>
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<td>Bequest Gift Fee</td>
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<td><strong>TOTAL EXPENSES:</strong></td>
<td><strong>$241,838.94</strong></td>
<td><strong>$241,838.94</strong></td>
<td><strong>$187,663.12</strong></td>
</tr>
</tbody>
</table>

* FY12 to date expenses

- Comparative reports that show revenue from all sources and expenditures for each year since the last accreditation visit from all sources including endowments, scholarships, one-time capital expenditures, and development activities.

**Budget Allocated:**

<table>
<thead>
<tr>
<th>Description</th>
<th>FY12</th>
<th>FY11</th>
<th>FY10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Services Budget:</td>
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<td>$161,931.00</td>
<td>$183,000.00</td>
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</table>
### Operating Expenses Budget:

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<thead>
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<th>FY12</th>
<th>FY11</th>
<th>FY10</th>
</tr>
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<tbody>
<tr>
<td>Operating Expenses Budget</td>
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<td>$35,308.00</td>
<td>$-</td>
</tr>
</tbody>
</table>

**TOTAL BUDGET ALLOCATION:** $198,182.00

**TOTAL REVENUES:** $506,120.00

### Revenues:

<table>
<thead>
<tr>
<th>Description</th>
<th>FY12</th>
<th>FY11</th>
<th>FY10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture Salary Enhancement Fee</td>
<td>$-</td>
<td>$3,156.80</td>
<td>$-</td>
</tr>
<tr>
<td>Architecture Special Discipline Fee</td>
<td>$234,120.00</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>Studio Fee</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>Gift/Pledge Revenue</td>
<td>$272,000.00</td>
<td>$189,908.00</td>
<td>$198,158.00</td>
</tr>
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</table>

**TOTAL REVENUES:** $506,120.00

### Expenses:

<table>
<thead>
<tr>
<th>Description</th>
<th>FY12</th>
<th>FY11</th>
<th>FY10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Services:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries/Benefits</td>
<td>$187,017.31</td>
<td>$139,862.47</td>
<td>$9,272.45</td>
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<td>Travel Expenses:</td>
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<td>$5,373.49</td>
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<td>Faculty &amp; Staff</td>
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<tr>
<td>Recruitment</td>
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<tr>
<td>Contractual Expenses:</td>
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<td>$6,389.43</td>
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<tr>
<td>Professional Memberships/License</td>
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<tr>
<td>Lectures/Exhibits/Visiting Critics</td>
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<td>Accreditation</td>
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<td>Library/Media Resources</td>
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<td>Communications</td>
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<tr>
<td>Recruitment</td>
<td>$249.00</td>
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</tr>
<tr>
<td>Description</td>
<td>FY12</td>
<td>FY11</td>
<td>FY10</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>---------</td>
<td>---------</td>
<td>------</td>
</tr>
<tr>
<td>Supplies Expense:</td>
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<tr>
<td>Furniture/Equipment</td>
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<td>Office Supplies</td>
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<td>Facilities</td>
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<td>Student Competition Awards</td>
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<td>Capital Expense:</td>
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<td>Software</td>
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<td>Phone/Data Equipment - IT</td>
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<td>Foundation Expense:</td>
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<td>Entertainment</td>
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<td>Advertising</td>
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<td>Scholarship</td>
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<td>Bequest Gift Fee</td>
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<td>Description</td>
<td>FY12</td>
<td>FY11</td>
<td>FY10</td>
</tr>
<tr>
<td>------------------------------</td>
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<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>TOTAL EXPENSES:</td>
<td>$241,838.94</td>
<td>$187,663.12</td>
<td>$9,272.45</td>
</tr>
</tbody>
</table>

- Data on annual expenditures and total capital investment per student, both undergraduate and graduate, compared to the expenditures and investments by other professional degree programs in the institution.

**Architecture:**

<table>
<thead>
<tr>
<th>Architecture (ORG 340614)</th>
<th>Expenses</th>
<th>FTE</th>
<th>$/ Student FTE</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
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<td>Capital:</td>
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<tr>
<td><strong>ALL EXPENSES:</strong></td>
<td>$168,255.51</td>
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<td><strong>$4,605.95</strong></td>
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</table>

**Mechanical Engineering:**

<table>
<thead>
<tr>
<th>Engineering (ORG 340709)</th>
<th>Expenses</th>
<th>FTE</th>
<th>$/ Student FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Services:</td>
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<td>$3,500.12</td>
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<td>Capital:</td>
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<td><strong>ALL EXPENSES:</strong></td>
<td>$1,184,865.44</td>
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<td><strong>$3,826.47</strong></td>
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</tbody>
</table>

**Institutional Financial Issues:**
- A brief narrative describing:
  - Pending reductions or increases in enrollment and plans for addressing these changes.
  - Pending reductions or increases in funding and plans for addressing these changes.
  - Changes in funding models for faculty, instruction, overhead, or facilities since the last visit and plans for addressing these changes (include tables if appropriate).
  - Any other financial issues the program and/or the institution may be facing.

**Explanation of Budget** - The university has developed a budget that grows the program year-by-year, adding students and faculty and facilities as needed until fully grown to its planning capacity of 156 students in the BS in Architectural Studies, and 30 students in the Master’s of Architecture program. Staffing FTE include, along with one department head, five full-time faculty, and the equivalent of one FTE for two to four adjunct faculty, along with four FTEs for support staff. All positions will be benefits eligible.

On-going revenue for this program will include the following major sources: 80% of the tuition, a discipline fee, studio fee, and salary enhancement fee. The University Support
Fee will be made available to the program on a by-request basis from the institution and is therefore not included. These revenue projections are based upon projected enrollments multiplied by the number of credits with designated ARCH-prefix courses. As enrollment grows, so will the amount of revenue generated. Initial procurement of instructional and studio and design equipment have been included. Finally, consulting fees and accreditation visits are included in the one-time expenses. Recurring expenses also increase each year as the program matures. The budget projections include the hiring of additional faculty and staff each year as students move through the program. By FY16, the final hires of faculty and staff are in place. In addition, operating expenses, library support, materials and supply costs are projected to increase annually as more students and faculty are added to the program.

Funding from Outside Sources
Additional sources of sponsored scholarships from industry, alumni and key stakeholders will also be necessary. In addition, industry representatives from various architecture firms in the state were presented the opportunity to become members of the Founders Group of this program. Under the plan, members of the Founders Group will commit to $2.0 million of the revenue/cost gap accumulated during the first six years of the program until it is fully loaded and self-sustaining in FY16. The SDSU Foundation has pledged $680,000 to cover the remaining costs.
1.2.5 Information Resources:
The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture. Further, the accredited program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that teach and develop research, evaluative, and critical thinking skills necessary for professional practice and lifelong learning.

The APR must include the following [NOTE: This section may best be prepared by the architecture librarian and professional in charge of visual resources]:

• A description of the institutional context and administrative structure of the library and visual resources.

• An assessment of the library and visual resource collections, services, staff, facilities, and equipment that does the following:
  o Describes the content, extent and formats represented in the current collection including number of titles and subject areas represented.
  o Evaluates the degree to which information resources and services support the mission, planning, curriculum, and research specialties of the program.
  o Assesses the quality, currency, suitability, range, and quantity of resources in all formats, (traditional/print and electronic).
  o Demonstrates sufficient funding to enable continuous collection growth.
  o Identifies any significant problem that affects the operation or services of the libraries, visual resources collections, and other information resource facilities.

SOUTH DAKOTA STATE UNIVERSITY BRIGGS LIBRARY ARCHITECTURE HOLDINGS

Books

The National Architectural Accrediting Board’s NAAB Conditions for Accreditation (2004) specify that a library supporting an architectural program needs to have at least 5,000 cataloged titles in the "NA" LC Classification. In Spring 2011 H.M. Briggs Library had 1700 books in the "NA" LC Classification. Spring 2012 saw the $57,000 purchase of a significant library of 2,750 books on architecture and architecture history (valued at almost $150,000 by Wm. Stout of San Francisco) from architect and architectural historian Mr. John Cava of Portland, OR and DoArch continued steady purchasing of current texts to bolster the collection of architectural books to almost 4,000 volumes. Included in the Cava collection are significant complete sets of classic architectural periodicals such as OPPOSITIONS, PERSPECTA, and DOMUS as well as seminal texts that would have taken 100s of hours to identify and collect. A comprehensive list of volumes in the Cava Collection will be provided during the team visit in Fall 2012. Conditions also require access to visual resources. 957 Books on Building Construction ("TH" LC subclass) and 819 books on gardens and landscape gardening provide additional support. The library has only six videos with an NA call number. Hilton M. Briggs Library does not have an architectural slide collection but does subscribe to ARTStor. DoArch supports the availability of ARTStor with $1,000 per year.

Journals

We have access to 33 journal/magazine titles currently being published that support Architecture. Five of the titles are included in the seventeen titles found in the ‘basic titles’ list in Magazines for Libraries.
Basic Periodicals

Architectural Record
Architecture
Architecture Week
Fine Homebuilding
Metropolis
Preservation
A&U
l'Architecture d'Aujourd'hui
Architectural Design.
Architectural Review
Built Environment
El Croquis
Domus
G A Document
Journal of the Society of Architectural Historians
Places
R I B A Journal

Magazine for Libraries has a total of 36 titles that support Architecture. We have access to nine of these titles.

Basic Abstracts and Indexes

Architectural Index
Architectural Publications Index
Art Index
Avery Index to Architectural Periodicals

We do not yet subscribe to any of the indexes that support Architecture currently.

Documents

The Documents Department has significant Soil Survey holdings, several hundred cataloged titles (paper, fi che) related to the term architecture (could include technical/computer/network) as well as numerous local, state and federal agency sites. The 2005 General Engineering Program Review reported Documents holdings: “Briggs Library has been a selective depository for U.S. government publications since 1889, and it currently holds over 573,000 government documents on all subjects in various formats. As an official depository, the library receives research, statistical, program-support, and general publications from a wide variety of agencies. Included in the documents collection are significant publications and major technical information sets or series from the Army Corps of Engineers, the Bureau of Reclamation, the Department of Defense, the Department of Energy, the Department of Transportation, the Department of the Interior, the Environmental Protection Agency, National Aeronautics and Space Administration, and the National Institute of Standards and Technology (formerly the National Bureau of Standards). Especially noteworthy is the complete set of U.S. Geological Survey topographic maps from that the library holds. The library also holds relevant South Dakota state documents, and for the last 30 years it has been an official South Dakota documents depository.”
In addition, we currently have access to numerous federal government bibliographic and full text databases:

• EPA Publications National Service Center for Environmental Publications
• CenStats-Demographic, county business patterns, international trade, building permits, and USA Counties data
• GeoData.gov-A one-stop portal to federal, state, and local geographic information including maps and geospatial data
• National Resources Conservation Service lists soil surveys that have been published by the U.S. Department of Agriculture since 1899.
• JSTOR - a full-text journal collection that includes some architecture journals.
• Homeland Security Database
• NTIS Database (NTIS/GPO DARTS- National Technical Information Service (NTIS) and Government Printing Office (GPO) Federal Depository Library Program (FDLP) Depository Access to Reports, Technical & Scientific (DARTS) provides bibliographic records to nearly 240,000 publications 1964-2000 and links to online content when available.) Only available in the library. Ask for log in assistance from a Reference Librarian.
• OSTI search science information and download research results using special federated search technology tools, including: Science Accelerator: Search science from key databases of the U.S. Department of Energy Science.gov: Search science from 13 U.S. federal agencies WorldWideScience.org: Search science from worldwide databases
• Science Accelerator searches science, including R&D results, project descriptions, accomplishments, and more, via resources made available by the Office of Scientific and Technical Information (OSTI), U.S. Department of Energy.
• Science.gov searches over 36 databases and 1,850 selected websites, offering 200 million pages of authoritative U.S. government science information, including research and development results.

