Ball State University
Department of Architecture

Initial Accreditation Visiting Team Report

Bachelor of Architecture [154 Credits]

The National Architectural Accrediting Board
October 26-28, 2020

Vision: The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural profession.

Mission: The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

Contents

I. Summary of Visit

a. Acknowledgments and Observations

Ball State's Bachelor of Architecture degree program clearly benefits from the experience gained from the currently accredited Master's program, as well as its prior accredited Bachelor's degree. The team found a refreshing focus on technical topics that is carefully balanced by and integrated with an obviously strong design ethic that flows from the very start of the student experience through the culmination of their studies at Ball State.

The program and college's commitment to social equity and diversity, and the manner in which it is woven through all coursework, is well beyond that which any member of this team has experienced. The enthusiasm, exhibited by students, for this course of study is indicative that the material is timely and important to them. This and the program's focus on environmental sustainability are both commendable.

A strong foundation has been established to set up students for success and to develop knowledge in their areas of interest. It was clear that the faculty and staff are well-organized and considerate, and that the students are eager to learn. A variety of resources enables students to not only learn from the school but to shape their learning experience. Despite current limitations brought on by COVID-19, the program is successful in establishing and maintaining a collaborative learning environment. This clearly feels like a program on the rise.

The team wishes to acknowledge the work of all who took part in preparing for this visit. The hard work that is required to properly curate an exhibit containing student work over two semesters and doing so in an organized manner that clearly articulates the results and achievements necessary for review by an accrediting team, is not to be underestimated by anyone and this team certainly recognizes your efforts.

Adding to that, the circumstances which surround our current public health concerns and societal angst further complicates this endeavor, and to further complicate matters by being amongst the very first to try and accomplish this by virtual means – well, it's 2020 after all!

As chair, I speak on behalf of the entire team in thanking both college and architecture program leadership, faculty, staff and students for being participatory "guinea pigs" with us as we develop new modalities that support current events. We congratulate you on your achievements to date and look forward to even greater things to come.

b. Conditions Not Achieved (list number and title)

None.

II. Progress Since the Previous Site Visit

2014 Student Performance Criteria A.1, Professional Communication Skills: *Ability* to write and speak effectively and use appropriate representational media both with peers and with the general public.

Previous Team Report (2018): Evidence of student achievement at the prescribed level for *representational media* was found in the ARCH 263: Digital Design and CAP 162: Design Communications Media 2 coursework, however the team did not find evidence of the *ability to write and speak effectively* in the student work presented for either course (no writing or verbal presentation work was presented). The program's SPC matrix also identifies ARCH 403: Architecture Design Studio (not yet taught, delivered in the fall of 5th year) as a course that addresses this SPC.

2020 Visiting Team Assessment: The program has now had the opportunity to teach all planned courses and the team found evidence of student achievement at the prescribed level in student work prepared and presented for ARCH 320 - Introduction to Professional Practice, ARCH 404 - Final Project Studio, and ARCH 424 - Program Methods in Architecture.

Spoken communication skills were demonstrated in all three courses through videos of oral presentations provided. Written communication skills were evident in ARCH 404 and ARCH 424, as well as throughout student work exhibited. Additional written communication skills were evident in student work throughout the curriculum and witnessed during video calls during the team visit.

2014 Student Performance Criteria 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.

Previous Team Report (2018): Evidence of student achievement at the prescribed level was not found in the ARCH 263: Digital Design coursework. The coursework presented demonstrates the use of abstract ideas and interpretation of information that seems to be on the right track, however design thinking skills at the *Ability* level are not fully present in this work. The program's SPC matrix also identifies ARCH 404: Architecture Final Project Studio (not yet taught, delivered in the spring of 5th year) as a course that addresses this SPC.

2020 Visiting Team Assessment: The program has now had the opportunity to teach all planned courses and the team found evidence of student achievement at the prescribed level in student work prepared for ARCH 403 - Architecture Design Studio and ARCH 404 - Architecture Final Project Studio.

2014 Student Performance Criteria A.6, Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices regarding the incorporation of such principles into architecture and urban design projects.

Previous Team Report (2018): Evidence of student achievement at the prescribed level was found in student work prepared for some sections of ARCH 201 and ARCH 202, but it is unclear from the evidence presented that students in ***all*** sections of these courses achieve this ability. The program's SPC matrix also identifies ARCH 424: Research & Program Methods (not yet taught, delivered in the fall of 5th year) as a course that addresses this SPC.

2020 Visiting Team Assessment: The program has now had the opportunity to teach all planned courses and evidence of student achievement at the prescribed level was found in

student work prepared for ARCH 201 - Architectural Design 1, ARCH 340 - Intro to Historic Preservation, and ARCH 424 - Research and Program: Methods in Architecture.

2014 Student Performance Criteria B.2, Site Design: *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation in the development of a project design.

Previous Team Report (2018): Evidence of student achievement that addresses *climate and building orientation* at the prescribed level was found in student work prepared for ARCH 273: Environmental Systems 1, however the team did not see evidence of other aspects of this SPC. The program's SPC matrix also identifies ARCH 400: Architectural Design 5 (being instructed at time of visit) and ARCH 403: Architecture Design Studio (not yet taught, delivered in fall of 5th year) as courses that addresses this SPC.

2020 Visiting Team Assessment: The program has now had the opportunity to deliver all planned courses and evidence of student achievement at the prescribed level was found in student work prepared for ARCH 202 - Architectural Design 2, ARCH 400 - Architectural Design 5, and ARCH 403 - Architecture Design Studio.

2014 Student Performance Criteria B.3, Codes and Regulations: *Ability* to design sites, facilities, and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations.

Previous Team Report (2018): The beginnings of evidence of student achievement were found in student work prepared for ARCH 301: Architectural Design 3 and ARCH 302: Architectural Design 4, but not yet to the prescribed level. The program's SPC matrix also identifies ARCH 400: Architectural Design 5 (being instructed at time of visit) as a course that addresses this SPC.

2020 Visiting Team Assessment: The program has now had the opportunity to teach all planned courses and the team found evidence of student achievement at the prescribed level in student work prepared for ARCH 301 - Architectural Design 3, ARCH 302 - Architectural Design 4, and ARCH 400 - Comprehensive Architecture Studio.

2014 Student Performance Criteria B.4, Technical Documentation: *Ability* to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

Previous Team Report (2018): Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 314: Building Technology 2 (the Camp Lakeview Cabin project addressed almost all aspects of this SPC particularly well), however the team found no evidence of *Outline Specifications* in the student work presented, so this criterion is Not Yet Met. The program's SPC matrix also identifies ARCH 340: Intro to Historic Preservation and ARCH 418: Structural Systems 3 (both being instructed at the time of visit) as courses that address this SPC.

2020 Visiting Team Assessment: The program has now had the opportunity to teach all planned courses and the team found evidence of student achievement at the prescribed level primarily in student work prepared for ARCH 314 - Building Technology 2, which includes the preparation of detailed construction documents and outline specifications.

