This Architectural Program Report is prepared for an interim Initial Accreditation Visit.

The Department of Architecture at South Dakota State University, an NAAB accreditation candidate program, will host its final initial accreditation visit in Fall of 2016, the semester after our first Master of Architecture class has graduated in May 2016. Our program’s last visit was in Fall of 2012. This APR is based on the NAAB 2009 Conditions for Accreditation. The program will address the new NAAB 2014 Conditions for Accreditation in our March, 2016 final APR-IA.
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
      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
   3.1 Responses to Conditions Not Met (not required for APR-IA)
   3.2 Responses to Causes of Concern

4. Part Four  Supplemental Information
   4.1 Course Descriptions
   4.2 Faculty Resumes
   4.3 Catalog (http://catalog.sdstate.edu/)
   4.4 SPC Matrix
   4.5 Visiting Team Report (VTR) from the previous visit
General Information

Name of Institution

Department of Architecture (DoArch)
Division of Design
College of Arts & Sciences
South Dakota State University

Degree Program Proposed

Master of Architecture
(92 credit hours of professional study preceded by either 76 credit hours of pre-professional architectural studies at SDSU or a B.Sc. / B.A. degree in another field)

Institutional Contacts

Department Head Brian Rex
address: Department of Architecture, College of Arts & Sciences,
Box 2203, South Dakota State University
Brookings, SD, 57007
telephone: (605) 688-4841 / cell: (605) 592-6090
email: Brian.Rex@sdstate.edu

Dean Dennis Papini, Ph.D.
address: College of Arts & Sciences
Box 2275A, South Dakota State University
Brookings, SD 57007
telephone: (605) 688-4723
email: Dennis.Papini@sdstate.edu

Provost & Vice President for Academic Affairs Laurie Stenberg Nichols, Ph.D.
address: Academic Affairs
Box 2201, South Dakota State University
Brookings, SD 57007
telephone: (605) 688-4173
email: Laurie.Nichols@sdstate.edu

President & Chief Executive Officer David Chicoine, Ph.D.
address: President's Office
Box 2201, South Dakota State University
Brookings, SD 57007
telephone: (605) 688-4111
email: David.Chicoine@sdstate.edu
The text below in 8pt grayed italics is for reference from the NAAB’s 2010 PROCEDURES FOR ACCREDITATION, p.29

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

The text below in 8pt grayed italics is for reference from the NAAB’s 2009 CONDITIONS FOR ACCREDITATION, p.8

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:

• IDENTIFY & 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.
I.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.

Starting 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, has
isolated the program for development separate from established civil engineering, landscape architecture, interior design, visual arts, and construction management. The formative first four years of the program are being spent in the open but demanding academic landscape of the College of Arts & Sciences. This structure has given the program space to develop an independent identity for architecture on the SDSU campus. It also means that the architecture program has begun its trajectory engaged in the most thorough set of liberal arts academic graduation requirements on the campus. Being set into the College of Arts & Sciences has held the DoArch curriculum to a strong liberal arts educational standard but has given DoArch space to explore and grow the program professionally.

There are currently 113 registered architects residing in South Dakota. None of the practitioners based in the state holds an FAIA distinction. 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.

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 University President, David Chicoine, an economist by training and professorship, 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. An interest from the university administration in starting a professional architecture program at SDSU found 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. Cal-Poly SLO’s balanced collaboration between Construction Management, Architecture, Planning, Landscape Architecture, and Architectural Engineering through a collaborative “Learning by Doing” model of education is familiar to SDSU and a favorite model.

Matching Mr. Lohr and SDSU’s initiative are 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 professor 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.

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. Instruction began in Fall 2010.

DoArch @ SDSU Mission Statement:

We are sized to be an intimate, small-scale program.

Our new teaching & research facility has excellent large scale fabrication shop & studio spaces. Because of this we can teach the materiality of Architecture in a “hands-on” curriculum of “learning by doing”.

We teach technologists who can make buildings.

We are sited in a fabric of vibrant, small-scale cities.

The towns of South Dakota are eager to serve as a ready laboratory for exploring bold urban ideas. Because of this, we can teach social responsibility in Architecture with an impact on the urban fabric of South Dakota.

We teach urbanists who can make places.

We are serving a progressive community of relatively small-scale professional firms.

Four professional practices in Sioux Falls have mentored and funded the first new program in this region in 100 years. Because of this we can focus on and advocate for contemporary production in professional practices.

We teach professionals who can make practices.

(v.05, February 2014)

Teaching : Professional Instruction through "Learning by Doing"

Service : Practice in the Public Eye

Research : Clinical Investigation in the Discipline
Brookings, South Dakota

Commercial institutions industry residences infrastructure

typical city block is 350 feet by 350 feet

BROOKINGS, SOUTH DAKOTA
A description of the activities and initiatives that demonstrate the program’s benefit to the institution through discovery, teaching, engagement, and service.

It is a rare opportunity to start an architectural school in a university and regional community that isn’t accustomed to the expectations, insights, and foibles of an engaged practice based education in their midst. Our work in DoArch is as much about establishing the discipline of architecture in the academy, the culture of architecture in the community, and raising a competent new generation for the regional profession.

Over the years the university has built an archipelago of design and art programs—Fine Art and Graphic Design in the College of Arts & Sciences; Landscape Architecture in the College of Agriculture; Interior Design in the College of Education and Human Sciences. Architecture’s arrival and a significant growth in Graphic Design anchor an intent to plan a Division of Design within the College of Arts & Sciences that include all these studio based design programs in one unit with shared curriculum and facility resources.

The Department of Construction and Operations Management, with whom we share 18 credit hours of instruction. 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 & Operations Management (COM). CM, OM, ME, and Architecture students share a generous 110 year old shop and surrounding facilities. Architecture is able to explore a variety of approaches to digital media through the use of tools and softwares already owned by COM. The two programs have shared resources to make major purchases of a laser cutter, a laser scanner, and a CNC sheet router. Mirroring these associations we intend to change our pre-professional degree to a Bachelor of Fine Arts in Architecture—a degree nomenclature shared with the rest of the Division of Design. “Factory Built” componentized construction has a significant presence on the Upper Great Plains where populations are sparse, winters stop outdoor construction, and specialized trades are hard to come by. Faculty in DoArch and COM share research opportunities in the region’s burgeoning “Factory Built” (modular) building industry. So far, we’re sharing scholarly work in a $105,000 design-build grant studying pre-cast concrete with professors from Construction & Operations Management.

DoArch, in its newness and nomadic nature of a “start-up”, has tackled our nakedness on campus by making ourselves show into the public eye. Architecture project reviews have become a well attended, cross-disciplinary event on campus with professors from German Language, Creative Writing, French Language, Construction Management, Engineering, Interior Design, and Landscape Architecture mixing with local professionals and guest critics to create an incredible dialog. We’ve worked hard to make this campus community resonate with what we profess and to begin building an understanding of what architectural thinking and practice is taught. One of the most public and challenging tasks we’ve taken on in the public eye on campus is to act as a voice among the clients for our new studio, department and faculty offices, and shop facility in the new Architecture, Mathematics, and Engineering (AME) Building. We’ll start teaching in the AME in Fall of 2015 but we’ve already started teaching the campus through the design process and construction of this new facility. We made a strong case in an open forum to introduce the double height south facing gallery, open rugged, working studio space on the third floor, a significant permanent accreditation...
space / gallery space for recruitment and reference for faculty and students, and we petitioned hard for a high bay large scale shop for metalworking, machining, casting, woodworking, and CNC fabrication with an adjacent work yard for masonry and full scale construction. Explaining such things to English professors is to open up a window into why we do what we do.

The program has made it an overt 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. Our college is engaged in an initiative to engage their students in “experiential learning models”. As our 17 department college started to ferret out existing courses already engaged in “experiential learning” we found it was harder finding a course in our curriculum that didn’t fit the model and for every format of “experiential learning” outlined we have courses that operate in kind. We have quickly become a role model on campus for outreach; community and urban design advocacy; and regionally based research and clinical work in the towns and cities across the state. As a four year old program we’ve already begun doing design-build projects constructing significant civic spaces; coordinating and funding “blended” academic and professional community design charettes in small towns; teaches first year university seminar material through a lens of urban studies and site visits that culminate in a collaborative large model of the town; and students and faculty produced an award winning urban design to extend a community down to the banks of the Missouri River.

Much of this work has been channeled through our newly developed Community Learning Center that is headed by Assistant Professor Charles MacBride, AIA. The work of the CLC ranges from a continuing body of large models of small communities in South Dakota that are constructed by first semester, first year students to a faculty member working with paid student interns to complete an award winning urban design for a small community. That’s all developed since our last visit from NAAB in September 2014 out in the open in front of our academic community. The College and our University have really taken an interest in “experiential learning” over the last two years. Our unit, even in its initial offerings and efforts, naturally makes an intense exemplar when academics think about education in this way. It is our nature. We’ve been a catalyst for our colleagues in other departments and their careful more fully professorial methods for reflective assessment enrich our instruction and community impact.
Community Projects Completed, Current, & Under Development:

Completed

“Downtown Zoning Analysis” for Brookings, SD
   Project Team :  B.Rex, S. Shrestha, and ARCH101 (F11)

“Imagining New Facilities at Seed House” for the SDSU Art Department”
   Project Team :  C. MacBride and ARCH252 (F12)

"MPLS rope densCITY" competition finalist in Minneapolis, MN
   Project Team :  J. Garcia Fritz, F. Garcia Lammers, and mMAS

"Riverfront Development Master Plan" for Mobridge, SD (winner of SD AIA Design Award)
   Project Team :  C. MacBride, Emily Heezen, and Miranda Christensen

"1080 Models : Aberdeen 2014" exhibition on public space design for Aberdeen, SD.
   Project Team :  H. Bradley, J. Garcia Fritz, F. Garcia Lammers, and ARCH352/452 (S14)

Current

“End of the Line : a new public space” in Mobridge, SD funded by Precast Concrete Institute
   Project Team :  B. Rex, J. Wagner, R. Stanton, E. Heezen, A. Krug, J. Urban, G. Walter, M.Sjurseth, and students in ARCH351 (F13) and ARCH331 (Sp14)

“The CLC Main Street Project” is a study focused on large scale models of SD communities
   Project Team :  C.MacBride and students in ARCH101 (F11) and ARCH109 (F12 & F13)

“Community Hall” design advocacy & concept design for White, SD
   Project Team :  J.Garcia Fritz

“Kansas Mall New Facade” in Huron, SD funded by the Precast Concrete Institute
   Project Team :  B.Rex, F. Garcia Lammers, and students in ARCH351 (F14)

“Small Stadium : Big Landscape” on the SDSU campus exhibit with athletics and soccer team.
   Project Team :  F. Garcia Lammers and the classes of 2017 and 2016

Under Development

“Infill Housing in the City Center” in Brookings, SD
   Project Team :  Department Faculty

“Narratives of the Bakken” in western ND studying the emerging urbanism of an oil boom
   Project Team :  S.Lum

“Housing Research & Study Project” proposals for Webster, SD
   Project Team :  C.MacBride and students in ARCH411 (F14)
SDSU is a growing but manageable 13,000 student land grant state university that has never lost its roots in making things and being stewards of the land. The original SD State Ag College experience was designed as a strong liberal arts education. This education of letters was wrapped in a set of equally strong industrious, 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. In this sort of place 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, geography, environment, ecology, manufacturing processes, and construction. Access to both large scale workshop, lab, and studio space and requisite digital fabrication and representational tools gave us the chance to quickly establish a culture of making and thinking through manufacture. The qualities of our site (SDSU) have been parlayed quickly into significant donor commitment to build DoArch dedicated shop and studio space at scale and in materials industry partnerships for research and training.

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.

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.

On the following pages are the current 4+2 and 3+ paths through the professional
curriculum followed by the new BFA-Arch effective Fall 2015.
## Part I.1  Identity & Self-Assessment

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

### CURRICULAR SCHEDULE FOR THE 4 + 2 PROPOSED PROFESSIONAL M.ARCH. DEGREE (2013 CATALOG)

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>16</strong></td>
<td><strong>First Year</strong></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>DESIGN PRACTICE I</td>
<td>ARCH151</td>
</tr>
<tr>
<td>2</td>
<td>(IGR #1) ARCHITECTURE /FIRST YEAR EXPERIENCE</td>
<td>ARCH109</td>
</tr>
<tr>
<td>3</td>
<td>(SGR #1) COMPOSITION I</td>
<td>ENGL101</td>
</tr>
<tr>
<td>3</td>
<td>(SGR #4) DRAWING I</td>
<td>ART111</td>
</tr>
<tr>
<td>3</td>
<td>(SGR6/CAS Bio Sci) INTRO TO BIOLOGY</td>
<td>BIOL101</td>
</tr>
<tr>
<td>3</td>
<td>(SGR #5) STATE AND LOCAL GOVERNMENT</td>
<td>POLS210</td>
</tr>
<tr>
<td><strong>14</strong></td>
<td><strong>Second Year</strong></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>DESIGN PRACTICE III</td>
<td>ARCH251</td>
</tr>
<tr>
<td>3</td>
<td>MANUFACTURING PROCESSES I</td>
<td>MNET231/L</td>
</tr>
<tr>
<td>3</td>
<td>(recommended for SGR #1) CREATIVE WRITING</td>
<td>CM216</td>
</tr>
<tr>
<td>4</td>
<td>(recommended for CAS Phys Sci) WEATHER &amp; CLIMATE</td>
<td>GEOG131/L</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>16</strong></td>
<td><strong>Third Year</strong></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>COLLABORATIVE DESIGN STUDIO</td>
<td>ARCH351</td>
</tr>
<tr>
<td>2</td>
<td>BLDG HISTORY II</td>
<td>ARCH242</td>
</tr>
<tr>
<td>3</td>
<td>(recommended for CAS Bio Sci/IGR#2) ENVIRON CONSERV</td>
<td>NRM110</td>
</tr>
<tr>
<td>3</td>
<td>COLLEGE ELECTIVE FROM SGR #3 LIST</td>
<td>ARCH331</td>
</tr>
<tr>
<td>3</td>
<td>COLLEGE ELECTIVE FROM SGR #3 LIST</td>
<td>ARCH321</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>12</strong></td>
<td><strong>Professional : FALL</strong></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>ARCHITECTURE STUDIO II</td>
<td>ARCH451</td>
</tr>
<tr>
<td>2</td>
<td>BLDG SHOP II</td>
<td>ARCH432</td>
</tr>
<tr>
<td>2</td>
<td>SITE, SURROUNDINGS, &amp; CITY</td>
<td>ARCH411</td>
</tr>
<tr>
<td>3</td>
<td>BLDG INFORMATION TECHNOLOGIES</td>
<td>ARCH421</td>
</tr>
<tr>
<td>3</td>
<td>BLDG CONSTRUCTION METHODS &amp; SYSTEMS</td>
<td>CM432</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>12</strong></td>
<td><strong>Professional : FALL</strong></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>WHOLE BLDG STUDIO I</td>
<td>ARCH551</td>
</tr>
<tr>
<td>2</td>
<td>ARCHITECTURAL PRACTICE I : Regulation</td>
<td>ARCH571</td>
</tr>
<tr>
<td>2</td>
<td>BLDG SPECIFICATION</td>
<td>ARCH521</td>
</tr>
<tr>
<td>2</td>
<td>BLDG TECHNOLOGY I</td>
<td>ARCH531</td>
</tr>
<tr>
<td><strong>12</strong></td>
<td><strong>Professional : FALL</strong></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>PROFESSIONAL DESIGN PRACTICE I</td>
<td>ARCH651</td>
</tr>
<tr>
<td>2</td>
<td>ARCHITECTURAL PRACTICE III : Stewardship</td>
<td>ARCH671</td>
</tr>
<tr>
<td>2</td>
<td>BLDG TECHNOLOGY II</td>
<td>ARCH632</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Master of Architecture

**TOTAL CREDITS** 168

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.

SDSU DoArch is pursuing accreditation with NAAB and intends to meet or exceed the NAAB’s standards and be granted full professional status in Fall of 2016. All of our NAAB Accreditation Program Reports and the responding Visiting Team Reports are on file in the Department office and at: http://www.sdstate.edu/arch
### Professional 3 Year Curriculum

<table>
<thead>
<tr>
<th>cr hrs</th>
<th>course name</th>
<th>course name</th>
<th>cr hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>INTRO TO PHYSICS I</td>
<td>PHYS111</td>
<td>4</td>
</tr>
<tr>
<td>(or higher physics)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>TRIGONOMETRY</td>
<td>MATH120</td>
<td>3</td>
</tr>
<tr>
<td>(or calculus)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>BLDG MEDIA 1 : Drawing</td>
<td>ARCH221</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>CONSTRUCTION MATERIALS</td>
<td>CM216</td>
<td>3</td>
</tr>
<tr>
<td>15</td>
<td>TWO : Professional</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>ARCHITECTURE STUDIO II</td>
<td>ARCH451</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>BLDG SHOP</td>
<td>ARCH332</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>BLDG INFORMATION TECHNOLOGIES</td>
<td>ARCH421</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>COST ESTIMATING &amp; LAB</td>
<td>CM232/L</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>TRAVEL STUDIES</td>
<td>ARCH382</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>SITE, SURROUNDINGS, &amp; CITY</td>
<td>ARCH411</td>
<td>2</td>
</tr>
<tr>
<td>15</td>
<td>FOUR : Professional</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>WHOLE BLDG STUDIO I</td>
<td>ARCH551</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>ARCHITECTURAL PRACTICE I : Regulation</td>
<td>ARCH571</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>BLDG SPECIFICATION</td>
<td>ARCH521</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>BLDG TECHNOLOGY I</td>
<td>ARCH631</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>CONSTRUCTION STRUCTURES &amp; LAB</td>
<td>CM353</td>
<td>3</td>
</tr>
<tr>
<td>12</td>
<td>SIX : Professional</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>6</td>
<td>PROFESSIONAL DESIGN PRACTICE I</td>
<td>ARCH651</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>ARCHITECTURAL PRACTICE III : Stewardship</td>
<td>ARCH671</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>BLDG TECHNOLOGY II</td>
<td>ARCH632</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>UNIVERSITY GRADUATE ELECTIVE</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credits:** 92

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.

SDSU DoArch is pursuing accreditation with NAAB and intends to meet or exceed the NAAB’s standards and be granted full professional status in Fall of 2016. All of our NAAB Accreditation Program Reports and the responding Visiting Team Reports are on file in the Department office and at: http://www.sdstate.edu/arch
### Part I.1 Identity & Self-Assessment

**Department of Architecture (DoArch) @ SDSU**

**UD Graduate Credits**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Architecture Studio I</td>
<td>3</td>
</tr>
<tr>
<td>Fall</td>
<td>Architecture Media I</td>
<td>2</td>
</tr>
<tr>
<td>Fall</td>
<td>Design Elective</td>
<td>3</td>
</tr>
<tr>
<td>Fall</td>
<td>Open Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Bachelor of Fine Arts in Architecture**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Whole Bldg Studio I: Individual</td>
<td>6</td>
</tr>
<tr>
<td>Fall</td>
<td>Architectural Practice I: Regulation</td>
<td>2</td>
</tr>
<tr>
<td>Fall</td>
<td>Bldg Media IV: Drawing in Detail</td>
<td>2</td>
</tr>
<tr>
<td>Fall</td>
<td>Bldg Arts II: Envelopes</td>
<td>2</td>
</tr>
</tbody>
</table>

**Master of Architecture**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Professional Design Practice I</td>
<td>6</td>
</tr>
<tr>
<td>Fall</td>
<td>Architectural Practice III: Stewardship</td>
<td>2</td>
</tr>
<tr>
<td>Fall</td>
<td>Bldg Arts III: Interiors</td>
<td>2</td>
</tr>
</tbody>
</table>

**Professional Credits**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>94</td>
</tr>
</tbody>
</table>

---

In the United States, most 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 professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year, three-year, or two-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 require a preprofessional undergraduate degree in architecture for admission. 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 expects to achieve initial accreditation within six 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, Department of Architecture was granted candidacy for the following professional degree program in architecture:

**M. Arch. (120 cr hr preprofessional degree + 48 cr hr graduate credits or non-professional + 94 cr hr) – 2014.**

Provisional year of initial accreditation: Fall 2017
## DEPARTMENT of ARCHITECTURE (DoArch) @ SDSU

### Master of Architecture

<table>
<thead>
<tr>
<th>CR hrs</th>
<th>course name</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Prerequisite Courses</td>
</tr>
<tr>
<td>4</td>
<td>INTRO TO PHYSICS I PHYS111</td>
</tr>
<tr>
<td>3</td>
<td>TRIGONOMETRY MATH120</td>
</tr>
<tr>
<td>2</td>
<td>BLDG MEDIA I : Drawing ARCH221</td>
</tr>
<tr>
<td>3</td>
<td>CONSTRUCTION MATERIALS CM216</td>
</tr>
</tbody>
</table>

### Summer - Professional: ONE

<table>
<thead>
<tr>
<th>CR hrs</th>
<th>course name</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>ARCH352 ARCHITECTURE STUDIO I</td>
</tr>
<tr>
<td>5</td>
<td>ARCH321 BLDG MEDIA 2 : BLDG MODELING</td>
</tr>
</tbody>
</table>

### Fall - Professional: TWO

<table>
<thead>
<tr>
<th>CR hrs</th>
<th>course name</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>ARCH451 ARCHITECTURE STUDIO II</td>
</tr>
<tr>
<td>2</td>
<td>ARCH332 BLDG SHOP</td>
</tr>
<tr>
<td>2</td>
<td>ARCH342 ARCHITECTURE HISTORY IV : Urbanism</td>
</tr>
<tr>
<td>3</td>
<td>COST ESTIMATING &amp; LAB CM326L</td>
</tr>
</tbody>
</table>

### Spring - Professional: THREE

<table>
<thead>
<tr>
<th>CR hrs</th>
<th>course name</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>ARCH452 ARCHITECTURE STUDIO III</td>
</tr>
<tr>
<td>2</td>
<td>ARCH431 BLDG SHOP</td>
</tr>
<tr>
<td>3</td>
<td>ARCH432 ARCHITECTURE HISTORY III : Culture (writing elective)</td>
</tr>
<tr>
<td>3</td>
<td>CM332 BLDG CONSTRUCTION METHODS &amp; SYSTEMS</td>
</tr>
</tbody>
</table>

### Fall - Professional: FOUR

<table>
<thead>
<tr>
<th>CR hrs</th>
<th>course name</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>WHOLE BLDG STUDIO I : Individual ARCH551</td>
</tr>
<tr>
<td>2</td>
<td>ARCH571 ARCHITECTURAL PRACTICE I : Regulation</td>
</tr>
<tr>
<td>2</td>
<td>ARCH522 BLDG MEDIA 4 : DRAWING IN DETAIL</td>
</tr>
<tr>
<td>2</td>
<td>ARCH533 BLDG TECHNOLOGY II: Envelopes</td>
</tr>
<tr>
<td>3</td>
<td>CONSTRUCTION STRUCTURES &amp; LAB CM535L</td>
</tr>
</tbody>
</table>

### Spring - Professional: FIVE

<table>
<thead>
<tr>
<th>CR hrs</th>
<th>course name</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>ARCH552 WHOLE BUILDING STUDIO II : Collaborative</td>
</tr>
<tr>
<td>2</td>
<td>ARCH572 ARCHITECTURAL PRACTICE II : Economics</td>
</tr>
<tr>
<td>2</td>
<td>ARCH523 BLDG ARTS I : Site &amp; Surroundings</td>
</tr>
<tr>
<td>2</td>
<td>ARCH524 BLDG MEDIA V : BLDG SPECIFICATION</td>
</tr>
<tr>
<td>3</td>
<td>UNIVERSITY GRADUATE ELECTIVE</td>
</tr>
</tbody>
</table>

### Fall - Professional: SIX

<table>
<thead>
<tr>
<th>CR hrs</th>
<th>course name</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>PROFESSIONAL DESIGN PRACTICE 1 ARCH651</td>
</tr>
<tr>
<td>2</td>
<td>ARCH671 ARCHITECTURAL PRACTICE III : Stewardship</td>
</tr>
<tr>
<td>2</td>
<td>ARCH632 BLDG TECHNOLOGY II : Interiors</td>
</tr>
<tr>
<td>2</td>
<td>ARCH692 TOPICS IN ARCHITECTURE</td>
</tr>
<tr>
<td>3</td>
<td>CONSTRUCTION PLANNING &amp; SCHEDULING CM443</td>
</tr>
</tbody>
</table>

### Spring - Professional: SEVEN

<table>
<thead>
<tr>
<th>CR hrs</th>
<th>course name</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>ARCH652 PROFESSIONAL DESIGN PRACTICE II</td>
</tr>
<tr>
<td>2</td>
<td>ARCH672 ARCHITECTURAL PRACTICE IV : Management</td>
</tr>
<tr>
<td>3</td>
<td>ARCH692 TOPICS IN ARCHITECTURE</td>
</tr>
<tr>
<td>3</td>
<td>UNIVERSITY GRADUATE ELECTIVE</td>
</tr>
</tbody>
</table>

### MASTER of ARCHITECTURE

PROFESSIONAL CREDITS: 94

In the United States, most 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 professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year, three-year, or two-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 require a preprofessional undergraduate degree in architecture for admission. 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 expects to achieve initial accreditation within six years of achieving candidacy, if its plan is properly implemented.