Databases

Although Briggs Library has many databases that cover some architecture information we do not have some important architecture digital resources. We have the following:

• EBSCOhost - a broad-based resource that covers many topics and includes some full-text architecture journals.
• Web of Science - indexes many publications that would contain information relevant architecture.
• Engineering Village - Compendex - indexes many resources that would be especially relevant to the technology/engineering aspect of architecture.
PART ONE (I): SECTION 3 – INSTITUTIONAL AND PROGRAM CHARACTERISTICS

1.3.1 Statistical Reports

In this section of the APR, programs are asked to provide statistical data in support of activities and policies that support social equity in the professional degree program as well as other data points that demonstrate student success and faculty development.

- Program student characteristics.
  - Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).
  - Demographics compared to those recorded at the time of the previous visit.
  - Demographics compared to those of the student population for the institution overall.
  - Qualifications of students admitted in the fiscal year prior to the visit.
  - Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.
  - Time to graduation.
- Percentage of matriculating students who complete the accredited degree program within the “normal time to completion” for each academic year since the previous visit.
- Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.
- Program faculty characteristics
  - Demographics (race/ethnicity & gender) for all full-time instructional faculty.
  - Demographics compared to those recorded at the time of the previous visit.
  - Demographics compared to those of the full-time instructional faculty at the institution overall.
  - Number of faculty promoted each year since the last visit.
  - Compare to number of faculty promoted each year across the institution during the same period.
  - Number of faculty receiving tenure each year since last visit.
  - Compare to number of faculty receiving tenure at the institution during the same period.
  - Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.

The information requested above should be presented quantitatively in the APR.

Reporting will begin at the end of Year One of Candidacy.

1.3.2 Annual Reports

The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports. The program must certify that all statistical data it submits to NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda should also be included.

The APR must include, in addition to the materials described above:

A statement, signed or sealed by the official within the institution responsible for preparing and submitting statistical data that all data submitted to the NAAB through the Annual Report Submission system since the last site visit is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics.

Reporting will begin at the end of Year One of Candidacy.
1.3.3 Faculty Credentials:

The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution.

In addition, the program must provide evidence through a faculty exhibit that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

The APR must include the following information for each instructional faculty member who teaches in the professional degree program. [NOTE: This information may be cross-referenced to resumes prepared in response to I.2.1 using the template for faculty resumes in Appendix 2]

- His/her academic credentials, noting how educational experience and recent scholarship supports their qualifications for ensuring student achievement of student performance criteria.

- His/her professional architectural experience, if any, noting how his/her professional experience supports their qualifications for ensuring student achievement of student performance criteria.

The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team’s ability to view and evaluate student work.

See FACULTY RESUMÉS in the appendix at the end of this document.

Full reporting will be completed as the Professional Curriculum is taught.
Part Two – Educational Outcomes and Curriculum

i. 2.1 Student Performance Criteria

ii. 2.2 Curricular Framework

iii. 2.3 Evaluation of Introducing/Non-Professional Education

iv. 2.4 Public Information
The accredited degree program must demonstrate that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice. The school must provide evidence that its graduates have satisfied each criterion through required coursework. If credits are granted for courses taken at other institutions or online, evidence must be provided that the courses are comparable to those offered in the accredited degree program. The criteria encompass two levels of accomplishment:

- **Understanding**—The capacity to classify, compare, summarize, explain and/or interpret information.
- **Ability**—Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation. The NAAB establishes performance criteria to help accredited degree programs prepare students for the profession while encouraging educational practices suited to the individual degree program. In addition to assessing whether student performance meets the professional criteria, the visiting team will assess performance in relation to the school’s stated curricular goals and content. While the NAAB stipulates the student performance criteria that must be met, it specifies neither the educational format nor the form of student work that may serve as evidence of having met these criteria. Programs are encouraged to develop unique learning and teaching strategies, methods, and materials to satisfy these criteria. The NAAB encourages innovative methods for satisfying the criteria, provided the school has a formal evaluation process for assessing student achievement of these criteria and documenting the results. For the purpose of accreditation, graduating students must demonstrate understanding or ability as defined below in the Student Performance Criteria (SPC):

### II.1.1 Student Performance Criteria
The SPC are organized into realms to more easily understand the relationships between individual criteria.

#### Realm A: Critical Thinking and Representation
Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making.

Students’ learning aspirations include:
- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Recognizing the assessment of evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

**A.1. Communication Skills:** Ability to read, write, speak and listen effectively.

**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. Visual Communication Skills:** Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.

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

**A.5. Investigative Skills:** Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

**A.6. Fundamental Design Skills:** Ability to effectively use basic architectural and environmental principles in design.

**A.7. Use of Precedents:** Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.

**A.8. Ordering Systems Skills:** Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

**A.9. Historical Traditions and Global Culture:** Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

**A.10. Cultural Diversity:** Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.

**A.11. Applied Research:** Understanding the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.

#### Realm B: Integrated Building Practices, Technical Skills and Knowledge
Architects are called upon to comprehend the
technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and the impact of such decisions on the environment. Students learning aspirations include:

• Creating building designs with well-integrated systems.
• Comprehending constructability.
• Incorporating life safety systems.
• Integrating accessibility.
• Applying principles of sustainable design.

B. 1. Pre-Design: Ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

B. 2. Accessibility: Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

B. 3. Sustainability: Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

B. 4. Site Design: Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

B. 5. Life Safety: Ability to apply the basic principles of life-safety systems with an emphasis on egress.

B. 6. Comprehensive Design: Ability to produce a comprehensive architectural project that demonstrates each student’s capacity to make design decisions across scales while integrating the following SPC:

A.2. Design Thinking Skills
A.4. Technical Documentation
A.5. Investigative Skills
A.8. Ordering Systems
A.9. Historical Traditions and Global Culture
B.2. Accessibility
B.3. Sustainability
B.4. Site Design
B.5. Life Safety
B.8. Environmental Systems
B.9. Structural Systems

B. 7 Financial Considerations: Understanding of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.

B. 8 Environmental Systems: Understanding the principles of environmental systems’ design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.

B. 9. Structural Systems: Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

B. 10. Building Envelope Systems: Understanding of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

B. 11. Building Service Systems: Understanding of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.

B. 12. Building Materials and Assemblies: Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

Realm C: Leadership and Practice:
Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

• Knowing societal and professional responsibilities.
• Comprehending the business of building.
• Collaborating and negotiating with clients and consultants in the design process.
• Discerning the diverse roles of architects and those in related disciplines.
• Integrating community service into the practice of architecture.

C. 1. Collaboration: Ability to work in collaboration with others and in multidisciplinary teams to successfully complete design projects.

C. 2. Human Behavior: Understanding of the relationship between human behavior, the natural environment and the design of the built environment.

C. 3 Client Role in Architecture: Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.

C. 4. Project Management: Understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods.

C. 5. Practice Management: Understanding of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.

C. 6. Leadership: Understanding of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.

C. 7. Legal Responsibilities: Understanding of the architect’s responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.

C. 8. Ethics and Professional Judgment: Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.

C. 9. Community and Social Responsibility: Understanding of the architect’s responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors

The APR must include:
• A brief, narrative or graphic overview of the curricular goals and content for each accredited degree program offered or each track for meeting the requirements of the professional degree program.

The three and a half year Professional Sequence leading to an accredited Master of Architecture degree program at SDSU is the only professional coursework DoArch will offer. All of our graduates will have matriculated through the full 3.5 year sequence. There are two ways one can enter the Professional Sequence:

<table>
<thead>
<tr>
<th>DoArch @ SDSU Matriculation Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRE-PROFESSIONAL STUDY</strong></td>
</tr>
<tr>
<td>first year fall</td>
</tr>
<tr>
<td><strong>PROFESSIONAL STUDY</strong></td>
</tr>
<tr>
<td>fourth year fall</td>
</tr>
</tbody>
</table>

Bachelor of Science in Architectural Studies non-professional "four year" degree

Master of Architecture professional degree MAch I ("four plus two") MAch II ("3-1/2 year")

SDSU undergraduate admission

SDSU graduate admission

Department of Architecture / South Dakota State University APR-IC / April 17, 2012 / Page 54 of 119
Path A: by matriculating through two and a half years of our non-professional liberal arts architectural studies with a 2.0 or higher GPA.

Path B: with a baccalaureate degree and acceptance into the program through a dossier based application process

Either way, all the students entering the DoArch Professional Sequence will share a strong liberal arts education and a clear capacity to make something with craft and sophistication. The students matriculating through the non-professional coursework with DoArch will take various drawing, manufacturing, construction, disciplinary, and liberal arts coursework along with a core of 5 design studios and workshops. The focus of our making here in the non-professional program will be buildings. Students who apply from elsewhere will be charged with creating a dossier that demonstrates academic excellence and the same capacity and curiosity for making things as the non-professional students are taught. The capacity to make need not directly relate to the candidate’s original degree major. The making may be interior design or it may be taxidermy; the successful candidate may have majored in business, landscape architecture, or engineering, just as long as that ability to make is demonstrable and tied to a strong academic record and an obvious curiosity for the profession.

Then the Professional Sequence focuses on mediated practice by teaching makers how to make things that make things, which is the nature of professional practice in the 21st century. In a remote place like South Dakota it is very important that a professional be able to make transparent but highly instructive things that others use to make rich and sophisticated buildings.

• A matrix for each accredited degree program offered or each track for meeting the requirements of the professional degree program, that identifies each required course with the SPC it fulfills.
2.2.1 Regional Accreditation:

The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution’s term of accreditation.

April 29, 2010

President: David L. Chicoree
South Dakota State University
Box 2201, AD 222
Brookings, SD 57007-2298

Dear President Chicoree:

This letter is formal notification of the action taken concerning South Dakota State University by the Higher Learning Commission. At its meeting on April 19, 2010, the Institutional Actions Council (IAC) voted to continue the accreditation of South Dakota State University and to adopt any new items entered on the attached Statement of Affiliation Status (SAS). The Commission Board of Trustees validated the IAC action through its validation process concluded on April 29, 2010. The date on this letter constitutes the effective date of your new status with the Commission.

I have enclosed your institution’s Statement of Affiliation Status (SAS) and Organizational Profile (OP). The SAS is a summary of your organization’s ongoing relationship with the Commission. The OP is generated from data you provided in your most recent (2009-10) Annual Institutional Data Update. If the current Commission action included changes to the demographic, site, or distance education information you reported in your Annual Institutional Data Update, we have made the changes on the Organizational Profile. No other organizational information was changed.

The attached Statement of Affiliation Status and Organizational Profile will be posted to the Commission website on Monday, May 17. Before this public disclosure however, I ask that you verify the information in both documents and inform Dr. John Taylor, your staff liaison, before Friday, May 14 of any concerns that you may have about these documents. Information about notifying the public of this action is found in Chapter 8.3.5 and 8.3.4 of the Handbook of Accreditation, Third Edition.

