The
Design School

MASTER OF ARCHITECTURE PROGRAM REPORT
PREPARED 09_07_2017 FOR 2018 NAAB ACCREDITATION VISIT

Herberger
Institute for
Design and
the Arts

Arizona State
University

MASTER OF ARCHITECTURE PROGRAM REPORT

SUBMITTED TO THE National Architectural Accrediting Board (NAAB)

Institution

Herberger Institute for Design and the Arts
Arizona State University
Tempe, Arizona

Dr. Michael Crow
President
Arizona State University

Dr. Mark Searle
Executive Vice President and Provost of the University

Dr. Steven Tepper
Dean of The Herberger Institute for Design and the Arts
Steven.Tepper@asu.edu

School

The Design School
Arizona State University
Tempe, Arizona, 85287-1605
480-965-3536
https://design.asu.edu/

Jason Schupbach
Director of The Design School
Jason.Schupbach@asu.edu

Program

Master of Architecture
First Professional Degree

Philip Horton
Assistant Director of The Design School and Head of Architecture
Philip.Horton@asu.edu

NOTE: FINAL VERSION WILL HAVE AN ACTIVE TABLE OF CONTENTS LINKED TO PAGES IN THE DOCUMENT. Format to fit on one page

Contents:

SECTION ONE - Institutional Support and Commitment to Continuous Improvement

1.1 - Identity & Self-Assessment

I.1.1 History and Mission
I.1.2 Learning Culture
I.1.3 Social Equity
I.1.4 Defining Perspectives
A. Collaboration and Leadership
B. Design
C. Professional Opportunity
D. Stewardship of the Environment
E. Community and Social Responsibility
1.1.5 Long-Range Planning
1.1.6.A Program Self-Assessment
1.1.6.B Curricular Assessment and Development

SECTION TWO – Progress since the Previous Visit

Program Response to Conditions Not Met
Program Response to Causes of Concern
Program Response to Change in Conditions

SECTION THREE – Compliance with the Conditions for Accreditation

I.2.1 Human Resources and Human Resource Development
I.2.2 Physical Resources
I.2.3 Financial Resources
I.2.4 Information Resources
I.2.5 Administrative Structure & Governance

II.1.1 Student Performance Criteria
II.2.1 Institutional Accreditation
II.2.2 Professional Degrees and Curriculum
II.3 Evaluation of Preparatory Education
II.4 Public Information [THESE ITEMS WILL BE ADDED TO TDS WEBSITE]

III.1.1 Annual Statistical Reports
III.1.2 Interim Progress Reports

SECTION FOUR – Supplemental Material (on Dropbox at xxxxxx)

4.1 Resumes of faculty teaching in the accredited program
4.2 Faculty credentials matrices
4.3 Plans of physical resources assigned to the Program
4.4 Descriptions of all courses offered within the curriculum of the NAAB-accredited degree
4.5 Studio Culture Policy
4.6 Self-assessment Policies and Objectives
4.7 Policies on academic integrity for students
4.8 information resources policies including collection development
4.9 Policies and Procedures relative to EEO/AA for faculty, staff and students.
4.10 The institution's policy regarding human resource development opportunities such as sabbatical, research leave and scholarly achievements
4.11 The policies, procedures and criteria for faculty appointment, promotion and tenure

4.12 Response to the Offsite Program Questionnaire
4.13 Visiting Team Report (VTR) from the previous visit (2012)
4.14 Focused Evaluation Materials (2015)
4.15 Copy of Institutional Accreditation Letter
4.16 Letter from institutional research regarding ARS data
4.17 Detailed information on invited guest critics, lectures

PART ONE – Institutional Support and Commitment to Continuous Improvement

I.1 Identity and Self-Assessment

I.1.1 History and Mission

The history of the Arizona State University dates to 1885 when the first teachers college was founded in the present location of the campus in a rather modest building. Since then, the University has grown to become one of the largest universities in the country with a Fall 2016 21st Day Enrollment Head Count of 98,177 students (ABOR 2016 Fall Enrollment Report) across four campuses, with nearly 77,000 on the 800-acre Tempe campus where our program is located. The University has progressively increased enrollment every year toward ASU's 2020 plan to provide access to education for more than 100,000 students.

Arizona State University, located in the Phoenix metropolitan area, has emerged as a leading national and international research and teaching institution with an increasingly diverse focus beyond Arizona and Phoenix. U.S. News & World Report have ranked ASU as the #1 University in the Nation for Innovation both of the two years that this ranking has existed (ahead of Stanford and MIT). Maricopa County is Arizona's dominant population center and, once again, the fastest growing large county in the country (US Census Bureau 2017) adding 222 people per day in 2016. This rapidly growing, multi- campus public research university offers programs ranging from the baccalaureate through the doctorate to the more than 90,000 full-time and part-time students.

Arizona State University is part of a university system governed by the Arizona Board of Regents (ABOR). The board consists of ten appointed members, including two student members, with the elected governor and the state superintendent of public instruction as ex-officio members. The term of each member (except the student members) is eight years. Students serve two year staggered terms, the first year as a non-voting member. The regents select and appoint the president of the University, who is the liaison between the Arizona Board of Regents (ABOR) and the institution. The President is aided in the administrative work of the institution by Executive Vice President and Provost of the University, Mark Searle, as well as other provosts, vice presidents, deans, directors, department chairs, faculty, and other officers.

Arizona State University is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA). Programs in the various colleges, schools, divisions, and departments are accredited by, or affiliated with, national bodies as described in the Academic Accreditation, Academic Affiliation and Academic membership tables published on pages 20-22 of the 2016/17 Arizona State University Academic Catalog. The academic units develop and implement the teaching, research, and service programs of the University, aided by the University libraries, museum, and other services.

The faculty and students of the University play an important role in educational policy, with campus Academic Senates, joint University committees and boards, and the student associations serving the needs of the institution as a comprehensive public research university that assumes responsibility for the economic, social, cultural and overall health of the communities it serves.

University Campuses and Sites

Dr. Michael Crow is the President of the University (since July 1, 2002) and Dr. Mark Searle is Executive Vice President and Provost of the University.

Arizona State University is one university in many places, featuring the ASU Tempe campus (76,844 in 2016); ASU West campus in northwest Phoenix (19,382 in 2016); ASU Polytechnic campus, located in southeast Mesa (16,227 in 2016); ASU Downtown, a major educational center in downtown Phoenix (28,746 in 2016); and other instructional, research, and public service sites including ASU Colleges at Lake Havasu City, ASU California Center in Santa Monica, and ASU Washington DC Center. ASU- Tempe campus and ASU-West campus are separately accredited by the Higher Learning Commission, and by the professional accrediting agencies. Arizona State University East campus is recognized by the Higher Learning Commission as a full-service campus and is accredited under the Tempe campus. The Design School currently operates out of two primary buildings, Design North and Design South, with additional spaces in other portions of campus.

The Tempe campus of ASU is situated on over 800 acres in a setting of desert trees and subtropical plantings. ASU's best-known architectural landmark is the Grady Gammage Memorial Auditorium, designed by Frank Lloyd Wright (built in 1964). Several significant buildings, including the Antoine Predock designed ASU Art Museum and Fine Arts Center (built in 1989), the Scogin Elam and Bray designed Ross-Blakely Hall (built in 1993), Interdisciplinary Science and Technology Building II (ISTB II) designed by Richard + Bauer (built in 2005), Coor Hall designed by Jones Studio (built in 2003), the Barrett Honors College complex designed by Machado + Silvetti (built in 2007), ISTB IV designed by Steven Ehrlich and Partners (built in 2012), and the Design North facility designed by Alan Chimicoff and the Hillier Group (built in 1989), are distinctive in their own right. The University currently the Biodesign Institute C building, designed by ZGF Architects, and completing new Fulton Schools of Engineering Residential Community designed by SCB and opening imminently.