The program also identified ARCH 400 - Comprehensive Architecture Studio for this SPC and while the team feels that the former is the primary source of evidence, it was good to see that design deliverables for this course continue to exhibit a similar level of technical content, as do the HABS reports that are part of ARCH 340 Introduction to Historic Preservation.

2014 Student Performance Criteria B.5, Structural Systems: *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravity, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

Previous Team Report (2018): The beginnings of evidence of student achievement were found in student work prepared for ARCH 218: Structural Systems 1 and ARCH 318: Structural Systems 2, but not yet to the prescribed level. The program's SPC matrix also identifies Arch 418: Structural Systems 3 (being instructed at the time of visit) as a course that addresses this SPC.

2020 Visiting Team Assessment: The program has now had the opportunity to teach all planned courses and the team found evidence of student achievement at the prescribed level in student work prepared for ARCH 218 - Structural Systems 1, ARCH 318 - Structural Systems 2, and ARCH 418 - Structural Systems 3.

In addition, evidence of student achievement was also demonstrated in coursework for ARCH 301 - Architectural Design 3, ARCH 302 - Architectural Design 4, and ARCH 400 - Comprehensive Architecture Studio.

2014 Student Performance Criteria B.10, Financial Considerations: *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

Previous Team Report (2018): Evidence of student achievement at the prescribed level was not yet available for team review. The program's SPC matrix identifies ARCH 420: Professional Practice (being instructed at time of visit) and ARCH 403: Architecture Design Studio (not yet taught, offered in fall of 5th year) as courses that address this SPC.

2020 Visiting Team Assessment: The program has now had the opportunity to teach all planned courses and the team found evidence of student achievement at the prescribed level in student work prepared for ARCH 420 - Professional Practice; ARCH 403 - Architecture Design Studio, and ARCH 340 - Introduction to Historic Preservation.

2014 Student Performance Criteria C.1, Research: *Understanding* of the theoretical and applied research methodologies and practices used during the design process.

Previous Team Report (2018): Evidence of student achievement at the prescribed level for a single research methodology (pertaining to the study of architectural history) was found in student work prepared for ARCH 329: History of Architecture 2. However, the team did not find evidence at the prescribed level of other research methods used during the design process, so this SPC is not yet met. The program's SPC matrix also identifies ARCH 424: Research & Program Methods in Architecture and ARCH 404: Architecture Final Project Studio (both not yet taught, delivered in the 5th year) as courses that address this SPC.

2020 Visiting Team Assessment: The program has now had the opportunity to teach all planned courses and the team found evidence of student achievement at the prescribed level in student work prepared for ARCH 424 - Research and Programming Methods in Architecture, and ARCH 404 - Architectural Final Project Studio.

2014 Student Performance Criteria C.2, Evaluation and Decision Making: *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

Previous Team Report (2018): Evidence of student achievement at the prescribed level was not yet available for team review. The program's SPC matrix identifies ARCH 400: Architectural Design 5 (being instructed at time of visit) and ARCH 404: Architecture Final Project Studio (not yet taught, offered in spring of 5th year) as courses that address this SPC.

2020 Visiting Team Assessment: The program has now had the opportunity to teach all planned courses and the team found evidence of student achievement at the prescribed level in student work prepared for ARCH 400 - Architecture Studio, ARCH 403 - Architecture Design Studio, and ARCH 404 - Architecture Final Project.

2014 Student Performance Criteria C.3, Integrative Design: *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

Previous Team Report (2018): Evidence of student achievement at the prescribed level was not found for this criterion. At the time of the visit the ARCH 400: Architectural Design 5 course (identified in the program matrix as a course that addresses this SPC) was being delivered for the first time. The team did see the beginnings of evidence towards this criterion present in some of the coursework prepared for ARCH 302: Architectural Design 4, but not to the prescribed level.

2020 Visiting Team Assessment: The program has now had the opportunity to teach all planned courses and the team found evidence of student achievement at the prescribed level in student work prepared for ARCH 400 - Architecture Studio, and ARCH 403 - Architecture Design Studio Final Project.

The team found one of the strengths of the program to be the inclusive manner in which technical subjects such as building envelope design, environmental and structural systems are taught and then woven into the fabric of studio work so that the results of later studios show a clear and inclusive progression of the integration of such critical building systems into their design work, developing in their students a culture of integrative design that is evident throughout the curriculum. Their level of achievement was such that the team felt compelled to hold this criterion out as one that was **Met with Distinction**.

2014 Student Performance Criteria D.1, Stakeholder Roles in Architecture: *Understanding* of the relationship between the client, contractor, architect, and other key stakeholders, such as user groups and the community, in the design of the built environment, and understanding the responsibilities of the architect to reconcile the needs of those stakeholders.

Previous Team Report (2018): Evidence of student achievement at the prescribed level was not found in student work prepared for ARCH 410: Critical Practice. The team found evidence of an understanding of the architect stakeholder, but no evidence of student understanding of the other stakeholders in the student work presented. The program's SPC matrix also identifies ARCH 340: Intro to Historic Preservation (being taught at time of visit) as a course that addresses this SPC.

2020 Visiting Team Assessment: The program has now had the opportunity to teach all planned courses and the team found evidence of student achievement at the prescribed level in student work prepared for ARCH 320 - Intro to Professional Practice and Arch 455 - Internship.

2014 Student Performance Criteria D.2, Project Management: *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

Previous Team Report (2018): Evidence of student achievement at the prescribed level was not yet available for team review. The program's SPC matrix identifies ARCH 420: Professional Practice and ARCH 455: Internship (both being taught at time of visit) as courses that address this SPC.

2020 Visiting Team Assessment: The program has now had the opportunity to teach all planned courses and the team found evidence of student achievement at the prescribed level in lectures and student work prepared for ARCH 420 - Professional Practice, and validated during their internship period, embodied in ARCH 455 - Internship.

2014 Student Performance Criteria D.3, Business Practices: *Understanding* of the basic principles of business practices within the firm, including financial management and business planning, marketing, business organization, and entrepreneurialism.

Previous Team Report (2018): The beginnings of evidence of student achievement were found in student work prepared for ARCH 410: Critical Practice, but not yet to the prescribed level. The program's SPC matrix also identifies Arch 420: Professional Practice and ARCH 455: Internship (both being taught at time of visit) as courses that address this SPC.

2020 Visiting Team Assessment: The program has now had the opportunity to teach all planned courses and the team found evidence of student achievement at the prescribed level in lectures and in student work prepared for ARCH 420 - Professional Practice, and validated during their internship period, embodied in ARCH 455 - Internship.

2014 Student Performance Criteria D.4, Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

Previous Team Report (2018): Evidence of student achievement at the prescribed level was not yet available for team review. The program's SPC matrix identifies ARCH 340: Intro to Historic Preservation and ARCH 420: Professional Practice (both being taught at time of visit) as courses that address this SPC.

2020 Visiting Team Assessment: The program has now had the opportunity to teach all planned courses and the team found evidence of student achievement at the prescribed level in student work prepared for ARCH 420 - Professional Practice and ARCH 455 - Internship.