Please be aware of Commission policy on planned or proposed organizational changes that require Commission action before their initiation. You will find the Commission’s change policy in Chapter 7.2 of the Handbook of Accreditation. I recommend that you review it with care and, if you have any questions about how planned institutional changes might affect your relationship with the Commission, that you write or call Dr. John Taylor.

On behalf of the Board of Trustees, I thank you and your associates for your cooperation.

Sincerely,

Sylvia Manning
President

Endorsements:

Statement of Affiliation Status
Organizational Profile

cc:
Evaluation Team Members
Chair of the Board
2.2.2 Professional Degrees and Curriculum:

The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs. The number of credit hours for each degree is specified below. Every existing accredited program must conform to the following minimum credit hour requirements by January 1, 2015.

* Master of Architecture. Accredited degree programs awarding the M. Arch. degree must require a minimum of 168 semester credit hours; or the quarter-hour equivalent, of which at least 30 semester credit hours; or the quarter-hour equivalent, must be at the graduate level, in academic coursework in professional studies and electives.

* General Studies. A professional degree program must include general studies in the arts, humanities, and sciences, either as an admission requirement or as part of the curriculum. It must demonstrate that students have the prerequisite general studies to undertake professional studies. The curriculum leading to the architecture degree must include at least 45 credit hours, or the quarter-hour equivalent, outside of architectural studies either as general studies or as electives with other than architectural content. For the M. Arch. and D. Arch., this calculation may include coursework taken at the undergraduate level.

* Professional Studies. The core of a professional degree program consists of the required courses that satisfy the NAAB Student Performance Criteria. The accredited degree program has the flexibility to require additional courses including electives to address its mission or institutional context.

* Electives. A professional degree program must allow students to pursue their special interests. The curriculum must be flexible enough to allow students to complete minors or develop areas of concentration, inside or outside the program.

Table 1: Minimum Credit Distribution

<table>
<thead>
<tr>
<th>General (non-architecture) Studies 45 Semester-Credit-Hour Minimum*</th>
<th>Professional Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required courses with other than architectural content = 30 semester credit hours</td>
<td>Courses with architectural content required of all students = 91 semester credit hours</td>
</tr>
<tr>
<td>Elective courses with other than architectural content = 15 semester credit hours</td>
<td>Elective courses with architectural content = 9 semester credit hours</td>
</tr>
</tbody>
</table>

The APR must include the following:

* Title(s) of the degree(s) offered including any pre-requisite degree(s) or other Introducing education and the total number of credits earned for the NAAB-accredited degree or track for completing the NAAB-accredited degree.

DoArch offers two degrees, a non-professional Bachelor of Science in Architectural Studies and a professional Master of Architecture degree. The Professional Sequence is 91 credit hours.
- An outline, for each accredited degree program offered or track for completing the NAAB-accredited degree, of the curriculum showing the distribution of general studies, required professional courses (including prerequisites), required courses, professional electives, and other electives.

- Examples, for each accredited degree offered or track for completing the NAAB accredited degree, of the minors or concentrations students may elect to pursue.

Students enrolled in the first year of the program are currently minoring in Interior Design, French Language, Business, Aviation, Construction Management, and Landscape Architecture.

- A list of the minimum number of semester credit hours or the equivalent number of quarter credit hours required for each semester or quarter, respectively.

- A list identifying the courses and their credit hours required for professional content and the courses and their credit hours required for general education for each accredited degree program offered or track for completion of the NAAB-accredited degree.

### UNDERGRADUATE + GRADUATE CURRICULUM

#### DEPARTMENT of ARCHITECTURE (DoArch) @ SDSU

**v.25 (12 March 2012)**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Name</th>
<th>cr hrs</th>
<th>cr hrs</th>
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<tbody>
<tr>
<td>DESIGN PRACTICE 1</td>
<td>ARCHITECTURE / FIRST YEAR EXPERIENCE</td>
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<tr>
<td>3</td>
<td>COMPOSITION 1</td>
<td>ENGL101</td>
<td>PHYS111</td>
</tr>
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<td>3</td>
<td>DRAWING 1</td>
<td>ART111</td>
<td>SPECM111</td>
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<tr>
<td>MANUFACTURING PROCESSES 1</td>
<td>2</td>
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<tr>
<td>COMPOSITION 2</td>
<td>ENGL201</td>
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<td>WEATHER &amp; CLIMATE</td>
<td>3</td>
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<td>STATE &amp; LOCAL GOVERNMENT</td>
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**Third Year**

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<tr>
<td>BLDG HISTORY 2</td>
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</tr>
<tr>
<td>ENVIRONMENTAL CONSERVATION</td>
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<td>COLLEGE ELECTIVE FROM SGR#3 LIST</td>
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**Fourth Year**

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**Bachelor of Science in Architectural Studies**

**Fifth Year**

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<thead>
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<tr>
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<tr>
<td>ARCHITECTURAL PRACTICE 1 : Regulation</td>
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</tr>
<tr>
<td>BLDG SPECIFICATION</td>
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**Sixth Year**

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<thead>
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<tr>
<td>ARCHITECTURAL PRACTICE 3 : Stewardship</td>
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<tr>
<td>BLDG TECHNOLOGY 2</td>
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**Graduate Credits**

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<tr>
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**Master of Architecture**

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<tr>
<td>ARCHITECTURAL PRACTICE 2 : Economics</td>
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</table>

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2 year term of accreditation, depending on the extent of its conformance with established educational standards.

Master's degree programs may consist of a preprofessional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the preprofessional degree is not, by itself, recognized as an accredited degree.
### DoArch SDSU

#### Pre-Professional & Professional Curriculum Sequence

<table>
<thead>
<tr>
<th>Professional</th>
<th>Pre-Professional Studies</th>
<th>Introductory</th>
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<td>Preparatory Architecture Studio</td>
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### Professional Studies

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<tbody>
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</table>

| ARCH 352    | Architecture Studio 1    |                      |
| 5           |                          |                      |

| ARCH 451    | Architecture Studio 2    |                      |
| 5           |                          |                      |

| ARCH 452    | Architecture Studio 3    |                      |
| 5           |                          |                      |

| ARCH 551    | Whole Building Studio 1  |                      |
| 6           |                          |                      |

| ARCH 552    | Whole Building Studio 2  |                      |
| 6           |                          |                      |

| ARCH 631    | Building Technology 1    |                      |
| 2           |                          |                      |

| ARCH 632    | Building Technology 2    |                      |
| 2           |                          |                      |

| SGR#3 elective | Path A Graduate admission for the 4 + 2 year professional degree program |                      |
| 3            |                          |                      |

### Pre-Professional & Professional Curriculum Sequence

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<thead>
<tr>
<th>Introductory</th>
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<td>Fund. of Speech</td>
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### Practical & Technical Studies

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### Professional Studies

| ARCH 571    | Arch Practice 1: Regulation |                      |
| 2           |                          |                      |

| ARCH 572    | Arch Practice 2: Economics |                      |
| 2           |                          |                      |

| ARCH 671    | Arch Practice 3: Stewardship |                      |
| 2           |                          |                      |

| ARCH 672    | Arch Practice 4: Management |                      |
| 2           |                          |                      |

### Technical Studies

| PHYS 111   | Intro to Physics |              |
| 4           |                |              |

| GEOF 131/L | Weather & Climate |              |
| 3           |                |              |

| CM 216     | Construction Materials |              |
| 3           |                |              |

| WL 110     | Environmental Conservation |          |
| 3           |                |              |

| CM 332     | Building Construction Methods & Systems |          |
| 3           |                |              |

| CM 353/L   | Building Structures &La |          |
| 3           |                |              |

| ARCH 421   | Building Information Technologies |          |
| 2           |                |              |

| ARCH 521   | Building Specification |          |
| 2           |                |              |

| ARCH 522   | Drawing In Detail |          |
| 2           |                |              |

### Open Electives

| SGR#2 elective | Path B Graduate admission for the 3 1/2 year professional degree program |          |
| 3            |                          |              |

| SGR#3 elective | Path A Graduate admission for the 4 + 2 year professional degree program |          |
| 3            |                          |              |

**B.S. in Architectural Studies**

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<th>12</th>
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<th>12</th>
<th>11</th>
<th>12 + 48 = 168 credits</th>
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**Master of Architecture**
2.2.3 Curriculum Review and Development

The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.

The APR must include a description of the composition of the program’s curricular review process including membership of any committees or panels charged with responsibility for curriculum assessment, review, and development. This description should also address the role of the curriculum review process relative to long-range planning and self-assessment.

To date the department has been in the process of building a curriculum and has gone through 25 full iterations, though this v.25 has remained constant since January 2012. The base line came out of the consultant’s report used to get State Board of Regents Approval. Deviations from that are due to a significant shift in the 2009 NAAB Conditions for Accreditation, from the reality of courses offered and their availability, and opportunities for optimization in the curriculum funding model.
Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the introducing or preprofessional education of individuals admitted to the NAAB-accredited degree program. In the event a program relies on the introducing/non-professional educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student’s progress through the accredited degree program. This assessment should be documented in a student’s admission and advising file.

The APR must include the following:

* A description of the process by which the introducing or non-professional education of students admitted to the accredited program is evaluated. This description should include the process for verifying general education credits, professional credits and, where appropriate, the basis for granting “advanced standing.” These are to be documented in a student’s admission and advising record (See also I.2.1).

The department expects that all students entering the three & a half year professional curriculum shares a strong and diverse foundation in their undergraduate general studies education and a demonstrable craft in describing & making material things. There are two ways that students matriculate into our professional program:

a) Students complete the first two & a half years of the Bachelor of Science in Architectural Studies degree here at SDSU’s DoArch with an overall 2.5 or better GPA and a 2.75 or better GPA in every course in the major. Students completing this coursework to this grade point standard will possess both academic breadth and the capacities needed to begin our professional program.

b) Students complete a four year Bachelor of Arts or Bachelor of Science degree with a 3.0 GPA or higher; make an application to DoArch’s professional program; and are accepted through review of higher ed transcripts, three letters of recommendation, reported Graduate Record Exam scores, and a 10 page portfolio. Criteria for the admissions review will be:
   a) breadth & success of study in undergraduate coursework & GRE scores (40%)
   b) portfolio evidence of sophistication & craft in making & describing material things (40%)
   c) strength of evidence & support in reference and credentialing of the referee (20%)

The department doesn’t grant advanced standing in the professional program. It may, when appropriate, grant course credit on a class by class basis by reviewing course syllabi and outcomes in each instance. Documentation of such is kept in the student’s permanent file and in a database record on reciprocation with particular institutions and their coursework.

All students enrolled in the DoArch are tracked & advised before each semester on the “Yellow Card” which lists all university, college, departmental, and professionally required coursework in a comprehensive & easy to read format.

In this program all SPCs are met in the department’s three & a half years of professional coursework. (see NAAB MATRIX in Section 2.1.1) The department only expects that students enter with an intellectual maturity, a breadth of knowledge, and a capacity for making & describing things.
2.4.1 Statement on NAAB-Accredited Degrees

In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix 5.

Once Candidacy Status is conferred the department will place the following text on all catalogs and promotional media starting with the top of the DoArch “Accreditation” web page one click from the department home page. (http://www.sdstate.edu/arch):

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards. Doctor of Architecture and Master of Architecture degree programs may consist of a non-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the preprofessional degree is not, by itself, recognized as an accredited degree.