State Legislation passed in 2010 allows each of the public Universities governed under ABOR (ASU, University of Arizona, and Northern Arizona University) to develop privately leasable space on University property. The has resulted in new projects – stemming from University Realty – that mix short-term leasable space in with academic buildings, like the College Avenue Commons building (designed by Gensler and Architekton and completed in 2014) which combines the Del E. Webb School of Construction Management on the upper three floors, with ground-floor and mezzanine-level retail. This 2010 Legislation has also resulted new projects – also led by University Realty – for private buildings to be built on ASU land via 99-year land lease, like Marina Heights, a 2 million square foot class-A office complex which now houses the regional hub for State Farm Insurance and a number of other corporations. Projects such as these are zoned Mixed-Use Education (MUED) and are subject to approval from the Joint Review Commission (JRC) formed between ASU and the City of Tempe. On August 2nd of 2017 this JRC approved a 99-year land lease Mirabella at ASU, a 20-storey, 500,000 square foot, 252 apartment community marketed as "retirement redefined". Developers of Mirabella (designed by Ankrom Moisan) are hoping to break ground in December of 2017, and the project will go up just west of Design North, where Architecture and The Design School are located. University Realty is also presently working with Catellus Development on a massive, forthcoming project called the Novus Innovation Corridor (being masterplanned by Sasaki and Architekton) which will occupy 330-acres in Tempe and include up to 8-million square feet of new construction – of commercial, residential, retail, event space and more.

Our faculty and administration once had substantial influence on the architectural and urban development of the University. Former Deans Wellington Reiter, FAIA and John Meunier, RIBA, along with Former Directors Michael Underhill, AIA, and Ron McCoy, AIA – who later served as the University Architect before leaving for the same role at Princeton University – each played recognized advisory roles relative to campus masterplanning and the design of new facilities.

Recent meetings with current University Architect, Edmundo Soltero, FAIA and CEO of University Realty, Randy Levin have been focused on rebuilding relationships between The Design School and the architectural and urban development of the University. Interim Head of Architecture, Philip Horton holds a joint-appointee role on the JRC. New Director of the The Design School, Jason Schupbach – who holds a Masters of Urban Planning from MIT – has extensive experience working within multi-tiered public systems in which development planning are long-range and complex.

Degree granting programs on the Tempe Campus of the University include: Business, Engineering, Graduate, Law, Letters and Sciences, Liberal Arts and Sciences, Teaching, Nursing, Sustainability, Honors, The Bio-Design Institute and The Herberger Institute for Design and The Arts (HIDA). The colleges and institutes are made up of schools, divisions, academic departments, and centers of research and service with more than fifty specific units of instruction. The Design School is housed within HIDA. HIDA is composed of five schools (from largest to smallest): The Design School; the School of Film, Dance, and Theater; the School of Music; the School of Art; and the School of Arts, Media and Engineering.

ASU offers baccalaureate degree programs in more than 100 areas of interest, master's degrees in nearly 100 majors, as well as nearly 50 doctoral degrees such as Juris Doctor, Doctor of Education, Doctor of Musical Arts, Doctor of Audiology, Doctor of Nursing Science and Doctor of Philosophy degrees. ASU is a Research Extensive University. Underlying the range of research conducted at ASU is the competitively funded external support received in the form of sponsored project grants and contracts that provide research opportunities for our faculty, researchers, graduate students, and undergraduates. In 2016, ASU ranked #10 in U.S. for total research expenditures among institutions without a medical school, $518,200 in sponsored project expenditures were supported through external grants and contracts, ranking as an R1 University: Highest Research Activity in the Carnegie Classification of Higher Learning Institutions.

The University's new Dean of Libraries, Dr. James O'Donnell came to ASU from Georgetown University in 2015. Under Dean O'Donnell's leadership, the University's Libraries system is undergoing a comprehensive "reinvention". Many of the University's more than 4.5 million volumes (ranking in the top-50 largest research libraries in the United States and Canada, according to criteria established by the Association of Research Libraries) have been digitized for online access and their physical copies have been moved to high-density storage on the Polytechnic campus – from which they can be recalled by faculty and students. Reallocating these volumes to storage liberates space within the University Libraries to take on other uses related to learning: maker spaces, film-making studios, and other uses to be co-programmed with the Colleges and Schools who most commonly use each library. Snohetta and Ayers Saint Gross have been hired to design the first reinvention, for the main university library, Hayden at the center of the Tempe campus.

The Design Library contains over 50,000 volumes including: books, periodicals, recordings, and portfolio materials in the areas of architecture and design. The archives of several prominent architects, such as Will Bruder and Al Beadle, are also housed here. The Library is housed within our own Design North building. Reinvention of the Design Library has not yet begun, and no date for this work is yet known.

History and Description of the School

The founding Dean of the College of Architecture, James Elmore, began teaching at Arizona State University in 1949. A two-year technical program was developed upon the suggestion of the National Architectural Accrediting Board and the first classes were offered in 1949-50 academic year. During the 1950s, the program grew from a two-year program to three, and later four with a Bachelor of Science degree, and finally to five-year Bachelor of Architecture program that began in the fall of 1957. The five-year program produced its first graduates in 1960, and it was accredited by NAAB in 1961. At this point the School of Architecture was part of the College of Engineering and Applied Sciences. It became independent as College of Architecture in July 1, 1964, and was later expanded, under Dean John Meunier, to the College of Architecture and Environmental Design (CAED) in 1983. In 2005, under Dean Wellington Reiter, The CAED was renamed The College of Design and housed three Schools: The School of Architecture + Landscape Architecture, The School of Design (Graphic Design, Industrial Design, Interior Design,), and The School of Planning. Also during this time three new college initiatives were launched: The Master of Real Estate Development (MRED), The Phoenix Urban Research Lab (PURL), and the Stardust Center for Affordable Homes and the Family. In 2009, The College of Design was merged with The Herberger College of Fine Arts forming the Herberger Institute for Design and The Arts. During the merger MRED moved to the W.P. Carey College of Business, and the Urban Planning program moved to The School of Geographical Sciences. The School of Design Innovation was also established in 2009. In 2010, The School of Design Innovation was disestablished, and the faculty unanimously voted to merge with the School of Architecture + Landscape Architecture creating what is now The Design School. The Design School currently provides undergraduate and graduate education for professional, research, and academic careers in architecture, environmental design, industrial design, interior design, landscape architecture, visual communication design (graphic design), and urban design.

The Design School has five core design disciplines:

- Architecture
- Industrial Design
- Interior Design
- Landscape Architecture
- Visual Communication Design

The School also has four design programs that operate across discipline:

- Building Science and Performance
- Environmental Design
- Urban Design
- Design Research

The current academic leadership of the Herberger Institute for Design and The Arts are: Dean Steven Tepper, Associate Deans: Sandra Stauffer, Kathryn Maxwell, Jacob Pinholster, and Sunny Kuo. The current academic leadership of The Design School are: Director Jason Schupbach (began on July 3, 2017) and Assistant Directors: Joseph Ewan, Jacques Giard, William Heywood, Philip Horton and John Takamura. Additionally, each of our 5 core design disciplines has a faculty member who serves as a Program Head. Clinical Assistant Professor Philip Horton is the Interim Program Head for the Architecture Program. The School will conduct an international search for a new head of Architecture in Fall of 2017.

Undergraduate Programs

The School houses the following baccalaureate degree programs offered by the faculty of the five Programs:

- Architectural Studies, BSD
- Environmental Design, BSED
- Industrial Design, BSD
- Interior Design, BSD
- Landscape Architecture, BSLA
- Visual Communication Design, BSD

Graduate Programs

Faculty in The Design School offer five master's degree programs and one Ph.D. through the Graduate College:

M.Arch: A professional program leading to the NAAB accredited degree Master of Architecture (the two-year as well as 3+ year programs).

MIA: A professional program leading to the CIDA accredited degree Master of Interior Architecture (two year as well as 3+ year program)* pending candidacy

MID: A professional program leading to the NASAD accredited degree Master of Industrial Design (two year as well as 3+ year program)

MLA: A professional program leading to the LAAB accredited degree Master of Landscape Architecture (two year as well as 3+ year programs)

MSBE: An applied research-based Master of Science degree with a major in the built environment, building science and performance

MSD: Research-based Master of Science in Design leading to NASAD accredited degrees with concentrations in Industrial Design, Interior Design and Visual Communication Design research

MUD: A studio-based program leading to a Master in Urban

MVCD: A professional program leading to the NASAD accredited degree Master of Visual Communication Design (two year as well as 3+ year program)

The Ph.D. in Design, Environment, and the Arts is a Herberger Institute wide interdisciplinary degree offered by faculty representing the Schools of Art and the Design. Three areas of concentration are available: design; planning; and history, theory, and criticism. The Director of the Ph.D. program is Professor Edward Cook from The Design School.