2014 Student Performance Criteria D.5, Professional Ethics: *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the AIA Code of Ethics in defining professional conduct.

Previous Team Report (2018): Evidence of student achievement at the prescribed level was not found in work for ARCH 410: Critical Practice. The team found evidence of the architect's ethical obligations but no student work demonstrating an understanding of the NCARB Rules of Conduct and the AIA Code of Ethics. The program's SPC matrix also identifies ARCH 455: Internship (being taught at time of visit) as a course that addresses this SPC.

2020 Visiting Team Assessment: The program has now had the opportunity to teach all planned courses and the team found evidence of student achievement at the prescribed level in student work prepared for ARCH 100 - Introduction to Architecture and ARCH 455 - Internship.

III. Compliance with the 2014 Conditions for Accreditation

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.

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 shape the program's pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.
- The program must describe its active role and relationship within its academic context and university community. The description must include the program's benefits to the institutional setting and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. The description must also include how the program as a unit develops multidisciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the community.

[X] Described

2020 Analysis/Review: The Architecture Program at Ball State University traces its roots to 1965, as the first state supported architecture program in Indiana. It was created in tandem with Ball State's transition from a "College" to a "University," and was a critical part of a new academic college, "The College of Architecture and Planning" or "CAP." Additional disciplines at the time included Landscape Architecture and Urban Planning, with a stated vision to be "one of the best schools in the country, its graduates highly desired in the professions, its influence felt among all our constituencies."

Then and now, the architecture program's mission aligns with the original founding values of the institution, the mission of CAP, and the strategic plan and mission for the university.

> *Ball State's Mission - To engage students in "education research and creative endeavors that empower our graduates to have fulfilling careers and meaningful lives enriched by lifelong learning and service, while we enhance the economic environmental and social vitality of our community, our state and our world."*
>
> *Department of Architecture Mission-- "To provide a distinctive education for architecture and historic preservation students, providing students the grounding of a rigorous professional education with critical thinking skills, creative and intellectual confidence, ethics and self-awareness to allow them to succeed in their professional aspirations in a rapidly changing world. Committed to social equity and environmental stewardship our graduates will be ready to serve the needs of diverse global communities as engaged leaders advancing their disciplines."*

Students in the common first year foundational design program consistently have amongst the highest GPA and SAT scores of all incoming freshmen. The common foundational design year (Arch/LA/Planning) is unique and creates understanding and long-term, multidisciplinary relationships. As additional affiliated programs and specialties (including construction management and interior design) join CAP, the multidisciplinary nature of the program is enhanced. Community based projects allow architecture students practical experience and enhance the university's relationships with the public. Graduates go on to leadership roles in both firms and professional organizations.

Based on our conversations with the administration, faculty, staff, and students, the team believes that the mission and vision of the college is clear, known, and supported by all levels within the university.

I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages 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 nontraditional.

- The program must have adopted a written studio culture policy and a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.
- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include but are not limited to field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

[X] Demonstrated

2020 Analysis/Review: The learning culture of the program was demonstrated through the visiting team's meetings with faculty, staff, administrators, and students. The program defines the goals, expectations, evaluation, and improvement methods of the plan on the department, faculty, and students. The Studio Culture Policy is posted in all architecture studios, spoken about at the beginning of each semester and well known to all. The program expresses its hope of encouraging a relationship of rigorous thought, free expression, mutually respectful discourse and self-assessment in the learning environment. Based on evidence heard from the visit, the Studio Culture Policy is being upheld on all ends.

I.1.3 Social Equity: The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program's human, physical, and financial resources.

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students during the next two accreditation cycles as compared with the existing diversity of the faculty, staff, and students of the institution.
- The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

[X] Demonstrated

2020 Analysis/Review: At both the university and the program level there is significant focus on the issues of diversity and inclusion. In addition to the language included in the Faculty and Professional Handbook and the Inclusive Excellence Plan, the Strategic Plan specifically identifies inclusive excellence as a focus and a work in progress. A culture is fostered through lectures, the Office of Inclusive Excellence, faculty mentorships, scholarships, etc.

In the last 8 years, measurable differences can be seen in the incoming freshman classes. While the program does not specifically recruit (as it is a function of the CAP in its entirety) the program has benefitted from the success of the overall minority recruitment efforts. Students benefit from the resources in the Office in Student Affairs and the Code of Students Rights and Responsibilities. The department also requires coursework in social and environmental justice.

In addition, CAP's multiple outreach efforts through both community-based projects and to underrepresented K-12 schools allow students to participate in equity initiatives and enhance the overall diversity of the program and the profession long-term.

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that affect the education and development of professional architects. The response to each perspective must further identify how these perspectives will continue to be addressed as part of the program's long-range planning activities.

A. Collaboration and Leadership. The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles.

B. Design. The program must describe its approach for developing graduates with an understanding of design as a multidimensional process involving problem resolution and the discovery of new opportunities that will create value.

C. Professional Opportunity. The program must describe its approach for educating students on the breadth of professional opportunities and career paths, including the transition to internship and licensure.

D. Stewardship of the Environment. The program must describe its approach to developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and natural resources.

E. Community and Social Responsibility. The program must describe its approach to developing graduates who are prepared to be active, engaged citizens able to understand what it means to be professional members of society and to act ethically on that understanding.

[X] Described

2020 Analysis Review:

A. Collaboration and Leadership: The program integrates collaboration and leadership from the larger university community scale to the smaller classroom scale. Collaboration is encouraged throughout the university and more specifically within areas of studies in the College of Architecture & Planning. The program sets up a culture for successful collaboration and leadership by integrating these concepts into the multiple areas of study at the College of Architecture & Planning. In the CAP, there exists a commitment to collaborate in order to adapt and reuse the built environment. Collaborative experiences are made available through coursework, on-campus resources, student organizations and internship experiences. From the wide variety of resources available to students such as the Material Library, Building Environment Archive, and Center for Energy Research and Education Service, and the Historic Preservation Studio among others, and through various courses -such as ARCH 400 - Comprehensive Architecture Studio and ARCH 455 - Internship, collaboration is a key component to making each of these successful. Leadership is not only encouraged in the classroom setting, but also beyond. The number of student organizations and their concentrations reveal what the students are passionate about and enable students to take on leadership positions within their areas of interest. Organizations where students can develop their leadership roles are the American Institute of Architecture Students (AIAS), National Organization of Minority Architecture Students (NOMAS), the Emerging Green Builders (EGB), the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE), the student journal GLUE, and Student Council, among other organizations available to students at the university.

B. Design**:** The program views the design studio as the heart of the curriculum and sequences lectures in theory, technology, history and communication early in the sequence to provide all students a robust knowledge base which is then woven into design work, in increasing levels of competency, through progressive studio levels. To facilitate integration, all students within a year-level cohort go through these courses at the same time providing robust design discussions in studios that foster creative exploration and curiosity. Faculty teams combine studio faculty with those of aligned lectures and seminars to ensure overlay between studio and related courses.