In order to meet the education requirements 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 requirements 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.

In order to meet the education requirements 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.

M. Arch. (120 cr hr preprofessional degree + 48 cr hr graduate credits or non-professional + 94 cr hr) – 2014.

Next visit for continuation of candidacy: Fall 2014

Projected year of initial accreditation: Spring 2017
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.

Four years of incoming student cohorts have varied wildly. As of the Spring 2014 semester the department has about 115 active students enrolled in four years of courses, seven faculty, and one staff person. The gender split in each student class averages about 2/3rds male and 1/3rd male in cohorts entering straight from high school. Cohorts seem to break down to roughly 1/3rd from Eastern SD, 1/3rd from Western Minnesota, 1/6th from western SD, and 1/6th from elsewhere and excepting the 1/6th from elsewhere are white-non-hispanic, not surprising in a region where 9 in 10 citizens are white, non-hispanic.

There are currently nine international students (8%) with two from Nigeria and Colombia and one each from Iceland, Canada, Ghana, Bahamas, and Honduras. Six of the international students in our program came to the university to be an athlete and found architecture while their student-athlete role closed up. Knowing the potential for building diversity from student athlete recruits to the university, we’ve forged a strong tie to the advising staff in athletics and we’re especially accommodating and supportive of athletes in our first and second year courses.

We are also realizing increased diversity in gender and race through the incoming cohort of non-pre-professional students admitted to start in August 2014. In this cohort we have accepted three women from Nepal, two men from Kurdistan, a woman from Iran, and a man from India to join our program along with two female graduates of other programs here on the campus and four men with degrees from regional universities. The addition of this cohort to our mix will especially go a long way to build gender balance and equity. Because of this unexpected influx of international students one of our faculty has started a nascent international students’ organization in the department primarily as a social rudder for the 12 to
18 students we’ll find here from South America, Persia and the Middle East, and South Central Asia. DoArch is dedicating faculty service and some start up funding to kick-start this organization but nothing will keep it going except interest and participation from the students. 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 is an important first adjunct faculty member and a regular lecturer in the Department. He will help us write a more inclusive and diverse 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. 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. Our faculty are three White-Non-Hispanic men and one woman, an American Indian man and woman, and an Hispanic man. Less than 50% of our faculty are White non-Hispanic male. We’d like to continue to build a welcoming diverse community of faculty. In reply to Dean Schluntz’ concerns about recruiting strong diverse faculty DoArch is using Professor Rex’s history in faculty development to identify prospective faculty with no prior teaching experience who are willing to train and build a career. Three of our current faculty—two women born in SD, one of whom is American Indian, and a Hispanic man—were recruited to SDSU as Instructors and have developed themselves into strong relevant faculty with direct ties to this place and adequate support and mentoring. DoArch is developing a formal recruitment plan for both professional students and faculty in our program over the Summer of 2014 and it will be available for review by the time the Visiting Team arrives in the fall.
STUDIO CULTURE POLICY

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.

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.

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.

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
SDSU DoArch  Architecture Program Report for Initial Candidacy (APR-IA)

Part I.1  Identity & Self-Assessment

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.

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.
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.

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.

• 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.

Our faculty meets for two hours bi-weekly during the semester and, as a group of three expanding to six we’ve been able to keep very open discussions between us. Agendas are kept open. Minutes are kept for each meeting by our Department Secretary.

Our faculty nominated and student elected Student Advisory Board meets for two hours bi-weekly with the Department Head to build dialog about the issues and opportunities facing our DoArch community. The SAB is comprised of 12 students—at least one from each year level of studio. The agenda is left open to student issues and once action on those is exhausted the Department Head raises prompts and context over issues facing the department. Minutes are kept for SAB meetings by the Department Head.

• 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.1.3 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 & Community Engagement

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. 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. We have a tenure and promotion policy that reflects this. Through faculty discussion, participation, funding, and peer-review we’re finding that we’re currently immersed in three focused areas of scholarship that reflect our mission statement:

- **Craft**: the representational technologies of the profession (collaboration)
- **Community**: the urban fabric of South Dakota’s cities and towns (advocation)
- **Construction**: the material systems of construction practices (innovation)

Many of us in the department find our scholarship cutting across two of these areas.

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. Faculty from DoArch have chaired and served on all the committees and task forces leading to the Division of Design.

Teaching

The university has a set of cross-disciplinary graduation requirements for undergraduate students in every major. The development of the Division of Design reflects a change in direction from our initial four years nestled in a College of Arts and Sciences to a new collective of studio based disciplines: Graphic Design, Interior Design, Landscape Architecture, Fine Art, and Architecture. The arrival of the Department of Architecture was a significant catalyst for agglomerating the design disciplines. Still, even among the design disciplines our
role still gravitates to the same “conducting” role. The mediated nature of architectural practice places DoArch 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 is 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.

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.

In Spring of 2015 the Department of Architecture moves into a physical embodiment of an ongoing commitment to a “hands on” learning by doing education and refines its curriculum into a curriculum and degree nomenclature that acknowledge this approach to teaching. Our new AME building and new BFA/MArch curriculum solidify the place of “tinkering” “designing” and working iteratively as valued forms of intellectual thought.

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.

Because of its land grant setting, because of where its students come from, because its setting is quite unique for architectural study, and because of pent up need for advocacy and design thinking in significantly underserved communities DoArch has started up with a commitment to studying the local and familiar in ways that help us look at it unfamiliar and clinically and to see the world in where we are set. South Dakota communities have graciously opened up as our laboratories. Through them we teach that Great Plains communities are articulate, well-designed fabrics that hold their place in a long rich tradition of human settlement. Our urban context is a well-connected cartesian fabric of very uniquely un-metropolitan small towns in a very cultivated and expansive agrarian landscape. This is not wilderness nor is it cosmopolitan. Its an urbanism with very particular qualities and measures. Half of our students come from this vast grid of towns of less than 5,000 citizens. We engage where we are. We are using the small towns of South Dakota as a teaching, research, and practice laboratory.
Each incoming class of students is presented with a town that they, as first year students, will visit, document, and collectively construct a large scale model; in subsequent years will design and build a durable civic space in the public space of the town, and will return to the community in upper level design studios to design needed institutional buildings in the community. So far we have three classes studying communities. We’re in our third year of working with Mobridge, SD, our second year of working with Huron, SD; and in our first year of working with Webster and Millbank, SD. For five years the community sees a steady stream of students passing through, making studies, and bringing proposals. The students that come visit remain constant.

In the first year large model the students are charged with simply and clearly depicting the community back to itself. After careful documentation that requires two people to accomplish each student draws to scale and builds a two foot by two foot block of the city but spends as much time coordinating with adjacent blocks as they do fabricating their own. The aggregate effect is an amazing large scale representation of a unique urban condition. Returning to the community with the model, students select spokespeople and coach them on how to present the model. To finish the first year we turn our simple study of what’s on the ground in the town into a discussion with the community of where sites for intervention and adjustment to civic effect sit in the town’s fabric. Where, when we return, can we do public work?

The effect of this first year experience ties social responsibility to real people and the politics of community. Coming together to make a model does something. Going out into the community and carefully documenting it does another. Coming together to find someone who stands as a voice for the collective when speaking to the community does something. Going out, with your work, fielding a response as a collective of students, talking with a community not as a client but as a subject, building respect for our practices, and finding respect and interest in your work from the community eye is another. All of these introduce the notion of an architect’s responsibility for public space, leadership in collaborative work, and social responsibility.

With a $105,000 grant from the Pre-Cast Concrete Institute of Chicago and Gage Brothers of Sioux Falls, SD a third year studio, using pre-cast concrete construction constructs a public space in the community. In our first year of this program we are building a new town square for Mobridge, SD on a storied spot along the Milwaukee Line where three U.S. presidents have given speeches. In the project architecture students collaborate with both construction management students and faculty in working with the Gage Brothers factory to produce their design. For Mobridge the students are collaborating between themselves, with CM students, and manufacturing industry to construct a long wall and walkway with view ports that look out to key moments—Sitting Bull’s gravesite, for instance. Students present the project to the community and the city council votes to permit construction. Communities resist. Situational leadership skills emerge as a cadre of students learn to build consensus, to be persuasive to a very conservative course leader and professor, to step back, listen, and learn when someone else knows better, and to communicate ideas to collaborators and community.

Finally, through this effort to build “Public Works” in our program culture in a way that
reinforces that respect, responsibility, and engagement are expectations of our graduates no matter what career they may end up in across their lives. DoArch, through the efforts of Chuck MacBr... initiatives. This will connect our students, again in a community design effort, with an engaged professional community working in collaboration with practitioners “in the public eye”.

Students begin to learn collaboration in a curricular thread we call “Public Works”. They engage a town in their first year of study, they return to that town with construction people in their third year of study persuading and producing a civically focused, very public “design-build” project, and they return to the community with a band of architects to produce a vision for the community. Across the curriculum we’ve built a petri dish of social responsibility and community engagement in which to practice collaboration and leadership. The breadth of perspectives, interactions, and productions engaging a single community builds collaboration, finds leadership and works through them to service that community, to take in the gradual changes and shifts in the culture of the community, and to build an intrinsic social responsibility for civic space and practice that is based out in public.

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).

Assistant Professor Charles “Chuck” MacBr... graduate 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, NCARB, NAAB, AIA, ACSA, USGBC and the regulatory requirements of becoming an architect are explicitly written into ARCH109, the curriculum’s introduction to architectural studies. Faculty from the department have served on municipal accessibility review and historical preservation boards.

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 a program that is projected to max out at 200 students in six years of study in a state where the largest firm employs ten professional licensed architects and there’s enough space for each of the state’s licensed architects to take personal responsibility of 672 sq miles of the state there is plenty of space for a generalist sense of a professional education. In a situation like this from a purely pragmatic level it makes sense to train a better communicator, a more inquisitive and curious maker, rooted in history and ideas, and proficient in team building than it would to propose specializations or ideological stands. Our close associations with allied disciplines and construction management make open doors into those fields evident too our graduates but a curriculum rooted in technological dexterity and intellectual breadth while exposing them to a range of career opportunities. An effective integrative learning teaching strategy in small scale learning environments is the “one room school-house model” wherein students from multiple year levels engage each other to pass on lessons. Our current and future facilities are all open floor plate studio spaces on which a variety of projects and lessons are exercises. Our curriculum encourages these sorts of loops in our Building Shop classes taken by pre-professional third year, third semester professional, and sixth semester professional students in shared sections; in our vertical second and fourth professional semester building design studios; and in our topical seminars shared by third and fifth semester professional students.

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.

The DoArch Curriculum has a “Green Thread” of courses designated as critical content building a holistic understanding of the environmental impact and opportunities for mitigation available in both the construction process and the day to day operation of buildings. The sequence begins in our “101” course and introductory physics and ends in a final semester professional practice seminar entitled “Stewardship”. On the way the thread moves through courses on weather & climate, history of construction, site design, three professional studios, a building tech course, and building specification.

DoArch, along with Biology and Soils Science, has taught an interdisciplinary course “Introduction to Sustainability” for the broader campus community and DoArch is also a primary sponsor and participant in the annual one full day “Plain Green” conference on sustainable living in South Dakota. We dismiss classes for that day, bus everyone to Sioux Falls, and we all take in the speakers and exhibits. Our faculty have made presentations at past “Plain Green” conferences. Our students have competed in competitions for sustainable living ideas.

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.

Long range planning in a careful, deliberate, and data-driven manner is difficult in a start-up organization in a place that historically hasn’t had a professional architecture program. Building a culture of long range planning in a situation that each year either has a new APR due to NAAB or has a NAAB site visit is daunting. The program seeks reinforcement and recommendations as to models and exemplars where such long-range planning exists under parallel or similar circumstances. The faculty of the department feel that in this, more than any other issue of accreditation, we need to seek outside consultation to develop a means to build long-range planning that is integral and necessary rather than just meeting the expectations of the accrediting body.

The program has started tacking into the shift in expectations that the 2014 NAAB Conditions for Accreditation bring while undergoing major curricular and administrative changes that come out of long range university planning goals that existed before the department was underway. After years of Landscape Architecture being set in the College of Agriculture, Interior Design set in the College of Education and Human Sciences, and Visual Arts, Graphic Design, and Architecture set in the College of Arts & Sciences, in 2012 we worked through a task force to determine the best form of agglomeration of these disparate yet integrally related units. It was determined that we would plan for a new Division of Design within the College of Arts & Sciences, that each unit in the Division would participate in a common first year experience, the units would share a tenure and promotion policy, and each unit would mold its curriculum from a gen ed heavy Bachelor of Science into a Bachelor of Fine Arts model that, while introducing the shared first year experience, also is stripped of the burden of the College of Arts and Sciences general education requirements.

Two major questions preoccupied us in planning over the last two years:
What relationship or association would each disciplinary unit build together or apart?
What will the curricular impact of this shift to a BFA pre-professional degree in architecture?

Significant time and resources were spent exploring whether Architecture and Interior Design would form one department in this unit or if they’d remain separate. The two programs participated in a series of dialogs about this transition and strengths, weaknesses, opportunities, and strengths underlying a merger of the units. These culminated in a retreat in December 2013 of the faculty from both Architecture and Interior Design lead by Professor Betsy Gabb, longstanding leader of the Interior Design program in the Division of Architecture at the University of Nebraska. In May of 2014, after significant consideration we determined to remain unique units in the Division of Design.
As we planned the Division of Design and followed the plan through to Board of Regents Approval in July 2014, the constituents worked together to co-write the mission and vision for the new Department of Design (DoD). Now, with the shift to the DoD finalized and curricular implications will be enacted in Fall 2015, details have come together. Professor Tim Steele of the Department of Visual Arts is the Interim Division Director. Architecture will be the second largest Department, the only unit in the DoD to offer a graduate degree, and the second unit, behind Interior Design, to seek professional accreditation. Out of the planning of the DoD we arrived at this statement:

**A Strategic Vision for The Division of Design, College of Arts and Sciences** (3.25.14)

**Mission**
- The Division of Design serves the public good as a collaboration of diverse creative practices. Each discipline in the Division has a studio-based curriculum rooted in graphical exploration, theoretical discovery, practical methods, and professional creativity.
- The Division educates students to represent and reshape a wide range of human experiences through innovative practices that solve problems through aesthetic and functional means.
- The Division of Design engages in research, scholarship, clinical and creative practice, design advocacy, and commercial activities. Our impact is measured in personal, social, cultural, or economic development that enriches life.

**Values**
The Division believes that professional design education is the foundation for life-long learning, continued development and opportunity for graduates, South Dakota's communities and the world — resulting in a higher quality of life for all people. We are committed to:
- Excellence
- Inclusion
- Collegiality
- Stewardship
- Accountability
- Collaboration
- Creativity Discovery
- Innovation

**Strategic Goals**
1. The Division will achieve academic excellence through accredited professional programs and student engagement in an active teaching and learning environment.
a. Foster academic rigor and student success through active teaching, learning, and mentorship.

b. Involve students with faculty to expand excellence in scholarly and creative works.

c. Graduate tomorrow’s art and design leaders who contribute to the public good.

d. Promote professional faculty and student development.

2. The Division will engage in professional practice, discovery, and innovation to produce works that enhance the quality of life for South Dakota, the region, nation, and world.

   a. Apply expertise to produce scholarly and creative works that serve the public good.

   b. Demonstrate the scholarly and creative impact of the Division.

3. Broaden the impact of the Division through strategic partnerships and collaborations.

   a. Build partnerships that enhance learning, create career opportunities, and contribute to community vitality and development.

   b. Expand artistic and creative activities and promote the talents of students to enrich cultural life.

   c. Promote responsive, intentional, and sustainable outreach activities.

4. Secure human and fiscal resources to provide an infrastructure that ensures professional, high academic and scholarly achievement.

   a. Recruit and retain talented, diverse, and committed faculty and staff.

   b. Partner with the SDSU Foundation to maximize the capacities of alumni, friends and sponsors to raise private funds to modernize facilities, endow scholarships and fellowships, modernized programs with state-of-the-art equipment.

   c. Structure, staff, and right-size degree programs to ensure effective operation and management.

   d. Sustain a culture of transparency, responsiveness, and effective communication that aligns program and financial accountability.

5. Model a culture of inclusion that values diverse perspectives and experiences.

   a. Ensure accessibility and inclusion by building an academic community that provides a welcoming, safe, and supportive environment.

   b. Incorporate inclusion, diversity, and global perspectives across the curriculum.
c. Encourage scholarly and creative activities that deepen our understanding of cultural complexities.

d. Allocate resources to support a culture of inclusion.

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:
  - Solicitation of faculty, students’, and graduates’ views on the teaching, learning and achievement opportunities provided by the curriculum.
  - Individual course evaluations.
  - Review and assessment of the focus and pedagogy of the program.
  - 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 first pre-professional degrees (Bachelor of Science in Architectural Studies) are awarded in May 2014. The department is developing these modes of academic assessment:

- We’ve adopted the “pre-test” / “post-test” metric used for years by our colleagues in Visual Arts here at SDSU. Incoming students are given a battery of test questions and exercises to complete. Graduating students are given the same test. The questions chosen and the evident progress in the answers helps us identify a base level of disciplinary learning. This assessment is specifically targeted to studying the capacity of our history, technology, seminar, and professional practice courses.
- We’ve begun a process of archiving and evaluating our graduating student portfolios under a rubric of criteria that mirrors the NAAB SPCs. This data is specifically targeted at studying the capacity of our studio and shop courses.
- We’ve started a tradition of an exit interview for our graduating students. In this interview we specifically ask if the student feels expectations about the education were met, what aspic
of the program was most beneficial, what they will do with their degree in the next few years, and what they imagine their career goals to be. This data is specifically targeted at review of our extracurricular activities, impact of research on student learning, expected career trajectories, and other personal reflections.

DoArch has its invaluable Founder’s Group of four Sioux Falls architectural offices who were the genesis of the program and have acted since as the primary professional advisors since even before the program’s inception. We have a tradition of inviting them into our studios and to take part in all of our events. We’re developing a studio in Sioux Falls for the final professional semester of our program. All involved see that as an excellent opportunity to transition our students into practice and that it gives the professional community a chance to work closely with our graduating students and to provide feedback on our strengths and weaknesses.
PART ONE (I): SECTION 2 – RESOURCES

1.2.1 Human Resources & Human Resource Development:

• Faculty & Staff:
  o 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.
  o Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.
  o 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.
  o 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.
  o Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.

• Students:
  o 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.
  o An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.

Faculty at SDSU are unionized through CoHE (the Council of Higher Education) with regulated workload places established in each work unit in the university. The Department of Architecture has a university and faculty approved Course Designation Value table that outlines course instruction method, contact hours, workload units, and scale of reach course offering in DoArch. DoArch has also vetted Faculty Performance Standards through both the faculty and the university administration and gotten approval from both levels. Faculty develop and coordinate a Professional Development Plan (PDP) with the administration as a metric for workload distribution. Every year faculty complete a Professional Service Evaluation and the Department Head responds with a numerical and narrative assessment, then they meet over it and discuss the upcoming year.