Community Outreach Programs

The College of Architecture and Environmental Design (CAED), and later College of Design, had long traditions of design specific Community Outreach programs with direct engagement from across the Schools. Shortly after the former College of Design (CoD) was re-consolidated as The Design School under the Herberger Institute for Design and the Arts, previously held Community Outreach programs were no longer sustainable during a time of very limited resources. Previously held Community Outreach programs under CoD and CAED were:

Phoenix Urban Research Lab (PURL)

This satellite lab focused on the design of human settlement and its relation to sustainability, social justice, and cultural understanding. In 2017 the College of Public Service is looking to re-establish PURL in a new setting and structure. Design School engagement with the future PURL is not yet clear.

Stardust Center for Affordable Homes and the Family

Through research, educational outreach, advocacy, and design innovation, the center supported organizations, neighborhoods, and professionals in their efforts to improve the growth of quality affordable homes and sustainable communities. Stardust 2.0 now exists within the Julie Ann Wrigley Global Institute of Sustainability.

Joint Urban Design Program (JUDP)

Prior to PURL and Stardust, the College of Architecture and Environmental Design (CAED) was host to another satellite lab, the Joint Urban Design Program (JUDP). The JUDP was supported by funds from the Mayor of the City of Phoenix's office, and held several charrettes and co-design efforts with under-served community's in and around Downtown Phoenix – where the JUDP was housed at ASU at the Mercado. John McIntosh was the Director of the JUDP.

<u>The Future of Community Outreach initiatives under new Design School Director, Jason Schupbach</u>

Several faculty within The Design School have continued to be informally engaged in Community Outreach efforts through individual research and topical design studios. These efforts have lacked for support and visibility due to the lack of Community Outreach infrastructure in The Design School.

Immediately after his start in July of 2017, new Director of The Design School has moved to support and promote future Community Outreach with the two new initiatives:

Community Outreach Specialist

On August 1 of 2017, The Design School posted the job description for a new position within The Design School of Community Outreach Specialist. This individual will, amongst other things, be responsible for working between faculty and the community on formalizing current and future Community Outreach efforts.

Community Design Center

Buoyed by anticipated support from the University President's office, surrounding a large, multi-community design project that has come to the University from Senator John McCain, a new Community Design Center is being prepared for open in January of 2018. This space will provisionally be run out of the Tempe Center Annex building, which became available to The Design School on August 1 of 2017.

Institutional Mission

The University Charter
ASU is a comprehensive public research university, measured not by whom we exclude, but rather by whom we include and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves.

To fulfill this mission, ASU seeks to be a university that is fully committed to its community; that directly engages the challenges of its cultural, socioeconomic, and physical setting; and shapes its research initiatives with regard to their social outcomes. In support of its mission, the faculty, staff, and administration of ASU are committed to:

Demonstrate leadership in academic excellence and accessibility

- Maintain the fundamental principle of accessibility to all students qualified to study at a research university
- Maintain university accessibility to match Arizona's socioeconomic diversity
- Improve freshmen persistence to **90%**
- Enhance university graduation rate to **80%** and more than **32,000** graduates
- Enhance quality while reducing the cost of a degree
- Enroll **100,000** online and distance education degree seeking students
- Enhance measured student development and individual student learning to national leadership levels
- Enhance linkages to the university at all levels for all learners

Establish national standing in academic quality and impact of colleges and schools in every field

- Attain national standing in academic quality for each college and school (top 5%)
- Attain national standing in the learning value added to our graduates in each college and school
- Become the leading university academically (faculty, discovery, research, creativity) in at least one department or school within each college/school

Establish ASU as a leading global center for interdisciplinary research, discovery and development by 2025

- Become the leading American center for discovery and scholarship in the integrated social sciences, and comprehensive arts and sciences
- Enhance research competitiveness to more than **$815 million** in annual research expenditures
- Transform regional economic competitiveness through research and discovery and value-added programs
- Become a leading American center for innovation and entrepreneurship at all levels

Enhance our local impact and social embeddedness

- Strengthen Arizona's interactive network of teaching, learning and discovery resources that reflects the scope of ASU's comprehensive knowledge enterprise
- Co-develop solutions to the critical social, technical, cultural and environmental issues facing 21st century Arizona
- Meet the needs of 21st century learners by empowering families in the education of their children, increasing student success through personalized learning pathways, and promoting a college-going culture in Arizona's K-12 schools
- Establish, with Mayo Clinic, innovative health solutions pathways capable of educating 200 million people about health care, engaging 20 million people in online health care delivery, and enhancing treatment for 2 million patients

Eight Design Aspirations - guide the ongoing evolution of ASU as a New American University. These institutional objectives are integrated in innovative ways throughout the university to achieve excellence, access and impact

Leverage Our Place: ASU embraces its cultural, socioeconomic and physical setting.

Transform Society: ASU catalyzes social change by being connected to social needs.

Value Entrepreneurship: ASU uses its knowledge and encourages innovation.

Conduct Use-Inspired Research: ASU research has purpose and impact.

Enable Student Success: ASU is committed to the success of each unique student.

Fuse Intellectual Disciplines: ASU creates knowledge by transcending academic disciplines.

Be Socially Embedded: ASU connects with communities through mutually beneficial partnerships.

Engage Globally: ASU engages with people and issues locally, nationally and internationally.

The Mission Statement of The Design School

The school's mission is to educate future designers, to shape collaborations, synthesize complexity, and catalyze transformation for public good.

The Design School's collaborative structure fosters innovation through integration. This ethos brings together the expertise of architecture, environmental design, industrial design, interior design, landscape architecture, visual communication design, and urban design to pool knowledge among these fields of study and synthesize our discoveries to define relationships among culture, technology, and design. We call upon and integrate the expertise of our own faculty, as well as faculty members from other academic units, to foster creative and innovative design research that seeks to embody the University's goals and benefit our own professional community both locally and globally. (Adopted in 2006)

The Design School seeks to play an important role within the context of the community it serves. As the largest professional design school in the region, we graduate future leaders in the design of the built environment whose work impacts the citizens and public realms of our rapidly urbanizing city. As a public professional school, we have a responsibility to contribute to the public good. Our success, and the success of our graduates, directly translates into a better future for the greater metropolitan area.

Program History

The program in Architecture at ASU has its roots in a two-year technical program offered in the College of Engineering in 1949-50. The program evolved throughout the 1950s and eventually led to the establishment of the College of Architecture and Environmental Design. The first five-year Bachelor of Architecture degree was conferred on a class of one in May,1960. The first advisory visit by the National Architectural Accrediting Board (NAAB) to ASU occurred in January 1961, and accreditation was granted effective in the fall of 1961. The initial accreditation has since been extended as a result of further visits in 1962, 1968, 1973, 1975, 1979, 1984, 1989, 1995, 2000, 2006, and 2012.

In 1978, the College was organized into the departments of Architecture, Design Sciences, and Planning with Calvin Straub appointed the first chair of the Department of Architecture (1978-79). James Scalise succeeded him as acting Chair, and Roger Schluntz was appointed Chair in 1980. In 1985, the Board of Regents raised the program's status to that of a School of Architecture. The Chair's title was simultaneously changed to Director. Jack Peterson served as the Acting Director of the School for one year from 1988 to 1989. In 1989, Michael Underhill was appointed as Director of the School and served in that capacity through 1994. Jack Peterson served as Acting Director in the 1994-95 academic year. Ron McCoy served as Director from 1995 to 2004. Ron McCoy served as Interim Dean in 2003-2004. Catherine Spellman was appointed Interim Director in the fall of 2004, and Max Underwood was appointed Interim Director for the spring of 2005. Darren Petrucci was appointed Director in the fall of 2005. After Professor Petrucci stepped down, Craig Barton joined us from the University of Virginia School of Architecture to serve as Director of The Design School from 2012/13- 2015/16. Lauren McDermott, an ASU Professor in our Industrial Design program, served as Interim Director of The Design School in 2016/17. In July of 2017, our new Director, Jason Schupbach joined us from his previous position as the Director of Design and Creative Placemaking Programs at the National Endowment for the Arts.