As is often found in five-year curricula, the third-year studio provides transition from foundational processes to application and integration of theory and technology into more complex design questions. The fourth year emphasizes explorations requiring integrated evaluation and decision making and finally the fifth year is focused on full synthesis of knowledge, culture and practice, as well as students'

individual design voices into a well-defined architectural exploration developed to a well-conceived site design that is fully documented from research to final result.

C. Professional Opportunity: Students are first introduced to licensure requirements, including the AXP, when they declare their major for Architecture after they have completed their first-year introductory studios. The program then establishes the foundation of professional opportunity through two required courses. The first is the Introduction to Professional Practice Class (ARCH320), required in the third year; course requirements include portfolio and resume development, and this is taught by the department's Architecture Licensing Advisor and Internship Director. The second required course is the Architecture Internship class (ARCH455), a semester long, zero credit paid internship. While students are responsible for securing their own internships, the program offers an internship fair each spring attended by local architecture employers. The CAP also offers an option for students to spend the semester working with Habitat for Humanity under the supervision of an NCARB certified instructor.

In addition, the CAP has established a Professional Advisory Board which meets twice a year. Members include a variety of professionals, some of whom are alumni, and engage with students to perform student critiques, design reviews and conversations about professional opportunities.

D. Stewardship of the Environment: Stewardship of the environment is introduced to students in two ways through the academic curricula. The first method is through internships which happen during the fourth year of study and the second method is through coursework. Evidence of stewardship of the environment is found in the following courses: CAP 101 - Environmental Design + Planning 1, CAP 102 - Environmental Design + Planning 2, ARCH 201 - Architectural Design 1, ARCH 202 - Architectural Design, ARCH 251 - Intro to Social & Environmental Justice, ARCH 273 - Environmental Systems 1, ARCH 301 - Architectural Design, ARCH 302 - Architectural Design, ARCH 373 - Environmental Systems 2, ARCH 400 - Comprehensive Architecture Studio, ARCH 403 - Architecture Design Studio, ARCH 404 - Architecture Final Project Studio, and ARCH 424 - Research & Programming Methods in Architecture. Course content includes philosophy, energy and resource conservation, natural site orientation, passive design, daylighting, and integrative design.

E. Community and Social Responsibility: The program begins teaching community and social responsibility in the common first year, through community service days. Architecture majors build on that experience through both coursework, as well as multiple opportunities for community-based projects. Often studios use community-based initiatives as the core assignment, offering direct opportunities for public interaction and influence. Field trips, a critical piece of the architecture program, also offer the opportunity to expand student horizons and expose students to the diversity of the human experience.

Specific initiatives like ecoREHAB, 8twelve Neighborhood Coalition, and the Muncie Makes Lab, as well as MADJAX, and the Freedom by Design Student Group offer students additional opportunities to engage.

Of particular note, the entire curriculum is enhanced through the integration of a required class, ARCH 251 - Introduction to Social and Environmental Justice in Design. The targeted inclusion work is unique and opens students to new, higher level ideas about the power of design.

I.1.5 Long-Range Planning: The program must demonstrate that it has a planning process for continuous improvement that identifies multiyear objectives within the context of the institutional mission and culture.

[X] Demonstrated

2020 Analysis/Review: The university approved a new strategic plan, "Destination 2040: Our Flight Path 2019-2024, in December of 2018. Following that initiative, the department formed a new strategic planning task force to create specific goals in alignment with the program's core values, accreditation standards, and the university strategic plan.

The resulting new departmental strategic plan was created in collaboration with faculty, students, and stakeholders. It identifies priorities, and responsible parties, within a timeline. In addition, a system to monitor ongoing progress is in place. This on-going self-assessment is being led by CAP's assessment and accreditation coordinator.

The framework of the departmental plan includes Collaboration and Leadership, Design, Professional Opportunity, Stewardship of the Environment, and Community and Social Responsibility. Under each category, specific goals and action steps are clearly articulated and measurable. The new plan is in its first year, and the department is currently benchmarking progress.

In addition to the strategic plan, multiple committees were identified that actively participate in ongoing planning and plan execution including, but not limited to, the undergraduate planning committee, year-level faculty groups, college leadership, departmental leadership and even the NAAB VTR.

I.1.6 Assessment:

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

- How well the program is progressing toward its mission and stated objectives.
- Progress against its defined multiyear objectives.
- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.
- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

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

B. Curricular Assessment and Development: The program must demonstrate a well-reasoned process for curricular assessment and adjustments, and must identify the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

[X] Demonstrated

2020 Analysis/Review:

A. The program has demonstrated a clear self-assessment procedure that includes definition of incremental planning targets to accomplishing goals, data collection, stakeholder engagement, and goals adjustment and revisions. The stakeholders include students, faculty, alumni, professionals and university administration. Appendix H demonstrated the assessment of progress with regards to the architecture department's strategic plan as of February 2020 including noted deficiencies towards the progress. Data collection includes post-graduation data.

B. Curricular assessment and development begins prior to the beginning of each semester when faculty in each year level met to review the learning objectives for each year and each class as well as the SPC's covered in each course. At the conclusion of each semester the faculty get together to review student work towards meeting learning objectives and SPC's. The faculty also meets regularly to discuss progress toward goals, learning objectives and SPC's and to make revisions to the curriculum when necessary. When a curricular change is needed it proceeds through a course approval procedure including both faculty, administrators and university offices and committees.

Part One (I): Section 2 – Resources

I.2.1 Human Resources and Human Resource Development:

The program must demonstrate that it has appropriate human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff.

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.
- The program must demonstrate that an Architecture Licensing Advisor (ALA) has been appointed, is trained in the issues of the Architect Experience Program (AXP), has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- The program must describe the support services available to students in the program, including but not limited to academic and personal advising, career guidance, and internship or job placement.

[X] Demonstrated

2020 Team Assessment: From information contained in the APR, the team noted that the faculty typically teach one studio and one lecture/seminar class per semester. The approximate undergraduate class size is 70 students. Approximately 3/4 of students are in the B.Arch program in year 4. In years 1, 2, +3, students have not yet declared their degree path - BS/BA or B.Arch; in year 5 it is 100% B.Arch. The studio section size is about 14 students.

Assistant Professor Daniel Overbey is the ALA for Ball State. He is also faculty advisor for the AIAS and is the point person for advising students in their 3rd-5th years of their B.Arch degree. He attends the NCARB Licensing Advisors Summit every other summer and attended the Region 4 NCARB Educators Symposium in 2019.

The tenure / tenure track faculty are expected to spend 25% of their time towards scholarship. There are travel funds (temporarily limited due to COVID). The college and university have additional funds for scholarships which can be applied for. The architecture faculty have taken advantage of these funds.

The university provides many services for the students including heath, counseling, tutoring, writing assistance, disability services, student leadership and career advising. The college and department provide advising, career counseling, an annual job and internship fair, and scholarships. The department offers both faculty and staff support as well as financial support for students to participate in national conferences.

I.2.2 Physical Resources: The program must describe the physical resources available and how they support the pedagogical approach and student achievement.