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 is in Appendix 3. template for this matrix)
Part I.2 Resources

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

- 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/SDSUNonDiscriminationPolicy.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

- Description of other initiatives for diversity and how program is engaged or benefits from these initiatives (see also Part I, Section 1.2).

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.

Two of our faculty hold NCARB certification. Two more have finished IDP this year and are planning to take NCARB sections this Fall.
DoArch continues to channel its start up funding to instigate and support a culture of inquiry and exploration through making. New tools such as a laser cutter, a CNC router, two 3-D printers, a vinyl cutter, a laser scanner, and a good table saw have been prioritized through faculty ambitions and interests. Travel around the state for faculty is simple through the state motor pool and DoArch encourages travel around the state to gain perspective and familiarity. DoArch supports faculty travel to regional and national schools for guest reviews and lectures. To date, all faculty travel to events involving peer-review have been fully funded. All requests for support for attending technical workshops have been approved as well. Travel requests to attend digital media workshops and new media events have been funded. All of these resources spent—faculty time and departmental funding—are aimed at the three foci of the Department Mission Statement.

- A description of the policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure.

We have an approved tenure and promotion document that is a model for the campus and is serving as the basis for the developing T&P document for the Division of Design.

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

Every year we dissolve classes for a day to move all our students and faculty 50 miles south to attend a day long annual conference on sustainable practices, “Plain Green”. This event features five nationally recognized speakers. This past year the Department of Architecture inaugurated a formal lecture series. Instructor Sara Lum has the role of Lecture Series Coordinator.

In Fall 2014 we entertained these lecturers:

- Peter Olshavsky, University of Nebraska-Lincoln
- Doug Jackson, California Polytechnic State University, Jones Partners
- Mario Carpo, Yale University

and we entertained an academic panel in honor of our addition of 2,700 architectural volumes to our library:

Moderator:
- Brian Rex, Department Head, Department of Architecture, South Dakota State University

Panel:
- John Cava, Architect, Historian, and Author, the name behind the Cava Collection
- Jessica Garcia Fritz, Instructor and Library Coordinator, DoARCH, SDSU
- Charles MacBride, Assistant Professor, DoARCH, SDSU
- Kristi Tornquist, Chief Librarian and Professor, Briggs Library, SDSU

In Spring 2015 we entertained these lecturers:

- TSP Architecture, Sioux Falls
- Koch Hazard Architects, Sioux Falls
Over the course of the year we entertained these visiting critics in our studios:

- Mitch Aldinger, R.A., AIA, professional in practice in Sioux Falls
- Emily Andersen, R.A., professional in practice in Omaha
- Robert Arlt, professional in practice in Mitchell, SD
- Angela Boersma, professor in SDSU’s Interior Design program
- Mike Christenson, R.A., professor at North Dakota State University
- Catherine Dekkenga, R.A., AIA, professional in practice in Sioux Falls
- Geoff Deold, R.A., professional in practice in Omaha
- Steve Dix, R.A., AIA, professional in practice in Sioux Falls
- Sean Ervin, R.A., AIA, professional in practice in Sioux Falls
- Adam Jarvi, professor at University of Minnesota
- Brian Kelly, R.A., AIA, professor at the University of Nebraska
- Ryan Langemeier, PhD, R.A., AIA, professor at South Central College
- Angela McKillip, professor in SDSU’s Interior Design program
- Jonathan Meendering, R.A., AIA, university architect
- Elizabeth Obaka, R.A., AIA, professional in practice in Sioux Falls
- Zach Pauls, professional in practice in Los Angeles
- Regin Schwaen, R.A., professor at North Dakota State University
- Kristin Schulte, professional in practice in Sioux Falls

* 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. Students completing this coursework will possess both academic breadth and disciplinary capacities needed to begin our professional program.

Path B) Students complete a four year Bachelor of Arts or Bachelor of Science degree. Students with a degree with completion of college level general physics and trigonometry classes will possess both academic breadth and disciplinary capacities needed to begin our professional program. In particular we will look in these candidates for a demonstrable craft in describing & making material things.
Following is our professional program application packet:

PROGRAM INTRODUCTION

The SDSU Department of Architecture (DoArch) offers a Master of Architecture (M.Arch.) as its candidate professional degree in architecture. A professional degree is a requirement for licensure with the National Council of Architectural Registration Boards (NCARB). The National Architectural Accreditation Board (NAAB) accredits professional programs in architecture. DoArch is in candidacy for accreditation with its final visit in Fall of 2016. The Program Report (APR) and the Visiting Team Response (VTR) from our completed candidacy visits are available on http://www.sdstate.edu/arch.

A Master in Architecture prepares graduates for architectural practice as well as other diverse career opportunities, and ensures that their education allows for the continuing technological changes in the industry. Graduates can expect success in traditional architectural settings, construction, design industry positions, and work that involves critical thinking and design skills in a broad array of other disciplines. Design thinking is one of the most sought after qualities in today's changing workplace, emphasizing collaboration, a keen sense of making things, sustainable practices, and graphic representation skills.

In the professional curriculum there are 104 credit hours of study. These 104 credit hours complete our 168 credit hour four year Bachelor of Fine Arts in Architecture plus two year Master of Architecture (4+2), which is our core matriculation method. In addition to our 4+2 cohort each year DoArch searches for new students who hold a degree in another field and are interested in pursuing a professional degree in architecture and would like to complete their education at SDSU; these students complete 104 professional credit hours in three years (3). These students need not show graphical or design talent so much as critical thinking skills; a record in undergraduate education that indicates an ability to succeed in an accelerated, time intensive education; evidence of maturity and leadership; and a willingness to take professional instruction. Students with an architectural or building science education at another school will be admitted into the three year cohort with advanced standing assessed on a course by course basis.

Above all, a student’s success in our program is rooted in a capacity to make things, to learn through making, to describe making processes, and to practice making architecture.

NAAB Accreditation Statement

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.

SDSU DoArch is pursuing accreditation with NAAB and intends to meet or exceed the NAAB’s standards and be granted full professional status in Fall of 2016. All of our NAAB Accreditation Program Reports and the responding Visiting Team Reports are on file in the Department office and at : http://www.sdstate.edu/arch

ADMISSION PROCESS FOR THOSE WHO HAVE EARNED OUR B.SC. IN ARCH. STUDIES

All applicants for admission to the Master of Architecture degree program will start with an on-line application for admission into the Graduate School. (start here:  http://www.sdstate.edu/admissions/graduate/) The Graduate School requires filling out a form, paying a $35 fee, getting transcripts, and showing proof of immunity (w/ TOEFL for international students). We do not require the GRE in our application.

The Department of Architecture has these further requirements for admission:

A) PDF Portfolio  

(60% of consideration)

The portfolio should be comprised of no more than 18 printed sheet faces inside the front and back cover. 8.5 by 11 inch (letter size) portrait oriented sheet size is recommended. The portfolio needs no table of contents or introduction other than a resumé on the cover and a statement of interest on the rear cover. The PDF is uploaded to issuu.com by the applicant and will include:
SDSU DoArch

Architecture Program Report for Initial Candidacy (APR-IA)

Part I.2 Resources

1) **Resumé** on the front cover with name, contact info, and briefly outlining the applicant’s education, employment, and service histories dating back to high school graduation.

2) **Creative Work** by the applicant printed on the 18 sheets inside the covers that demonstrates a clear capacity for making things. This portfolio should feature design work completed as DoARCH coursework almost exclusively. Work completed in collaboration must be noted as such. Studio level and instructor should be indicated. Candidates are encouraged to include pages of text samples (quotes) from exemplary term papers and other writing in the portfolio if indicative of creative and making skills.

3) **Statement of Intent** outlining goals to achieve in the last two years of professional training and career goal projections is written on the rear cover of the portfolio.

**B) Records** (30% of consideration)

1) **Transcripts** from all higher ed institutions attended. (part of university application)

2) **Undergrad Grade Worksheet** printed, completed, signed, and delivered to DoARCH.

3) **Portfolio** locator and waiver printed, completed, signed, and delivered to DoARCH.

**C) Interview** conducted upon application: (10% of consideration)

1) **Recorded interview** with either the Department Head or the Professional Program Coordinator. See info sheet in this packet for details.

---

ADMISSION PROCESS FOR THOSE WHO HAVE A DEGREE FROM OUTSIDE DoArch

All applicants for admission to the Master of Architecture degree program will start with an on-line application for admission into the Graduate School. (start here: [http://www.sdstate.edu/admissions/graduate/](http://www.sdstate.edu/admissions/graduate/)) The Graduate School requires filling out a form, paying a $35 fee, getting transcripts, and showing proof of immunity (w/ TOEFL for international students). Those with an architectural education from elsewhere can be awarded transfer credits for documented evidence of equivalency on a case by case basis. We do not require the GRE in our application.

The Department of Architecture has these further requirements for admission:

**A) PDF Portfolio** (40% of consideration)

The portfolio should be comprised of no more than 18 printed sheet faces inside the front and back cover. 8.5 by 11 inch (letter size) portrait oriented sheet size is recommended. The portfolio needs no table of contents or introduction other than a resumé on the cover and a statement of interest on the rear cover. The PDF is uploaded to issuu.com by the applicant and will include:

1) **Resumé** on the front cover with name, contact info, and briefly outlining the applicant’s education, employment, and service histories dating back to high school graduation.

2) **Creative Work** by the applicant printed on the 18 sheets inside the covers of creative work is important evidence that the applicant demonstrates a clear capacity for making things. We believe that making includes creative writing, performance, technical invention, and examples of craftsmanship in all forms. Work completed in collaboration must be noted as such. Candidates are encouraged to include pages of text samples (quotes) from exemplary term papers and other writing if indicative of skills.

3) **Statement of Intent** outlining goals to achieve in the last two years of professional training and career goal projections is written on the rear cover of the portfolio.

**B) Records** (40% of consideration)

1) **Transcripts** from all higher ed institutions attended. (part of university application)

2) **Portfolio** locator and waiver printed, completed, signed and delivered to DoARCH.

**C) Reference Letters** (20% of consideration)

1) We request two candid letters of support from former professors, employers, or colleagues. We ask the referees to directly address the candidate’s fitness for graduate / professional study, illustrations of readiness or experience, and to
address perceived capacity for working as a graduate teaching and / or research assistant. Letters can be sent direct to DoArch or be delivered by the applicant.

**GRADUATE TEACHING & RESEARCH ASSISTANTSHIPS**

DoArch offers graduate teaching and research assistantships on a semester by semester basis to graduate students who possess classroom leadership skills, a capacity for critical conversation, and a curiosity about how architecture is taught, practiced, and researched. Positions will be designed on a case-by-case basis depending on strengths and area of interest. To apply for a Graduate Assistantship after on-line application is complete contact the Department Head via email with a subject line that says “Graduate Assistantship 2014-15”. Graduate Assistantships will be offered with admission in some cases. Graduate Assistantships are not offered in the first semester in DoArch for those starting at DoArch at SDSU in the first professional studio (ARCH351).

**INTERVIEW INSTRUCTIONS**

This interview serves many purposes. It is 10% of your dossier assessment for graduate admission. It is also your undergraduate graduation exit interview—something required of all programs. We will also begin using things like this as we build a system of self-assessment for our program.

We have three prompts for you so there should be three recordings for each of you:

a) **Talk about things or events that changed your understanding of architecture in the last 4 years.**

b) **Talk about how you intend to engage your final two years of professional education.**

c) **Talk about what you intend to do once you have graduated with a Master of Architecture.**

While sitting alone at this computer in the Barn you need to make three two minute recording of yourself, one for each of these prompts. At the computer there will be three sheets of paper—one with each prompts printed on it. Hold the title sheet up in front of the camera to start each recording so the first thing we see in your recording is like this...

Think of these recordings as a monologue. Have a point and reasons why this point makes sense to create a persuasive statement about your last four years in school in one recording, your intentions for grad school in another, and then give us a final file with sense of your career goals. Please hold your monologue to the allotted 2 minutes.

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.

With six engaged full-time faculty teaching across the curriculum, one staff person who serves as the center post of the community, and 115 students in four years, by Halloween everyone knows each other. Each student is assigned to a tenured or tenure track faculty member as their academic advisor. The Department Head serves as the touch point for personal advising, though some students build relationships with particular faculty that provides extracurricular advising in personal and career matters. In academic advising each student meets with their advisor once a semester to review their progress and to determine the next semester’s schedule.

Inquiries about job placement and internship from professionals elicits two responses from the department. On one level we offer regional firms the opportunity to come into our studios and make a lunch time presentation of their work. On another, DoArch links the professional community to a “stack” of student dossiers on the portfolio website “issuu.com”. With the
arrival of upper level students and a better job market the department has seen a steady stream of inquiries only now in the Spring of 2014. Setting up a clearinghouse through which we can put our students in touch with professionals is a rising priority.

All students enrolled in the DoArch are tracked & advised before each semester through the “Web Advisor” database 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. Each student is assigned an advisor among the tenure-track faculty.

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

Study through travel is an important part of an architectural education. The discipline of architecture is traditionally rooted in the practice of tourism. For years after the rest of the intellectual world had abandoned the 17th and 18th century notion of the Grand Tour, architecture held onto independently initiating and completing (usually through a Cicerone) a Grand Tour of the sites of Classical antiquity as a primary way to gain a professional education. 100 years ago from 1907 to 1911 LeCorbusier took four years of study travel and followed it with two years of apprenticeship in Berlin and Paris (with no classroom experiences) as the spring board for his professional career. Peter Eisenman, a leading contemporary architectural educator and practitioner, has three degrees in architecture, including a PhD from Cambridge, but points to slow, methodical summer travel around Italy with Colin Rowe between semesters at Cornell as his “real” education in architecture. Our local profession, national accrediting agency (NAAB), and the precedent of established programs around the USA all concur over the importance of travel in architectural education.

DoArch defines Study Travel as a trip to significant architectural, urban, and building industry sites where the primary activities of the day are experiential observation, sketching, photography, research, documentation, and analysis of place, artifact, technology, society, culture, and / or geography.

Independent travel is an important and highly under-cultivated skill in architectural study and for a self-reflective architectural career. Skill in making one’s way in the world has been unfortunately tempered and mediated by tour busses, band travel, cruise ships, GPS, UrbanSpoon, and Disney DVDs to occupy the kids on long drives. A major component of DoArch Study Travel is that it is based on and strongly encourages primarily extra-curricular opportunities to learn to travel independently, professionally, and intellectually. In this travel experience faculty are challenged to service the student’s on-site experience, like a docent or sherpa, with collaborative coaching and curation and not by acting as concierges, den-mothers, or chaperones. Faculty shape and share a scaffold for the experience, they’ll stand a few feet back, and help students with where to put their feet in the initial experience so that the journey can be taken independently across a life time.
DoArch strives to deliver the skills and experiences our graduates will need to build their careers in what LeCorbusier called “l’Voyage en Zig Zag”, a perennial quest for knowledge through a career where independent study travel remains an intellectual touchstone and professional development tool.

We define travel study on four geographic scales:

- Community “iterative” travel
- Regional “day trip” travel
- National “long weekend” travel
- Global “month(s) long” travel

Community scale travel satisfies requirements in ARCH151, 351, & 551. Regional scale travel can be a minor component of any course in the curriculum but ARCH311. National scale travel, when events are bundled together, can satisfy the requirements of ARCH311. Global scale travel satisfies the requirements of ARCH311 and, in some instances, ARCH411, and / or ARCH431.

Travel study is executed in three different modes:

- Department Initiated Study Travel (DIST) -- initiates Community, National, Global
- Faculty Initiated Study Travel (FIST) -- initiates Regional
- Student Initiated Study Travel (SIST) -- initiates National, Global

ARCH311 has been added to the curriculum as a one credit hour register of accomplishment of student travel at the national and global scale. This travel can be accomplished either via DIST or SIST. ARCH311 is completed either by successful completion of one approved Global Scale DIST or SIST study travel or three National Scale DIST or SIST study travel trips.

These trips are explicitly designed to also energize and build our faculty’s connection to the qualities and practices of these cities. To be successful they must be a platform for faculty connection, collaboration, and rejuvenation. Faculty running international scale study programs are directly compensated for their work. Participating faculty in Regional and National scale trips are not compensated but they are reimbursed for their travel, admissions, and room & board.

Regional "Day Trip" Travel

Regional trips to tour industry, communities, and practices will be initiated and executed by individual faculty with the support and guidance of the department administration and the SAB. This scale of travel will be closely associated with particular faculty and may be required in a course in the curriculum. Faculty preparing for travel at this scale should consult with the department administration before the beginning of the semester travel will occur to ensure necessary support. Faculty are not directly compensated for Regional scaled travel offerings.

All individual costs and arrangements for regional scale student travel are born by the student. Informational meetings for each travel experience will be held approximately two weeks
before planned travel. In travel required for a course fees may be charged to the student to offset faculty travel costs. On regional travel not required for coursework faculty travel costs will be born by DoArch. Places we’ve done Day Trip travel to are:

Marcel Breuer’s St-John’s Abbey in Collegeville, MN.

Tours of Sioux Falls, SD

Tours of Minneapolis, MN and the University of Minnesota College of Design

Tours and meetings with NDSU Architecture in Fargo, ND

National “Long Weekend” Trips

We’ve built an annual cycle of travel to two cities (in Fall to Chicago and Spring to Savannah) and have decided to experiment with making them our regular national scale travel sites. Repeated travel builds comprehension and enhances one’s ability to “sight-read” an urban fabric and construct a narrative of its ways and forms.

National scale trips will be initiated and executed by the department administration with the support and guidance of the faculty and the SAB. Typically, this scale of travel will be extra-curricular and will not be associated with any particular course or faculty member. Though studio sections may choose sites in these cities as extra incentive to make the trip, it should not be required travel for the studio. All individual costs of national scale student travel are born by the student. No fees will be charged to the student for travel.

FALL IN CHICAGO  Chicago is the Metropolis of our region, like Berlin and Beijing, it is the quintessential inland international city. It is commercial in its conception and corpus. It is a sounding board of 20th century American industrial and building design—the elevator, the high rise, commercial cast iron facades, standardized assemblies, gridded structures, long-span construction, the suburban home, and reversing rivers.

This trip coincides with the Architecture Foundation’s Open House Chicago in mid-October.

SPRING IN SAVANNAH  The city is a treasure trove of American residential and ecclesiastical architecture and crafts spread across a 1728 rationalist urban fabric of residential wards each centered on an even grid of 28 public squares. Savannah is a Sioux Falls scaled example of strong design in planning, excellent interiors, integration of institutional architecture, and, in its current incarnation, a center for design culture.

Savannah is urban but it is not metropolitan. It is residential. It is thick with the history of the 18th and 19th centuries in the Americas. We’ll study the intricacies of Oglethorpe’s original plan by walking the squares. We’ll tour period homes and slave quarters from the 1700’s and 1800’s. We’ll study the squares as public rooms in the city. We’ll figure out how the city can be so residential. We’ll explore how an 18th c. design idea has come through so much infrastructural and social change. This trip coincides with the first weekend of Spring Break.

Global “Month to a Semester Long” Trips

In Fall 2012 Sienna Mathieson spent the semester in Copenhagen and became our first student to earn credits while abroad.

In Summer 2013 rising third and fourth year students went with Professor Rex to London, Prague, and Berlin for three weeks on an architectural tour worth three architectural elective credits.

In Fall of 2013 six third year students spent the semester in Prague at North Carolina State University’s Design Center there. They worked there with fourth year students from Miami University of Ohio and NC State.
In Summer 2014 rising fifth and fourth year students will study for four weeks in Montevideo, Uruguay with Instructor Federico Garcia-Lammers.  

• 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 twelve.  DoArch, especially the chapter’s faculty mentor, Charles MacBride, is working hard to find a way to bridge our professional AIA community to our student AIAS population.  

• 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.  

13 students in the program were paid in work-study for their time spent designing and fabricating the program’s furniture and facilities as well as working as shop monitors.  

• Evidence of support to attend meetings of student organizations and honorary societies.  

The SDSU-DoArch AIAS chapter has an active dues paying membership of twelve.  There were no organizational travels since our last visit.
1.2.2 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.

Administrative Chain of Command in the University

---

Faculty and Staff in the Department report to the Department Head

Department Head reports to the Dean of the College of Arts & Sciences

Dean of the College of Arts & Sciences reports to the Provost of the University

Provost of the University reports to the President of the University.
Current Faculty & Staff in Spring 2014

Staff:
Diane Rieken, Senior Secretary II (since Fall 2012)

Tenured Faculty:
Brian Rex, Associate Professor and Department Head (since Summer 2010)

Tenure-Track Faculty:
Charles MacBride, Assistant Professor (since Fall 2011)

Non-Tenure-Track Faculty:
Jessica Garcia-Fritz, Instructor (since Fall 2012)
Sara Lum, Instructor (since Spring 2013)
Federico Garcia-Lammers, Instructor (since Fall 2013)
Tad Bradley, Instructor (one year non-continuing emergency hire in place of one TT faculty)

Projected Staffing in Fall 2014 (add 24 ARCH graduate credit hours taught to 15 students)

Staff:
Diane Rieken, Senior Secretary II (since Fall 2012)

New NFE Student Services Coordinator

Tenured Faculty:
Brian Rex, Associate Professor and Department Head (since Summer 2010)

Tenure-Track Faculty:
Charles MacBride, Assistant Professor (since Fall 2011)

New Tenure-Track Faculty in Professional Practice and Building Construction
New Tenure-Track Faculty in Professional Practice and Building Construction

Non-Tenure-Track Faculty:
Reduce Continuing Instructor Roster from Three to Two
Jessica Garcia-Fritz, Instructor (since Fall 2012)
Sara Lum, Instructor (since Spring 2013)
Federico Garcia-Lammers (since Fall 2013)

Projected Staffing in Fall 2015 (add 24 graduate credit hours taught to 15 students)

Staff:
Diane Rieken, Senior Secretary II (since Fall 2012)

NFE Student Services Coordinator (since fall 2014)

New CSA Shop Steward

Tenured Faculty:
Brian Rex, Associate Professor and Department Head (since Summer 2010)

Tenure-Track Faculty:
Charles MacBride, Assistant Professor (since Fall 2011)

2014-15 Tenure-Track Faculty in Professional Practice and Building Construction
2014-15 Tenure-Track Faculty in Professional Practice and Building Construction

New Tenure-Track Faculty in Representational Technology

Non-Tenure-Track Faculty:
Hold the full time instructor ranks to two full-time faculty.