The organization of the program has evolved significantly throughout the years. The department developed its first graduate degree program in 1973. The original Master of Architecture degree was to be a research-oriented post-professional program following the five-year Bachelor of Architecture degree. In 1976, the Master of Architecture degree was changed to the Master of Environmental Planning (MEP) and was intended to focus on research and related efforts in (a) urban planning in arid regions, and (b) building design in arid regions. This degree was intended to serve the needs of all departments within the College of Architecture and Environmental Design (CAED).

In the spring of 1980, the faculty adopted a proposal to reorganize the professional program from a five-year Bachelor of Architecture format to a 4-year, pre-professional undergraduate degree program and to add the current two-year Master of Architecture as a first professional degree program. The Board of Regents approved the program in the fall of 1981. Students with previous architectural undergraduate degrees from other institutions were first accepted into the new Master of Architecture (MArch) program in the spring of 1982. The first Master of Architecture degree was conferred at winter commencement in 1983, and an additional five candidates were awarded with the degree in the spring of 1984. The five-year professional Bachelor of Architecture degree was phased out and the last class of Bachelor of Architecture students graduated in the spring of 1985. In 1986, the School of Architecture was granted permission by the Board of Regents to offer the studio-based graduate degree - the Master of Architecture (MArch) in the 4+2 Bachelor of Science/Master of Architecture structure. Thus, the current undergraduate degree is a Bachelor of Science in Design (BSD) with a major in Architectural Studies.

In 2005, the Landscape Architecture program merged with Architecture to form the School of Architecture + Landscape Architecture (SALA) under the College of Design. In this new structure, Darren Petrucci became the Director of SALA, and Tom Hartman was appointed the Program Coordinator for the Architecture Program. In 2009, the School of Design Innovation merged with SALA to form the current structure, The Design School under the Herberger Insitute for Design and the Arts (HIDA). In 2011, HIDA Dean Kwang Wu Kim appointed Craig Barton to be the Director of The Design School. Catherine Spellman was appointed Program Coordinator for Architecture. In the Spring of 2015, Philip Horton was appointed Interim Program Coordinator for Architecture. In 2017, HIDA Dean Steven Tepper appointed Jason Schupbach Director of The Design School. In August 2017, Phil Horton's title of Program Coordinator was changed to Program Head to both respond to requests from our local professional community of architects, and to be

more consistent with commensurate titles used across the higher educational community in architecture. In 2017/18, an international search will be conducted for the new Head of Architecture (formerly Program Coordinator).

The largest number of professional degrees in architecture from ASU was granted in 1976 when eighty-eight Bachelor of Architecture (five-year program) degrees were conferred. That number was subsequently reduced to approximately fifty students each year. This number reflects space limitations and restrictions imposed on admission into the professional program.

With changing demographics and educational needs of the population in Arizona, and globally, a proposal for a new Master of Architecture degree track for those applicants who already hold an undergraduate degree in non-architecture fields was developed. The resulting program, organized as a seven-semester program of study, is the 3+ Master of Architecture. The Board of Regents approved the program in the fall of 1993, and the first students were admitted to the 3+ Program for the fall semester of 1994 with the first students graduated in the spring of 1997. Currently an average of approximately 15 of students are graduating from our M.Arch 3+ program each year.

In the 1996-97 academic year the college enrolled the first class of students into the Ph.D. in Environmental Design and Planning Program. In 2010, as part of the merger of The College of Design and The Herberger College of Fine Arts, the Ph.D. program was expanded to include the entire Herberger Institute for Design and the Arts, and the degree was renamed Ph.D. in Design, the Environment, and the Arts. The Coordinator for the Institute's Ph.D. program is Professor Edward Cook of The Design School.

While changes through the years have included a number of positive experiences and opportunities, these changes have also presented challenges – most notably loss of visibility and resources. As the College of Architecture has evolved into CAED, then the College of Design, and now HIDA – and concurrently as the School of Architecture has evolved into SALA, and now The Design School – the various Deans and Directors have had ever more and larger programs to oversee. As Arizona State University continues to grow, and it's initiatives increase in scale and ambition, the future of our Architecture program is challenged to become a more successful exemplar of the New American University's Charter of simultaneous access and excellence. In 2017/18, the Architecture faculty and The Design School will be developing and advancing a proposal for the future of our program – which was first conceived last year, 2016/17. This plan addresses these simultaneous goals of increasing access for our students while also demonstrating excellence through innovation and distinction. This year will present this plan to several recognized experts in architecture – domestic and global – for feedback about the future of architecture and design. With this outside input we will refine our plan and move forward toward the future of our program.

Description of the Program

The Design School is one of five schools housed in The Herberger Institute for Design and the Arts at Arizona State University. The Architecture Program is one of five programs in The Design School. Director, Jason Schupbach heads The Design School and Clinical Assistant Professor Philip Horton is the Interim Head of the Architecture Program. The School staff supports the Director, five Assistant Directors, five Program Heads, four program Coordinators, and 42 full time faculty in administrative, instructional, research, and business matters. The eleven staff includes Senior Business Operations Manager, Courtney Carroll; Graduate Coordinators, Jessica Vasquez and Corie Cisco; Business Operations Specialist Sr., Kelly Slania; Curriculum Specialist Sr., Joni Escobedo; and Coordinator, Luciana Evangelista. Our Model and Prototyping Shop staff include: Patrick Plehn,

Manager; Shop Superintendents; Benjamin Bednarz, Mark Fromeyer and Jesus Orozco and Academic Facilities Specialist, Andrew Clock. The new position of Community Outreach Specialist is currently posted and accepting applicants.

Architecture faculty offer the following core programs:

- Bachelor of Science in Design in Architectural Studies (four years, 120-credits)
- Master of Architecture (two years, 56-credits)
- Master of Architecture (three-plus years, 98-credits)

Full-time faculty in Architecture also teach in the following programs:

- Master of Science in the Built Environment (MSBE) program, led by Architecture faculty, Harvey Bryan
- Master of Urban Design (MUD) program, led by Architecture faculty, Darren Petrucci
- Bachelor of Science in Environmental Design (BSED), led by Architecture faculty, Elena Rocchi

Concurrent degree offerings at the graduate level:

- M.Arch / Master of Urban Design–(three years)
- M.Arch / Master of Science in the Built Environment - (three years).
- M.Arch / Master of Landscape Architecture– (three and a half years)
- M.Arch / Master of Sustainability (MSUS) – (three years w/ School of Sustainability)
- M.Arch / Master of Business Admin. (MBA) - (three years w/ College of Business)
- Concurrent options are offered with other Design School Master's programs as well, but they have not been pursued by any students to-date.
- Increasingly, our BSD Architectural Studies students are also choosing Minors and even double-majors – with the B.A. in Sustainability becoming most popular.
  Additionally, The Design School faculty participates in offering the Herberger Institute wide interdisciplinary Ph.D. degree program with a major in Design, Environment, and the Arts

The School is currently a full member of the Association of Collegiate Schools of Architecture (ACSA). Full members of the ACSA are institutions in the United States or Canada that offer at least one architecture degree program accredited by the National Architectural Accrediting Board (NAAB) in the US or the Canadian Architectural Certification Board (CACB).

The Design School at ASU, members of the Western Interstate Commission for Higher Education (WICHE), participates in the Western Regional Graduate Program (WRGP) established to facilitate in-state tuition reciprocity for students pursuing professional programs – of which they may have limited access within their own state of residence.

Program Mission

The current mission statement of the Architecture Program (adopted in 1997 by the School faculty) is as follows:

The Architecture Program educates students for the profession of architecture by discovering the greatest potentials of the discipline within the conditions of our place and the context of contemporary culture.

The school challenges each student to develop a deep understanding of the knowledge particular to architecture and a broad awareness of the ideas which inspire the work of architecture.*

This statement emphasizes our role as a professional school while recognizing the need for research and scholarship related to the body of knowledge within the discipline of architecture. The emphasis on place, context, and contemporary culture recognizes our responsibility and commitment to environmental issues and the role of architecture as expression of our humanity within the region and the world. The emphasis on professional discipline reflects a growing commitment to architecture and appropriate technologies.

The statement reaffirms our dedication and recognized excellence in teaching and to the knowledge and skills that are unique to the art of architecture. At the same time we have committed ourselves to experimentation and the challenges facing the future of architecture and education.