Physical resources include but are not limited to the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Information resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, on-site, or hybrid formats have on digital and physical resources.

[X] Described

2020 Team Assessment: It must be noted that the assessment of the physical resources available was completed based on the APR, the supplemental video walkthrough, and a virtual video tour during the visit, due to the virtual nature of this visit.

The college is housed in a dedicated facility on campus that includes studio space, classrooms, display space and fabrication labs. The building was originally constructed in 1972, added to in 1982 and underwent a limited strategic renovation in 2018. There appears to be an adequate mix of studio spaces as well formal classroom and informal discussion and display spaces. This includes a significant formal lobby space for public display of student work. It was noted the current space is filled nearly to capacity and growth would require additional physical space in an addition or other building on campus.

The resources available to students and faculty include a mix of university maintained and college maintained spaces. The spaces maintained by the university include a well-appointed, dedicated Architecture Library, as well as a Visual Resources Collection, Drawings and Document Archive, and the Center for Energy Research, Education and Service. The college itself maintains a large group of fabrication labs, including a wood shop, laser fabrication lab, CNC and Robotics Lab, a digital simulation lab, a paint shop, and 2D and 3D printing labs. There is also a design build lab located adjacent to the main facility which offers further fabrication capabilities.

The college has one remote facility called the CAP: Indy, located in Indianapolis. While this facility is currently used primarily for the graduate program, it has potential and space for future use with the B.Arch program.

I.2.3 Financial Resources: The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

[X] Demonstrated

2020 Team Assessment: Ball State University is on a sound financial footing with their annual carryover being about twice their annual expenditures.

The Department of Architecture receives approximately $3.6 million which includes faculty and staff salaries and benefits ($3.4 million), student wages and GA Stipends ($100,000) and supplies and travel funds. Additionally, the department has enhancement funds which are used for lectures, reviewers, and additional GA's. This enhancement fund comes from a fee paid by all students in the college. The department also has several foundation accounts which provided an additional $72,000 for program support and $140,000 in student scholarships.

I.2.4 Information Resources: The program must demonstrate that all students, faculty, and staff have convenient, equitable access to literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide information services that teach and develop the research, evaluative, and critical-thinking skills necessary for professional practice and lifelong learning.

[X] Demonstrated

2020 Team Assessment: The CAP facilities include a dedicated architecture library managed by the University Library System. The library houses a comprehensive print collection including periodicals. There is also a visual resources collection available to students, as well as a building materials collection and a drawings and document archive. The library is open seven days a week for students, while the other collections are open during weekdays only. The information resources are funded through a fixed

allocation of the university library budget. All three resources are located on the first floor of the CAP facility for convenient access by all architecture students.

The library is staffed by a full-time librarian as well as a library coordinator and seven to eight student assistants. In addition, the other collections also have appropriate full-time staff available to students.

I.2.5 Administrative Structure and Governance:

• **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and school, college, and institution.

• **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

[X] Described

2020 Team Assessment: The team found full descriptions and identification of key members of the administrative structure and governance of the Department of Architecture in the APR. The program provides similar descriptions for the College of Architecture and Planning (CAP), and the university, up through the overall state-wide structure. As described, the structure provides ample opportunity for faculty, students and alumni to participate and contribute in the governance of the program.

The Department of Architecture, like the other three within the CAP, is administered by a faculty-elected chair. An associate chair and program directors are appointed. Departmental committee membership is determined through annual elections by department faculty, with appointed year-level coordinators.

The chair communicates directly with the chair's student council, which is composed of leadership in student organizations and student-elected representative members from each year of all programs.

CONDITIONS FOR ACCREDITATION

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

Part Two (II): Section 1 – Student Performance – Educational Realms and Student Performance Criteria

II.1.1 Student Performance Criteria: The SPC are organized into realms to more easily understand the relationships between each criterion.

Realm A: Critical Thinking and Representation: Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the study and and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. Graduates must also be able to use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, drawing, and modeling.

Student learning aspirations for this realm include

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Assessing evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

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

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared and presented for ARCH 320 - Introduction to Professional Practice, ARCH 404 - Final Project Studio, and ARCH 424 - Program Methods in Architecture.

Spoken communication skills were demonstrated in all three courses through videos of oral presentations provided. Written communication skills were evident in ARCH 404 and ARCH 424, as well as throughout student work exhibited. Additional written communication skills were evident in student work throughout the curriculum and witnessed during video calls during the team visit.

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.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 403 - Architecture Design Studio and ARCH 404 - Architecture Final Project Studio.

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

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 251 - Introduction to Social and Environmental Justice in Design.

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

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 202 - Architectural Design 2.

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

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared and presented for CAP 101 - Environmental Design + Planning 1, CAP 102 - Environmental Design + Planning 2, and ARCH 263 - Digital Design.

The use of ordering systems was demonstrated in these three courses. The understanding and implementation of ordering systems was evident in student work throughout the curriculum.

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

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 201 - Architectural Design 1, ARCH 340 - Intro to Historic Preservation, and ARCH 424 - Research and Program Methods in Architecture.

A.7 **History and Culture:** *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared and presented for ARCH 100 - Introduction to Architecture, ARCH 229 - History of Architecture 1, and ARCH 329 - History of Architecture 2.

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

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared and presented for ARCH 229 - History of Architecture 1, ARCH 329 - History of Architecture 2, and ARCH 251 - Introduction to Social & Environmental Justice in Design.

Evidence of an exceptional understanding was found particularly in ARCH 251 - Introduction to Social and Environmental Justice in Design. The team commends the university for the special attention to detail to introduce and teach the values of human rights, social equity, and the dignity of every human being. The team felt that this criterion was **Met with Distinction** and describes their reasoning in Appendix 1, below.

Realm A. General Team Commentary: All SPCs in Realm A are met. Students are broadly educated to think critically and to represent their thoughts through a variety of media. The program's extensive attention to detail in teaching critical thinking and representation provides students with historical, theoretical, cultural, social, and political contexts within which to understand their place.

Design thinking and intellectual curiosity are demonstrated throughout the curriculum in courses highlighted in this section. Students explore a variety of media to represent their studio projects. The program supports this exploration through offering a range of physical and digital resources. By having practitioners and skilled professionals as faculty, students are enabled to produce graphics of professional caliber. Throughout the sections assessed in Realm A, it is clear that the university's attention to detail very well conveys the urgency to introduce and teach values of human rights, social equity, and dignity.

Realm B: Building Practices, Technical Skills, and Knowledge: Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to architectural solutions. In addition, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

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

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 424 - Research & Program Methods in Architecture.

B.2 **Site Design:** *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 202 - Architectural Design 2, ARCH 400 - Architectural Design 5, and ARCH 403 - Architecture Design Studio.

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

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 301 - Architectural Design 3, ARCH 302 - Architectural Design 4, and ARCH 400 - Comprehensive Architecture Studio.

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

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was primarily found in student work prepared for ARCH 314 - Building Technology 2, which includes the preparation of detailed construction documents and outline specifications.