The NAAB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program should be accredited within 6 years of achieving candidacy, if its plan is properly implemented. In order to meet the education requirement set forth by the National Council of Architectural Registration Boards, an applicant for an NCARB Certificate must hold a professional degree in architecture from a program accredited by the NAAB; the degree must have been awarded not more than two years prior to initial accreditation. However, meeting the education requirement for the NCARB Certificate may not be equivalent to meeting the education requirement for registration in a specific jurisdiction. Please contact NCARB for more information.

South Dakota State University, College of Arts & Sciences, Department of Architecture was granted candidacy for the following professional degree program in architecture:

M.Arch. (96 professional credit hours after either 80 credit hours of prescribed non-professional architecture studies at SDSU or an undergraduate degree in another academic discipline) – 2011.

Next visit for continuation of candidacy: 2012

2.4.2 Access to NAAB Conditions and Procedures

In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty: The 2009 NAAB Conditions for Accreditation & The NAAB Procedures for Accreditation (edition currently in effect)

DoArch will keep a paper copy of these documents on reserve in the university library and will maintain up to date links to the source NAAB webpages where the PDF documents can be found from our “Student Resources” web page two clicks from the department home page. (http://www.sdstate.edu/arch)
2.4.3 Access to Career Development Information

In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty: www.ARCHCareers.org

The NCARB Handbook for Interns and Architects
Toward an Evolution of Studio Culture
The Emerging Professional’s Companion

www.NCARB.org
www.aia.org
www.aias.org
www.acsa-arch.org

The Briggs library has purchased two copies of The NCARB Handbook for Interns and Architects, Toward an Evolution of Studio Culture, and The Emerging Professional’s Companion for the university library. One copy of each will be put on permanent reserve and one will be available by regular check out. The career resource websites are prominently linked to off our DoArch “Student Resources” page two clicks from the department home page. (http://www.sdstate.edu/arch)

2.4.4 Public Access to APRs and VTRs

In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public: All Annual Reports, including the narrative

All NAAB responses to the Annual Report
The final decision letter from the NAAB
The most recent APR
The final edition of the most recent Visiting Team Report, including attachments and addenda

These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.

Prominent links to PDF files of the full contents of all official letters, reports, and report responses from and to the NAAB, beginning with this PAIA, will be maintained on the DoArch “Accreditation” page two clicks from the department home page. (http://www.sdstate.edu/arch)

2.4.5 ARE Pass Rates

Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results. The APR must include a list of the URLs for the web pages on which the documents and resources described throughout Part II: Section 4 are available. In the event, documents or resources are not available electronically, the program must document how they are stored and made available to students, faculty, staff, parents, and the general public.

Prominent links to the page publishing DoArch’s ARE Pass Rates, will be maintained on the DoArch “Accreditation” page two clicks from the department home page. (http://www.sdstate.edu/arch)
Timeline for Achieving Initial Accreditation

Sept 2010 – Undergraduate courses begins.

May 2012 – Apply for Eligibility for Candidacy. Visit by NAAB. (one person, one day)

April 2012 – Submit Architectural Program Report for Initial Candidacy. (APR-IC)

Fall 2012 – Initial Candidacy visit by NAAB. (three people, three days)

Jan 2013 – Begin proposed professional studies. Admit first 3.5 year M.Arch students.

Spring 2014 - Submit Architectural Program Report for Candidacy. (APR-IC.a)

Fall 2014 – Midterm candidacy visit by NAAB. (three people, three days)

Spring 2016 - Submit Architectural Program Report for Candidacy. (APR-IC.b)

May 2016 – First M. Arch graduates. (proposed professional program fully taught)

Fall 2016 – Final visit by NAAB visit to determine accreditability. (three people, three days)

January 2017 – Letter from NAAB to SDSU President regarding accreditation
SUPPLEMENTAL INFORMATION

COURSE DESCRIPTIONS

Grayed out course descriptions indicate non-professional study. In these classes NAAB Student Performance Criteria listed are addressed but not yet met.

Students graduating with a professional Master of Architecture degree will take every professional course listed.
ARCH109, ARCHITECTURE / FIRST YEAR EXPERIENCE, 2 credit hours

Prerequisites: None

Textbooks/Learning Resources: T.B.D.

Offered (semester and year): Taught each Fall semester starting Fall 2012

Faculty assigned: MacBride

Course Description: First-year experience course designed to introduce students to academic success strategies including the development of college level critical thinking and study skills, identification of campus resources, guidance in academic planning and engagement, time management and goal-setting. Students will also investigate wellness topics, contemporary issues, diversity and the land-grant mission of SDSU. In addition, this course is designed to expose students to discipline-specific careers and their role in society.

Topical Outline:

Lecture (75%)
Fieldwork in Subject Community (25%)

Course Goals & Objectives:

• Students will be taught personal management skills.
• Students will be taught academic success skills and strategies.
• Students will be taught critical thinking skills.
• Students will be taught professional career planning.
• Students will be introduced to professional structure (IDP, AIA, NCARB, NAAB, USGBC, LEED).
• Students will be introduced to the public nature of practice in community fieldwork & modeling.

Student Performance Criterion addressed (list number and title from SPC Matrix)

Demonstrating

None

Introducing

A.05: Ability in Investigative Skills
A.10: Understanding Cultural Diversity
C.01: Ability to Collaborate
C.08: Understanding Ethics & Professional Judgement

Reinforcing

None

University Requirements:

Institutional Graduation Requirement #1: Social Responsibility and Personal Wellness
Number & Title of Course (total credits awarded):
ARCH131, BUILDING THINKING, 2 credit hours

Prerequisites: None
Textbooks/Learning Resources: T.B.D.

Offered (semester and year): Taught each Spring semester starting Spring 2012
Faculty assigned: Rex

Course Description (limit 25 words): An introduction to the social art, urbanism, economics, and materiality of making buildings emphasizing the evolution from “master builder” to the highly mediated and digital nature of contemporary building design and construction practices.

Topical Outline (include percentage of time in course spent in each subject area):
Lecture (60%)
Readings (20%)
Tests (20%)

Course Goals & Objectives (list):
• Students will be introduced to the practice of architecture and its allied collaborators.
• Students will be introduced to historical and contemporary processes of making buildings.
• Students will be introduced to historical and contemporary processes of representing buildings.
• Students will be introduced to models of integration and collaboration in representing and making.

Student Performance Criterion/a addressed (list number and title from SPC Matrix):

  Demonstrating

  None

  Introducing

  A.04: Ability in Technical Documentation
  A.10: Understanding Cultural Diversity
  C.01: Ability to Collaborate
  C.08: Understanding Ethics & Professional Judgement

  Reinforcing

  None
Number & Title of Course (total credits awarded):
ARCH151, DESIGN PRACTICE I, 2 credit hours

Prerequisites:
None

Textbooks/Learning Resources:
T.B.D.

Offered (semester and year):
Taught each Fall semester starting Fall 2010

Faculty assigned:
T.B.D.

Course Description (limit 25 words):
Introduces students to design studio and culture. Students learn basic concepts of architectural drawing and model making through studying precedents and surroundings. Students are expected to develop craftsmanship in representation as well as communication skills.

Topical Outline (include percentage of time in course spent in each subject area):
Drawing and other representational techniques (70%)
Presentation skills (30%)

Course Goals & Objectives (list):
• Students will explore forms of visual communication such as freehand drawing and model building.
• Students will learn fundamental design principles.
• Students will practice elementary design thinking.
• Students will be introduced to analytical design skills.

Student Performance Criterion/a addressed (list number and title from SPC Matrix):

Demonstrating
A.02: Ability in Design Thinking
A.03: Ability in Visual Communication Skills
A.06: Ability in Fundamental Design Skills

Introducing
None

Reinforcing
None
Number & Title of Course (total credits awarded):
ARCH152, DESIGN PRACTICE II, 2 credit hours

Prerequisites: None

Textbooks/Learning Resources: T.B.D.

Offered (semester and year): Taught each Spring semester starting Spring 2011

Faculty assigned: T.B.D.

Course Description (limit 25 words): Continues introducing students to design studio and culture. Students learn basic concepts of architectural drawing and model making through studying precedents and surroundings. Students are expected to develop craftsmanship in representation as well as communication skills.

Topical Outline (include percentage of time in course spent in each subject area):
Drawing and other representational techniques (70%)
Presentation skills (30%)

Course Goals & Objectives (list):
• Students will explore forms of visual communication such as freehand drawing and model building.
• Students will learn fundamental design principles.
• Students will practice elementary design thinking.
• Students will be introduced to analytical design skills.

Student Performance Criterion/a addressed (list number and title from SPC Matrix):
Demonstrating

A.02: Ability in Design Thinking
A.03: Ability in Visual Communication Skills
A.06: Ability in Fundamental Design Skills

Introducing

Reinforcing

None
Number & Title of Course (total credits awarded):

ARCH241, BUILDING HISTORY I, 2 credit hours

Prerequisites: None

Textbooks/Learning Resources: T.B.D.

Offered (semester and year): Taught each Spring semester starting Spring 2013

Faculty assigned: T.B.D.

Course Description (limit 25 words): Studying architecture through the frame of history emphasizing buildings as artifacts of the technological processes of construction. Buildings from across diverse societies and geographies are put into historical context in categories of carving, stacking, framing, skinning, and casting space.

Topical Outline (include percentage of time in course spent in each subject area):

Lecture (80%)

Small Group Projects and Tests (20%)

Course Goals & Objectives (list):

• Students will study the architectural history of the world, looking across geography at parallel developments in techniques of making buildings across time and cultures.
• Students will be introduced to the concept of precedents in architecture.
• Students will study the built environment as a condition of cultural diversity, tradition, and lineage.

Student Performance Criterion/a addressed (list number and title from SPC Matrix):

None

Introducing

A.01: Ability in Communication Skills
A.07: Ability in Precedents
A.09: Understanding Historical Traditions & Global Culture
A.10: Understanding Cultural Diversity

C.02: Understanding Human Behavior

Reinforcing

None
Number & Title of Course (total credits awarded):
ARCH242, BUILDING HISTORY II, 2 credit hours

Prerequisites: None

Textbooks/Learning Resources: T.B.D.

Offered (semester and year): Taught each Fall semester starting Fall 2012

Faculty assigned: T.B.D.

Course Description (limit 25 words): Studying architecture through the frame of history emphasizing building as a professional and disciplinary practice. The course focuses on historical study of the genesis of the profession across time and cultures in Renaissance and Baroque Italy (1350-1650).

Topical Outline (include percentage of time in course spent in each subject area):
Lecture (80%)
Small Group Projects and Tests (20%)

Course Goals & Objectives (list):
• Students will study the invention and development of the modern profession of architecture as a mediated design practice.
• Students will be introduced to the notion of the western design canon.
• Students will demonstrate the ability to understand the concept of precedents.
• Students will study the built environment as a condition of cultural diversity, tradition, and lineage.

Student Performance Criterion/a addressed (list number and title from SPC Matrix):

Demonstrating

None

Introducing
A.01: Ability in Communication Skills
A.07: Ability in Precedents
A.09: Understanding Historical Traditions & Global Culture
A.10: Understanding Cultural Diversity
C.02: Understanding Human Behavior

Reinforcing
None
Number & Title of Course (total credits awarded):
ARCH251, DESIGN PRACTICE III, 3 credit hours

Prerequisites: ARCH 152
Textbooks/Learning Resources: T.B.D.