I.1.2 : LEARNING CULTURE

The Design School has a clear mission statement and messaging system that embodies the spirit and culture of professionalism of the School (See messaging system). The culture of the school is conveyed in the following ways:

Orientation
Every Fall the Directors, Program Heads, and Coordinators meet with all of the freshmen in each core design discipline (architecture, industrial, interior, landscape Architecutre, and visual communication design) and the environmental design program. During these meetings the mission of school is explained and discussed. This conversation begins to communicate a culture of collaboration, professionalism, and design culture.

Director / Student Meetings
Each Fall and Spring the Director meets with the undergraduate and graduate students respectively. During the meeting, the Director shares new trajectories and events with the students, and provides students the opportunity to discuss satisfactions and concerns with their educational experience. This bi-yearly meeting provides valuable feedback and facilitates greater communication between the students and administration, and typically results in adjustments to existing initiatives, or to the exploration of new ones.

Studio Contract
Each student signs a studio contract at the start of each semester. The contract confirms their awareness and understanding of protocol, studio culture, and behavior within the studio environment (A Studio Contract will be provided in the Team Room).

Syllabus & Academic Integrity
All syllabi in the School have a section that conveys a uniform grading policy and plagiarism warnings for all course work. Many professors have adopted an Academic Integrity Contract or Honor Code Contract into their course culture. These contracts clearly articulate the University's policy toward academic integrity and plagiarism and students are required to read and sign the pledge that acknowledges the consequences of acting in opposition to the Academic Integrity Policy. (The APH 421 Academic Integrity Policy will be available in the Team Room)

Studio Culture
Each studio is equipped with a messaging poster that communicates the values and culture of the School. These daily reminders are part of the larger collaborative mission of the School, and help facilitate integration among the multi-disciplinary design cultures that exist within the school. (See studio posters) The ASU chapter of the American Institute of Architecture Students (AIAS) organized a studio-culture event in the Spring of 2016, and wrote about the event in the first issue of the AIAS at ASU student journal (copies of this journal will be provided in the Team Room)

Student Organizations
The School has a very strong culture of student organizations. The School charges these organizations with not only being productive assets for their respective disciplines, but also acting as a student leadership council for the School. The Director meets with the Student Presidents of each organization monthly to discuss new innovations, opportunities, and academic culture. The leaders of these organizations provide valuable feedback from the student body. Architecture students at ASU participate in AIAS, Alpha Rho Chi (APX), and a newly formed (2016) organization called LASO, Latino Architecture Student Organization within The Design School. Architecture students also participate in the US Green Building Council (USGBC) student chapter and the Design Build Institute of American (DBIA) student chapter – as interdisciplinary student organizations with participation beyond The Design School.

I.1.3 : SOCIAL EQUITY
Equity, Diversity, Inclusion

The School is actively engaged in the recruitment and retention of students, faculty, and staff from multiple and diverse backgrounds to better reflect the diverse make-up of our Metropolitan area and the University. We have, in recent years, lost a number of faculty – several of whom contributed to the school's ethnic diversity. Recovering diversity is one priority – with our Faculty and Director – for the two faculty hires that Architecture will be making this year and for the Community Outreach Specialist role.

Gender diversity remains an area of grave concern for the Architecture faculty and for the academic leadership of The School. Director Jason Schupbach has also clearly articulated an intention to begin correcting these issues. The staff of the School is made up of 5 male and 7 females, and our student populations are increasingly equitable. Faculty need to more properly reflect this improving gender equity.

In 2016/17 the Architecture faculty began advancing a proposal to increase and improve access for students at the undergraduate level, by reconsidering the long-held practice of the Milestone process. In addition to better reflecting our University Charter, faculty believe that incremental removal of the Milestone might ultimately remove inadvertently unfair obstacles of unequal access for students to whom high quality pre-college education might not have been available, as well as for those students for whom English is a second-language.

Any increase in the number of Undergraduate Architecture students will require more Teaching Assistantships for our Graduate students. Expanding Teaching Assistantship offerings for incoming graduate students, as a form of tuition reductions, might also help The Design School to continue to attract students from diverse backgrounds and cultures for whom tuition costs are a barrier.

Our students often lead the way where matters of inclusion and collaboration are concerned. Last year, a group of students led by Student President Oriana Gil approached Professor Claudio Vekstein for support in forming and operating a new student organization, the Latino Architecture Student Organization (LASO). Beautifully, within the first year of the organization, their membership is already inclusive of architecture students who are not latino and of latino students who are in programs other than architecture. The Director has made it his intention to work closely with these student groups to ramp up their activities.

The new Director also intends for the staff and faculty to attend multiple diversity, equity and inclusion trainings by groups such as Race Forward, with the intention of providing safe spaces for the staff and faculty to talk seriously about the injustices in our society and how we might all work together to address them.

Harassment and Discrimination Policy

The University's Title IX Coordinator, the Office of Student Rights and Responsibilities, and the University Office of Equity and Inclusion (UOEI) are notified of any events wherein allegations of harassment or discrimination are made. Independent investigators from UOEI identify all parties involved to conduct private interviews and investigations in which the details of events and judgements are kept private to those impacted. https://www.asu.edu/titleIX/

The Schools within the Institute deal with issues related to grading and fairness through Institute undergraduate and graduate curriculum committees. These curriculum committees handle student appeals only if the accused student files a formal appeal after

meeting with faculty and program Heads. Once the Institute has made their final decision, the Dean's office reports to the School and/or the Graduate College if there are any sanctions recommended. The Design School follows the University's academic integrity policy, which can be found online:
http://provost.asu.edu/academicintegrity/students.

I.1.4 : DEFINING PERSPECTIVES

I.1.4 A : Collaboration and Leadership

Collaboration is core to the mission within The Design School. Working collaboratively is an intrinsic aspect of our curriculum in the form of collaborative research and defining design problems, collaboration in design tasks and exercises within our studios, and collaboration in the public presentation of student work – to peers, faculty, and professionals. While some students might arrive to the University with a greater comfort level with their individual leadership skills, we believe the best way for students to build and refine leadership skills comes through collaborations wherein equitable distribution of deliverables and accountability are designed into the structure of the team.

Collaborative Research and Problem Definition
Whether performing research for a team presentation on tectonics/a-tectonics of an architect's body of work in Professor Renata Hejduk's theory course on current issues and topics; interviewing a local architecture practice about project management issues related to various project delivery methods in Professor Philip Horton's course on professional practice; or performing collective analyses of site and program for a section of Professor Tom Hartman's integrative design studio; our students are frequently challenged to establish collaborative teams, define individual scope and accountability, and to coordinate the presentation of their findings for collective review.

Collaboration in Design Exercises
Some of our Design Studios are objectively designed for collaboration in design processes as the driver for that studio's organization. Our Integrative Design Studios, for example, are designed to be collaborative in order for students to be able to learn from one another during processes of: iterative scheme evaluation, exploration of solutions to various design development challenges (i.e. structural systems, accessibility, envelope), and coordination of diverse presentation materials (i.e. design drawings, technical documentation, team presentation) within the semester.

Still, other Design Studios are designed for collaboration based on the topical nature of the opportunity that arises. Recent examples of these topical opportunities include and range from: problems of scale, like designing of multiple civic and cultural facilities across a 161-acre site with the Native Hawaiian Homesteaders Association in Waimea; problems of scope, like designing a building a net-zero residence in Phoenix for the US Department of Energy's Solar Decathlon completion in Irvine; and problems of complexity such as working with Kamehameha Schools in Hilo with a group of students in Architecture, Landscape Architecture, Visual Communication, Biomimicry and more on sustainable and symbiotic relationships between the rainforest ecology, sustainable food harvesting, and sustainability education.

I.1.4 B : Design

Our sequence of Design Studios aspires to progressively move students through processes of learning design iteration, design integration, and design innovation. Studio problems within our curriculum begin from an interdisciplinary foundation in iterative study of design fundamentals, on to more complex design projects that require integration of

knowledge and abilities gained in complementary coursework and experiences (programming, construction, structures, environmental controls), and on toward complex, interdisciplinary design problems for which architecture can only hope to be one component of holistic designs which might include systems for: education, ecology, employment, food, energy, or other vital components to a community's sustainability.