Projected Staffing in Fall 2016 (Professional Curriculum fully engaged)

Staff:
Diane Rieken, Senior Secretary II (since Fall 2012)
NFE Student Services Coordinator (since fall 2014)
CSA Shop Steward (since fall 2015)

Tenured Faculty:
Brian Rex, Associate Professor and Department Head (since Summer 2010)
Charles MacBride, Assistant Professor (since Fall 2011)

Tenure-Track Faculty:
2014-15 Tenure-Track Faculty in Professional Practice and Building Construction
2014-15 Tenure-Track Faculty in Professional Practice and Building Construction
2015-16 Tenure-Track Faculty in Representational Technology

Non-Tenure-Track Faculty:
Two continuing full-time instructors

New full-time Instructor

* 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 raison d’être of the Department of Architecture (DoArch) in the College of Arts and Sciences at South Dakota State University. DoArch only offers professional and pre-professional coursework. 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. This is changing so that the Head of the Department of Architecture will report to a Director of the Division of Design, who reports to the Dean of the College of Arts & Sciences, who reports to the VPAA, the Provost.

* A description of the program’s administrative structure.

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. Within the Department there are two administrators, The Department Head and the Professional Program Coordinator. These two and the staff make up the executive of the department.
In a faculty of six initiating a developing curriculum we all serve as the curriculum and self-assessment committees for our Department. We all teach in one room and the products of our studios are our constant conversation. We have two hour faculty meetings every other week and we call special meetings as needed. Planning, Curricular, Budget, Organizational, Promotion & Tenure Development, Admissions, Recruiting, and Staffing are issues that we all share as a faculty rather than dividing out into committees. Service duties are taken on by individuals unless the task warrants the work of more. Sara Lum is our lectures and events coordinator. Jessica Garcia-Fritz is our libraries coordinator. Chuck MacBride is our primary AIA representative.

* 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 which in Fall of 2015 convert to a Bachelor of Fine Art in Architecture.
I.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.

DoArch is in its eighth semester of teaching architectural studies at SDSU. Our first class of Bachelor of Science students graduate before the NAAB team arrives for this visit. In the first two years, DoArch started in 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 at first was the primary “pin-up” and presentation space for design work. This is where we’ll host the Fall 2014 Visiting Team. The campus has been generous to our department as we’ve impressed our need for space and our particular way of modulating it for studio and workshop space. We’ve learned by doing. The only way we’ve been able to make this impression has been to occupy unused space and set up what we need based on the available space. During our first semester on campus we found two studio spaces; one in the former dynamo room and the other in the old radio broadcast facility adjacent to the incredible 1902 industrial arts shops that made up the Solberg Hall Annex. That space, where we hosted our last accreditation visit, is now the job site for our new building and the structure was demolished. Now, in years two through five our studios are in a 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 permanent facilities are prepared for DoArch on campus. Over the summer of 2013 we built and staffed a working wood shop in the basement of Solberg Hall and a university initiative brought us a $500,000 new printing media center on campus. For one more year our offices are in the Barn, our shop is in Solberg, the print bureau is in Yeager, and our studios are in Depuy.

The AME Building, the eventual home for all these parts of our department except the print bureau, is being designed by a Founding Firm, Perspective of Sioux Falls, SD in collaboration with Ratio of Indianapolis, IN. The AME Building will be virtually complete by the time the NAAB Visiting Team arrives in the Fall. It will undergo a testing period over the winter and our program can move in after Spring Break 2015. The shift from space to space across the
campus has become an ongoing study in spatial layout and outfitting. Almost all of our furniture is either constructed by paid student workers or is repurposed university salvage. This works as a physical trace of the roots of the program and this ethos of making we claim. 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 flat 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.
Present State: We are using the Depuy Military Hall Drill Floor (Room 105) as the primary instructional space for the program, space in Solberg Hall for support, shop, and offices, and our departmental offices are in the Barn (Room 108). Our facilities 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
- 820 sq ft. of shop

Total: 16,078 sq. ft.

Summer 2015: The construction of the new "Architecture Mathematics, and Engineering (AME) Building" is an estimated $13.5 million.

The AME building is a new, three-floor addition to the east side of Solberg Hall. One of our Founding Firms, Perspective of Sioux Falls—associated with Ratio of Indianapolis—are the architects of record. Construction will be complete by December 2014. Move in is set for Summer 2015. This will consolidate DoArch in one building sharing the first floor and setting up our studios and offices on the third floor. We think we've really integrated an emphasis on "learning by doing" spaces such as studios, resource libraries, workshops, and fabrication space in the planning but the effect of being under one roof will be incredible.
## Resources

### TOTAL AME BUILDING PROGRAM SPACE REQUIREMENTS
40,565 net sqft

### FIRST FLOOR MIXED USE PROGRAM SPACE REQUIREMENTS (net)

<table>
<thead>
<tr>
<th>Dedicated Space for Architecture</th>
<th>00sqft</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model Shop for Small Scale Tools</td>
<td>300sqft</td>
</tr>
<tr>
<td>Workshop Classroom</td>
<td>400sqft</td>
</tr>
</tbody>
</table>

| 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 FOR FIRST FLOOR
13,700sqft
### THIRD FLOOR DEPT of ARCHITECTURE PROGRAM SPACE REQUIREMENTS (net)

#### Studios, Classrooms, Review, & Labs

<table>
<thead>
<tr>
<th>Description</th>
<th>sqft</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hot Desk 1st &amp; 2nd Year Studio</td>
<td>1800sqft</td>
</tr>
<tr>
<td>Cold Desk 3rd Year Studio</td>
<td>1200sqft</td>
</tr>
<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>
<td>800sqft</td>
</tr>
<tr>
<td>Gallery</td>
<td>600sqft</td>
</tr>
<tr>
<td>Seminar Class / Conference Room (x3)</td>
<td>900sqft</td>
</tr>
<tr>
<td>Print, Scan, Cut, Shoot, &amp; Spec Lab</td>
<td>900sqft</td>
</tr>
</tbody>
</table>

#### Student Services

<table>
<thead>
<tr>
<th>Description</th>
<th>sqft</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment, Advising, Placement</td>
<td>400sqft</td>
</tr>
<tr>
<td>Student Lounge / Media Room</td>
<td>400sqft</td>
</tr>
<tr>
<td>Student Organization Office</td>
<td>250sqft</td>
</tr>
</tbody>
</table>

#### Administration & Faculty

<table>
<thead>
<tr>
<th>Description</th>
<th>sqft</th>
</tr>
</thead>
<tbody>
<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>
<td>1200sqft</td>
</tr>
<tr>
<td>Sessional Faculty</td>
<td>200sqft</td>
</tr>
<tr>
<td>Accreditation Room</td>
<td>750sqft</td>
</tr>
</tbody>
</table>

#### TOTAL FOR THIRD FLOOR

<table>
<thead>
<tr>
<th>Description</th>
<th>sqft</th>
</tr>
</thead>
<tbody>
<tr>
<td></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.

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 FTEs 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-prefixed 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.
Current Fiscal Year Report: July 1, 2012- June 30, 2013

Total Revenues:

<table>
<thead>
<tr>
<th>Description</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture Special Discipline Fee</td>
<td>$392,333.75</td>
</tr>
<tr>
<td>Architecture Studio Fee</td>
<td>$138,162.4</td>
</tr>
<tr>
<td>Gift/Pledge Revenue</td>
<td>$132,864</td>
</tr>
</tbody>
</table>

**TOTAL REVENUES:** $663,360.15

*Foundation Cash balance - $651,381.64 Pledges Receivable balance $714,933.00

Total Expenses:

<table>
<thead>
<tr>
<th>Description</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Services:</td>
<td></td>
</tr>
<tr>
<td>Salaries &amp; Benefits</td>
<td>$459,450.69</td>
</tr>
</tbody>
</table>

| Travel Expenses:                          |             |
| Faculty & Staff                           | $30,085     |
| Recruitment/ Hiring                       | $2,930.85   |
| **Total:**                                | $330,158.5  |

| Contractual Services:                     |             |
| Professional Memberships & Licensure      | $2,160.00   |
| Lectures/ Exhibits/ Visiting Critics      | $3,500      |
| Accreditation                             | $999.84     |
| Library/ Media/ Resources                 | $1,000.00   |
| Communications                            | $254.42     |
| Recruitment/ Hiring                       | $249.00     |

| Supplies Expenses:                        |             |
| Furniture & Equipment                     | $3,572.90   |
| Office Supplies                           | $1,282.85   |
## Part I.2 Resources

### Budget Allocation:

<table>
<thead>
<tr>
<th>Description</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shop Supplies</td>
<td>$3,647.64</td>
</tr>
<tr>
<td>Printing</td>
<td>$448.41</td>
</tr>
<tr>
<td>Postage</td>
<td>$33.75</td>
</tr>
<tr>
<td>Facilities</td>
<td>$150</td>
</tr>
<tr>
<td>Student Competition Awards- Books</td>
<td>$180.37</td>
</tr>
<tr>
<td>Scholarship</td>
<td>$2000</td>
</tr>
<tr>
<td>Reinvestment Fee</td>
<td>$6643.2</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>$26122.38</strong></td>
</tr>
</tbody>
</table>

### Capital Expenses:

<table>
<thead>
<tr>
<th>Description</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Software</td>
<td>$848.00</td>
</tr>
<tr>
<td>Phone/ Data/ IT Services</td>
<td>$11,737.49</td>
</tr>
<tr>
<td><strong>TOTAL EXPENSES:</strong></td>
<td><strong>$241,838.94</strong></td>
</tr>
</tbody>
</table>

### Foundation Expenses:

<table>
<thead>
<tr>
<th>Description</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td>$2417.53</td>
</tr>
<tr>
<td>Gift in Kind</td>
<td>$6000.00</td>
</tr>
<tr>
<td>Scholarship</td>
<td>$500.00</td>
</tr>
<tr>
<td>Reinvestment Fee</td>
<td>$6,379.05</td>
</tr>
<tr>
<td><strong>TOTAL EXPENSES:</strong></td>
<td><strong>$241,838.94</strong></td>
</tr>
</tbody>
</table>

### Budget Allocation:

<table>
<thead>
<tr>
<th>Current Budget:</th>
<th>Salary</th>
<th>Benefits</th>
<th>Operating Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition:</td>
<td>$139,090.00</td>
<td>$30,693.00</td>
<td>$35,308.00</td>
</tr>
<tr>
<td>University Support Fee:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td><strong>$139,090.00</strong></td>
<td><strong>$30,693.00</strong></td>
<td><strong>$35,308.00</strong></td>
</tr>
</tbody>
</table>
### Year to date Activity:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Salary</th>
<th>Benefits</th>
<th>Operating Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition:</td>
<td>$72,727.05</td>
<td>$14,134.69</td>
<td></td>
</tr>
<tr>
<td>University Support Fee:</td>
<td>$3,024.00</td>
<td>$41.49</td>
<td>$33,163.67</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>$75,751.05</td>
<td>$14,176.18</td>
<td>$33,163.67</td>
</tr>
</tbody>
</table>

### Remaining Budget:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Salary</th>
<th>Benefits</th>
<th>Operating Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition:</td>
<td>$66,362.95</td>
<td>$16,558.31</td>
<td></td>
</tr>
<tr>
<td>University Support Fee:</td>
<td>-$3,024.00</td>
<td>-$41.49</td>
<td>$2,144.33</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>$63,338.95</td>
<td>$16,516.82</td>
<td>$2,144.33</td>
</tr>
</tbody>
</table>

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

### Budget Allocated:

<table>
<thead>
<tr>
<th>Description</th>
<th>FY12</th>
<th>FY13</th>
<th>FY14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Services Budget:</td>
<td>$179,880.64</td>
<td>$166,914.00</td>
<td>$169,783.00</td>
</tr>
<tr>
<td>Operating Expenses Budget:</td>
<td>$20,308.00</td>
<td>$35,308.00</td>
<td>$35,308.00</td>
</tr>
<tr>
<td>TOTAL BUDGET ALLOCATION:</td>
<td>$200,188.64</td>
<td>$202,222.00</td>
<td>$205,091.00</td>
</tr>
</tbody>
</table>

### Revenues:

<table>
<thead>
<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>
<td></td>
<td></td>
</tr>
<tr>
<td>Architecture Special Discipline Fee</td>
<td>$238,797.85</td>
<td>$282,130.87</td>
<td>$392,333.75</td>
</tr>
<tr>
<td>Studio Fee</td>
<td>$-</td>
<td>$54,084.68</td>
<td>$138,162.40</td>
</tr>
<tr>
<td>Gift/Pledge Revenue*</td>
<td>$136,013.00</td>
<td>$244,434.00</td>
<td>$132,864.00</td>
</tr>
<tr>
<td>TOTAL REVENUES:</td>
<td>$374,810.85</td>
<td>$580,649.55</td>
<td>$663,360.15</td>
</tr>
</tbody>
</table>

### Expenses:

---
### Part I.2 Resources

<table>
<thead>
<tr>
<th>Description</th>
<th>FY12</th>
<th>FY13</th>
<th>FY14*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Services:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries/Benefits</td>
<td>$297,219.54</td>
<td>$504,717.32</td>
<td>$459,450.69</td>
</tr>
<tr>
<td><strong>Travel Expenses:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty &amp; Staff</td>
<td>$11,961.82</td>
<td>$20,000.00</td>
<td>$20,000.00</td>
</tr>
<tr>
<td>Students</td>
<td>$25,000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruitment</td>
<td>$500.00</td>
<td>$500.00</td>
<td></td>
</tr>
<tr>
<td><strong>Contractual Expenses:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Memberships/Licensure</td>
<td>$2,160.00</td>
<td>$5000.00</td>
<td>$6000.00</td>
</tr>
<tr>
<td>Lectures/Exhibits/Visiting Critics</td>
<td>$2,986.00</td>
<td>$2,986.00</td>
<td></td>
</tr>
<tr>
<td>Accreditation</td>
<td>$999.84</td>
<td>$999.84</td>
<td></td>
</tr>
<tr>
<td>Library/Media Resources</td>
<td>$1,000.00</td>
<td>$50,000.00</td>
<td>$7000.00</td>
</tr>
<tr>
<td>Communications</td>
<td>$254.42</td>
<td>$2000.00</td>
<td>$2500.00</td>
</tr>
<tr>
<td>Recruitment</td>
<td>$249.00</td>
<td>$249.00</td>
<td></td>
</tr>
<tr>
<td><strong>Supplies Expense:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<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>
<td>$4000.00</td>
</tr>
<tr>
<td>Shop Supplies</td>
<td>$3,647.64</td>
<td>$30,000.00</td>
<td>$40,000.00</td>
</tr>
<tr>
<td>Printing</td>
<td>$448.41</td>
<td>$5000.00</td>
<td>$5000.00</td>
</tr>
<tr>
<td>Postage</td>
<td>$49.35</td>
<td>$500.00</td>
<td>$500.00</td>
</tr>
<tr>
<td>Facilities</td>
<td>$60.00</td>
<td>$100.00</td>
<td></td>
</tr>
<tr>
<td>Student Competition Awards</td>
<td>$230.98</td>
<td>$500.00</td>
<td>$500.00</td>
</tr>
</tbody>
</table>
### Part I.2 Resources

#### FY14 to date expenses

<table>
<thead>
<tr>
<th>Description</th>
<th>FY12</th>
<th>FY13</th>
<th>FY14*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Capital Expense:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Software</td>
<td>$848.00</td>
<td>$5,000.00</td>
<td>$5,000.00</td>
</tr>
<tr>
<td>Phone/Data Equipment - IT</td>
<td>$11,737.49</td>
<td>$125,000.00</td>
<td>$125,000.00</td>
</tr>
<tr>
<td>Library/Media Resources</td>
<td></td>
<td>$7,500.00</td>
<td>$7,500.00</td>
</tr>
</tbody>
</table>

| **Foundation Expense:**              |            |            |                |
| Entertainment                        |            |            | $1,202.31      |
| Food                                 | $544.73    | $544.73    | $-             |
| Gift in Kind                         | $6,000.00  | $-         | $-             |
| Transfers                            | $500.00    | $-         | $-             |
| Advertising                          | $-         | $-         | $2,600.00      |
| Printing                             | $-         | $-         | $60.00         |
| Scholarship                          | $-         | $-         | $-             |
| Bequest Gift Fee                     | $-         | $13,157.90 | $13,157.90     |
| Reinvestment Fee                     | $6,379.05  | $6,379.05  | $6,379.05      |

**TOTAL EXPENSES:** $241,838.94 $241,838.94 $187,663.12

* FY14 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>
<td>$179,880.64</td>
<td>$161,931.00</td>
<td>$183,000.00</td>
</tr>
<tr>
<td>Operating Expenses Budget:</td>
<td>$20,308.00</td>
<td>$35,308.00</td>
<td>$-</td>
</tr>
</tbody>
</table>

**TOTAL BUDGET ALLOCATION:** $200,188.64 $197,239.00 $183,000.00

**Revenues:**
### Resources

#### Expenses:

<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>
<tr>
<td><strong>TOTAL REVENUES:</strong></td>
<td><strong>$506,120.00</strong></td>
<td><strong>$193,064.80</strong></td>
<td><strong>$198,158.00</strong></td>
</tr>
</tbody>
</table>

#### Personal Services:

<table>
<thead>
<tr>
<th>Description</th>
<th>FY12</th>
<th>FY11</th>
<th>FY10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries/Benefits</td>
<td>$187,017.31</td>
<td>$139,862.47</td>
<td>$9,272.45</td>
</tr>
<tr>
<td>Travel Expenses</td>
<td></td>
<td>$5,373.49</td>
<td>$-</td>
</tr>
<tr>
<td>Faculty &amp; Staff</td>
<td>$11,961.82</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruitment</td>
<td>$206.60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Contractual Expenses:

<table>
<thead>
<tr>
<th>Description</th>
<th>FY12</th>
<th>FY11</th>
<th>FY10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Memberships/Licensure</td>
<td>$2,160.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lectures/Exhibits/Visiting Critics</td>
<td>$2,986.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accreditation</td>
<td>$999.84</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library/Media Resources</td>
<td>$1,000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communications</td>
<td>$254.42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruitment</td>
<td>$249.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Supplies Expense:

<table>
<thead>
<tr>
<th>Description</th>
<th>FY12</th>
<th>FY11</th>
<th>FY10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Furniture/Equipment</td>
<td>$3,572.90</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Supplies</td>
<td>$985.40</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>FY12</th>
<th>FY11</th>
<th>FY10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOTAL EXPENSES:</strong></td>
<td><strong>$5,526.73</strong></td>
<td><strong>$5,373.49</strong></td>
<td><strong>$-</strong></td>
</tr>
</tbody>
</table>
## Resources

<table>
<thead>
<tr>
<th>Description</th>
<th>FY12</th>
<th>FY11</th>
<th>FY10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shop Supplies</td>
<td>$3,647.64</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printing</td>
<td>$448.41</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postage</td>
<td>$49.35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities</td>
<td>$60.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Competition Awards</td>
<td>$230.98</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Capital Expense:</strong></td>
<td></td>
<td>$11,203.39</td>
<td>$-</td>
</tr>
<tr>
<td>Software</td>
<td>$848.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone/Data Equipment - IT</td>
<td>$11,737.49</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Foundation Expense:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entertainment</td>
<td>$-</td>
<td>$1,202.31</td>
<td>$-</td>
</tr>
<tr>
<td>Food</td>
<td>$544.73</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>Gift in Kind</td>
<td>$6,000.00</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>Transfers</td>
<td>$500.00</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>Advertising</td>
<td>$-</td>
<td>$2,600.00</td>
<td>$-</td>
</tr>
<tr>
<td>Printing</td>
<td>$-</td>
<td>$60.00</td>
<td>$-</td>
</tr>
<tr>
<td>Scholarship</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>Bequest Gift Fee</td>
<td>$-</td>
<td>$13,157.90</td>
<td>$-</td>
</tr>
<tr>
<td>Reinvestment Fee</td>
<td>$6,379.05</td>
<td>$2,387.40</td>
<td>$-</td>
</tr>
<tr>
<td><strong>TOTAL EXPENSES:</strong></td>
<td>$241,838.94</td>
<td>$187,663.12</td>
<td>$9,272.45</td>
</tr>
</tbody>
</table>
**Part I.2  Resources**

- 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></th>
<th>Expenses</th>
<th>FTE</th>
<th>$/ Student FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Services:</td>
<td>$139,862.47</td>
<td>36.53</td>
<td>$3,828.70</td>
</tr>
<tr>
<td>Operating Expense w/o Capital:</td>
<td>$17,189.65</td>
<td>36.53</td>
<td>$470.56</td>
</tr>
<tr>
<td>Capital:</td>
<td>$11,203.39</td>
<td>36.53</td>
<td>$306.69</td>
</tr>
<tr>
<td><strong>ALL EXPENSES:</strong></td>
<td><strong>$168,255.51</strong></td>
<td></td>
<td><strong>$4,605.95</strong></td>
</tr>
</tbody>
</table>

**Mechanical Engineering:**

<table>
<thead>
<tr>
<th></th>
<th>Expenses</th>
<th>FTE</th>
<th>$/ Student FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Services:</td>
<td>$1,083,813.05</td>
<td>309.65</td>
<td>$3,500.12</td>
</tr>
<tr>
<td>Operating Expense w/o Capital:</td>
<td>$60,009.15</td>
<td>309.65</td>
<td>$193.80</td>
</tr>
<tr>
<td>Capital:</td>
<td>$41,043.24</td>
<td>309.65</td>
<td>$132.55</td>
</tr>
<tr>
<td><strong>ALL EXPENSES:</strong></td>
<td><strong>$1,184,865.44</strong></td>
<td></td>
<td><strong>$3,826.47</strong></td>
</tr>
</tbody>
</table>

- 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.
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**

Art Index
Avery Index to Architectural Periodicals

**Documents**

The Documents Department has significant Soil Survey holdings, several hundred cataloged titles (paper, fiche) 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.
  o Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).
  o Demographics compared to those recorded at the time of the previous visit.
- Demographics compared to those of the student population for the institution overall.
  o Qualifications of students admitted in the fiscal year prior to the visit.
  o 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.
  o 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.
  o 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
  o Demographics (race/ethnicity & gender) for all full-time instructional faculty.
  o Demographics compared to those recorded at the time of the previous visit.
  o Demographics compared to those of the full-time instructional faculty at the institution overall.
  o Number of faculty promoted each year since the last visit.
  o Number of faculty receiving tenure each year since last visit.
  o 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.