Offered (semester and year): Taught each Fall semester starting Fall 2011
Faculty assigned: Rex

Course Description (limit 25 words): Continuation of first year Design Practice studios. Students continue to learn drawing and modeling techniques and refine craft. Students begin to examine components in building design and construction systems for structures.

Topical Outline (include percentage of time in course spent in each subject area):
Design drawing and modeling techniques (80%)
Presentation skills (20%)

Course Goals & Objectives (list):
• Continued study of fundamental tectonic composition, ordering, and organizational systems.
• Students will demonstrate the ability to form space in gradients of definition and containment.
• Students will demonstrate a basic ability to site space in a given structural condition.
• Students will demonstrate a basic ability to site space in a given topographic and geometric location.
• Students will explore relationships between form, structure, and site.

Student Performance Criterion addressed (list number and title from SPC Matrix):
Demonstrating
None
Introducing
A.02: Ability in Design Thinking
A.03: Ability in Visual Communication Skills
A.06: Ability in Fundamental Design Skills
A.08: Understanding of Ordering Systems
B.09: Understanding Structural Systems
Reinforcing
None
ARCH252, DESIGN PRACTICE IV, 3 credit hours

Prerequisites: ARCH 251

Offered (semester and year): Taught each Spring semester starting Spring 2012

Faculty assigned: T.B.D.

Textbooks/Learning Resources: T.B.D.

Course Description (limit 25 words): Students look in-depth at building components and assemblies. Work will focus on component design and construction types. Students will begin to analyze building materials and related assemblies.

Course Goals & Objectives (list):
• Continued study of fundamental tectonic composition, ordering, and organizational systems.
• Students will demonstrate the ability to form space in gradients of use and function.
• Students will demonstrate a basic ability to design programmatic space.
• Students will explore material relationships between form and program.
• Students will explore a range of design techniques through precedent study.
• Students will design small scale buildings.

Topical Outline (include percentage of time in course spent in each subject area):
Design drawing and modeling techniques (80%)
Presentation skills (20%)

Student Performance Criterion/a addressed (list number and title from SPC Matrix):

Demonstrating

None

Introducing
A.02: Ability in Design Thinking
A.03: Ability in Visual Communication Skills
A.06: Ability in Fundamental Design Skills
A.07: Ability in Precedents
C.02: Understanding Human Behavior

Reinforcing

None
ARCH321, DIGITAL DRAWING AND NOTATION, 2 credit hours

Prerequisites: ARCH 351

Textbooks/Learning Resources: T.B.D.

Offered (semester and year): Taught each Spring semester starting Spring 2013

Faculty assigned: T.B.D.

Course Description (limit 25 words): Introduction to electronic building information modeling and notational drawing in raster and vector technologies.

Topical Outline (include percentage of time in course spent in each subject area):
Lecture (50%)
Lab (50%)

Course Goals & Objectives (list):
• Students will learn fundamental practices of fragmentary and notational drawing methods.
• Students will learn design software for making raster representations.
• Students will learn design modeling in vector and parametric software.
• Students will be introduced to Building Information Modeling (BIM).

Student Performance Criterion/a addressed (list number and title from SPC Matrix):

Demonstrating
A.03: Ability in Visual Communication Skills

Introducing
A.04: Ability in Technical Documentation
B.06: Ability to Produce Comprehensive Design

Reinforcing

None
Number & Title of Course (total credits awarded):
ARCH331, BUILDING SHOP I, 2 credit hours
ARCH332, BUILDING SHOP II, 2 credit hours
ARCH431, BUILDING SHOP III, 2 credit hours

Prerequisites: Professional Standing or by Permit

Offered (semester and year): 331 & 431 in Spring and 332 in Fall semesters

Course Description (limit 25 words): Workshop studies in craftsmanship, assembly, and fabrication through hands-on demonstrations and projects.

Topical Outline (include percentage of time in course spent in each subject area):
Technical Demonstrations (30%)
Performance of Individual & Group Projects (70%)

Course Goals & Objectives (list):
• Students will perform techniques of building construction, fabrication, and representation.
• Students will be introduced to materiality and craftsmanship as a reflective form of knowledge gathering.
• Students will reflect critically on environmental, economic, intellectual, and social impacts of techniques used in the course on design and building practices.

Student Performance Criterion/a addressed (list number and title from SPC Matrix):

Demonstrating

None

Introducing

A.02: Ability in Design Thinking
A.05: Ability in Investigative Skills
A.11: Understanding Applied Research
B.12: Understanding Building Materials & Assemblies

Reinforcing

None
Number & Title of Course (total credits awarded):
ARCH341, BUILDING HISTORY 3, 2 credit hours

Prerequisites: None

Textbooks/Learning Resources: T.B.D.

Offered (semester and year): Taught each Spring semester starting Spring 2013

Faculty assigned: T.B.D.

Course Description (limit 25 words): Studying architecture through the frame of history emphasizing the 20th century development of the modern culture of architecture. Buildings, both local and global, from across diverse societies put into historical context as cultural, socio-political, and corporate artifacts of the profession.

Topical Outline (include percentage of time in course spent in each subject area):
Lecture (80%)
Essay and Advanced Writing (20%)

Course Goals & Objectives (list):

• Students will study the architectural history of the world, looking specifically at parallel and unique developments across the globe in the 20th century.
• Students will study the development of South Dakota and Great Plains communities in the 20th Century.
• Students will develop, edit, and express thoughts through advanced writing assignments.

Student Performance Criterion addressed (list number and title from SPC Matrix):

Demonstrating
A.09: Understanding Historical Traditions & Global Culture
A.10: Understanding Cultural Diversity

Introducing
A.01: Ability in Communication Skills
A.07: Ability in Precedents

Reinforcing
C.02: Understanding Human Behavior

None

University Requirements:
Advanced Writing Requirement
Number & Title of Course (total credits awarded):
ARCH351, Introducing ARCHITECTURE STUDIO, 4 credit hours

Prerequisites: ARCH 252

Textbooks/Learning Resources: T.B.D.

Offered (semester and year): Taught each Fall semester starting Fall 2012

Faculty assigned: T.B.D.

Course Description (limit 25 words): Students collaborate to design and perform the representation, fabrication, and assembly processes for a small component based structure for a community in South Dakota.

Topical Outline (include percentage of time in course spent in each subject area):
Design representation, fabrication and assembly techniques (66%)
Collaboration skills (33%)

Course Goals & Objectives (list):
• Students will explore all forms of visual communication from freehand drawing through building information modeling software.
• Students will learn presentation skills to be used throughout their academic careers.

Student Performance Criterion/a addressed (list number and title from SPC Matrix):

Demonstrating
Introducing
A.02: Ability in Design Thinking
A.03: Ability in Visual Communication Skills
B.02: Ability in Accessibility
C.01: Ability to Collaborate

Reinforcing

None
Number & Title of Course (total credits awarded):
ARCH352, ARCHITECTURE STUDIO I, 5 credit hours

Prerequisites: ARCH 351, Professional Standing

Textbooks/Learning Resources:
T.B.D.

Offered (semester and year):
Taught each Spring semester starting Spring 2013

Faculty assigned:
Rex

Course Description (limit 25 words): Building design studio focusing on institutional program projects in masonry construction situated in a landscape or rural site.

Topical Outline (include percentage of time in course spent in each subject area):
Drawing and other representational techniques (80%)
Presentation skills (20%)

Course Goals & Objectives (list):
• Continued study of fundamental tectonic composition, ordering, and organizational systems.
• Students will explore material relationships between form and program.
• Students will explore a range of design techniques through precedent study.
• Students will design small scale buildings.

Student Performance Criterion/a addressed (list number and title from SPC Matrix):
Demonstrating

None

Introducing
A.02: Ability in Design Thinking
A.03: Ability in Visual Communication Skills
A.06: Ability in Fundamental Design Skills
A.07: Ability in Precedents
A.08: Understanding of Ordering Systems
B.12: Understanding Building Materials & Assemblies

Reinforcing

None
Number & Title of Course (total credits awarded):
ARCH411, SITE, SURROUNDINGS AND CITY, 2 credit hours

Prerequisites:
ARCH 341 or by permit

Textbooks/Learning Resources:
T.B.D.

Offered (semester and year):
Taught each Fall semester starting Fall 2013

Faculty assigned:
T.B.D.

Course Description (limit 25 words):
Lecture and field work in urban design principles, environmental responsibilities, architecture’s role in the sustenance of public space and the implementation of site design technologies.

Topical Outline (include percentage of time in course spent in each subject area):
Lecture and Discussion (80%)
Essay and Advanced Writing (20%)

Course Goals & Objectives (list):
- Students will explore theories of urbanism and the built environment.
- Students will be able to critique design theories of the past as well as react to design theories of the present day.
- Students will be introduced to principles of site design.

Student Performance Criterion/a addressed (list number and title from SPC Matrix):
Demonstrating
A.09: Understanding Historical Traditions & Global Culture
A.10: Understanding Cultural Diversity

Introducing
A.01: Ability in Communication Skills
A.05: Ability in Investigative Skills
A.07: Ability in Precedents
B.04: Ability in Site Design
C.02: Understanding Human Behavior

Reinforcing
None

University Requirements:
Globalization Requirement
Number & Title of Course (total credits awarded):
ARCH421, BUILDING INFORMATION TECHNOLOGIES, 2 credit hours

Prerequisites:
ARCH 352

Offered (semester and year):
Taught each Fall semester starting Fall 2013

Faculty assigned:
T.B.D.

Textbooks/Learning Resources:
T.B.D.

Course Description (limit 25 words):
Lecture and workshop study on the integration of digital building information technologies in the building process from ideation to maintenance.

Topical Outline (include percentage of time in course spent in each subject area):
Lecture (50%)
Lab (50%)

Course Goals & Objectives (list):
• Students will learn fundamental practices of data-based and notational drawing methods.
• Students will learn Building Information Modeling (BIM).
• Students will be introduced to the scope of a fully integrated building model and how it demonstrates building ideas and process through representation.

Student Performance Criterion/a addressed (list number and title from SPC Matrix):

Demonstrating
A.03: Ability in Visual Communication Skills
Introducing
A.04: Ability in Technical Documentation
B.06: Ability to Produce Comprehensive Design
C.01: Ability to Collaborate
C.04: Understanding Project Management
Reinforcing
None
Number & Title of Course (total credits awarded):
ARCH451, ARCHITECTURE STUDIO II, 5 credit hours

Prerequisites: ARCH 352

Textbooks/Learning Resources: T.B.D.

Offered (semester and year): Taught each Fall semester starting Fall 2013

Faculty assigned: T.B.D.

Course Description (limit 25 words): Building design studio focusing on commercial program projects in steel construction situated in a small town corner site.

Topical Outline (include percentage of time in course spent in each subject area):
Drawing and other representational techniques (80%)
Presentation skills (20%)

Course Goals & Objectives (list):
• Students will explore all forms of visual communication from freehand drawing through building information modeling software.
• Students will demonstrate the ability to produce a fully integrated building design and demonstrate ideas and process through visual communication.
• Students will demonstrate the ability to design with precedents.

Student Performance Criterion/a addressed (list number and title from SPC Matrix):
Demonstrating
A.06: Ability in Fundamental Design Skills
A.07: Ability in Precedents

Introducing
A.02: Ability in Design Thinking
A.08: Understanding of Ordering Systems
B.03: Ability in Sustainability
B.12: Understanding Building Materials & Assemblies

Reinforcing
A.03: Ability in Visual Communication Skills
ARCH452, ARCHITECTURE STUDIO III, 5 credit hours

Prerequisites: ARCH 451

Textbooks/Learning Resources: T.B.D.