The program also identified ARCH 400 - Comprehensive Architecture Studio for this SPC and while the team feels that the former is the primary source of evidence, it was good to see that design deliverables for this course continue to exhibit a similar level of technical content, as do the HABS reports that are part of ARCH 340 - Introduction to Historic Preservation.

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

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 218 - Structural Systems 1, ARCH 318 - Structural Systems 2, and ARCH 418 - Structural Systems 3.

In addition, evidence of student achievement was also demonstrated in coursework for ARCH 301 - Architectural Design 3, ARCH 302 - Architectural Design 4, and ARCH 400 - Comprehensive Architecture Studio.

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

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 273 - Environmental Systems 1, ARCH 301 - Architectural Design 3, and ARCH 373 - Environmental Systems 2. Sustainable Design is well ingrained in the DNA of the program and concepts are considered and developed throughout the design process in both studios and lecture courses. Concepts are researched, well documented and evident in all design work viewed. The depth of ability to deal with concepts of sustainability at all levels of the design process, compelled the team to highlight this criterion as one that is **Met with Distinction.**

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

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared and presented for ARCH 214 - Building Technology 1, ARCH 273 - Environmental Systems 1, and ARCH 314 - Building Technology 2.

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

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared and presented for ARCH 214 - Building Technology 1 and ARCH 314 - Building Technology 2.

The use of Building Materials and Assemblies was demonstrated strongly in these two courses but understanding and implementation of materials and assemblies is evident in student work throughout the curriculum, especially in higher level courses.

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

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 373 - Environmental Systems 2.

B.10 Financial Considerations: *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 420 - Professional Practice; ARCH 403 - Architecture Design Studio, and ARCH 340 - Introduction to Historic Preservation.

Realm B. General Team Commentary: All SPCs in Realm B are **Met**. Students are given a variety of opportunities to expand their knowledge of the technical demands of architecture, including structural systems, codes, building environmental systems, and construction. Students clearly apply their knowledge of the same in a variety of courses. Students incorporate advanced thinking in sustainability and environmental design into projects at multiple levels. The team was pleased to see the level of thoughtfulness given to site integration as well as energy modeling (digitally), and solar modeling (digitally and physically). The program also benefits from a robust materials library, which the students indicated is a key resource to supply hands on experience. The team feels that B.6 Environmental Systems was **Met with Distinction** and describes their reasoning above and in Appendix 1 below.

Realm C: Integrated Architectural Solutions: Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution.

Student learning aspirations in this realm include:

- Comprehending the importance of research pursuits to inform the design process.
- Evaluating options and reconciling the implications of design decisions across systems and scales.
- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.

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

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 424 - Research and Programming Methods in Architecture, and ARCH 404 - Architectural Final Project Studio.

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

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 400 - Architecture Studio, ARCH 403 - Architecture Design Studio and ARCH 404 - Architecture Final Project.

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

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 400 - Architecture Studio, and ARCH 403 - Architecture Design Studio, Final Project.

The team found one of the strengths of the program to be the inclusive manner in which technical subjects such as Building Envelope Design, Environmental and Structural Systems are taught and then woven into the fabric of studio work so that the results of later studios show a clear and inclusive progression of the integration of such critical building systems into their design work, developing in students a culture of integrative design that is evident throughout the curriculum. Their level of achievement was such that the team felt compelled to hold this criterion out as one that was **Met with Distinction**.

Realm C. General Team Commentary: All SPC within this realm were met, including the often "missed" C.3 Integrative Design. The team observed that this is the direct result of the manner in which the program teaches technical subjects early in the curriculum and particularly the way in which they are integrated, successively, into every subsequent studio and design outcome. The thoughtful and thorough manner in which the program carries out this integration is commendable.

Realm D: Professional Practice: Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.

  Understanding a professional code of ethics, as well as legal and professional responsibilities.

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

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 320 - Intro to Professional Practice and Arch 455 - Internship.

D.2 **Project Management:** *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in lectures and student work prepared for ARCH 420 - Professional Practice, and validated during their internship period, embodied in ARCH 455 - Internship.

D.3 **Business Practices:** *Understanding* of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in lectures and in student work prepared for ARCH 420 - Professional Practice, and validated during their internship period, embodied in ARCH 455 - Internship.

D.4 **Legal Responsibilities:** *Understanding* of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 420 - Professional Practice and ARCH 455 - Internship.

D.5 **Professional Conduct:** *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 100 - Introduction to Architecture, ARCH 320 - Introduction to Professional Practice, and ARCH 455 - Internship.

Realm D. General Team Commentary: All SPC's in Realm D are met. Both Professional Practice courses (ARCH 320 and 420) provide students with a clear understanding of the critical elements of the architecture profession, and these topics are further reinforced in the required internship semester as demonstrated by the student work presented. This was evident during the team visit in talking with students, during a live visit on the ARCH 320 course and a discussion with the Professional Practice faculty.

Part Two (II): Section 2 – Curricular Framework

II.2.1 Institutional Accreditation

For a professional degree program in architecture to be accredited by the NAAB, the institution must meet one of the following criteria:

1. The institution offering the accredited degree program must be or be part of an institution accredited by one of the following U.S. 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); or the Western Association of Schools and Colleges (WASC).
2. Institutions located outside the United States and not accredited by a U.S. regional accrediting agency may pursue candidacy and accreditation of a professional degree program in architecture under the following circumstances:
    a. The institution has explicit written permission from all applicable national education authorities in that program's country or region.
    b. At least one of the agencies granting permission has a system of institutional quality assurance and review which the institution is subject to and which includes periodic evaluation.

[X] Met

2020 Team Assessment: Ball State University is accredited by the Higher Learning Commission and received its most recent reaffirmation on January 14, 2014. Evidence of its accreditation is presented in the form of the notification letter from the Higher Learning Commission, included in the program's APR. Its next scheduled reaffirmation of accreditation will occur in 2023-2024.

II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following professional degree programs with the following titles: 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 optional studies.

The B. Arch., M. Arch., and/or D. Arch. are titles used exclusively with NAAB-accredited professional degree programs. The B. Arch., M. Arch., and/or D. Arch. are recognized by the public as accredited degrees and therefore should not be used by nonaccredited programs.

Therefore, any institution that uses the degree title B. Arch., M. Arch., or D. Arch. for a nonaccredited degree program must change the title. Programs must initiate the appropriate institutional processes for changing the titles of these nonaccredited programs by June 30, 2018.

The number of credit hours for each degree is specified in the *2014 NAAB Conditions for Accreditation*. All accredited program must conform to the minimum credit hour requirements:

[X] Met

2020 Team Assessment: The APR for Ball State University's M.Arch program will be submitted in 2021, with its next visit scheduled for spring 2022.

Part Two (II): Section 3 – Evaluation of Preparatory Education

The program must demonstrate that it has a thorough and equitable process for evaluating the preparatory or preprofessional education of individuals admitted to the NAAB-accredited degree program.