1.3.1.a. PROGRAM STUDENT STATISTICS

1.3.1.a.1. Demographics (race/ethnicity & gender) of all students

2013/2014 Academic Year - Student Enrollment in ARCH Programs

<table>
<thead>
<tr>
<th></th>
<th>Male Total</th>
<th>Female Total</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black or African American</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>White</td>
<td>69</td>
<td>25</td>
<td>94</td>
</tr>
<tr>
<td>Two or more races</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Nonresident alien</td>
<td>4</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Race and ethnicity unknown</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>80</strong></td>
<td><strong>31</strong></td>
<td><strong>111</strong></td>
</tr>
</tbody>
</table>

2011/2012 Academic Year - Student Enrollment in ARCH Programs

<table>
<thead>
<tr>
<th></th>
<th>Male Total</th>
<th>Female Total</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Part 1.3  Institutional and Program Characteristics

<table>
<thead>
<tr>
<th>Race</th>
<th>Male Total</th>
<th>Female Total</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>White</td>
<td>62</td>
<td>26</td>
<td>88</td>
</tr>
<tr>
<td>Two or more races</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Nonresident alien</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Race and ethnicity unknown</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>73</strong></td>
<td><strong>29</strong></td>
<td><strong>102</strong></td>
</tr>
</tbody>
</table>

2013/2014 Academic Year - Student Enrollment for South Dakota State University

<table>
<thead>
<tr>
<th>Race</th>
<th>Male Total</th>
<th>Female Total</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>48</td>
<td>62</td>
<td>110</td>
</tr>
<tr>
<td>Asian</td>
<td>59</td>
<td>50</td>
<td>109</td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander</td>
<td>9</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>Black or African American</td>
<td>115</td>
<td>81</td>
<td>196</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>95</td>
<td>116</td>
<td>211</td>
</tr>
<tr>
<td>White</td>
<td>4654</td>
<td>5177</td>
<td>9831</td>
</tr>
<tr>
<td>Two or more races</td>
<td>79</td>
<td>132</td>
<td>211</td>
</tr>
<tr>
<td>Nonresident alien</td>
<td>143</td>
<td>89</td>
<td>232</td>
</tr>
<tr>
<td>Race and ethnicity unknown</td>
<td>29</td>
<td>20</td>
<td>49</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>5231</strong></td>
<td><strong>5738</strong></td>
<td><strong>10969</strong></td>
</tr>
</tbody>
</table>

1.3.1.a.2. Qualifications of Students Admitted

2013/2014 Academic Year - Qualifications of Students Admitted to South Dakota State University

SAT

Critical Reading

- 25th percentile SAT Score: 440
- 75th percentile SAT Score: 590

Mathematics

- 25th percentile SAT Score: 460
- 75th percentile SAT Score: 600

Writing

- 25th percentile SAT Score: N/A
- 75th percentile SAT Score: N/A

ACT (composite)

- 25th percentile ACT Score: 20
- 75th percentile ACT Score: 25

2011/2012 Academic Year - Qualifications of Students Admitted to South Dakota State University

SAT

Critical Reading

- 25th percentile SAT Score: 440
### 75th percentile SAT Score: 590

#### Mathematics
- 25th percentile SAT Score: 460
- 75th percentile SAT Score: 600

#### Writing
- 25th percentile SAT Score: N/A
- 75th percentile SAT Score: N/A

#### ACT (composite)
- 25th percentile ACT Score: 20
- 75th percentile ACT Score: 25

### 1.3.1.a.3. Time to Graduation

Does not apply to the South Dakota State University Department of Architecture as no students have graduated from the M. ARCH program.

### 1.3.1.b. PROGRAM FACULTY STATISTICS

#### 1.3.1.b.1. Demographics (race/ethnicity & gender) of all full-time instructional faculty

**2013/2014 Academic Year - Department of Architecture Faculty**

<table>
<thead>
<tr>
<th></th>
<th>Male Associate Professor</th>
<th>Female Associate Professor</th>
<th>Male Assistant Professor</th>
<th>Female Assistant Professor</th>
<th>Male Instructor</th>
<th>Female Instructor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black or African American</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>White</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Two or more races</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nonresident alien</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Race and ethnicity unknown</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1</strong></td>
<td><strong>0</strong></td>
<td><strong>1</strong></td>
<td><strong>0</strong></td>
<td><strong>2</strong></td>
<td><strong>2</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

**2011/2012 Academic Year - Department of Architecture Faculty**

<table>
<thead>
<tr>
<th></th>
<th>Male Associate Professor</th>
<th>Female Associate Professor</th>
<th>Male Assistant Professor</th>
<th>Female Assistant Professor</th>
<th>Male Instructor</th>
<th>Female Instructor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black or African American</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Two or more races</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nonresident alien</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Part 1.3 Institutional and Program Characteristics

Race and ethnicity unknown

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

1.3.1.b.2. Number of faculty promoted each year since last visit

0) No faculty members have been promoted since the last visit

1.3.1.b.3. Number of faculty receiving tenure each year since last visit

0) No faculty members have received tenure since the last visit

1.3.1.b.4. Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit and place where they are licensed

1) Charles MacBride - Colorado, Iowa, South Dakota

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.

ANNUAL STATISTICAL REPORT FOR 2013 (our first year to report)

Annual Report Section A Institutional Characteristics

1. Program Contact Information
   - Institution Name: South Dakota State University
   - Academic Unit: Department of Architecture
   - Architecture Program School URL: www.sdstate.edu/arch
   - NAAB Region: West Central

2. Institution Type
   - Public

3. Carnegie Classification
   - a. Basic Classification: DRU: Doctoral/Research Universities
   - b. Undergraduate Program: Prof + A&S/HGC: Professions plus arts & sciences
c. Graduate Instructional Program: Doc/STEM: Doctoral, STEM dominant

d. Size and Setting: M4/HR: Medium four-year, highly residential

4. Which regional accreditation agency accredits your institution?

Other: The Higher Learning Commission

5. In what ACSA region is the institution located:

West Central

6. Administrative Responsibility for the Architecture program

Name: Brian T. Rex
Title: Department Head
Office Phone Number: 605-688-4841
Email Address: brian.rex@sdstate.edu

7. Program Assistant for the Architecture program

Name: Diane D. Rieken
Title: Program Assistant I
Office Phone Number: 605-688-4841
Email Address: diane.rieken@sdstate.edu
8. Administrator Responsible for verifying data and completing IPEDS reports at SDSU:

   Name: Kevin Kephart  
   Title: Vice President for Research  
   Office Phone Number: 605-688-5642  
   Email Address: kevin.kephart@sdstate.edu

9. Institutional Test Scores
   a. SAT
      Critical Reading
         25th percentile SAT Score: 440  
         75th percentile SAT Score: 590
      Mathematics
         25th percentile SAT Score: 460  
         75th percentile SAT Score: 600
      Writing
         25th percentile SAT Score: N/A  
         75th percentile SAT Score: N/A
   b. ACT (composite)
      25th percentile ACT Score: 20  
      75th percentile ACT Score: 25

Annual Report Section B  NAAB-ACCREDITED ARCHITECTURE PROGRAMS
   a. Which NAAB-candidate degree programs were offered during the last fiscal year?  
      M. Architecture
   b. Did your institution offer any pre-professional degree programs during the last fiscal year?  
      Yes
      Degree Type
      Bachelor of Science
      Full Degree Title
      Bachelor of Science in Architectural Studies
   c. Did your institution offer any post-professional degree programs during the last fiscal year?  
      No
   2. Does your institution have plans to initiate any new NAAB-accredited degree programs?  
      No
   3. Does your institution have any plans to discontinue any NAAB-accredited degree programs?  
      No
   4. What academic year calendar type does your institution have?
2 Semesters or Trimester

5. Credit Hours for Completion for each program:
The degree programs listed in this section are dependent on your selection in Section B. Question 1
a. Indicate the total number of credit hours taken at your institution to earn each NAAB accredited/candidate degree offered by your institution.
b. By degree, what is the distribution of credit hours in the following General Education, Professional, and Electives?

M.Architecture Pre-Professional (degree designed for candidates who have a pre-professional degree in architecture):
- Total: 168
- General Education: 52
- Professional: 97
- Electives: 19

M. Architecture Non-Pre-Professional (degree designed for candidates who have an undergraduate degree in a discipline other than architecture):
- Total: 97
- General Education: 0
- Professional: 93
- Electives: 4

6. Average credit hours per student per term by degree program:

M.Architecture Pre-Professional (degree designed for candidates who have a pre-professional degree in architecture)
- 14

M.Architecture Pre-Professional (degree designed for candidates who have an undergraduate degree in a discipline other than architecture)
- 14

7. Is your degree program(s) offered in whole, or in part, at more than one campus?
- No

Annual Report Section C

1. Tuition is defined as “the amount of money charged to students for instructional services. Tuition may be charged per credit, per term, or per academic year.”

a. What were the tuition and fees for the NAAB-accredited degree program(s) for the last fiscal year?

Master of Architecture

<table>
<thead>
<tr>
<th></th>
<th>Tuition</th>
<th>Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State</td>
<td>138</td>
<td>257</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>208</td>
<td>327</td>
</tr>
<tr>
<td>Part-Time Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State</td>
<td>138</td>
<td>257</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>208</td>
<td>327</td>
</tr>
</tbody>
</table>
Undergraduate Course:
- FY13 Undergraduate Resident Tuition: $129.90 / credit hour
- FY13 Mandatory Fees: $116.90 / credit hour
- FY13 Special Discipline Fee: $238.65 / credit hour for all ARCH prefix courses
- FY13 Architecture Studio Fee: $2060.00 / for each professional studio

Graduate Courses:
- FY13 Undergraduate Resident Tuition: $196.80 / credit hour
- FY13 Mandatory Fees: $116.90 / credit hour
- FY13 Special Discipline Fee: $283.65 / credit hour for all ARCH prefix courses
- FY13 Architecture Studio Fee: $2060.00 / for each professional studio

b. Does the institution offer discounted or differential tuition for a NAAB-accredited degree?
   No

c. Is a summer session required for any portion of your accredited degree program?
   No

d. Does the institution offer discounted or differential tuition for summer courses for a NAAB-accredited degree program?
   No

2. Financial Aid
What percentage of students received financial aid at both the institutional and architecture program levels (grants, loans, assistantships, scholarships, tuition waivers, tuition discounts, veteran's benefits, employer aid, tuition reimbursement, and other monies other than from relatives/friends) provided to student to meet expenses?

a. Institution (Fall 2012)
   - Federal Grant: 3063, 29%
   - State / Local Grants: 2080, 20%
   - Institutional Grants: 4213, 40%
   - Student Loans: 7228, 69%

b. Architecture (Fall 2012)
   - Federal Grant: 4564.29, 35%
   - State / Local Grants: 902.00, 25%
   - Institutional Grants: 2,445.03, 48%
   - Student Loans: 10,060.18, 74%

3. Graduate Assistantships
What was the total # of graduate-level students employed on a part-time basis for the primary purpose of assisting in classroom and laboratory instruction or in the conduct of research during the last fiscal year (July 1 through June 30) within the NAAB-accredited programs offered by your institution? Include the # of graduate-level students employed for the full fiscal year.

a. How many graduate assistantships were awarded during the last fiscal year?
   1
b. What do graduate assistants receive?

| Stipend? | Yes |
| Amount: | $400.00 / month |
| Tuition Remission: | Yes |
| If tuition, how much? | $272 / credit hour |

### Annual Report Section D

#### STUDENT CHARACTERISTICS FOR NAAB-CANDIDATE & PRE-PROFESSIONAL PROGRAMS

1. First year students / entering students

Indicate the # of individuals who enrolled during the last fiscal year. Exclude readmitted students who were counted as enrolled in a prior year. Information about ethnicity must be based on self-identification information provided by the individual.

**Master of Architecture (no data)**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Male FT</th>
<th>FT Female</th>
<th>FT Total</th>
<th>PT Male</th>
<th>PT Female</th>
<th>PT Total</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black or African American</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Two or more races</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nonresident alien</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Race and ethnicity unknown</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Pre-Professional (no data)**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Male FT</th>
<th>FT Female</th>
<th>FT Total</th>
<th>PT Male</th>
<th>PT Female</th>
<th>PT Total</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black or African American</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Two or more races</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nonresident alien</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Race and ethnicity unknown</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

2. Total undergraduate/graduate enrollment in NAAB candidate by race/ethnicity

**Fall 2013**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Male FT</th>
<th>FT Female</th>
<th>FT Total</th>
<th>PT Male</th>
<th>PT Female</th>
<th>PT Total</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
### Part 1.3 Institutional and Program Characteristics

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Male FT</th>
<th>FT Female</th>
<th>FT Total</th>
<th>PT Male</th>
<th>PT Female</th>
<th>PT Total</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>White</td>
<td>62</td>
<td>19</td>
<td>81</td>
<td>7</td>
<td>6</td>
<td>13</td>
<td>94</td>
</tr>
<tr>
<td>Two or more races</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Nonresident alien</td>
<td>4</td>
<td>4</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Race and ethnicity unknown</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>73</td>
<td>25</td>
<td>98</td>
<td>7</td>
<td>6</td>
<td>13</td>
<td>101</td>
</tr>
</tbody>
</table>

### Fall 2012

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Male FT</th>
<th>FT Female</th>
<th>FT Total</th>
<th>PT Male</th>
<th>PT Female</th>
<th>PT Total</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black or African American</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>52</td>
<td>24</td>
<td>76</td>
<td>10</td>
<td>2</td>
<td>12</td>
<td>88</td>
</tr>
<tr>
<td>Two or more races</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nonresident alien</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Race and ethnicity unknown</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>62</td>
<td>27</td>
<td>89</td>
<td>11</td>
<td>2</td>
<td>13</td>
<td>92</td>
</tr>
</tbody>
</table>

### Annual Report Section E DEGREES AWARDED

1. What is the total # of NAAB-Accredited degrees awarded in the last fiscal year?

#### Master of Architecture

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Male FT</th>
<th>FT Female</th>
<th>FT Total</th>
<th>PT Male</th>
<th>PT Female</th>
<th>PT Total</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black or African American</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Two or more races</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nonresident alien</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Race and ethnicity unknown</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Pre-Professional

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Male FT</th>
<th>FT Female</th>
<th>FT Total</th>
<th>PT Male</th>
<th>PT Female</th>
<th>PT Total</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black or African American</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
2. Time to completion

M.Architecture Pre-Professional (degree designed for candidates who have a pre-professional degree in architecture)

a. Time to completion equals the total number of semesters to complete the degree(s)

12

b. Percentage of students that graduate in “normal time to completion"

N/A - First class graduates May 2016

M.Architecture Non-Pre-Professional (degree for candidates who have an undergraduate degree other than architecture)

a. Time to completion equals the total number of semesters to complete the degree(s)

7

b. Percentage of students that graduate in “normal time to completion"

N/A - First class graduates May 2016

---

Annual Report Section F

RESOURCES FOR NAAB-ACCREDITED PROGRAMS

1. Total # of permanent workstations that can be assigned to students enrolled in studios

200

2. Are your students required to have a lap top computer

Yes

3. Please indicate which of the following learning resources are available to all students enrolled in NAAB candidate degree programs:

<table>
<thead>
<tr>
<th>Resource Type</th>
<th>Available?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shop</td>
<td>Yes</td>
</tr>
<tr>
<td>Computer Facilities / Lab</td>
<td>No</td>
</tr>
<tr>
<td>Computer Output Facilities</td>
<td>Yes</td>
</tr>
<tr>
<td>Digital Fabrication Facilities</td>
<td>Yes</td>
</tr>
<tr>
<td>Wireless Network</td>
<td>Yes</td>
</tr>
<tr>
<td>Image Collection</td>
<td>No</td>
</tr>
<tr>
<td>Photo Studio / Dark Room</td>
<td>Yes / No</td>
</tr>
<tr>
<td>Lecture Series</td>
<td>Yes</td>
</tr>
<tr>
<td>Gallery / Exhibits</td>
<td>Yes</td>
</tr>
<tr>
<td>Other</td>
<td>No</td>
</tr>
</tbody>
</table>

4. Financial Resources

a. Total revenue from all sources

$745,510

b. Expenditures
### Annual Report Section G

#### HUMAN RESOURCE SUMMARY

1. **Credit hours taught**
   - Credit hours by full-time faculty: 66
   - Credit hours by part-time faculty: 0
   - Credit hours by adjunct faculty: 0

2. **Instructional faculty**
   - **a. Full-time Faculty**
     - | Professor | Assoc. Professor | Assist. Professor | Instructor | Total |
       | M / F      | M / F          | M / F            | M / F      |      |
       | American Indian or Alaska Native | 0 | 0 | 0 | 1F | 1 |
       | Asian | 0 | 0 | 0 | 0 | 0 |
       | Native Hawaiian or other Pacific Islander | 0 | 0 | 0 | 0 | 0 |
       | Black or African American | 0 | 0 | 0 | 0 | 0 |
       | Hispanic/Latino | 0 | 0 | 0 | 1M | 1 |
       | White | 0 | 1M | 1M | 1F/1M | 4 |
       | Two or more races | 0 | 0 | 0 | 0 | 0 |
       | Nonresident alien | 0 | 0 | 0 | 0 | 0 |
       | Race and ethnicity unknown | 0 | 0 | 0 | 0 | 0 |
       | **Total** | 0 | 1M | 1M | 4(2F/2M) | 6 |
   - **b. Part-time Instructional Faculty**
     - | Professor | Assoc. Professor | Assist. Professor | Instructor | Total |
       | M / F      | M / F          | M / F            | M / F      |      |
       | American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
       | Asian | 0 | 0 | 0 | 0 | 0 |
       | Native Hawaiian or other Pacific Islander | 0 | 0 | 0 | 0 | 0 |
       | Black or African American | 0 | 0 | 0 | 0 | 0 |
       | Hispanic/Latino | 0 | 0 | 0 | 0 | 0 |
       | White | 0 | 0 | 0 | 0 | 0 |
       | Two or more races | 0 | 0 | 0 | 0 | 0 |
       | Nonresident alien | 0 | 0 | 0 | 0 | 0 |
       | Race and ethnicity unknown | 0 | 0 | 0 | 0 | 0 |
       | **Total** | 0 | 0 | 0 | 0 | 0 |
   - **c. Adjunct Faculty**
     - | Professor | Assoc. Professor | Assist. Professor | Instructor | Total |
       | M / F      | M / F          | M / F            | M / F      |      |
       | American Indian or Alaska Native | 0 | 1M | 0 | 0 | 1 |
       | Asian | 0 | 0 | 0 | 0 | 0 |
       | Native Hawaiian or other Pacific Islander | 0 | 0 | 0 | 0 | 0 |
Part 1.3  Institutional and Program Characteristics

<table>
<thead>
<tr>
<th>Race/Heritage</th>
<th>Male</th>
<th>Female</th>
<th>Male</th>
<th>Female</th>
<th>Male</th>
<th>Female</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Two or more races</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nonresident alien</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Race and ethnicity unknown</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>0</td>
<td>1M</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1M</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

3. Faculty Credentials

<table>
<thead>
<tr>
<th>Faculty Level</th>
<th>Professor</th>
<th>Assoc. Professor</th>
<th>Assist. Professor</th>
<th>Instructor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M / F</td>
<td>M / F</td>
<td>M / F</td>
<td>M / F</td>
<td></td>
</tr>
<tr>
<td>D. Arch (accredited)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>M. Arch. (accredited)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2M/2F</td>
<td>4</td>
</tr>
<tr>
<td>B. Arch. (accredited)</td>
<td>0</td>
<td>1M</td>
<td>1M</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Ph.D. in architecture</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Post-professional grad</td>
<td>0</td>
<td>1M</td>
<td>1M</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Other degrees (B.Sc. or B.A.)</td>
<td>0</td>
<td>1M</td>
<td>1M</td>
<td>2M/2F</td>
<td>4</td>
</tr>
<tr>
<td>Registered in U.S. Jurisdiction</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

4. Average annual salaries

<table>
<thead>
<tr>
<th>Rank</th>
<th>#</th>
<th>Minimum</th>
<th>Average</th>
<th>Maximum</th>
<th>Uni. Avg.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>$75,335</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>1</td>
<td>$77,000</td>
<td>$77,000</td>
<td>$77,000</td>
<td>$63,228</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>1</td>
<td>$75,000</td>
<td>$75,000</td>
<td>$75,000</td>
<td>$57,218</td>
</tr>
<tr>
<td>Instructor</td>
<td>4</td>
<td>$50,000</td>
<td>$55,000</td>
<td>$65,000</td>
<td>$43,478</td>
</tr>
</tbody>
</table>
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.
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.
Part 2.1  Student Performance -- Educational Realms & SPCs

- 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:

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.

See: IV.3 Part Four: Supplemental Information NAAB Student Performance Criteria Matrix
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. Chiccone
South Dakota State University
Box 2201, AD 222
Brookings, SD 57007-2298

Dear President Chiccone:

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</th>
<th>Professional Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 Semester-Credit-Hour Minimum*</td>
<td>Courses with architectural content required of all students = 92 semester credit hours</td>
</tr>
<tr>
<td>Required courses with other than architectural content = 30 semester credit hours</td>
<td></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 French Language, 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.
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.

The first pre-professional degrees (Bachelor of Science in Architectural Studies) are awarded in May 2014. The department is developing these modes of academic assessment:

• We’ve adopted the “pre-test” / “post-test” metric used for years by our colleagues in Visual Arts here at SDSU. Incoming students are given a battery of test questions and exercises to complete. Graduating students are given the same test. The questions chosen and the evident progress in the answers helps us identify a base level of disciplinary learning. This assessment is specifically targeted to studying the capacity of our history, technology, seminar, and professional practice courses.