Offered (semester and year): Taught each Spring semester starting Spring 2014

Faculty assigned: T.B.D.

Course Description (limit 25 words): Building design studio focusing on housing program projects in concrete construction situated in a big city block infill setting.

Topical Outline (include percentage of time in course spent in each subject area):
Drawing and other representational techniques (80%)
Presentation skills (20%)

Course Goals & Objectives (list):
• Students will explore all forms of visual communication from freehand drawing through building information modeling software.
• Students will demonstrate the ability to produce a fully integrated building design and demonstrate ideas and process through visual communication.
• Students will demonstrate the ability to design with precedents.

Student Performance Criterion/a addressed (list number and title from SPC Matrix):
   Demonstrating
   A.06: Ability in Fundamental Design Skills
   A.07: Ability in Precedents

   Introducing
   A.02: Ability in Design Thinking
   A.08: Understanding of Ordering Systems
   B.01: Ability to Work through Pre-Design
   B.05: Ability in Life Safety
   B.06: Ability to Produce Comprehensive Design

   Reinforcing
   A.03: Ability in Visual Communication Skills
Number & Title of Course (total credits awarded):
ARCH492, TOPICS IN ARCHITECTURE, 3 credit hours
ARCH592, TOPICS IN ARCHITECTURE, 3 credit hours
ARCH692, TOPICS IN ARCHITECTURE, 3 credit hours

Prerequisites: ARCH451
Textbooks/Learning Resources: T.B.D.

Offered (semester and year):
Taught each Spring semester starting Spring 2014
Faculty assigned: T.B.D.

Course Description (limit 25 words): Required architectural elective, must involve group projects, an ability to express communication skills, and demonstrate an understanding of applied research.

Topical Outline (include percentage of time in course spent in each subject area):
Lecture (50%)
Research (50%)

Course Goals & Objectives (list):
• Students will exhibit an ability to work collaboratively, whether it be through model building, research or presentations
• Students will show an ability to apply research towards a relevant topic in architecture.

Student Performance Criterion/a addressed (list number and title from SPC Matrix):
Demonstrating
A.01: Ability in Communication Skills
A.11: Understanding Applied Research
Introducing
A.05: Ability in Investigative Skills
Reinforcing
A.07: Ability in Precedents
ARCH521, BUILDING SPECIFICATION, 2 credit hours

Number & Title of Course (total credits awarded):

Prerequisites: Graduate Standing

Offered (semester and year): Taught each Fall semester starting Fall 2014

Faculty assigned: T.B.D.

Textbooks/Learning Resources: T.B.D.

Course Description (limit 25 words): Students will develop the skills necessary to produce professional contract documents, construction documents and outline specifications, with an emphasis on sustainable building technologies.

Topical Outline (include percentage of time in course spent in each subject area):

Computer Applications (80%)
Research (20%)

Course Goals & Objectives (list):

• Students will be able to produce a coordinated set of building drawings and construction documents.
• Students will be able to select building components, assemblies and systems, and write outline specifications.
• Students will understand basic sustainable building technologies and components.

Student Performance Criterion addressed (list number and title from SPC Matrix):

Demonstrating
B.12: Understanding Building Materials & Assemblies
Introducing
A.04: Ability in Technical Documentation
B.01: Ability to Work through Pre-Design
B.03: Ability in Sustainability
Reinforcing
None
Number & Title of Course (total credits awarded):
ARCH522, DRAWING IN DETAIL, 2 credit hours

Prerequisites: ARCH 521

Textbooks/Learning Resources: T.B.D.

Offered (semester and year): Taught each Spring semester starting Spring 2015

Faculty assigned: T.B.D.

Course Description (limit 25 words): Continued development of skills necessary to produce professional contract and construction documents, with an emphasis on building envelope assembly and large scale detailing.

Topical Outline (include percentage of time in course spent in each subject area):
Computer Applications (80%)
Research (20%)

Course Goals & Objectives (list):
• Students will be able to produce a coordinated set of building drawings and construction documents.
• Students will be able to draw and specify integrated, large scale construction details.

Student Performance Criterion/a addressed (list number and title from SPC Matrix):
Demonstrating
B.12: Understanding Building Materials & Assemblies

Introducing
None

Reinforcing
A.04: Ability in Technical Documentation
B.03: Ability in Sustainability
B.06: Ability to Produce Comprehensive Design
Number & Title of Course (total credits awarded):
ARCH551, WHOLE BUILDING STUDIO I, 6 credit hours

Prerequisites: ARCH 452

Textbooks/Learning Resources: T.B.D.

Offered (semester and year): Taught each Fall semester starting Fall 2014

Faculty assigned: T.B.D.

Course Description (limit 25 words): First of a two semester studio sequence. Students will prepare a schematic building and site design using a complex program and considering all material, structural, environmental and life-safety conditions.

Topical Outline (include percentage of time in course spent in each subject area):
Drawing and other representational techniques (60%)
Presentation skills (40%)

Course Goals & Objectives (list):
• Students will display a design synthesis of all technical, material and systemic building attributes as presented in the program’s coursework to date.
• Students will explore building information modeling software.

Student Performance Criterion/a addressed (list number and title from SPC Matrix):
Demonstrating
A.02: Ability in Design Thinking
A.04: Ability in Technical Documentation
A.05: Ability in Investigative Skills
A.08: Understanding of Ordering Systems
B.01: Ability to Work through Pre-Design
B.02: Ability in Accessibility
B.03: Ability in Sustainability
B.04: Ability in Site Design
B.05: Ability in Life Safety
B.06: Ability to Produce Comprehensive Design
B.08: Understanding of Environmental Systems
B.09: Understanding Structural Systems

Introducing
B.10: Understanding Building Envelope Systems
B.12: Understanding Building Materials & Assemblies

Reinforcing
Number & Title of Course (total credits awarded):
ARCH552, WHOLE BUILDING STUDIO II, 6 credit hours

Prerequisites: ARCH 551

Textbooks/Learning Resources: T.B.D.

Offered (semester and year):
Taught each Spring semester starting Spring 2015

Faculty assigned: T.B.D.

Course Description (limit 25 words): Second of a two semester sequence. Students will prepare detailed and coordinated drawings, models & specifications of integrated assemblies and systems using work started in ARCH 551. Projects will document LEED points and address sustainable concepts.

Topical Outline (include percentage of time in course spent in each subject area):
Drawing and other representational techniques (60%)
Presentation skills (40%)

Course Goals & Objectives (list):
• Students will display a design synthesis of all technical, material and systemic building attributes as presented in the program’s coursework to date.
• Students will explore building information modeling software.

Student Performance Criterion/a addressed (list number and title from SPC Matrix):
Demonstrating
A.02: Ability in Design Thinking
A.04: Ability in Technical Documentation
A.05: Ability in Investigative Skills
A.08: Understanding of Ordering Systems
B.02: Ability in Accessibility
B.03: Ability in Sustainability
B.04: Ability in Site Design
B.05: Ability in Life Safety
B.06: Ability to Produce Comprehensive Design
B.08: Understanding of Environmental Systems
B.09: Understanding Structural Systems
C.01: Ability to Collaborate

Reinforcing
B.10: Understanding Building Envelope Systems
B.12: Understanding Building Materials & Assemblies
ARCH571, ARCHITECTURAL PRACTICE I: REGULATION, 2 credit hours

Prerequisites: Graduate Standing

Textbooks/Learning Resources: T.B.D.

Faculty assigned: T.B.D.

Offered (semester and year): Taught each Fall semester starting Fall 2014

Course Description (limit 25 words): This course introduces regulations as they relate to architectural registration, including building codes and ordinances, professional service contracts, environmental regulation, and other legal responsibilities connected with the profession.

Topical Outline (include percentage of time in course spent in each subject area):
Lecture (80%)
Research & Presentation (20%)

Course Goals & Objectives (list):
• Students will understand legal issues relating to architectural registration.
• Students will demonstrate the ability to apply research to topics in architecture.
• Students will demonstrate an understanding of human behavior.

Student Performance Criterion/a addressed (list number and title from SPC Matrix):
Demonstrating
C.02: Understanding Human Behavior
C.05: Understanding Practice Management
C.07: Understanding Legal Responsibilities

Introducing
B.02: Ability in Accessibility
B.03: Ability in Sustainability
B.04: Ability in Site Design
B.05: Ability in Life Safety
C.06: Understanding Leadership

Reinforcing
None
ARCH572, ARCHITECTURAL PRACTICE II: ECONOMICS, 2 credit hours

Prerequisites: ARCH 571

Textbooks/Learning Resources: T.B.D.

Offered (semester and year): Taught each Spring semester starting Spring 2015

Faculty assigned: T.B.D.

Course Description (limit 25 words): This course presents architectural production as an evolving cultural and financial practice. Topics include traditional delivery methods, the client’s role, and alternative contemporary models.

Topical Outline (include percentage of time in course spent in each subject area):

Lecture (80%)
Research & Presentation (20%)

Course Goals & Objectives (list):
• Students will learn the responsibilities of architect relationships with clients.
• Students will understand the evolution of architectural practice.
• Students will learn how to produce essays, portfolios.

Student Performance Criterion addressed (list number and title from SPC Matrix):

Demonstrating
B.07: Understanding Financial Considerations
C.02: Understanding Human Behavior
C.05: Understanding Practice Management

Introducing
C.03: Understanding the Client Role
C.06: Understanding Leadership
C.08: Understanding Ethics and Professional Judgment

Reinforcing
None
Number & Title of Course (total credits awarded):
ARCH631, BUILDING TECHNOLOGY I, 2 credit hours

Prerequisites: Graduate Standing

Textbooks/Learning Resources: T.B.D.

Offered (semester and year): Taught each Fall semester starting Fall 2014

Faculty assigned: T.B.D.

Course Description (limit 25 words): Introduction to basic building structural systems, daylighting, environmental systems, building services and envelope with an emphasis on sustainable technology.

Topical Outline (include percentage of time in course spent in each subject area):
Lecture (80%)
Research (20%)

Course Goals & Objectives (list):
• Students will understand basic sustainable building principles.
• Students will understand basic structural and environmental control systems.
• Students will understand principals of building envelope, assembly, and moisture & thermal control.

Student Performance Criterion/a addressed (list number and title from SPC Matrix):
Demonstrating
B.10: Understanding Building Envelope Systems
B.11: Understanding Building Service Systems

Introducing
B.03: Ability in Sustainability
B.06: Ability to Produce Comprehensive Design
B.08: Understanding of Environmental Systems
B.12: Understanding Building Materials & Assemblies

Reinforcing
None
Number & Title of Course (total credits awarded):
ARCH632, BUILDING TECHNOLOGY II, 2 credit hours

Prerequisites: Professional Standing
Offered (semester and year): Taught each Fall semester starting Fall 2015

Textbooks/Learning Resources: T.B.D.
Faculty assigned: T.B.D.

Course Description (limit 25 words): Introduction to complex building technology and systems, including sustainable practices, advanced building envelope performance, and energy modeling.

Topical Outline (include percentage of time in course spent in each subject area):
Lecture (80%)
Research (20%)

Course Goals & Objectives (list):
• Students will understand basic concepts of integrated building system design.
• Students will be introduced to advanced structural and environmental control systems for buildings.
• Students will understand basic energy modeling, and design principles based on thermal and performance based criteria.