- Programs must document their processes for evaluating a student's prior academic course work related to satisfying NAAB student performance criteria when a student is admitted to the professional degree program.

- In the event a program relies on the preparatory educational experience to ensure that admitted 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.

- The program must demonstrate that the evaluation of baccalaureate-degree or associate-degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate before accepting the offer of admission. See also Condition II.4.6.

[X] Met

2020 Team Assessment: The evaluation of preparatory education was described fairly vaguely in the APR. It was clarified with the department chair and then further clarified with the undergraduate architectural advisor. At this time, the process has only been implemented with one student but the process is in place for future transfer students into the program.

Part Two (II): Section 4 – Public Information

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, the following seven conditions require all NAAB-accredited programs to make certain information publicly available online.

II.4.1 Statement on NAAB-Accredited Degrees:

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the *NAAB Conditions for Accreditation*, Appendix 1, in catalogs and promotional media.

[X] Met

2020 Team Assessment: The statement on NAAB-accredited degrees can be found on the program's designated public information web page, at the following link, which was included in the APR: https://www.bsu.edu/academics/collegesanddepartments/architecture/about-us/naab-accreditation

II.4.2 Access to NAAB Conditions and Procedures:

The program must make the following documents electronically available to all students, faculty, and the public:

The 2014 NAAB Conditions for Accreditation

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2020 Team Assessment: A link to the NAAB website is provided at the topmost portion of the program's public information landing page, found at the following link provided in the APR: https://www.bsu.edu/academics/collegesanddepartments/architecture/about-us/naab-accreditation

II.4.3 Access to Career Development Information:

The program must demonstrate that students and graduates have access to career development and placement services that assist them in developing, evaluating, and implementing career, education, and employment plans.

[X] Met

2020 Team Assessment: The university provides a robust online career center which provides various resources for career planning, including occupational outlooks, career guides, employment opportunities and recruitment / hiring links. The information is general in nature but can be made specific to a student's particular degree. The information is found on the career center's landing page, found at the following link provided in the APR: http://cms.bsu.edu/about/administrativeoffices/careercenter

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 electronically available to the public:

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).
- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).
- The most recent decision letter from the NAAB.

- The most recent APR.[1]
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2020 Team Assessment: All required reports are provided on the designated accreditation web page which can be found at the following link contained in the APR: http://cms.bsu.edu/about/administrativeoffices/careercenter

II.4.5 ARE Pass Rates:

NCARB publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered useful to prospective students as part of their planning for higher/post-secondary education in architecture. Therefore, programs are required to make this information available to current and prospective students and the public by linking their websites to the results.

[X] Met

2020 Team Assessment: The program just graduated its first cohort of B.Arch students in May 2020. These graduates will not be eligible to take the ARE until the program is accredited; however, because the school already has another accredited program (M.Arch), the program's accreditation web page already provides links to the information on the NCARB website.

II.4.6 Admissions and Advising:

The program must publicly document all policies and procedures that govern how applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and outside the institution.

This documentation must include the following:

- Application forms and instructions.
- Admissions requirements, admissions decision procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing.
- Forms and process for the evaluation of preprofessional degree content.
- Requirements and forms for applying for financial aid and scholarships.
- Student diversity initiatives.

[X] Met

2020 Team Assessment: All required information, forms and explanation of the admissions process for the College is provided on the web page; the following link was provided in the APR: https://www.bsu.edu/academics/collegesanddepartments/cap/applications-financial-aid/undergraduate

As part of the first-year curriculum, all CAP students are instructed in the application process to the individual departments, later in the year. Information and forms related to that process were found at: https://catalog.bsu.edu/2019-2020/Undergraduate-Catalog/Estopinal-College-of-Architecture-and-Planning/Architecture

Student advisors monitor each student's degree progress throughout their course of study and are encouraged to meet with advisors each semester. An electronically generated report of courses taken or yet to be taken is available to students, and other advising resources are made available at the following web page: https://www.bsu.edu/academics/advising

II.4.7 Student Financial Information:

- The program must demonstrate that students have access to information and advice for making decisions regarding financial aid.
- The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

[X] Met

2020 Team Assessment: Financial information for all students is available at the following link, found in the APR: https://www.bsu.edu/admissions/tuition-and-fees.

Undergraduate financial aid and scholarship opportunities are available at this link: https://www.bsu.edu/admissions/financial-aid-and-scholarships, also included in the APR.

PART THREE (III): ANNUAL AND INTERIM REPORTS

III.1 Annual Statistical Reports: The program is required to submit Annual Statistical Reports in the format required by the *NAAB Procedures for Accreditation*.

The program must certify that all statistical data it submits to the 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.

[X] Met

2020 Team Assessment: A memorandum from Sonia Brandon, Ph.D., Associate Vice President for Institutional Research and Decision Support, certifying the accuracy of statistical data sent to the NAAB and other agencies is contained within the APR on page 98.

III.2 Interim Progress Reports: The program must submit Interim Progress Reports to the NAAB (see Section 10, *NAAB Procedures for Accreditation,* 2015 Edition).

[X] Not Applicable

2020 Team Assessment: This requirement is not yet applicable.

IV. Appendices:

Appendix 1. Conditions Met with Distinction

In general, the visiting team felt that most, if not all, SPC were met at a very high standard with learning integrated throughout the curriculum and regularly demonstrated. Even at this high level, the team recognized that, in certain instances, there exist conditions which the faculty met at such a high standard as to empower the students to further develop themselves by working outside of class, within student organizations and with outside projects beyond the work of the curriculum. The team feels that this level of achievement exemplifies the best of education and chose to highlight those that met this very high standard:

A.8 - Cultural Diversity and Social Equity

B.6 - Environmental Systems

C.3 - Integrative Design

Appendix 2. Team SPC Matrix

The team is required to complete an SPC matrix that identifies the course(s) in which student work was found that demonstrated the program's compliance with Part II, Section 1.

DEPARTMENT OF ARCHITECTURE
BALL STATE UNIVERSITY

B.ARCH

NAAB SPC MATRIX

***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.

REALM A: CRITICAL THINKING & REPRESENTATION

1. Being broadly educated; 2. Valuing lifelong inquisitiveness; 3. Communicating graphically in a range of media; 4. Assessing evidence; 5. Comprehending people, place, and context; 6. Recognizing the disparate needs of client, community, and society.

REALM B: BUILDING PRACTICES, TECHNICAL SKILLS, & KNOWLEDGE

1. Creating building designs with well-integrated systems; 2. Comprehending constructability; 3. Integrating the principles of environmental stewardship; 4. Conveying technical information accurately.

REALM C: INTEGRATED ARCHITECTURAL SOLUTIONS

1. Comprehending the importance of research pursuits to inform the design process; 2. Evaluating options and reconciling the implications of design decisions across systems and scales; 3. Synthesizing variables from diverse and complex systems into an integrated architectural solution; 4. Responding to environmental stewardship goals across multiple systems for an integrated solution.