• We’ve begun a process of archiving and evaluating our graduating student portfolios under a rubric of criteria that mirrors the NAAB SPCs. This data is specifically targeted at studying the capacity of our studio and shop courses.

• We’ve started a tradition of an exit interview for our graduating students. In this interview we specifically ask if the student feels expectations about the education were met, what aspic of the program was most beneficial, what they will do with their degree in the next few years, and what they imagine their career goals to be. This data is specifically targeted at review of our extracurricular activities, impact of research on student learning, expected career trajectories, and other personal reflections.

DoArch has its invaluable Founder’s Group of four Sioux Falls architectural offices who were the genesis of the program and have acted since as the primary professional advisors since even before the program’s inception. We have a tradition of inviting them into our studios and to take part in all of our events. We’re developing a studio in Sioux Falls for the final professional semester of our program. All involved see that as an excellent opportunity to transition our students into practice and that it gives the professional community a chance to work closely with our graduating students and to provide feedback on our strengths and weaknesses.

In a faculty of six initiating a developing curriculum we all serve as the curriculum and self-assessment committees for our Department. We all teach in one room and the products of our studios are our constant conversation. We have two hour faculty meetings every other week and we call special meetings as needed. Planning, Curricular, Budget, Organizational, Promotion & Tenure Development, Admissions, Recruiting, and Staffing are issues that we all share.
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 files.

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 admissions and advising record (See also I.2.1).

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. Students completing this coursework will possess both academic breadth and disciplinary capacities needed to begin our professional program.

Path B) Students complete a four year Bachelor of Arts or Bachelor of Science degree. Students with a degree with completion of college level general physics and trigonometry classes will possess both academic breadth and disciplinary capacities needed to begin our professional program. In particular we will look in these candidates for a demonstrable craft in describing & making material things.

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.
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 the last PAIA, are 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-IA)

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-IA.a)

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

Spring 2016 - Submit Architectural Program Report for Candidacy. (APR-IA.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
Part 3.2  Response to Concerns

PROGRESS SINCE LAST VISIT

3.2 Responses to Causes of Concern
3.2 Causes of Concern

A. Planning

“The team was somewhat surprised that the requisite planning for a new professional program in architecture seems to be languishing in multiple areas behind the rest of the development of the DoARCH.”

In the two years since the last visit, DoArch has devoted its visioning and planning in these areas:
- defining long-term curricular foci for scholarship
- discussing action items that can done to build gender equity in the program
- revising faculty and staff hiring plans
- planning the department’s administrative place in the new Division of Design, including a retreat with our colleagues from the Interior Design Program and moderated by Prof. Betsy Gabb, the long-standing director of the interior design program at the University of Nebraska.
- defining our long term budgetary place in the university’s shift to a Resource Centered Management finance model.
- initiate and advise the development of a campus Imaging Center to consolidate
- projecting eventual tooling, outfitting, and furnishing of the new AME building’s first floor shops and third floor department offices, service rooms, and studio spaces.

B. Stability of Physical Resources

“The SDSU is to be commended for its ability and success in advancing a significant project like the AME building in these difficult economic times, and simultaneously stabilizing the program through the improved location of DoARCH to the Drill Hall. In the team’s opinion, however, it would be seriously detrimental to the success of the program if the facility were to be relocated before completion of the AME building. Maintaining a stable location will assist in student retention and recruitment, faculty recruitment, development of the program’s sense of community that the institution and the program aspire to, and the requisite focus by DoARCH on its pedagogy and student performance in this critical time as it continues to develop.”

We are in our third and last year of using the Depuy Military Drill Hall as our studio space. In Fall 2015 we will be consolidated as a program on the third floor of the new AME building. After we found our faculty and staff spread across three different buildings and interaction falling between us we requested a consolidated location for all administrative and faculty focused parts of the department in one space. We are now all located on the third floor of Harding Hall, giving our students one place to go to find the administration and faculty.
C. Technology

“In candor, the visiting team was surprised that a program aspiring to success in a 21st century global profession did not have a technology plan and adequate output hardware.”

DoArch has acquired sufficient plotting and printing technologies to sustain the program and has been allowed a significant adjustment in its technology outlook with the arrival on campus of the new interdisciplinary Imaging Center for student use. Significant planning and discussion has gone into how to best outfit the new AME studios to meet the developing needs of a digital classroom. DoArch also hired Professor Federico Garcia Lammers, formerly a collaborative technology and BIM guru at Pelli Clarke Pelli, to take the leadership. Federico, Instructor Sara Lum, and Instructor Jessica Garcia Fritz worked together to build our first digital technology policy.

D. Workshop Staff and Training

“The Department of Architecture’s program has a self-identified focus on the ability of students to engage in craft and making as the basis for the production of architecture. To that end, a well-functioning workshop and training program for students is integral to the success of the program. At this stage, the visiting team found insufficient evidence that the DoARCH had developed policies, safety training, and a workshop orientation program to ensure that the program’s stated pedagogical goals are met while student safety is maintained, and commensurate with the university’s expectations.”

The shop that caused the last visiting team concern was a 1902 warren of small rooms with inadequate lighting. That shop was torn down to build the new AME building. By the graces of our colleagues in the Department of Operations and Construction Management, DoArch has built a temporary small wood shop and fabrication space in the basement of Solberg Hall that is easily manageable. We have developed training in shop safety delivered through the studio levels and an experienced and well-trained student manager oversees the space and manages student shop stewards who open the shop on a fixed schedule of hours.

We have also temporarily acquired large-scale work space from our colleagues in Mechanical Engineering at a more remote workshop, the Heat and Power Lab. The HPL is only open under direct supervision by faculty in our department.

We continue to work with the university risk management office on issues we find that might cause concern and that office has not found any concern in our current practices. The last visiting team did not fully appreciate the direct participation that our faculty have in the utilization of our shops. More than most schools we teach from the shop and, in the shop, we teach by demonstration and by performing in good safety.
In our new space in the AME building we worked hard to maximize our place in the shops while securing high quality studio and critique space. We have advocated for place to teach where the line between studio and workshop becomes blurred. That sort of space will require a differently defined level of responsibility placed on the faculty to provide safety as a primary part of practices.

E. Maintenance of a Robust Student Body

“In order to maintain a robust and growing student body, the DoARCH needs to be particularly mindful of student retention and new student recruitment in today’s extremely competitive environment.”

In response to this concern we’ve spent the last two years kick-starting a second path through the program that will service those with degrees in other fields and we’ve gotten ourselves on the radar of potential students who have professional degrees from schools in other countries. This has required a significant amount of negotiation with the Graduate School about how to handle students taking a Master’s Degree by completing 96 credit hours of undergrad and graduate coursework. That path is now laid and we’ve just begun to attract students from this region and from other countries.

F. Student Counseling and Advising

“The team observed that the program is still evolving an effective program for counseling and advising students. Anecdotal evidence available to the team indicates that counseling and advising are currently done on an individual and ad hoc basis, without a structured and sound understandable, given the nascent state of the program, nonetheless, more established processes will be vital to student success in the DoARCH.”

Just after the last visiting team left the university determined that it would move all first year advising and mentorship in the hands of university office under the direction of the Provost and learning communities we extended so that each program had gen ed sections dedicated to a learning community. After first year, under the leadership of Professor Charles MacBride, for our full student cohort we’ve built a format for systematized faculty advising offered once a semester just before registration periods.

G. Student Funding

“As noted in the APR, and as evidenced during the visit, the team believes that additional funding sources will need to be identified and procured in order to secure and establish student scholarships and travel opportunities, both of which are requisite to ensuring an subsequently maintaining program competitiveness and viability.”
DoArch just hasn’t had the space or time to do protracted fund-raising in the ensuing two years. In lieu of a developed scholarship and support program DoArch provides a significant number of opportunities for student employment in engaging and relevant work as shop stewards, as course assistants, as research assistants, and as summer builders working on community design projects and furnishing our facilities.

H. Establishment of Effective Time Management

“The visiting team heard sufficient anecdotal evidence that the program is still evolving a studio policy and program culture that recognizes both student and faculty workloads and output expectations. In particular, alignment and coordination of course deadlines can positively contribute to the student experience and learning outcomes. Sufficient attention to aligning these multiple deadlines and time commitments is currently lacking, resulting in a diminution of the student educational experience."

DoArch has worked hard to smooth out student academic workload issues, move course times to advantageous time management moments in the week, and coordinate curricula between classes. We accomplish this through discussion and announcements in bi-weekly two hour faculty meetings of six people.

I. Web Site

“An important tool for a contemporary architecture program is its web site. It serves as a portal to prospective students, their families, and the community, as well as an essential information conduit for a well-functioning architecture program. The team found the DoARCH web site deficient and lacking in multiple areas. The team believes the current state of the web site is a significant missed opportunity.”

DoArch acknowledges that our website is not accessible, timely, or as an adequate portal. The university web development team has undergone significant turnover. As of Summer 2014 content providers on the university web site now have direct access to their webpages rather than updating through submission of content for uploading. In the interim we have built a well connected and vibrant on-line community at our DoArch@SDSU Facebook page that draws significant family participation, shows our program and its sort of activity well, and remains fresh and current.

The Department is still pressing and hoping for the opportunity to build a fully interactive WIKI web portal as Professor Rex did at Texas Tech before coming to SDSU. WIKI based program web sites allow everyone in the community to build and share pages on the Department webpage so schedules, policies, plans, and resources are easily kept up to date via direct input among the users.
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 (limit 25 words): 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 (include percentage of time in course spent in each subject area):
Lecture (75%)
Fieldwork in Subject Community (25%)

Course Goals & Objectives (list):
• 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/a addressed (list number and title from SPC Matrix)

Demonstrating

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
ARCH131, BUILDING THINKING, 2 credit hours

Number & Title of Course (total credits awarded):

Prerequisites: None

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

None

Introducing

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

Reinforcing

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

Prerequisites: None  
Offered (semester and year): Taught each Spring semester starting Spring 2011  
Textbooks/Learning Resources: T.B.D.  
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  
None  
Introducing  
A.02: Ability in Design Thinking  
A.03: Ability in Visual Communication Skills  
A.06: Ability in Fundamental Design Skills  
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 T.B.D.

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):

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

Reinforcing
C.02: Understanding Human Behavior

None
ARCH242, BUILDING HISTORY II, 2 credit hours

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
ARCH251, DESIGN PRACTICE III, 3 credit hours

Prerequisites: ARCH 152
Offered (semester and year): Taught each Fall semester starting Fall 2011

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/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.08: Understanding of Ordering Systems
B.09: Understanding Structural Systems

Reinforcing

None
ARCH252, DESIGN PRACTICE IV, 3 credit hours

Prerequisites: ARCH 251
Textbooks/Learning Resources: T.B.D.
Offered (semester and year): Taught each Spring semester starting Spring
Faculty assigned: 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.

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 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.

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

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
Number & Title of Course (total credits awarded):

**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

Reinforcing

B.06: Ability to Produce Comprehensive Design

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

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
    - B.12: Understanding Building Materials & Assemblies
  - Reinforcing
    - None
Number & Title of Course (total credits awarded):
ARCH341, BUILDING HISTORY 3, 2 credit hours

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/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.07: Ability in Precedents

C.02: Understanding Human Behavior

Reinforcing
None

University Requirements:
Advanced Writing Requirement
ARCH351, BUILDING COLLABORATION 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
None

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

Reinforcing
B.02: Ability in Accessibility
C.01: Ability to Collaborate

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):
ARCH382, Travel Studies, 1 credit hour

Prerequisites: ARCH 351, Professional Standing
Offered (semester and year): Spring 2015
Textbooks/Learning Resources: T.B.D.
Faculty assigned: Rex

Course Description (limit 25 words): This course provides extra-mural educational experiences beyond our region. Students participate in hands-on activities on site, spend protracted time in observation,, and generate graphic records of other places across our nation and abroad. Includes pre-travel orientation, post-travel self-evaluation, and a written report.

Topical Outline (include percentage of time in course spent in each subject area):
Site observation and recording (50%)
Immersion in diverse cultures (50%)

Course Goals & Objectives (list):
• Immersion in other cultures and societies with different sorts of urban se
• Framed observation in social, spatial, and technological aspects of diverse cities a
• Capacity to record observations in Data, Text, and Graphic.

Student Performance Criterion/a addressed (list number and title from SPC Matrix):
Demonstrating
A.10: Understanding Cultural Diversity
Introducing
B.06: Ability to Produce Comprehensive Design
Reinforcing
None
ARCH411, SITE, SURROUNDINGS AND CITY, 2 credit hours

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

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

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

Textbooks/Learning Resources: T.B.D.
Faculty assigned: T.B.D.
Number & Title of Course (total credits awarded):

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 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
- Reinforcing
  - B.01: Ability to Work through Pre-Design
  - B.05: Ability in Life Safety
  - B.06: Ability to Produce Comprehensive Design

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.
Number & Title of Course (total credits awarded):

**ARCH471, BUILDING REGULATION**, 2 credit hours

Prerequisites: ARCH351
Offered (semester and year): Taught each Spring semester

Course Description (limit 25 words): Study legal regulation and its history in architectural practice through geographic siting, construction practices, and performance in occupation.

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 the relationship between architectural practice and the regulatory agencies with oversight in the construction industry.
- Students will learn about ADA and disability requirements
- Students will learn about fire safety and code requirements.

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

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

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/a 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
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

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**

Textbooks/Learning Resources: T.B.D.

Faculty assigned: T.B.D.

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

Textbooks/Learning Resources:
Faculty assigned:

Prerequisites: Graduate Standing
Textbooks/Learning Resources: T.B.D.
Faculty assigned: T.B.D.

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
Number & Title of Course (total credits awarded):

**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/a 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
Offered (semester and year): Taught each Fall semester starting Fall 2014
Textbooks/Learning Resources: T.B.D.
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
ARCH632, BUILDING TECHNOLOGY II, 2 credit hours

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

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
A.02: Ability in Design Thinking
A.05: Ability in Investigative Skills
A.11: Understanding Applied Research
Number & Title of Course (total credits awarded): 
ARCH652, PROFESSIONAL DESIGN PRACTICE 2, 6 credit hours

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

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.
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 T.B.D.
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

Textbooks/Learning Resources: T.B.D.

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

Faculty assigned: T.B.D.

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.
Number & Title of Course (total credits awarded):

**CM232, COST ESTIMATING & LAB, 3 credit hours**

Prerequisites: GE 121, CSC 105, Professional Standing

Textbooks/Learning Resources: T.B.D.

Prerequisites:

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

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.
**Course Descriptions**

Number & Title of Course (total credits awarded):

**CM332, BUILDING CONSTRUCTION METHODS & SYSTEMS, 3 credit hours**

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Textbooks/Learning Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 232, CM 216</td>
<td>T.B.D.</td>
</tr>
</tbody>
</table>

Offered (semester and year):

Teach each semester

<table>
<thead>
<tr>
<th>Faculty assigned:</th>
<th>T.B.D.</th>
</tr>
</thead>
</table>

Course Description (limit 25 words): The study of the structural and finish systems that make up a building and the related methods of implementation.

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 construction methods and systems.
- Students will learn to derive the components of construction work flow 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.

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.
Number & Title of Course (total credits awarded):

**GE241, APPLIED MECHANICS, 3 credit hours**

Prerequisites: MATH02 & PHYS111

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): Basic statics, dynamics, and two-dimensional analysis of stress and strain. Fundamental principles of structural and machine elements.

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 fundamental concepts in mechanics.
- Students will use concepts of mechanics in applied problem solving.
Number & Title of Course (total credits awarded):

**MNET231/L, MANUFACTURING PROCESSES I, 3 credit hours**

Prerequisites: none

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

Textbooks/Learning Resources: T.B.D.

Faculty assigned: Dr. Teresa Hall

Course Description (limit 25 words):

The topics in this course cover the fundamentals of traditional and nontraditional manufacturing processes including mass reducing, mass conserving, joining, material treatment, and surface treatment processes. Hands-on experiences in laboratories provide the class participants with basic skills in machining and welding processes.

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

- Research (20%)
- Lecture (30%)
- Lab (50%)

Course Goals & Objectives (list):

- Students will learn about fundamental concepts in manufacturing processes through hands on experience in fabrication technologies.
SUPPLEMENTAL INFORMATION

FACULTY RESUMES
Name: Craig Phillip Howe, Ph.D, Adjunct Associate Professor

Educational Credentials:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.S. Arch. Stud.</td>
<td>The University of Nebraska</td>
<td>1981</td>
</tr>
<tr>
<td>M.Arch.</td>
<td>The University of Nebraska</td>
<td>1983</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>The University of Michigan</td>
<td>1995</td>
</tr>
</tbody>
</table>

Academic Experience:

<table>
<thead>
<tr>
<th>Role</th>
<th>Institution</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer</td>
<td>The University of Wisconsin-Milwaukee</td>
<td>1986-1987</td>
</tr>
<tr>
<td>Studio Instructor</td>
<td>The University of Michigan</td>
<td>1993</td>
</tr>
<tr>
<td>Lecturer</td>
<td>The University of Saskatchewan</td>
<td>1995</td>
</tr>
<tr>
<td>Instructor</td>
<td>The University of Illinois-Chicago</td>
<td>1997</td>
</tr>
<tr>
<td>Instructor</td>
<td>Washington University in St-Louis</td>
<td>2001</td>
</tr>
<tr>
<td>Instructor</td>
<td>Grinnell College</td>
<td>2001,2003</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Oglala Lakota College</td>
<td>2002-2010</td>
</tr>
</tbody>
</table>

Professional Experience:

<table>
<thead>
<tr>
<th>Role</th>
<th>Institution</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designer</td>
<td>The Wilson Firm, Milwaukee</td>
<td>1986</td>
</tr>
<tr>
<td>Director</td>
<td>D’Arcy McNickle Center for American Indian History</td>
<td>1995-1998</td>
</tr>
<tr>
<td>Deputy Assistant Director</td>
<td>National Museum of the American Indian</td>
<td>1999-2000</td>
</tr>
<tr>
<td>Director</td>
<td>Center for American Indian Research</td>
<td>2004-present</td>
</tr>
<tr>
<td>Principal</td>
<td>Pretty Hip Design, Martin, SD</td>
<td>2004-present</td>
</tr>
</tbody>
</table>
**Name:** Jessica Garcia Fritz, Instructor

### Courses Taught:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 242</td>
<td>Building History II</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>ARCH 351</td>
<td>Collaboration Studio</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>ARCH 241</td>
<td>Building History I</td>
<td>Spring 2013</td>
</tr>
<tr>
<td>ARCH 352</td>
<td>Architecture Studio I</td>
<td>Spring 2013</td>
</tr>
<tr>
<td>ARCH 251</td>
<td>Design Practice III</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>ARCH 242</td>
<td>Building History II</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>ARCH 332</td>
<td>Building Shop II</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>ARCH 352/ARCH 452</td>
<td>Architecture Studio I &amp; Architecture Studio III</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>ARCH 241</td>
<td>Building History I</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>ARCH 492</td>
<td>Topics in Architecture</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>ARCH 311</td>
<td>Study Travel - Savannah</td>
<td>Spring 2014</td>
</tr>
</tbody>
</table>

### Educational Credentials:

- **B.A. in Architecture**
  - University of Minnesota
  - 2005

- **Port Cities Study Abroad**
  - Lisbon Portugal, Barcelona Spain, & Venice, Italy
  - 2008

- **M.Arch.**
  - University of Minnesota
  - 2009

### Academic Experience:

- **Instructor**
  - South Dakota State University
  - 2012-Present

- **Teaching Assistant**
  - University of Minnesota
  - Architectural History before 1750
  - 2007-2009

- **Teaching Assistant**
  - University of Minnesota
  - Gothic Architecture
  - 2009
Name: Federico Garcia Lammers, Instructor

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 251</td>
<td>Design Practice III</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>ARCH 421</td>
<td>Building Information Technologies</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>ARCH 352/ARCH 452</td>
<td>Architecture Studio I &amp; Architecture Studio III</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>ARCH 431</td>
<td>Building Shop III</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>ARCH 492</td>
<td>Topics in Architecture</td>
<td>Spring 2014</td>
</tr>
</tbody>
</table>

Educational Credentials:

- F.C. in English
  - Cambridge University, Auxiliary (Uruguay) 2000
- B.S. in Architecture
  - University of Minnesota 2005
- Study Abroad
  - Lisbon Portugal, Barcelona Spain, & Venice Italy 2008
- M.Arch.
  - University of Minnesota 2009

Academic Experience:

- Teaching Assistant
  - University of Minnesota
- Instructor
  - South Dakota State University 2013-Present

Professional Experience:

- Architectural Intern
- Architectural Intern
  - Loom Studio, St.Paul, MN 2007-2009
- Architectural Intern
  - CVDB Arquitectos, Lisbon, Portugal 2008
- Intern Architect
  - Pelli Clarke Pelli Architects, New York, NY 2009-2012
- Intern Architect
  - NewStudio Architecture, White Bear Lake, MN 2012-2013
- Co-founder + Partner
  - mMAS Design + Research, Brookings, SD 2012-Present
Name: Sara Lum, Instructor

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

ARCH321 Drawing, Modeling and Notation Spring 2013
ARCH352 Architecture Studio I Spring 2013
ARCH332 Building Shop II Fall 2013
ARCH451 Architecture Studio III Fall 2013
ARCH131 Building Thinking Spring 2014
ARCH152 Design Practice II Spring 2014
ARCH252 Design Practice IV Spring 2014
ARCH321 Drawing, Modeling and Notation Spring 2014

Educational Credentials:

B.S. in Design University of Nebraska-Lincoln 2009
M.Arch. Rice University 2012

Academic Experience:

Instructor South Dakota State University 2013-Present

Professional Experience:

Design Fellow Emerging Terrain, Omaha 2012
Research Assistant Rice University, Carlos Jimenez, Houston 2010-2011
Research Assistant Rice University, Eva Franch, Houston 2009-2010
Americorps Volunteer Asian Cultural Center, Lincoln Summer 2010
Research Assistant UNL, Hyun-Tae Jung, Lincoln 2008-2009 Research
Assistant UNL, Jeff Day, Lincoln 2007-2008
Office Assistant Architecture Incorporated, Sioux Falls 2006
Charles MacBride, R.A., AIA, LEED AP, Assistant Professor