At the end of each semester, when the faculty review the breadth of work completed from Freshman level through Graduate Thesis, we frequently have healthy internal debates about the success of our studios. Some studios might focus around rigorous development of buildings, but with a limited amount of critical thinking around issues that might challenge the suppositions from which the building is developed (future of the program, socio-economic challenges in adjacent context, etc..). Other studios might explore the roles of technological innovations in disrupting the future of a program, or the importance of understanding a unique culture for which you are designing, but with a limited amount of iterative technical development of the building. We usually try to end these bi-annual review sessions with a recognition that diversity of perspectives and experiences is healthy for our students and our program.

I.1.4 C : Professional Opportunity

Our curriculum has long included a requirement for students to engage in professional experience during the tenure of their education. This requirement for professional experience, still officially called Internship, resides in the graduate curriculum of the Master of Architecture program. Elective opportunities for internship also exist within the Undergraduate BSD Architectural Studies degree. The required internship for our M.Arch students is supported by our annual "Studio Night" events, in which we invite the professional community into our Graduate Studios to: meet our students, see their work, and invite them to their offices for formal job interviews. Because the economy has been strong, and architectural practices are in need of more staff, we have – for the last three years – had more professionals on-hand for Studio Night than appropriately positioned Graduate students for them to hire. Increasingly we see that many of our students – especially after completing the required Internship – are balancing coursework with part-time employment in professional practice.

Interdisciplinary electives in design practice management exist for our Undergraduate students, while our Graduate students have required coursework in architectural practice. This required coursework strives to introduce many aspects of the profession. Students are educated in the paths to licensure (explanation of the role of the professional degree, NCARB's AXP program, ARE 5.0) and the struggles for the profession to more accurately reflect society (NCARB by the numbers). Student are introduced to the AIA Handbook for Professional Practice to introduce complex aspects of professional practice (AIA contracts, project delivery methods, canons of the Code of Ethics and Professional Conduct). Students are tasked with visiting a local professional practice three times: to understand a specific case of practice organization and practice management, then to come back and understand diverse cases of project management within that practice, and finally to seek the advice of practitioners on the future of the profession. And students are given a number of critical readings on theories of practice and the future of the profession (a list of these readings will be provided to the Visiting Team with the Syllabus for ARP 584).

I.1.4 D : Stewardship of the Environment

Programs within The Design School have an extensive history of commitment to the local Sonoran Desert environment, sustainable design and construction, and energy and building performance. Some of the many examples of this commitment include:

In 2016, hiring architecture professionals ranked Architecture at ASU #4 in the Nation for Sustainability in that years' DesignIntelligence Skills Assessment surveys.

Many of our Graduate students pursue concurrent degrees M.Arch + Master of Science in the Built Environment (MSBE, focused on energy, performance and green building design. Students can also pursue a concurrent M.Arch + Master of Sustainability (MSUS) with ASU's School of Sustainability.

Many faculty in The Design School also hold the title Senior Sustainability Scientist or Senior Sustainability Scholar with ASU's Julie Ann Wrigley Global Institute of Sustainabilty.(GIOS)

Numerous topical Design Studios within The Design School are co-developed with the support of GIOS and/or ASU's Biomimicry Center, including: three studios focused on sustainability issues in Hawaii, studios for Buckeye, Arizona at the edge of the Sonoran Desert, a studio focused on refugee camps in Palestine with An-Najah University, and studios focused on the future of the Rio Salado in Maricopa County. The future of the Rio Salado Project will provide opportunities for our students and faculty to work with many partners across the University – including the Kyle Center for Water Policy, the Morrison Institute for Public Policy, and Geographical Sciences and Urban Planning on a more sustainable future for the heart of our Salt River Valley.

Faculty and students from Architecture and Landscape Architecture at ASU worked with Engineering students from the University of New Mexico on a joint entrant for the 2013 iteration of the US Department of Energy's Solar Decathlon. The SHADE house (Solar Homes Adapting for Desert Equilibrium) was then brought back to Phoenix for the Clinton Global Initiative's University (CGIU) event in 2014. The house is being leased to local non-profit Keep Phoenix Beautiful (KPB) who have been using the house as a field office for community efforts around education and action for: urban farming, reduce/reuse/recycle efforts, indigenous and refugee community support, and local community service opportunities.

I.1.4 E : Community and Social Responsibility

The mission of the School emphasizes that tomorrow's designers will "catalyze transformation for public good." Similar to I.1.4, programs within The Design School have an extensive history of commitment to community and social responsibility ranging from local to global. Some of the many examples of this commitment include:

Years of voluntary participation from our faculty in public service roles such as the City of Mesa Historic Preservation Board, the City of Tempe/ASU Joint Review Committee; voluntary faculty participation in education outreach initiatives such as Future Cities and Arizona Kids Build; and Faculty participation in formal roles with the AIA Phoenix Metro Chapter Advisory Board, the Rio Salado Architecture Foundation Advisory Board, the Frank Lloyd Wright Foundation Board, etc…and more.

Community engaged topical studios range from local-to-global. Locally focused studios have included working with the Herberger Young Scholars Academy (HYSA) and Kids-at-Hope. Global Engagment Studios have included working with underserved community groups ranging from Indigenous Hawaiian communities to refugees in Palestine.

Student community service projects including AIAS Freedom by Design and students working with the Internation Rescue Committee (IRC) in Phoenix

Recent BSD Architectural Studies graduate, Joshua Greene was a model for Community and Social Responsibility in our School. In the Spring of 2016, Josh received a Woodside

Community Grant for work with the IRC on collaborative pro-bono design/build efforts with fellow students, the Nature Conservancy, the Water Management Group, and more. In the Summer of 2016 Josh travelled to Chile to visit Social Housing projects by ELEMENTAL. In the Fall of 2016, Josh participated in a studio with Native Hawaiian Homesteaders. In the Spring of 2017, Josh focused his Barrett Honors Thesis project on the Gila River Indian Community's housing issues. And in the Summer of 2017 Josh's application for a Fellowship with MASS Design in Kigali, Rwanda was accepted. Josh will be leaving for Rwanda this Fall. Josh was recognized with our Architectural Studies Outstanding Graduate Award in May 2017.

In July of 2017, The Design School launched a search for a new staff position in the School, a Community Outreach Specialist. Beginning in August of 2017, The Design School has been granted control of a facility called the Tempe Center Annex. Between August and December, The Design School will be making minor renovations of this facility to prepare the space for community-engaged studios, a 40-foot long model of 40 miles of the Rio Salado river in Metropolitan Phoenix, and a flexible space for: community presentations, stakeholder meetings, and co-design charrettes. This new community design center (formal title still pending) will be the hub from which much of our new community work will be focused.

The development of Rio Salado within the Phoenix Metropolitan area is a project that was first engaged by the Architecture program at ASU in 1966/67. The project has recently been re-invigorated by Senator John McCain, who understands Rio Salado as a critical opportunity for the future of Phoenix. The ASU Office of University Affairs has recently hired a new Director to coordinate major projects, like Rio Salado, with the many stakeholder groups within the University (i.e. Geographical Sciences and Urban Planning, the Kyle Center for Water Policy, the Morrison Institute for Public Policy) and beyond the University (i.e. local Mayors, community organizations, and the Real Estate Development industry). The Design School's Community Outreach Specialist will work closely with this new Director from the Office of University Affairs on the Rio Salado Project and several other future community engagement opportunities.

I.1.5 : LONG-RANGE PLANNING

Under our new Director, Jason Schupbach (who began in July 2017), The Design School will undergo both an inwardly focused long-range planning review of how we operate – with the support of an outside consultant, and an outwardly facing long-range planning exercise with the support of respected and admired professionals who have strong visions of the future of design. In addition, the Architecture faculty began, last year, to articulate a plan for a transformative future working comprehensively from the foundation of our undergraduate program through newly proposed post-professional research-based programs:

The faculty of Architecture have identified three meta-disciplinary topics: Sustainable Urban Futures, Design Health + Well-being, and Advancing Technologies around which we are interested in developing distinct research expertise and thought leadership. These topics are selected as topics that could align: existing faculty experience (i.e. progressive urban projects from Professor Darren Petrucci), which have interdisciplinary engagement and value (i.e. with the Biomimicry Center, the School of Sustainability, and the Master of Landscape Architecture program), and which could present opportunities to advance existing conversations with prospective industry partnerships (i.e. an ongoing conversation with the Los Angeles office of ARUP toward a prospective research co- operative focused on mutual interests in establishing recognized thought leadership).