Student Performance Criterion/a addressed (list number and title from SPC Matrix):
Demonstrating
B.10: Understanding Building Envelope Systems
B.11: Understanding Building Service Systems
Introducing

None
Reinforcing
B.03: Ability in Sustainability
B.05: Ability in Life Safety
B.06: Ability to Produce Comprehensive Design
B.08: Understanding of Environmental Systems
B.09: Understanding Structural Systems
B.12: Understanding Building Materials & Assemblies
Number & Title of Course (total credits awarded):
ARCH651, PROFESSIONAL DESIGN PRACTICE I, 6 credit hours

Prerequisites: ARCH 552

Textbooks/Learning Resources: T.B.D.

Offered (semester and year): Taught each Fall semester starting Fall 2015

Faculty assigned: T.B.D.

Course Description (limit 25 words): Topic option studio relating to present day situations.

Topical Outline (include percentage of time in course spent in each subject area):
Drawing and other representational techniques (60%)
Presentation skills (40%)

Course Goals & Objectives (list):
• Students will expand design knowledge through studio practice.
• Students will expand communication skills through presentation practice.

Student Performance Criterion/a addressed (list number and title from SPC Matrix):
Demonstrating
None
Introducing
None
Reinforcing
A.02: Ability in Design Thinking
A.05: Ability in Investigative Skills
A.11: Understanding Applied Research
ARCH652, PROFESSIONAL DESIGN PRACTICE 2, 6 credit hours

Prerequisites:
ARCH 552

Textbooks/Learning Resources:
T.B.D.

Offered (semester and year):
Taught each Spring semester starting Spring 2016

Faculty assigned:
T.B.D.

Course Description (limit 25 words):
Topic option studio relating to present day situations.

Topical Outline (include percentage of time in course spent in each subject area):
Drawing and other representational techniques (60%)
Presentation skills (40%)

Course Goals & Objectives (list):
• Students will expand design knowledge through studio practice.
• Students will expand communication skills through presentation practice.

Student Performance Criterion/a addressed (list number and title from SPC Matrix):

Demonstrating
None

Introducing
None

Reinforcing
A.02: Ability in Design Thinking
A.05: Ability in Investigative Skills
A.11: Understanding Applied Research
Number & Title of Course (total credits awarded):
ARCH671, ARCHITECTURAL PRACTICE III: STEWARDSHIP, 2 credit hours

Prerequisites: ARCH 572

Textbooks/Learning Resources: T.B.D.

Offered (semester and year): Taught each Fall semester starting Fall 2015

Faculty assigned: T.B.D.

Course Description (limit 25 words): This course will cover the responsibilities architects have to society. Topics include sustainability, community outreach, collaboration, leadership, ethics and professional judgement.

Topical Outline (include percentage of time in course spent in each subject area):
Lecture (80%)
Research & Presentation (20%)

Course Goals & Objectives (list):
• Students will demonstrate an understanding of the role of architects in society.
• Students will understand the architect’s role as leaders, and professional and ethical responsibilities.
• Students will comprehend principles in sustainable design.

Student Performance Criterion/a addressed (list number and title from SPC Matrix):
 Demonstrating
C.02: Understanding Human Behavior
C.06: Understanding Leadership
C.08: Understanding Ethics and Professional Judgment

Introducing
C.03: Understanding the Client Role

Reinforcing
A.09: Understanding Historical Traditions & Global Culture
A.10: Understanding Cultural Diversity
B.07: Understanding Financial Considerations
C.07: Understanding Legal Responsibilities
ARCH672, ARCHITECTURAL PRACTICE IV: MANAGEMENT, 2 credit hours

Prerequisites: ARCH 671

Textbooks/Learning Resources: T.B.D.

Offered (semester and year): Taught each Spring semester starting Spring 2016

Faculty assigned: T.B.D.

Course Description (limit 25 words): This course introduces architectural project management and practice management. Topics include basic principles of project team selection, delivery methods, and professional organizational models.

Topical Outline (include percentage of time in course spent in each subject area):
Lecture (80%)
Research & Presentation (20%)

Course Goals & Objectives (list):
• Students will be able to communicate varieties of design practice and project delivery methods.
• Students will understand methods of project management, delivery and coordination.
• Students will understand basic concepts of architectural practice management including business planning, time management, risk management, mediation and arbitration, practice management.

Student Performance Criterion/a addressed (list number and title from SPC Matrix):
Demonstrating
C.03: Understanding the Client Role
C.04: Understanding Project Management
C.05: Understanding Practice Management
C.06: Understanding Leadership
Introducing
None
Reinforcing
C.01: Ability to Collaborate
C.02: Understanding Human Behavior
C.07: Understanding Legal Responsibilities
C.08: Understanding Ethics and Professional Judgment
Number & Title of Course (total credits awarded):

CM216, CONSTRUCTION MATERIALS, 3 credit hours

Prerequisites: Math 115 or Math 120 or Math 121 or Math 123
Offered (semester and year): Taught each Spring semester starting Spring 2013

Course Description (limit 25 words): Source, processing, and applications of construction materials.

Topical Outline (include percentage of time in course spent in each subject area):
Lecture (60%)
Lab (40%)

Course Goals & Objectives (list):
• Students will explore the origins, qualities and process of construction materials.
• Students will learn the appropriate applications of building materials.
CM232, COST ESTIMATING & LAB, 3 credit hours

Prerequisites: GE 121, CSC 105, Professional Standing

Textbooks/Learning Resources: T.B.D.

Of ered (semester and year): Taught each Spring semester starting Spring 2013

Faculty assigned: T.B.D.

Course Description (limit 25 words): The study of the basic concepts of construction plan, specification and blueprint reading by requiring the student to do actual quantity takeoff using both traditional hand methods and computer enhanced procedures.

Topical Outline (include percentage of time in course spent in each subject area):

Research (20%)
Lecture (60%)
Lab (20%)

Course Goals & Objectives (list):

• Students will research materials and market trends in building cost estimating.
• Students will learn to derive estimating figures from construction documents.
Number & Title of Course (total credits awarded):

**CM353, CONSTRUCTION STRUCTURES & LAB, 3 credit hours**

Prerequisites: PHYS 111; MATH 115, MATH 120 OR MATH 123

Textbooks/Learning Resources: T.B.D.

Offered (semester and year): Taught each Spring semester starting Spring 2014

Faculty assigned: T.B.D.

Course Description (limit 25 words): The study of the structural design process in the built environment.

Topical Outline (include percentage of time in course spent in each subject area):

- Lecture (60%)
- Lab & Research (40%)

Course Goals & Objectives (list):

- Students will be able to show an ability to produce technical drawings.
- Students should show an understanding in Accessibility, Life Safety, Environmental Systems, Building Envelope Systems, Building Service Systems, and Building Materials and Assemblies.
Number & Title of Course (total credits awarded):

**ID329, BUILDING SYSTEMS 2 & LAB, 3 credit hours**

Prerequisites: CM219

Textbooks/Learning Resources: T.B.D.

Offered (semester and year): Taught each Fall semester starting Fall 2013

Faculty assigned: T.B.D.

Course Description (limit 25 words): Study and application of disability standards and life safety standards, and how they relate to building systems and technologies. Practice specification writing in response to finishes and material flammability requirements.

Topical Outline (include percentage of time in course spent in each subject area):

- Research (20%)
- Lecture (60%)
- Lab (20%)

Course Goals & Objectives (list):

- Students will learn about ADA and disability requirements
- Students will learn about fire safety and code requirements.
SUPPLEMENTAL INFORMATION

FACULTY RESUMES
Name: Geoff Graff, R.A., Instructor

Courses Taught: (two academic years prior to current visit)
ARCH251 Design Practice III Fall 2011
ARCH152 Design Practice II Spring 2012

Educational Credentials:
B.A. in Economics Johns Hopkins University 2001
Study Abroad Barcelona 2003
M.Arch. Washington University in St.Louis 2004

Academic Experience:
Instructor South Dakota State University 2011-Present

Professional Experience:
Principal ideocraft, Albuquerque/Brookings 2008-Present
Job Captain/Intern slagleHERR Architects, Albuquerque 2006-2008
Architectural Intern OZ Architecture, Boulder 2005-2006
Designer/Intern Odell Architects, P.C., Evergreen/Denver 2004-2005

License / Registration:
New Mexico
Name: Craig Phillip Howe, Ph.D, Adjunct Associate Professor

Educational Credentials:
B.S. Arch.Stud. The University of Nebraska 1981
M.Arch. The University of Nebraska 1983
Ph.D. The University of Michigan 1995

Academic Experience:
Lecturer The University of Wisconsin-Milwaukee 1986-1987
Studio Instructor The University of Michigan 1993
Lecturer The University of Saskatchewan 1995
Instructor The University of Illinois-Chicago 1997
Instructor Washington University in St-Louis 2001
Instructor Grinnell College 2001,2003
Lecturer Oglala Lakota College 2002-2010

Professional Experience:
Designer The Wilson Firm, Milwaukee 1986
Director D’Arcy McNickle Center for American Indian History, Chicago 1995-1998
Deputy Assistant Director National Museum of the American Indian 1999-2000
Director Center for American Indian Research 2004-present
Principal Pretty Hip Design, Martin, SD 2004-present
Name: Charles MacBride, R.A., AIA, LEED AP, Assistant Professor

Courses Taught: (two academic years prior to current visit)

- ARCH 101  Introduction to Architecture  Fall 2011
- ARCH 251  Design Practice III  Fall 2011
- ARCH 252  Design Practice IV  Spring 2012
- ARCH 331  BLDG Shop 1  Spring 2012

Educational Credentials:

- Study Abroad  Florence, Italy  1989
- B.S. Arch.  Penn State University  1990
- B.Arch.  Penn State University  1991
- M.S.A.A.D.  Columbia University  1994

Academic Experience:

- Lecturer  University of Colorado Denver  1998-2005
- Senior Instructor  University of Colorado Denver  2005-10
- Assistant Professor  Iowa State University  2010-11

Professional Experience:

- Intern Architect  Kaelber Miller Meyer & Ungar Architects  1987-88
- Intern Architect  McLear DeMus Architects, Rochester, NY  1990
- Project Architect & Manager  Thomas Clark Architects  Baltimore, MD  1991-93
- Intern Architect  Lynne Breslin Architect  NYC  1994-95
- Project Architect & Manager  Eric J. Smith Architects, NYC  1994-96
- Associate & Architect  Arch 11 Inc, Boulder, CO  1997-2002
- Principal  Analog Architecture Inc, Denver  2005-07
- Principal  8 Track Architecture, Denver  2007-09
- Principal  Charles MacBride Architect  2002-present

License / Registration:

Colorado, New York, South Dakota
Name: Whitney A. Parks, LEED AP BD+C, Adjunct Instructor

Courses Taught: (two academic years prior to current visit)
ARCH241 BLDG History 1 Fall 2011

Educational Credentials:
B.Sc.Arch. The University of Minnesota 2006
Study Abroad Oaxaca, Mexico 2007
M.Arch. The University of Minnesota 2008

Academic Experience:
Adjunct Instructor South Dakota State University 2011

Professional Experience:
Research Specialist Metropolitan Design Center, Minneapolis 2006-2008
Intern Architect Adrian Smith + Gordon Gill, Chicago 2008-2009
Director Chartreuse Research, Sioux Falls 2009-2010
Project Designer Koch Hazard Architects, Sioux Falls 2009-present
Name: Brian T. Rex, Associate Professor & Department Head