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

- ARCH 109  First Year Seminar in Architecture  Fall 2012
- ARCH 151  Design Practice I  Fall 2012
- ARCH 252  Design Practice IV  Spring 2013
- ARCH 331  Building Workshop: Tensile Structures  Spring 2013
- ARCH 341  Building History 3: Modern Architecture  Spring 2013
- ARCH 109  First Year Seminar in Architecture  Fall 2013
- ARCH 151  Design Practice I  Fall 2013
- ARCH 411  Site, Surroundings and City  Fall 2013
- ARCH 341  Building History 3: Modern Architecture  Spring 2014
- CM 332  Building Construction Methods & Systems  Spring 2014

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
- Project Architect & Manager: Thomas Clark Architects  Baltimore, MD  1991-93
- Principal: Analog Architecture Inc, Denver, CO  2005-07
- Principal: 8 Track Architecture, Denver, CO  2007-09
- Principal: Charles MacBride Architect, Sioux Falls, SD  2002-present

License / Registration:

Colorado, New York, South Dakota
**Part 4.2 Faculty Resumés**

**Name:** Brian T. Rex, Associate Professor & Department Head

**Courses Taught:**
- **ARCH101** Introduction to Architecture Fall 2012
- **ARCH131** Building Thinking Spring 2013
- **ARCH351** Collaborative Design Studio Fall 2013
- **ARCH331** Building Shop 1 Spring 2014

**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
### Architecture Program Report for Initial Candidacy (APR-IA)

#### Part 4.5  Prior VTR-IA (Fall 2012 Visit)

#### NAAB Student Performance Criteria Matrix for the Professional M.Arch. Degree at SDSU

| Criteria | A.01 | A.02 | A.03 | A.04 | A.05 | A.06 | A.07 | A.08 | A.09 | A.10 | A.11 | B.01 | B.02 | B.03 | B.04 | B.05 | B.06 | B.07 | B.08 | B.09 | B.10 | B.11 | C.01 | C.02 | C.03 | C.04 | C.05 | C.06 | C.07 | C.08 | C.09 | C.10 |
|----------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| A.01: Ability in Communication Skills |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| A.02: Ability in Design Thinking |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| A.03: Ability in Technical Documentation |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| A.04: Ability in Investigative Skills |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| A.05: Ability in Precedents |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| A.06: Understanding of Ordering Systems |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| A.07: Understanding of Environmental Systems |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| A.08: Understanding of Structural Systems |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| A.09: Understanding of Construction Systems & Labor |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| A.10: Understanding of Building Envelope Systems |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| A.11: Understanding of Building Service 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 in Building Technology |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| B.07: Understanding Financial Considerations |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| B.08: Understanding of Ethical Considerations |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| B.09: Understanding of Practice Management |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| B.10: Understanding of Leadership |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| B.11: Understanding of Community and Social Responsibility |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| C.01: Ability to Collaborate |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| C.02: Understanding of Human Behavior |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| C.03: Understanding of the Client Role |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| C.04: Understanding of Project Management |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| C.05: Understanding of Practice Management |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| C.06: Understanding of Leadership |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| C.07: Understanding of Community and Social Responsibility |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| C.08: Understanding of Ethics and Professional Judgement |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| C.09: Understanding of Ethics and Professional Judgement |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |

---

SDSU DoArch  

Department of Architecture / South Dakota State University  

APR-IA / 22 September 2014 / Page 149 of 150
The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from a NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.
## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Summary of Team Findings</td>
<td></td>
</tr>
<tr>
<td>1. Team Comments</td>
<td></td>
</tr>
<tr>
<td>2. Conditions Not Met</td>
<td></td>
</tr>
<tr>
<td>3. Causes of Concern</td>
<td></td>
</tr>
<tr>
<td>4. Progress Since the Previous Site Visit</td>
<td></td>
</tr>
<tr>
<td>II. Compliance with the 2009 Conditions for Accreditation</td>
<td></td>
</tr>
<tr>
<td>1. Institutional Support and Commitment to Continuous Improvement</td>
<td></td>
</tr>
<tr>
<td>2. Educational Outcomes and Curriculum</td>
<td></td>
</tr>
<tr>
<td>III. Appendices:</td>
<td></td>
</tr>
<tr>
<td>1. Program Information</td>
<td></td>
</tr>
<tr>
<td>2. Conditions Met with Distinction</td>
<td></td>
</tr>
<tr>
<td>3. Visiting Team</td>
<td></td>
</tr>
<tr>
<td>IV. The Visiting Team</td>
<td></td>
</tr>
<tr>
<td>V. Confidential Recommendation and Signatures</td>
<td></td>
</tr>
</tbody>
</table>
I. Summary of Team Findings

1. Team Comments & Visit Summary

The visiting team would like to start its report by acknowledging the effort and gracious hospitality of the South Dakota State University, its College of Arts & Sciences, and Department of Architecture (known as DoArch). The thoroughness of the program’s preparation for this visit by the NAAB was matched only by the courtesy and graciousness of the individuals with which this team had the pleasure to interact. Everyone involved, starting with Brian Rex, the head of the Department of Architecture, was most professional, helpful, and friendly.

Team room – The material assembled by the program of architecture for review by this visiting team was well-organized, complete, and clearly presented. The team room was both a readily understandable presentation of the required material and a comfortable milieu for the Team to use for its work. The attention shown to these preparatory steps by the program of architecture made the tasks of the visiting team much easier to accomplish.

Leadership – The visiting team found that the nascent program in architecture at SDSU has benefited significantly from engaged and committed senior university leadership. It is commendable for a start-up architecture program to receive the level of support and enthusiasm demonstrated by the president and provost in generating the vision and fostering community support that has played a vital role in bringing this program to its current level of development. It is readily apparent to the team that Brian Rex has worked tirelessly to advance the program since joining the faculty in 2010.

Faculty – Enthusiasm and energy for this new program on the part of the faculty is clearly evident to the team. It is also well received and largely appreciated by the students. The team expects that the recent hires will continue to advance this positive trend. The team also anticipates that there will be continued development and augmentation of the faculty cohort.

Students – The students in the DoArch demonstrate genuine initiative, energy, and commitment to their program and to the study of architecture. They have embraced architecture and architectural education with a passion and excitement that has created the basis for both a successful professional program in architecture at SDSU and future meaningful and proactive student engagement in many aspects of the DoArch.

Physical Facilities – The team found that there has been admirable advance in the physical space made available to the program since its inception. The new facilities in Dupuy Hall, where the program will be housed as of September 2012, are a significant upgrade over the original premises for the program. Even more important is the university’s commitment to providing modern, state-of-the-art space and facilities in the AME building, which, if the schedule is maintained, will be the 2015 home for the program.

Community Engagement – As noted under Section I.1.3.E, the visiting team was heartened to see that the current leadership of the program is committed to craft and community. DoArch has a staged aspiration to be a program uniquely responsive to the context of South Dakota, the northern Great Plains, and its peoples.
3. **Conditions Not Yet Met**

There are multiple conditions of accreditation, which necessarily cannot be met by a program at this stage of potential accreditation. The visiting team would like to highlight the following key areas of deficiency in order to aid program development and focus.

I.1.2 Learning Culture
I.1.3 Response to the Five Perspectives
   - C. Architectural Education and the Regulatory Environment
   - D. Architectural Education and the Profession
   - E. Architectural Education and the Public Good
I.1.4 Long-Range Planning
I.1.5 Self-Assessment Procedures
I.4 Policy Review
II.1.1 Student Performance Criteria
   - All of the Student Performance Criteria (Realms A, B, and C) are “not yet met”
II.2.3 Curriculum Review and Development
II.4.2 Access to NAAB Conditions and Procedures
II.4.3 Access to Career Development Information

4. **Causes of Concern**

   **A. Planning**
   The team was somewhat surprised that the requisite planning for a new professional program in architecture seems to be languishing in multiple areas behind the rest of the development of the DoArch.

   **B. Stability of Physical Resources**
   The SDSU is to be commended for its ability and success in advancing a significant project like the AME building in these difficult economic times, and simultaneously stabilizing the program through the improved location of DoArch to the Drill Hall. In the team’s opinion, however, it would be seriously detrimental to the success of the program if the facility were to be relocated before completion of the AME building. Maintaining a stable location will assist in student retention and recruitment, faculty recruitment, development of the program’s sense of community that the institution and the program aspire to, and the requisite focus by DoArch on its pedagogy and student performance in this critical time as it continues to develop.

   **C. Technology**
   In candor, the visiting team was surprised that a program aspiring to success in a 21st-century global profession did not have a technology plan and adequate output hardware.

   **D. Workshop Staff and Training**
   The Department of Architecture’s program has a self-identified focus on the ability of students to engage in craft and making as the basis for the production of architecture. To that end, a well-functioning workshop and training program for students is integral to the success of the program. At this stage, the visiting team found insufficient evidence that the DoArch had developed policies, safety training, and a workshop orientation program to ensure that the program’s stated pedagogical goals are met while student safety is maintained, and commensurate with the university’s expectations.

   **E. Maintenance of a Robust Student Body**
   In order to maintain a robust and growing student body, the DoArch needs to be particularly mindful of student retention and new student recruitment in today’s extremely competitive environment.
F. Student Counseling and Advising
The team observed that the program is still evolving an effective program for counseling and advising students. Anecdotal evidence available to the team indicates that counseling and advising are currently done on an individual and ad hoc basis, without a structured and sound academic framework that adheres to best practices and SDSU policies. While this is understandable, given the nascent state of the program, nonetheless, more established processes will be vital to student success in the DoArch.

G. Student Funding
As noted in the APR, and as evidenced during the visit, the team believes that additional funding sources will need to be identified and procured in order to secure and establish student scholarships and travel opportunities, both of which are requisite to ensuring and subsequently maintaining program competitiveness and viability.

H. Establishment of Effective Time Management
The visiting team heard sufficient anecdotal evidence that the program is still evolving a studio policy and program culture that recognizes both student and faculty workloads and output expectations. In particular, alignment and coordination of course deadlines can positively contribute to the student experience and learning outcomes. Sufficient attention to aligning these multiple deadlines and time commitments is currently lacking, resulting in a diminution of the student educational experience.

I. Web Site
An important tool for a contemporary architecture program is its web site. It serves as a portal to prospective students, their families, and the community, as well as an essential information conduit for a well-functioning architecture program. The team found the DoArch web site deficient and lacking in multiple areas. The team believes the current state of the web site is a significant missed opportunity.

5. Progress Since the Previous Site Visit
This category is not applicable, as there has been no previous NAAB visit.
II. Compliance with the Conditions for Accreditation
(Note, every assessment should be accompanied by a brief narrative. In the case of SPCs being met, the team is encouraged to identify the course or courses where evidence of student accomplishment was found. Likewise, if the assessment of the condition or SPC is negative, please include a narrative that indicates the reasoning behind the team’s assessment.)

Part One (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

Part One (I): Section 1. Identity and Self-Assessment

I.1.1 History and Mission: The program must describe its history, mission and culture and how that history, mission, and culture is expressed in 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 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.

[X] The program has fulfilled this requirement for narrative and evidence

2012 Team Assessment: The APR provides a history of South Dakota State University, background on the impetus imparted by President David Chicoine in 2007 to pursue an accredited program in architecture education, and the efforts of the SDSU Foundation to secure support of the program. The foundation’s efforts culminated in the sponsorship agreement among four established architecture firms in Sioux Falls, the formation of the Architecture Founder’s Group, and the hiring of department head Brian Rex in 2010.

The program’s mission statement is evolving as faculty is added and the curriculum develops.

The visiting team found indications that the program is beginning to be successful in building working relationships of mutual benefit with other units of the university. The most notable to date, as the APR noted, is the close and collegial relationship that exists with the Department of Construction and Industrial Management. A wider engagement across the campus, particularly among the design-related programs currently housed outside of the College of Arts & Sciences, is advocated by the central administration. In November 2010 the Department of Architecture circulated a Proposal for a Combined First Year Curriculum. This memo discussed the potential advantages of a shared first-year design course offering with the Department of Interior Design of the College of Education and Consumer Affairs. The following year, the provost established an interdisciplinary task force, called the Faculty of Design, as a first step to explore this recommendation and other opportunities for greater synergy. DoArch is an active participant on this task force.

I.1.2 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.

- **Social Equity**: 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.

[X] The program has not demonstrated that it provides a positive and respectful learning environment.

**2012 Team Assessment:** There is a clear mutual respect for the students, faculty, and staff within DoArch. The studio space provides and encourages a learning environment that supports creativity, collaboration, sharing of resources and knowledge, and engagement of the student body. Though the program is still in development, the team observed a positive studio culture. The studio space is seen as a privilege to the students, and rules for the space have been posted and are being self-monitored by the students.

Although the team observed these positive indications, the team also noted that evidence as required in the Conditions for Accreditation for this criterion has not been provided. Specifically, the program has a written studio culture policy; however, the policy

- has not included student input through its development
- has not yet been shared with the students
- has no plan for its implementation or periodic review for measurable assessment and effectiveness

[X] The program has demonstrated that it provides a culturally rich environment in which each person is equitably able to learn, teach, and work.

**2012 Team Assessment:** The team found that the information provided in the APR on social equity was substantiated by the visit and that the program provides a culturally rich environment in which each person is equitably able to learn, teach, and work.

Within the student body, there is sufficient gender diversity in the program, particularly in first year, to provide an equitable environment. The faculty demonstrates similar gender diversity with 40 percent of its current members female.

The program draws the majority of its students from South Dakota and southwestern Minnesota, a region of the country where the population is over 90 percent non-Hispanic white. Despite the homogeneous nature of the area from which it admits its students, the DoArch has attracted a greater percentage of African-American and Hispanic students than many of the other academic units at SDSU. This success,
coupled with the presence of several international students in the program, represents a laudable effort toward providing a diverse student body (again, within the inherent limitations of the underlying population of the state and geographic region the program serves).

I.1.3 Response to the Five Perspectives: Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.

A. Architectural Education and the Academic Community. That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching. In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

[X] The program is responsive to this perspective.

2012 Team Assessment: The academic community strongly supports the DoArch, as expressed in several meetings the team had with SDSU central administration representatives. The program curriculum is valued by the university, which includes community outreach within the first year studio project, and beyond. There appear to be many untapped opportunities for the program, however, with the other design-focused programs on campus. As noted in I.1.1 History and Mission, notions of shared design curriculum and resources are being discussed; if this initiative comes to fruition, the resulting symbiosis would further enrich the program.

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.

[X] The program is responsive to this perspective.

2012 Team Assessment: The student voice and presence are enthusiastic and active. The students currently enrolled in the program are aware of their professional setting and opportunities to be leaders in the field of architecture.

The department has an AIAS chapter, and members are actively pursuing involvement at both the local and regional level. The Department of Architecture currently supports the chapter by providing national dues and reaching out to the local AIA chapter in Sioux Falls as an advisory role. With the assistance of the department, the chapter is currently constructing a float for the (and festive) Hobo Parade, has completed a T-shirt design competition, is preparing a campus-wide igloo competition, is organizing a spring Beaux Ball, and is actively preparing to travel to the regional AIAS Quad Conference later this fall.

The Student Advisory Board (SAB) is a grassroots effort of student governance in the department of architecture. Each year of the program has student-appointed representation on the SAB. This student organization receives nominal financial support through the department and provides student-led initiatives such as a lecture series (with additional support from the department), portfolio and résumé workshops, and future film series. The representatives meet on a three-

---

week cycle as a board, with the faculty and with the architecture student body to discuss issues of concern that may have risen and upcoming events. As a means of keeping this student governance separated from the AIAS chapter, the AIAS leaders are not permitted to serve as SAB representatives.

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).

[X] The program is not responsive to this perspective.

2012 Team Assessment: The APR notes that the faculty member responsible for preparing students for internship and licensure has been hired. This indicates a commitment to satisfying this NAAB perspective. Further, the program’s proposed professional curriculum has clearly identified a four-course sequence of professional practice courses that will be used as the primary vehicle to prepare students for internship and licensure. These courses will begin to be taught in professional semester 5 (the second term of academic year 2013-2014).

Until these courses have been offered, however, this perspective cannot be considered adequately addressed. Although the APR states that a portion of ARCH109 (Introduction to Architectural Studies) has been used to introduce the basic concepts of the regulation, current SDSU students the team met on this visit are almost universally unaware of the existence of the Intern Development Program.

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 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.

[X] The program is not responsive to this perspective.

2012 Team Assessment: As the APR notes, the commencement of instruction in the professional courses in 2013 will provide the program with the opportunity to demonstrate its responsiveness to this perspective. While a meaningful response to this perspective will wait until then, there are early indications that the program intends to regularly interact with the profession in multiple ways that will help expose its students to many aspects of the professional community. As the history of the program in the APR indicates, the professional community of South Dakota was an important advocate for and direct supporter of the creation of this program. The sponsorship agreement between the Foundation and the four founding firms calls for regular involvement of these firms in multiple aspects of the program. The second faculty member the program hired is a licensed architect who has been active with the local professional community since arriving in South Dakota. These actions constitute a good beginning to a meaningful engagement with practicing architects and exposure of students to modern architecture practice.

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.

[X] The program is not responsive to this perspective.

2012 Team Assessment: The program has established “community” as one of its two major areas of emphasis (along with “craft”) and is anticipating that this focus will infuse much of the studio work of the professional courses of the curriculum. As an indication of this desire to see its students become engaged citizens, in ARCH109, the first-year students are introduced to a small South Dakota town they will visit, map, and study: Mobridge was visited in 2011 and Huron is scheduled for 2012. Over the course of their architecture education at SDSU, students will continue to be regularly involved with the community they studied first year. Early in the professional sequence it is planned that the class will return to this community to undertake a building project, and the design assignment for the Whole Building Studio1 (ARCH551) will be located in this community.

In addition, several of the required courses including Arch 411 (Site, Surroundings, and City), Arch 671 (Professional Practice 3: Stewardship), and some of the Topics in Architecture offerings (ARCH 492 et al.) appear to offer opportunities to respond positively to this NAAB perspective.

While there has been insufficient course work in the program for its output to be judged responsive to this perspective, the team was encouraged to find multiple indications that preparing students to be active, engaged, and ethical citizens will be a focus of architecture education at SDSU in the future.

I.1.4 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, where appropriate, 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.

[X] The program’s processes do not meet the standards as set by the NAAB.

2012 Team Assessment: Although aspects of the development of the architecture program are included in the APR, comprehensive long-range planning for the program is still in development, and therefore remains to be completed. In addition to curriculum development, areas that will need attention in planning include:

- budget
- library acquisitions
- facilities
- staffing
- workshop policies
- technology
- web site development
- student recruitment

I.1.5 Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:

- How the program is progressing toward 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:
  - Solicitation of faculty, students’, and graduates’ views on the teaching, learning and achievement opportunities provided by the curriculum.
  - Individual course evaluations.
  - Review and assessment of the focus and pedagogy of the program.
  - 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.

[X] The program’s processes do not meet the standards as set by the NAAB.

2012 Team Assessment: The program has not yet implemented the processes and procedures necessary for regular and effective self-assessment of the program’s progress toward meeting its multi-year objectives. The team left the visit with the understanding that the establishment of these self-assessment procedures will occur in conjunction with the development of the components of the program’s long-range plan (see team comments under I. 1.4 above).
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 within each accredited degree program, trained in the issues of IDP, and has regular communication with students and 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.

[X] Human Resources (Faculty & Staff) are adequate for the program

2012 Team Assessment: At present, the program is adequately staffed for both academics and administration. The APR contains an initial staffing timeline (page 39) that includes staffing of four faculty members and two staff members for the year 2012–13. Five faculty and one staff member have been hired, although the descriptions of some of these positions have been modified, as per faculty availability. Further hiring will commence in November 2012, for the 2013–14 academic year. In order to serve the program’s intended student population, hires consistent with the timeline will need to continue to be made.

As the program continues to grow to 100 percent program delivery, additional administrative and academic staff will be required to meet the demands of a full program. This includes particularly workshop and digital technical support staff, which current SDSU students universally describe as lacking.

- 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 freshman, 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.

[X] Human Resources (Students) are adequate for the program

---

2 A list of the policies and other documents to be made available in the Team room during an accreditation visit is in Appendix 3.
2012 Team Assessment: A summary of student admissions policies and procedures is included in the APR (page 29). Unfortunately, the program’s admissions policies do not appear to be included on the its web site.

The program demonstrates a positive and supportive learning environment for students. This includes: mentorship done regularly if on an ad hoc basis, and support for student involvement in self-governance; as well as work-study opportunities with the program. The program has actively worked with students to create an AIAS chapter, which contributes positively to student life at the school, as well. These activities have included student travel to the AIAS conference in Detroit in March 2012, supported by the program and the university.

Further ambitious future study abroad opportunities such as a joint trip to China with the University of Nebraska, a trip to Rome in the summer of 2013, and similar travel to Montreal in summer of 2014 are all under preliminary discussion.

The team notes, however, that regional travel and study abroad opportunities are not embedded in the program curriculum, but are planned on a year-to-year basis, and financing for these efforts currently lies primarily with the students.

Individual and collective learning opportunities for students also include a lecture series envisioned to grow in the future.

1.2.2 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.

[X] Administrative Structure is adequate for the program

2012 Team Assessment: The program is housed in the College of Arts & Sciences at South Dakota State University and reports to the provost through the dean of the college. While more direct access to the university’s chief academic officer would be preferred, there are a number of key indications that the program has a level of administrative autonomy sufficient to enable it to meet NAAB’s conditions of accreditation. The program drafts its own budget (that, in turn, is approved by the dean), has direct control of a portion of the funds available for faculty and student enrichment, is responsible for student counseling, writes its own promotion and advancement policies (consistent with college and university standards), and substantially controls the development and content of its curriculum.

The team notes that fifteen academic units comprise the College of Arts & Sciences so there are an atypically large number of academic units reporting directly to a single dean, and the program will benefit from strong and consistent advocacy so as to avoid any danger of becoming buried among the multiple competing interests within the college.