Each of these meta-disciplinary topics should result in an elective track of a future post-professional degree program, a Master of Science in Architecture (M.S. Arch). This program would also address pragmatic desires of The Design School and the Herberger Institute for Design and the Arts (HIDA): a desire to grow enrollment commensurate with the growth of Arizona State University, and a desired to increase research productivity. These pragmatic aims should also address pragmatic desires of the architecture faculty: to generate resources for new, tenure-track faculty.

In a faculty meeting in the Fall of 2016, the Architecture faculty began expanding on the idea of the post-professional research program (M.S. Arch) built around three elective topics, by proposing to pull those topics down into the studio curriculum of the Master of Architecture (M.Arch) degree. We believe these topics are fertile territories for exploring innovative potentials for architecture, and in our “Iteration, Integration, Innovation” diagram, the graduate degree is where we strive for teaching design innovation in our studio curriculum. Tying studio projects to the proposed meta-disciplinary research topics of the M.S. Arch aims to also help students, who might want to develop expertise in architectural research, to identify prospective trajectories and interest for progressing to the post-professional degree after completion of the M.Arch.

In the late fall of 2016, Associate Deans from HIDA expressed a great deal of interest in the Architecture faculty’s planning exercise for the M.Arch degree transformations and the creation of an M.S. Arch program. They urged, however, that this planning should also include the BSD in Architectural Studies. In the post-recession economy our undergraduate population is again growing. In the Fall of 2017 we will have more than 300 students begin the Freshman year in the interdisciplinary curriculum that includes students in Architecture, Landscape Architecture (BSLA), Interior Design (BSD), and Environmental Design (BSED). The vast majority arrive having chosen Achitectural Studies. After the Freshman year, through our Milestone application process, we typically only permit roughly 50 students to progress to the Sophomore year of the program. Multiple students denied from the Milestone have GPAs that qualify them for Dean’s List recognition, but we have been unable to find ways to continue to serve them in our program. This model has been frequently identified by our Dean and University Provost as anathema to the University Charter which calls for units of the University to provide Access to students who are capable of completing the degree. The location and

competition of the Milestone also makes it impossible for us to fulfill another facet of the University Charter, articulating relationships with our local and regional Community Colleges to create clear pathways for that subset of students to continue their educational pursuits.

Finding ways to serve the many students that we have not been serving for decades will require us to design a plan for gradually eliminating the Milestone over the next few years, and to establish innovative methods for teaching to larger populations of students without compromising the rigorous curriculum of our BSD program. The Architecture faculty see this as a challenge to our capacity for creative problem-solving capacity, and as an opportunity to be more innovative in the way we deliver our curriculum. The traditional model of 'cold-desk studios' will be challenged in a way that will force us to realize that our students work with increasingly mobile technologies, and that they often prefer the opportunity to explore working in an ever-more diverse range of environments. Lecture courses will become larger, which will challenge us to embrace online technologies for delivering lecture content, and create the opportunity to open much of this content up to a broader audience. And the increase in sections of students to be taught in 'upper-division studios' will force us to bring on more adjunct faculty, by giving us the opportunity to capitalize on the amazing professional community within which we operate.

The Architecture faculty are also exciting by the prospective circular economy of this comprehensive transformation. Serving more students in the pre-professional BSD program will ultimately generate for FTE for The School and our Program. The resources tied to FTE growth will allow us to invest in new facilities, technologies, and faculty to improve the diversity and richness of our learning environment. Additional Undegraduate students will require additional Teaching Assistants, which will provide more resources for attracting the best Graduate students in an increasingly competitive landscape of M.Arch Programs. And building topical ties and trajectories from an Access model at the pre-professional level to a opportunities for Excellence at the professional and post-professional degree levels will create clearer evidence for why students might choose to continue their educational pursuits at Arizona State University.

This year, as our faculty, in The Design School undergo our first strategic planning exercises with Director Schupbach, the Architecture faculty intend to further audition and test this exciting plan for transformation with our interdisciplinary colleagues and with outside experts with whom we will be discussing the future of design. Our aims for this year will be to: make our first incremental adjustment to the Milestone (admitting one section of additional students for the Fall of 2018), begin the approvals process for a new post-professional degree program (M.S. Arch), and to begin reforming our studio curriculum to embody the meta-disciplinary topics that the Architecture faculty identified and agreed up on 2016/17.

I.1.6 : ASSESSMENT

I.1.6 A : Program Self-Assessment

At the New American University, the mission from our University President is at once very clear and very challenging. The simultaneous demand for Access and Excellence have often felt like mutually exclusive imperatives. The Architecture program and The Design School can point to a number of instances of demonstrable Excellence (#4 Architecture program in the Nation for Sustainabilty), Interdisciplinary Research (socially-embedded studios developed and delivered with the School of Sustainability), etc. But our greatest failure to deliver on the promise of the mission of the New American University and the goals of our Dean have been to increase Access pathways toward, 'Maintaining the

fundamental principle of accessibility to all students qualified to study at a research university, maintain university accessibility to match Arizona's socioeconomic diversity', etc. The Architecture program has long-standing self-assessment procedures that we facilitate through the University Office of Evaluation and Educational Effectiveness (UOEEE). This assessment process gives us an objective means to test our own program mission of, 'educating students for the profession of architecture' by allowing hiring professionals to evaluate the abilities of our students at the end of their required internships. But this assessment does not currently hold us accountable to the University's demand for accessibility to a greater number of capable students.

Under new Director of the The Design School, Jason Schupbach (began in July 2017), and through the implementation of the long-range plan that the Architecture Faculty began to assembly in the 2016/17 academic year, we will begin hold ourselves accountable for maintaining Excellence – and even diversifying the evidence of Excellence – while demanding program-level accountability for the University mission of Access. At this point it is too early to say if we are able to deliver on defined multi-year objectives, but our expectations going forward are established. Our multi-year objectives are clear. Our ability to assess success and failure, relative to increased Access through the incremental dis-establishment of our Milestone will be easy to quantitatively measure. The mission for achieving Excellence through the development of distinctive meta- disciplinary post-professional research curriculum will require the development of qualitative measurements to be reported to the UOEEE each year.

We believe that we have addressed a number of the concerns and unmet conditions from our 2012 NAAB VTR. Director Schupbach intends to re-establish a Professional Advisory Council, "for community outreach to professionals, developers and community leaders from the Design School." Educational deficiencies regarding Outline Specifications, as well as clear communication and dialogue surrounding NCARB AXP (formerly IDP) requirements, are being delivered in ADE 522 and ARP 584 respectively. Accessibility and Life Safety are being delivered in ATE 556. Both the Architecture program and The Design School are moving into a new period of strategic and long-range planning under new Director Schupbach.

The areas where our Architecture program continues to struggle with issues identified in the 2012 NAAB Visiting Team Report (VTR) are Program Autonomy and Human Resources/Development. The Architecture program at ASU continues to be tied to the same budget and layers of decision-making leadership as our colleagues within The Design School, and under the Herberger Institute for Design and the Arts (HIDA). These ties do, however, also provide us with opportunities for interdisciplinary research and specialized expertise with future personnel. As we prepare to launch two searches this year: for a Full Professor to be the next Head of Architecture, and for a tenure-track Assistant Professor, one "desired qualification" for these candidates will be interdisciplinary expertise (i.e. Architecture + Urban Design/Urban Planning) to take more full advantage of the structural opportunities of The Design School and HIDA.

Our ability to generate new resources through growth of FTE will continue to be tied to the growing/shrinking student population of the whole of The Design School. Our ability to hire new Faculty will continue to be tied to the Hiring Plan of The Design School and subject to the approval of our HIDA Deans. Our ability to suggest new technologies and facilities improvements will be subject to The Design School budget resources. While this interdependency places additional emphasis for the Head of Architecture to establish regular alignment meetings – around shared goals, needs and measurements for success – with The Design School Directors, and with the Herberger Institute for Design and the Arts Deans, the Architecture faculty's plan for a transformative future within The Design School aims to leverage many meta-disciplinary opportunities at ASU.

I.1.6 B : Curricular Assessment and Development

Architecture Program Curricular Review Processes

Besides the formal processes outlined below, the architecture faculty have more informal (yet very effective) opportunities for curricular review, particularly for studios. At the end of each semester, the work of every studio section is reviewed by the faculty during a two-day faculty meeting. This has several important benefits.