Courses Taught: (two academic years prior to current visit)

- ARCH101 Introduction to Architecture  Fall 2010 & Fall 2011
- ARCH131 Building Thinking  Spring 2012
- ARCH151 Design Practice 1  Fall 2010 & Fall 2011
- ARCH152 Design Practice 2  Spring 2011
- ARCH252 Design Practice 4  Spring 2012
- ARCH331 BLDG Shop 1  Spring 2012

Educational Credentials:

- B.Sc.Arch.  The University of Texas, Arlington  1990
- Exchange Student  Technische Universität, Berlin  1991
- B.Arch.  Carleton University  1993
- M.Sc.A.A.D.  Columbia University  1994

Academic Experience:

- Senior Instructor  The University of Colorado, Denver  1995-1998
- Visiting Assistant Professor  The University of Oklahoma  1998-1999
- Assistant Professor  The University of Nebraska  1999-2002
- Visiting Professor  Dublin Institute of Technology  2000
- Assistant Professor  Texas Tech University  2002-2007
- Chair of Instruction  Texas Tech University  2007-2008
- Associate Professor  Texas Tech University  2007-2010
- Associate Dean - Academic  Texas Tech University  2008-2010
- Associate Professor  South Dakota State University  2010-Present
- Department Head  South Dakota State University  2010-Present

Professional Experience:

- Draftsman  R.L. Goodson Engineers, Dallas  1980
- Draftsman and Estimator  Boren Glass, Rowlett, TX  1981-1983
- Design Draftsman  Stover Steel Structures, Dallas  1983-1985
- Principal  Brian Rex Building Drafting, Dallas  1985-1990
- Intern Architect  CooperRobertson+Partners, NYC  1994-1995
- Project Designer  Hildinger Architects, Dallas  1998
- Design Coordinator  Nebraska Lied Main Street  1999-2002
SUPPLEMENTAL INFORMATION
UNIVERSITY CATALOG REFERENCE
URL provided below

http://catalog.sdstate.edu
SUPPLEMENTAL INFORMATION

NAAB SPC MATRIX

at full scale
SUPPLEMENTAL INFORMATION

GRADUATE APPLICATION
The SDSU Department of Architecture (DoArch) offers a Master of Architecture (MArch) as its terminal level of architectural education. A Master in Architecture prepares graduates for architectural practice as well as other diverse career opportunities. Design thinking is one of the most sought after qualities in today’s changing workplace. It emphasizes collaboration, sustainable thinking, and a strong talent in graphics. Graduates can expect success in traditional architectural and design settings; construction industry positions; and a broad array of other disciplines where critical design and representation skills are coupled with a strong technical capacity to make and explain making processes. A professional degree is a requirement for licensure with the National Council of Architectural Registration Boards (NCARB). Started in the Fall of 2010, DoArch is a new program of study in architecture, the first in South Dakota, and the first new academic program in the Upper Plains region in 100 years. DoArch is in the process of completing its National Architectural Accreditation Board (NAAB) candidacy for professional status and is on track to be fully NAAB accredited for every MArch degree granted.

There are two paths for matriculation through the Master of Architecture degree program:

**PATH A or “4+2”** (four semester Master of Architecture for candidates with a pre-professional B.Sc. in Architectural Studies)

This path is designed as a seamless continuation of the professional studies begun in the last 1.5 years of the DoArch undergraduate B.Sc. in Architectural Studies. This degree is comprised of 48 graduate credit hours taken across four semesters, and commences each Fall semester. Graduates of other pre-professional undergraduate architectural study programs will be considered for admission on this path and, upon admission, will be offered an adjusted curriculum based on coursework completed in their undergraduate degree. The first Path A cohort will start their studies in Fall 2013.

**PATH B or “3 1/2”** (seven semester Master of Architecture for graduates of a non-architectural Bachelor’s degree)

This path is designed for applicants holding undergraduate degrees in other areas of study. No prior knowledge of architectural training is expected but a clear skill and craft in making things must be demonstrated in the submitted admission portfolio for acceptance into the program. In some cases students may be provisionally accepted with a contingency to successfully complete a Fall semester preparatory curriculum prior to full-time spring enrollment. The first Path B cohort will start their studies in Spring 2013.

DoArch emphasizes a hands-on approach to learning architectural practice and building construction. The MArch curriculum provides a series of studios, lectures, seminars, and building workshops combined with technical and representational training that fulfill a professional curriculum. A student’s success is based on their clear capacity to make and to learn through making. DoArch welcomes applicants with a diverse range of academic and life experiences. All students entering the MArch program will demonstrate in their application dossiers a keen curiosity and honed skill in making things. Whether constructions, graphics, interiors, fashion, planning, literature, poetry, engineering, cuisine, mechanisms, or processes--there is no bias in the admission review except that the application dossier demonstrate intellectual capacity craft, iteration, and thoroughness in what is shown.
DEADLINES

Applications for the Path A (4+2) Master of Architecture must be postmarked by **February 15**.

Path A applicants will be notified of their program status before March 15 for Fall semester enrollment.

Applications for the Path B (3 1/2) Master of Architecture must be postmarked by **June 1**.

Path B applicants will be notified of their program status before July 15 for Spring semester enrollment.

APPLICATION CHECK LIST

Deliver via post or in person to the DoArch office a dossier containing all of the following:

- A completed DoArch MArch program Admissions Application.
- An up to date official transcript from every institution of higher education attended.
- A brief statement (500 words max) describing the candidate’s specific interests in pursuing an professional education in architecture.
- A portfolio of creative work. The portfolio is the most important document in the dossier and must demonstrate a clear capacity for making things. This may range from a traditional background in design and construction, to students of the arts, sciences, engineering, and the trades. Relevant modes of making include creative writing, performance, construction, technical invention, and examples of craftsmanship and composition in all forms. The portfolio should be comprised of a maximum of 24 printed sheet faces. Work completed in collaboration must be noted as such. Written descriptions of the work illustrated should provide a brief supplement to the images. Submittal of a physical, printed portfolio is required. Portfolios will not be returned unless self-addressed postage and packaging is included with the application or arrangements are made to pick up the folio from our office.
- $35.00 non-refundable application fee.
- Official documentation of Graduate Record Examination (GRE) score. For information about the GRE visit [www.ets.org/gre/](http://www.ets.org/gre/). GRE scores should be sent directly to DoArch by the testing agency.
- Three letters of recommendation from persons acquainted with the applicant’s academic career, abilities as a craftsperson, or in work experience. Letters must be sent directly to DoArch by the recommender.
- The TOEFL or IELTS score is required of all students from countries in which English is not the official language. This core must be an original document sent directly from the center or a verifiable copy. Institution code for SDSU Graduate School is 6653 for TOEFL. TOEFL or IELTS scores must be within two years of examination date. TOEFL/IELTS minimum scores are set by the SDSU Graduate School.

Accepted Path B applicants must send a deposit of $500 towards their first semester tuition by August 15th to secure their academic position in DoArch.

DoArch offers graduate assistantships for the nine-month academic year. To apply for a graduate teaching or research assistantship, contact the Department Head or the Graduate Program Coordinator.
Please fill out this two page application in printed easily legible ink handwriting.

- Name  __________________________________________________________
- Mailing Address  __________________________________________________
- Email Address  __________________________________ Telephone  ______________
- last four digits of SS#  ______________
- Student ID if you are a student at any state university in South Dakota:  ______________
- Day of Birth  ____________ Month of Birth  ____________ Year of Birth  ____________
- Race  __________________
- Gender  __________________
- Resident Status  __________________________________________________
  State of legal residence if US Citizen or permanent resident; Country if not US citizen or permanent resident (include F, J, or H visa status)
- GRE Score  __________
- TOEFL or IELTS  __________ Date Taken  ________________
- List all institutions attended beyond high school, degrees earned, and dates attended:
  
  Institution #1
  Institution  ___________________________ Dates Attended  __________
  Degree Earned  ___________________________

  Institution #2
  Institution  ___________________________ Dates Attended  __________
  Degree Earned  ___________________________

  Institution #3
  Institution  ___________________________ Dates Attended  __________
  Degree Earned  ___________________________

  Use the back for any further institutions attended.
SUPPLEMENTAL INFORMATION

FACILITY FLOOR PLANS

Present support space in the Intramural Building (The Barn)

2012-2013  Depuy Military Hall utilization
2013-2014  Depuy Military Hall utilization
2014-2015  Depuy Military Hall utilization

Preliminary designs for the Architecture / Mathematics / Engineering (AME)
1ST YEAR: 24 HOT DESKS
2ND YEAR: 30 DESKS
3RD YEAR: 25 DESKS

DEPUY HALL PLAN
AY 2012-13
2) MASSING CONCEPT:
SECOND PHASE
- CREATE PUBLIC SPACE
- CREATE STUDENT GATHERING AND STUDY AREAS
- CONNECT TO HALL AND EVOLUTION BETWEEN HALL AND HALL
- PROVIDE VENDING AND DISPLAY AREAS
- ADD SPACE FOR ARCHITECTURE AND ENGINEERING SHOPS

- GREAT ROOM
- OPEN SPACE FOR CIRCULATION AND GATHERING
- ADD BALCONY
- ADD ENTRANCE TO AME BUILDING
- ADD ENTRY TO AME BUILDING
- ADD WC
- ADD ELEVATOR
- ADD ACCESS TO STUDENT ACTIVITIES
- ADD PATIO

3) MASSING CONCEPT:
THIRD PHASE
- FIRST FLOOR: HOT DESK SPACE FOR ARCHITECTURE, MECHANICAL, ENGINEERING, AND CONSTRUCTION MANAGEMENT
- SECOND FLOOR: OFFICE SPACE FOR ARCHITECTURE, MECHANICAL, ENGINEERING, AND CONSTRUCTION MANAGEMENT
- THIRD FLOOR: OFFICE SPACE FOR ARCHITECTURE, MECHANICAL, ENGINEERING, AND CONSTRUCTION MANAGEMENT

PROPOSAL FOR THE
AME BUILDING
ARCHITECTURE
SOUTH DAKOTA STATE UNIVERSITY
BROOKINGS, SD

MECHANICAL ENGINEERING (ME)
ARCHITECTURE
CONSTRUCTION & INDUSTRIAL MANAGEMENT (CIM)
MATHEMATICS & STATISTICS

EXISTING
SOLBERG HALL

LEVEL THREE PLAN
SCALE: 1" = 20'-0"

GALLERY & CRIT SPACE

GALLERY & CRIT SPACE

MEDIA RM
300sf
1450sf
6TH YR STUDIO
COLD DESKS
1450sf
5TH YR STUDIO
COLD DESKS
331sf
4TH YR STUDIO
COLD DESKS
299sf
3RD YR STUDIO
COLD DESKS
230sf
2ND & 1ST YR STUDIO
HOT DESKS
481sf

LEVEL TWO
MATHEMATICS 18,816 sf
(GROSS FOOTPRINT)
THE ATRIUM 1,324 sf
(LANDINGS, CIRCULATION)
TOTAL 20,140 sf

LEVEL ONE
THE PORCH
3,360 sf
(remaining gross footprint)
THE ATRIUM
2,976 sf
TOTAL 25,560 sf

BUILDING TOTAL 69,040 sf