REALM D: PROFESSIONAL PRACTICE

1. Comprehending the business of architecture and construction; 2. Discerning the valuable roles and key players in related disciplines; 3. Understanding a professional code of eithics, as well as legal and professional responsibilities.

		7/16/2019	SPC		A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8
					Professional Communication Skills	Design Thinking Skills	Investigative Skills	Architectural Design Skills	Ordering Systems	Use of Precedents	History & Global Culture	Cultural Diversity & Social Equity
				Number of SPC's	*Ability* to write and speak effectively and use representational media appropriate for both within the profession and with the general public.	*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.	*Ability* to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.	*Ability* to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design.	*Ability* to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.	*Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.	*Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors.	*Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.
1		FIRST	FOUNDATION		A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8
B.ARCH	FALL	CAP 101	Environmental Design + Planning 1						■			
and		CAP 161	Design Communications Media 1									
BA/BS		ARCH 100	Introduction to Architecture								■	
		PLAN 100	Introduction to Urban Planning									
	SPRING	CAP 102	Environmental Design + Planning 2						■			
		CAP 162	Design Communications Media 2									
		LA 100	Introduction to Landscape Architecture									
2		SECOND	APPLICATION		A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8
B.ARCH	FALL	ARCH 201	Architectural Design 1							■		
and		ARCH 214	Building Technology 1									
BA/BS		ARCH 229	History of Architecture 1								■	■
		ARCH 251	Introduction to Social & Environmental Justice in Design				■					■
		ARCH 263	Digital Design						■			
	SPRING	ARCH 202	Architectural Design 2					■				
		ARCH 218	Structural Sytems 1									
		ARCH 273	Enviromental Systems 1									
		ARCH 329	History of Architecture 2								■	■
3		THIRD	INTEGRATION		A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8
B.ARCH	FALL	ARCH 301	Architectural Design 3									
and		ARCH 318	Structural Systems 2									
BA/BS		ARCH 373	Environmental Systems 2									
		ARCH 320	Intro to Professional Practice		■							
	SPRING	ARCH 302	Architectural Design 4									
		ARCH 314	Building Technology 2									
		ARCH 340	Intro. to Historic Preservation							■		
		FIRST THREE YEARS UNDERGRADUATE ARE COMMON. In spring of their third year, students identify continuing with professional B.ARCH (2 years) OR BA/BS 'pre-professional' (1 year) degree. In the fourth year, students are in coursework unique to their degree path.										
		B.ARCH only undergraduate professional degree (year 4)										
4		FOURTH	SYNTHESIS		A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8
B.ARCH	FALL	ARCH 400	Architectural Design 5									
only		ARCH 418	Structural Systems 3									
		ARCH 420	Professional Practice									
	SPRING	ARCH 455	INTERNSHIP									
			Note: Internship can occur either fall or spring - student preference									
		B.ARCH only undergraduate professional degree (year 5)										
5		FIFTH	INDIVIDUALIZED		A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8
B.ARCH	FALL	ARCH 403	Architecture Design Studio			■						
only		ARCH 424	Research & Program. Methods in Architecture		■					■		
	SPRING	ARCH 404	Architecture Final Project Studio		■	■						
			Electives									
			EXEMPLARS per SPC IN BARCH									

	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10
	Pre-Design	Site Design	Codes & Regulations	Technical Documentation	Structual Systems	Environmental Systems	Building Envelope Systems & Assemblies	Building Materials & Assemblies	Building Service Systems	Financial Considerations
	Ability to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of stie conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.	*Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design.	*Ability* to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards.	*Ability* to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.	*Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravitational, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.	*Ability* to demonstrate the principles of environmental systems design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.	*Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.	*Understanding* of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and resue.	*Understanding* of the basic principles and appropriate application and performance of building service systems, including lighting, mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems.	*Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.
1st	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10
CAP 101										
CAP 161										
ARCH 100										
PLAN 100										
CAP 102										
CAP 162										
LA 100										
2nd	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10
ARCH 201										
ARCH 214							■	■		
ARCH 229										
ARCH 251										
ARCH 263										
ARCH 202		■								
ARCH 218					■					
ARCH 273						■	■			
ARCH 329										
3rd	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10
ARCH 301			■		■	■				
ARCH 318					■					
ARCH 373						■			■	
ARCH 320										
ARCH 302			■		302					
ARCH 314				■			■	■		
ARCH 340				■						■
4th	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10
ARCH 400		■	■		■					
ARCH 418					■					
ARCH 420										■
ARCH 455										
5th	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10
ARCH 403		■								■
ARCH 424	■									
ARCH 404										

	C.1	C.2	C.3
	Research	Integrated Evaluations & Decision-Making Design Process	Integrative Design
	Understanding of the theoretical and applied research methodologies and practices used during the design process.	*Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.	*Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.
1st	C.1	C.2	C.3
CAP 101			
CAP 161			
ARCH 100			
PLAN 100			
CAP 102			
CAP 162			
LA 100			
2nd	C.1	C.2	C.3
ARCH 201			
ARCH 214			
ARCH 229			
ARCH 251			
ARCH 263			
ARCH 202			
ARCH 218			
ARCH 273			
ARCH 329			
3rd	C.1	C.2	C.3
ARCH 301			
ARCH 318			
ARCH 373			
ARCH 320			
ARCH 302			
ARCH 314			
ARCH 340			
4th	C.1	C.2	C.3
ARCH 400		■	■
ARCH 418			
ARCH 420			
ARCH 455			
5th	C.1	C.2	C.3
ARCH 403		■	■
ARCH 424	■		
ARCH 404	■	■	

	D.1	D.2	D.3	D.4	D.5
	Stakeholder Roles in Architecture	Project Management	Business Practices	Legal Responsibilities	Professional Conduct
	Understanding of the relationships among key stakeholders in the design process-client, contractor, architect, user groups, local community-and the architect's role to reconcile stakeholder needs.	*Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.	*Understanding* of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship.	*Understanding* of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.	*Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.
1st	D.1	D.2	D.3	D.4	D.5
CAP 101					
CAP 161					
ARCH 100					■
PLAN 100					
CAP 102					
CAP 162					
LA 100					
2nd	D.1	D.2	D.3	D.4	D.5
ARCH 201					
ARCH 214					
ARCH 229					
ARCH 251					
ARCH 263					
ARCH 202					
ARCH 218					
ARCH 273					
ARCH 329					
3rd	D.1	D.2	D.3	D.4	D.5
ARCH 301					
ARCH 318					
ARCH 373					
ARCH 320	■		■		■
ARCH 302					
ARCH 314					
ARCH 340					
4th	D.1	D.2	D.3	D.4	D.5
ARCH 400					
ARCH 418					
ARCH 420		■	■	■	
ARCH 455	■	■	■	■	■
5th	D.1	D.2	D.3	D.4	D.5
ARCH 403					
ARCH 424					
ARCH 404					

Appendix 3. The Visiting Team

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V. Report Signatures

Respectfully Submitted,

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Patrick Tripeny
Team Member

Greg Overkamp, AIA
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Stephanie Aranda
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Sarah Hempstead, AIA
Non-Voting Team Member