- Governance: The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.

[X] Governance opportunities are adequate for the program

2012 Team Assessment: The APR (page 33) briefly describes the administrative and reporting structure of the DoArch within the College of Arts & Sciences, which in turn reports directly to the provost.
At this time, and based upon the limited documentation available to the team, the involvement of faculty in DoArch governance is unknown. Observation and anecdotal evidence suggest, however, that current faculty are actively involved in curriculum development in an ad hoc manner. It is anticipated that more formal DoArch governance processes and policies will develop in the coming years.

Students in DoArch are engaged in self-governance through two organizations: the Student Advisory Board (SAB) and their chapter of the AIAS. The representatives on the SAB regularly (on a three-week rotational basis) meet with the larger student body, as well as DoArch faculty and administration to discuss and review academic and curriculum issues. The SAB representatives have also met with the DoArch’s professional Advisory Board.

In addition to DoArch governance opportunities, students are also eligible to participate in the pan-university student organization, the Student Association.

I.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.

[X] Physical Resources are adequate for the program

2012 Team Assessment: At the time of the visit, the team found the current and long-range plans for the current and future facilities to be adequate for a professional program in architecture. First the team would like to summarize the current facilities available to the program.

Current Facilities:

The department has recently shifted from Solberg Hall to larger and more appropriate space located within the Depuy Military Hall Drill Floor (Room 105). This space is to be used by the DoArch as a temporary facility for the next three years (final semester spring 2015). A plan is in place for how the space will be reconfigured as appropriate to accommodate the expected increase of incoming students to the program. The Drill Hall has been fitted out with appropriate furniture, finishes, electric power distribution, and critique space. Printing accommodations that are viewed as being a critical need by the students are under development in an area of Depuy Hall adjacent to the studio space. Once the card reader system is installed, this space will be available to architecture students 24 hours a day. The team notes from the plan that as student desk space expands with enrollment growth over the next three years, identified critique and seminar space correspondingly decreases.

The temporary location of the architecture woodshop, which must be relocated because of demolition for the future facility (see below), has yet to be identified.

The current faculty and staff offices are located within the Barn (Room 108). These spaces have been fitted out with appropriate furniture and finishes for administration purposes. Additionally, a new (albeit limited) computer facility (8 workstations) has been provided in this area for the sole use of architecture students. The computer workstations are available to students during office hours only. As noted previously, the visiting team was surprised that a program aspiring to success in a 21st-century global profession did not have a technology plan and adequate output hardware.

A space with greater privacy for advising students is required as the program continues to grow.
Through the collaboration with the Construction Management School and Engineering programs, the architecture students have access to and take full advantage of the numerous metal shops available on campus.

There is adequate space throughout the campus for general lecture classes and seminar courses. At the time of the visit, a dedicated seminar space for the specific use of the architecture program had not yet been identified.

A joint collaboration effort between design programs on campus has initiated a new Imaging Center. Starting in the spring of 2013, the university will begin the implementation of the new printing facility. Space has been put aside in a building near Drill Hall in a location convenient for the architecture program. The equipment is being purchased with university funding to provide students in visual arts, architecture, interior design, and landscape architecture access to large-format printing and scanning, and possibly 3D printing capabilities. The addition of this facility will significantly enhance the success of the professional program of architecture.

Future Facilities:

The new Architecture, Mathematics, and Engineering (AME) building, with an estimated $17 million budget, will be the home for the Department of Architecture starting in the summer of 2015. At such time, the Department of Architecture will move into approximately 20,000 square feet of space located on the third floor provides dedicated shop space, studio space, faculty and staff offices, seminar rooms, printing facilities, and critique space adequate for program needs at anticipated full enrollment. Subject to anticipated State Board of Regents approval at their December 2012 meeting, construction and demolition for the AME building will begin during the summer of 2013. The AME building funding for the project is nearly completed.

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.

[X] Financial Resources are adequate for the program

2012 Team Assessment: Through the generosity of the four Sioux Falls architecture firms that constitute the Architecture Founder’s Group, the initial start-up costs of the architecture program have been committed through a six-year donor agreement, and are sufficient for underwriting the foundation of the program, in terms of initial expenditures. The Architecture Founder’s Group has committed a total of $2.0 million over the first six years of the program, through full build-out in 2016. The SDSU Foundation has additionally pledged $680,000 toward program costs.

The program is anticipated to be self-supporting by 2016, and be fully staffed with five full-time faculty, two to four adjunct faculty (one FTE), four FTEs in support staff, and the department head. The student cohort at full build-out will include 156 students in the BS (Architectural Studies) program, and 30 students in the M.Arch. program. Beyond the timeframe of the start-up donation of $2.0 million, the program is projected to be self-supporting through the additional revenues that include tuition capture (80%) and a student discipline fee.

As the program notes in the APR, however, further fund-raising efforts necessary to augment support of student scholarships, paid internships, and travel abroad opportunities will be needed for the success of the program.

I.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 and evaluative skills, and critical thinking skills necessary for professional practice and lifelong learning.

[X] Information Resources are adequate for the program

2012 Team Assessment: At the time of this visit, the information resources provided for the program are adequate to support the current faculty, staff, and students enrolled in the program.

Earlier this year through department start-up funding, the university purchased a significant personal architecture library from architect and architectural historian Mr. John Cava of Portland, OR. This addition bolsters the collection that currently supports the Interior Design and Landscape Architecture programs to approximately 4,000 volumes, creating a sound foundation for the information resources necessary for an accredited professional degree in architecture.

Additionally, a significant number of periodicals are available for access through digital reference. However, only a handful of current hard-copy periodicals are available. As the program continues to grow and move forward, it is imperative that a greater number and broader range of content of the periodicals section be improved.

The visiting team noted that there is no plan currently in place for the systematic and focused growth of the program’s library acquisitions.

Through ARCH109, the program has engaged library staff for specific instruction on research methods, and library resources available to the students. The library staff provides two class lectures during the semester focusing on the content of architectural studies. In addition, all university freshmen are provided with a library orientation.
PART I: SECTION 3 – REPORTS

I.3.1 Statistical Reports. Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.

- Program student characteristics.
  - Demographics (race/ethnicity and 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 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.

M. Arch

[X] Statistical reports were not provided

2012 Team Assessment: The program will begin furnishing annual and statistical reports at the end of year one of candidacy.

I.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

---

3 In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.
Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda, should also be included.

M. Arch
[X] Annual Reports and NAAB Responses were not provided

2012 Team Assessment: The program will begin furnishing annual and statistical reports at the end of year one of candidacy.

I.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.

M. Arch
[X] Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.

2012 Team Assessment: The APR contained information on the knowledge and experience of the program’s five faculty members. In addition, at this visit, the program provided a faculty exhibit. Together this information provided sufficient evidence that the faculty has the range of experience and knowledge necessary for the SDSU program in architecture at this early stage of its development.

---

\[4\] 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.
PART ONE (I): SECTION 4 – POLICY REVIEW
The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.

[X] The policy documents in the team room did not meet the requirements of Appendix 3

2012 Team Assessment: The policy documents available to the team were:
- Studio Culture Policy (in the APR – Section 1.1.2, page 16)
- Admissions Requirements (in the APR, summarized on page 29)

The policy documents not available to the team during this visit were:
- Self-Assessment Policies and Objectives
- Personnel Policies
- Student-to-Faculty ratios for all components of the curriculum
- Square feet per student for space designated for studio-based learning
- Square feet per faculty member for space designated for support of all faculty activities and responsibilities
- Advising policies
- Policies on use and integration of digital media in architecture curriculum
- Policies on academic integrity for students
- Policies on library and information resources collection development
- A description of the information literacy program and how it is integrated with the curriculum.
PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE -- EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA

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.

M. Arch
[X] Not Yet Met

2012 Team Assessment: The program intends to satisfy this student performance criterion in the course to be offered in the professional semester 3, in ARCH 492 (Topics in Architecture); professional semester 5, in ARCH 592 (Topics in Architecture); professional semester 7, in ARCH 692 (Topics in Architecture).

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.

M. Arch
[X] Not Yet Met

2012 Team Assessment: The program intends to satisfy this student performance criterion in the course to be offered in the professional semester 4, in ARCH 551 (Whole Building Studio 1); professional semester 5, in ARCH 552 (Whole Building Studio 2).

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.

M. Arch
[X] Not Yet Met

2012 Team Assessment: The program intends to satisfy this student performance criterion in the course to be offered in the professional semester 1, in ARCH 321 (Digital Drawing & Notation); professional semester 2, in ARCH 421 (Building Information Technologies).
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.

M. Arch
[X] Not Yet Met

2012 Team Assessment: The program intends to satisfy this student performance criterion in the course to be offered in the professional semester 4, in ARCH 551 (Whole Building Studio 1); professional semester 5, in ARCH 552 (Whole Building Studio 2).

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

M. Arch
[X] Not Yet Met

2012 Team Assessment: The program intends to satisfy this student performance criterion in the course to be offered in the professional semester 4, in ARCH 551 (Whole Building Studio 1); professional semester 5, in ARCH 552 (Whole Building Studio 2).

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

M. Arch
[X] Not Yet Met

2012 Team Assessment: The program intends to satisfy this student performance criterion in the course to be offered in the professional semester 2, in ARCH 451 (Architecture Studio II) and in professional semester 3, in ARCH 452 (Architecture Studio III). The team finds it admirable that during the second year of the pre-professional program many of the students are being exposed to these design skills in courses such as ARCH 251 (Design Practice III) and ARCH 252 (Design Practice IV).

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.

M. Arch
[X] Not Yet Met

2012 Team Assessment: The program intends to satisfy this student performance criterion in the course to be offered in the professional semester 2, in ARCH 451 (Architecture Studio II) and in professional semester 3, in ARCH 452 (Architecture Studio III). The team finds it admirable that during the first year of the pre-professional program students are being exposed to these design skills in courses such as ARCH 151 (Design Practice I).

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.

M. Arch
[X] Not Yet Met
2012 Team Assessment: The program intends to satisfy this student performance criterion in the course to be offered in the professional semester 4, in ARCH 551 (Whole Building Studio 1); professional semester 5, in ARCH 552 (Whole Building Studio 2).

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.

M. Arch [X] Not Yet Met

2012 Team Assessment: The program intends to satisfy this student performance criterion in the course to be offered in the professional semester 1, in ARCH 341 (Building History III) and in professional semester 2, in ARCH 441 (Sites, Surroundings, & City).

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.

M. Arch [X] Not Yet Met

2012 Team Assessment: The program intends to satisfy this student performance criterion in the course to be offered in the professional semester 1, in ARCH 341 (Building History III); professional semester 2, in ARCH 441 (Sites, Surroundings, & City).


M. Arch [X] Not Yet Met

2012 Team Assessment: The program intends to satisfy this student performance criterion in the course to be offered in the professional semester 3, in ARCH 492 (Topics in Architecture); professional semester 5, in ARCH 592 (Topics in Architecture); professional semester 7, in ARCH 692 (Topics in Architecture).

Realm A. General Team Commentary: At the time of the visit, the team cannot assess the content of this realm as none of the courses have yet been taught. It is believed that this student performance criteria will be met through the courses outlined in the curriculum; however many of the course descriptions and content have yet to be developed.
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 their 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.

M. Arch
[X] Not Yet Met

2012 Team Assessment: The program intends to satisfy this student performance criterion in the course work to be offered in the professional semester 4 in ARCH 551 (Whole Building Studio 1).

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.

M. Arch
[X] Not Yet Met

2012 Team Assessment: The program intends to satisfy this student performance criterion in the course work to be offered in the professional semester 4 in ARCH 551 (Whole Building Studio 1), and in professional semester 5 in ARCH 552 (Whole Building Studio 2).

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.

M. Arch
[X] Not Yet Met

2012 Team Assessment: The program intends to satisfy this student performance criterion in the course work to be offered in the professional semester 4 in ARCH 551 (Whole Building Studio 1), and in professional semester 5 in ARCH 552 (Whole Building Studio 2).

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

M. Arch
[X] Not Yet Met
2012 Team Assessment: The program intends to satisfy this student performance criterion in the course work to be offered in the professional semester 4 in ARCH 551 (Whole Building Studio 1), and in professional semester 5 in ARCH 552 (Whole Building Studio 2).

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

M. Arch
[X] Not Yet Met

2012 Team Assessment: The program intends to satisfy this student performance criterion in the course work to be offered in the professional semester 4 in ARCH 551 (Whole Building Studio 1), and in professional semester 5 in ARCH 552 (Whole Building Studio 2).

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.7. Environmental Systems
B.9. Structural Systems

M. Arch
[X] Not Yet Met

2012 Team Assessment: The program intends to satisfy this student performance criterion in the course work to be offered in the professional semester 4 in ARCH 551 (Whole Building Studio 1), and in professional semester 5 in ARCH 552 (Whole Building Studio 2).

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.

M. Arch
[X] Not Yet Met

2012 Team Assessment: The program intends to satisfy this student performance criterion in the course work to be offered in the professional semester 5 in ARCH 572 (Architectural Practice II: Economics).

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.

M. Arch
[X] Not Yet Met

2012 Team Assessment: The program intends to satisfy this student performance criterion in the course work to be offered in the professional semester 4 in ARCH 551 (Whole Building Studio 1), and in professional semester 5 in ARCH 552 (Whole Building Studio 2).
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.

M. Arch
[X] Not Yet Met

2012 Team Assessment: The program intends to satisfy this student performance criterion in the course work to be offered in the professional semester 4 in ARCH 551 (Whole Building Studio 1), and in professional semester 5 in ARCH 552 (Whole Building Studio 2).

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.

M. Arch
[X] Not Yet Met

2012 Team Assessment: The program intends to satisfy this student performance criterion in the course work to be offered in the professional semester 4 in ARCH 631 (Building Technology 1), and in professional semester 6 in ARCH 632 (Building Technology 2).

B. 11. Building Service Systems Integration: *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

M. Arch
[X] Not Yet Met

2012 Team Assessment: The program intends to satisfy this student performance criterion in the course work to be offered in the professional semester 4 in ARCH 631 (Building Technology 1), and in professional semester 6 in ARCH 632 (Building Technology 2).

B. 12. Building Materials and Assemblies Integration: *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.

M. Arch
[X] Not Yet Met

2012 Team Assessment: The program intends to satisfy this student performance criteria in the coursework to be offered in the professional semester 4 in ARCH 551 (Whole Building Studio 1), and in professional semester 5 in ARCH 552 (Whole Building Studio 2).

**Realm B. General Team Commentary:** At the time of the visit, the team cannot assess the content of this realm as none of the courses have yet been taught. It is believed that this student performance criteria will be met through the courses outlined in the curriculum, however many of the course descriptions and content have yet to be developed.
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 multi-disciplinary Teams to successfully complete design projects.

M. Arch  
[X] Not Yet Met

2012 Team Assessment: The program intends to satisfy this student performance criterion in the course work to be offered in professional semester 5 in Arch552 (Whole Building Studio).

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

M. Arch  
[X] Not Yet Met

2012 Team Assessment: The program intends to satisfy this student performance criterion in the course work to be offered in professional semester 4 in Arch571 (Architectural Practice I – Regulation), in professional semester 5 in Arch571 (Architectural Practice II – Economics), and in professional semester 6 in Arch671 (Architectural Practice III – Stewardship).

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.

M. Arch  
[X] Not Yet Met

2012 Team Assessment: The program intends to satisfy this student performance criterion in the course work to be offered in professional semester 7 in Arch672 (Architectural Practice IV – Management).

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

M. Arch  
[X] Not Yet Met

2012 Team Assessment: The program intends to satisfy this student performance criterion in the course work to be offered in professional semester 7 in Arch672 (Architectural Practice IV – Management).
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.

M. Arch
[X] Not Yet Met

2012 Team Assessment: The program intends to satisfy this student performance criterion in the course work to be offered in professional semester 4 in Arch571 (Architectural Practice I – Regulation) and in professional semester 5 in Arch571 (Architectural Practice II – Economics).

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.

M. Arch
[X] Not Yet Met

2012 Team Assessment: The program intends to satisfy this student performance criterion in the course work to be offered in professional semester 6 in Arch671 (Architectural Practice III – Stewardship) and in professional semester 7 in Arch672 (Architectural Practice IV – Management).

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.

M. Arch
[X] Not Yet Met

2012 Team Assessment: The program intends to satisfy this student performance criterion in the course work to be offered in the professional semester 4 in Arch571 (Architectural Practice I – Regulation).

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

M. Arch
[X] Not Yet Met

2012 Team Assessment: The program intends to satisfy this student performance criterion in the course work to be offered in the professional semester 6 in Arch671 (Architectural Practice III – Stewardship).

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.

M. Arch
[X] Not Yet Met

2012 Team Assessment: At the time of this visit the program did not indicate in which future professional courses it intends to satisfy this student performance criterion.
Realm C. General Team Commentary: The program intends to rely primarily on its four-course professional practice sequence that begins in professional semester 5 to address the architect’s need to manage, advocate, and act legally, ethically, and critically for the good of the client, society, and the public.
PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Regional Accreditation: The institution offering the accredited degree program must be or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).

[X] Met

2012 Team Assessment: South Dakota State University is accredited through the Higher Learning Commission.

II.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.

[X] Met

2012 Team Assessment: Architectural Studies in the DoArch occur in the non-professional Bachelor of Science in Architectural Studies, and in the professional Master of Architecture programs. The credit hours associated with each program are as follows:

B.Sc.(Arch. Studies)
- Required courses with other than architectural content: 30 credit hours
- Elective courses with other than architectural content: 15 credit hours
- Total: 45 credit hours

Master of Architecture
- Required courses with architectural content: 91 credit hours
- Elective courses with architectural content: 9 credit hours
- Total: 100 credit hours

It should be noted that the M.Arch. curriculum includes electives that incorporate SPC, which initially calls into question the nature of these courses as elective, as they incorporate required SPC delivery. Upon inspection and inquiry into these courses, however, it was determined that, as all of these electives equally incorporate the same SPC, these courses do count toward fulfillment of both required SPC and the elective count.

As these courses have yet to be delivered, however, it will be incumbent upon future visiting teams to ensure that the delivery of these courses meets both the required SPC as well as are elective in nature.

II.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.

[X] Not Yet Met
2012 Team Assessment: The APR (page 60) briefly describes the iterative process for curriculum development, based upon an initial consultant’s report that was used to gain State Board of Regents approval. However, processes for evaluating and modifying the program are not yet in evidence.
PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION

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 preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.

In the event a program relies on the preparatory/pre-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 files.

[X] Met

2012 Team Assessment: The APR (page 61) describes the DoArch’s process for evaluation of students entering the M. Arch. degree program through two streams:

- Completion of the first two-and-a-half years of the Bachelor of Science (Architectural Studies) program
- Completion of a four-year Bachelor of Science degree program
PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.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 2009 NAAB Conditions for Accreditation, Appendix 5.

[X] Met

2012 Team Assessment: The program web site states the appropriate language under the “NAAB Professional Accreditation” tab. The program does explicitly state that it is not yet accredited and has a timetable for its completion. A plan is in place to keep the web site up to date to keep students and prospective students informed of the program’s candidacy in a timely manner.

II.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)

[X] Not Yet Met

2012 Team Assessment: The program web site clearly explains who the NAAB is and why accreditation is important to the profession of architecture. However, under the “NAAB Professional Accreditation” tab of the department web site, the link to the NAAB documents page is not active.

II.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.aiia.org
- www.aias.org
- www.acsa-arch.org

[X] Not Yet Met

2012 Team Assessment: This information is currently not available on the program’s web site nor is it easily accessible to current and prospective students.

II.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.

[X] Not Yet Met

2012 Team Assessment: At the time of this visit, this criterion is not yet applicable.

**II.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.

[X] Not Yet Met

2012 Team Assessment: At the time of this visit, this criterion is not yet applicable. However, the program could still provide a link to the NCARB web site where ARE test results for other programs are noted.
III. Appendices:

1. Program Information

[Taken from the Architecture Program Report, responses to Part One: Section 1 Identity and Self-Assessment]

A. History and Mission of the Institution (I.1.1)

Reference South Dakota State University, APR, pp 5-8.

B. History and Mission of the Program (I.1.1)

Reference South Dakota State University, APR, pp. 8-13.

C. Long-Range Planning (I.1.4)

Reference South Dakota State University, APR, pp. 25.

D. Self-Assessment (I.1.5)

Reference South Dakota State University, APR, pp. 25-26.
2. Conditions Met with Distinction

At this stage of the program's development, the visiting team recognized that the following conditions appear to be met with distinction.

I.1.3 Response to the Five Perspectives
    B. Architectural Education and the Students
I.2.4 Financial Resources
3. The Visiting Team

Team Chair, Representing the Profession
Michael Stanton, FAIA, LEED® AP
Stanton Architecture
555 De Haro Street
Suite 300
San Francisco, CA 94107
(415) 865-9600
(415) 235-5530 mobile
(415) 865-9608 fax
mstanton@stantonarchitecture.com

Representing the Academy
Loraine Fowlow, MRAIC
Associate Professor
University of Calgary
2500 University Dr. N.W.
Calgary, AB T2N 1N4
Canada
(403) 819-6361 mobile
(403) 284-4399 fax
lfowlow@ucalgary.ca

Representing the NAAB
Ryan McEnroe, AIA, Assoc. ASLA, LEED® AP
3146 19th Street, NW
Apt. B
Washington, DC 20010
(480) 244-9402 mobile
ryanmcenroe@hotmail.com
IV. Report Signatures

Respectfully Submitted,

<table>
<thead>
<tr>
<th>Name</th>
<th>Representing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Stanton, FAIA, LEED®AP</td>
<td>Representing the Profession</td>
</tr>
<tr>
<td>Team Chair</td>
<td></td>
</tr>
<tr>
<td>Loraine Fowlow, MRAIC</td>
<td>Representing the Academy</td>
</tr>
<tr>
<td>Team member</td>
<td></td>
</tr>
<tr>
<td>Ryan McEnroe, AIA, Assoc., ASLA, LEED®AP</td>
<td>Representing the NAAB</td>
</tr>
<tr>
<td>Team member</td>
<td></td>
</tr>
</tbody>
</table>