Faculty who will be teaching an ADE 422 studio are, for example, able to view the work of the students in ADE 421, thus allowing them to tune and adjust the scope and nature of their studio exercises. Faculty are invited to final reviews of the studios they will be teaching in subsequent semesters. In these meetings, faculty as a whole, including faculty who teach non-studio courses, are able to have a broad view of the entire production of the schools. Faculty Associates who are slated to teach studios are invited to review the work and familiarize themselves with their upcoming studio assignments, look at work that has been done in past semesters, etc. The faculty find this to be a very effective format for curricular discussions, and it is during these meetings that many ideas emerge and are explored and implemented by the more formal committee structure.

Since 2012, the Architecture Faculty began moving away from the previous Program Curricular Review Committee Process – previously organized into a BSD Program Curriculum Committee and an M.Arch Program Curriculum Committee – toward a new model for Curriculum Review by Committee. These new Committees are organized into: an Architecture History/Theory Curriculum Committee (which includes Professors Renata Hejduk, Elena Rocchi, Paul Zygas, and Max Underwood), and Architectural Technology Curriculum Committee (which includes Professors Tom Hartman, Harvey Bryan, Phil Horton, and former Professor Diego Garcia-Setien), and an Architecture Studio Curriculum Committee (which includes Professors Catherine Spellman, Claudio Vekstein, Darren Petrucci, and Scott Murff).

Architecture History/Theory Curriculum Committee

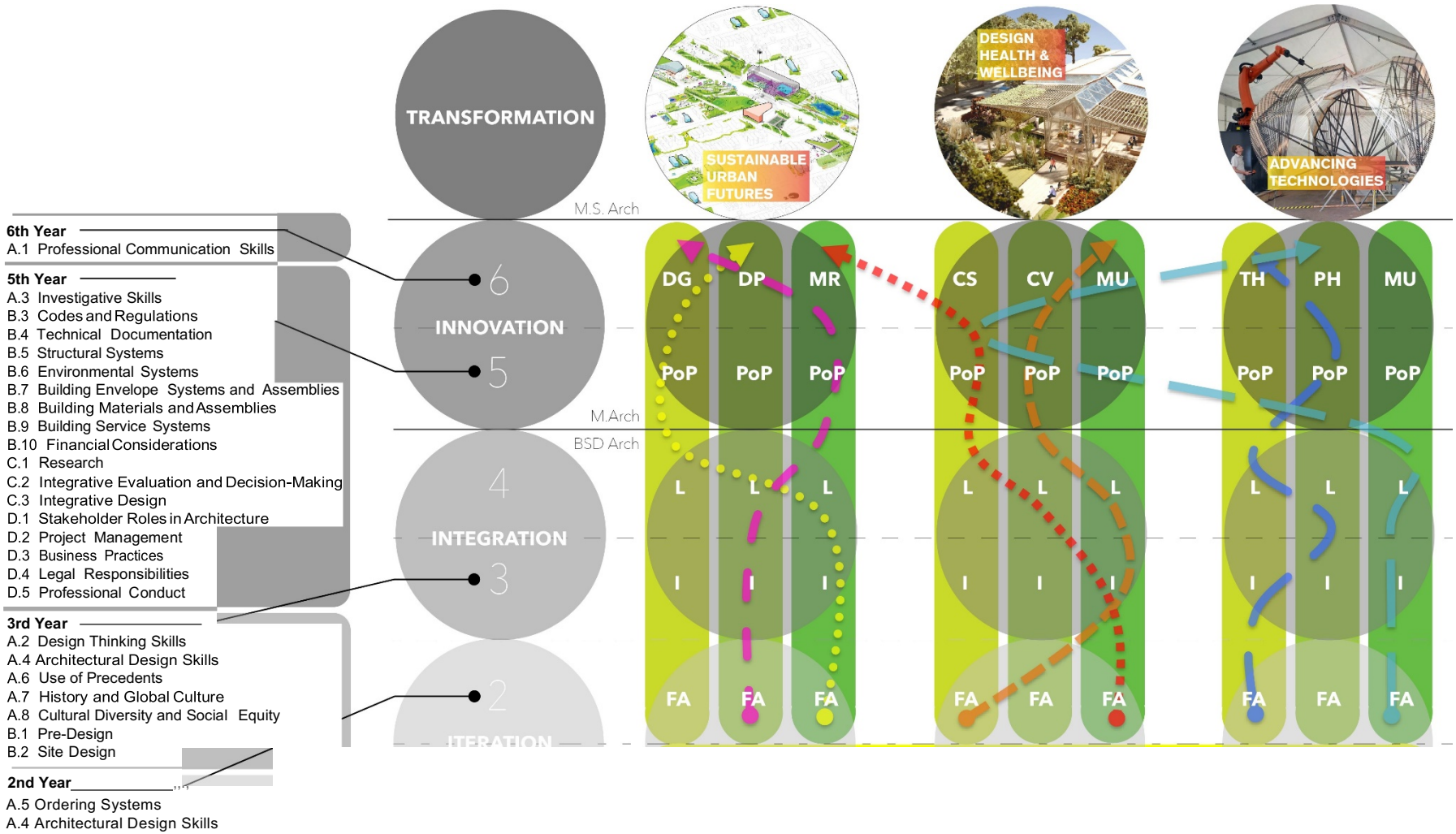
Members of this Curriculum Committee volunteered for this Service role. One of the first tasks that this committee took on in 2013/14 was a review of the Architecture History/Theory sequence, which the Committee successfully recommended be changed to more clearly link the Undergraduate sequence of courses with the Graduate sequence – both of which are taken by our M.Arch 3+ students. Professor Elena Rocchi also developed an Elective course, called “Image of Rome” which was developed for HIDA Online course delivery. President’s Professor Max Underwood has also recently recorded the content of two courses: “Great Cities” and “Charles and Ray Eames” for online delivery. Future considerations being worked on by this Committee are the prospect of putting required Architectural History Lectures online as courses that can also be easily taken by students outside of The Design School. Putting these required courses online could also liberate Architectural History faculty to be able to teach more elective courses in specialized topics of Architectural History and Theory.

Architectural Technology Curriculum Committee

Members of this Curriculum Committee volunteered for this Service role. One of the first tasks that this committee took on in 2014/2015 was a comprehensive review of our Architectural Technology coursework (previously named Building Structures, Building Systems, and Building Development). The committee argued that the previous coursework presented these subjects as falsely constructed siloes, and recommended renaming these courses to Architectural Technology, The intention behind renaming this curriculum is to make each course more integrative of issues of construction, structures, and systems, rather than parsing them out as isolated systems. This debate about Integration of these subjects was catalyzed in-part by the NAAB’s move away from Comprehensive Building Design toward Integrative Design between the 2009 and 2014 Conditions for Accreditation. Discussion and debate about teaching these materials in a

more integrative way also catalyzed the framework of “Iteration, Integration, Innovation” within the progressive curricula of the Architecture Program at ASU.

Architecture Studio Curriculum Committee
Members of this Curriculum Committee volunteered for this Service role. One of the first challenges this committee found itself faced with in the Fall of 2016 was a charge by HIDA Dean Steven Tepper to find a way to make our curriculum more nimble – in an effort to better adapt to topical opportunities for studios focused on: interdisciplinary collaboration (i.e. working with the Global Institute of Sustainability), community engagement (i.e. serving the desires of Jeanne and the late Gary Herberger to produce conceptual designs for a new Herberger Young Scholars Academy), and integrating sponsored research grants (i.e. working with the PCI Foundation and local/regional industry partners) on future Precast/Prestressed Concrete Design studios.



Year Fal
ALA 121
sign Fundamentals
ALA 100
ro to Environmenta
sign

Year Spring
ALA 122/12
sign Fundamentals I
ALA 102
ndscape Sustainabilit

2nd Year Fal
+ ALA 225
Design Fundamentals II
+ ALA 235
Intro to Computer Modelin
+ APH 313
History of Architecture

2nd Year Spring
+ ALA 226
Design Fundamentals IV
+ ATE 242
Intro to Arch. Technolog
+ APH 314
History of Architecture I

3rd Year Fal
+ ADE 321
Architectura Studio
+ ATE 361
Architectura Technology
+ APH 405
Contempora Architectur
& Urbanism

3rd Year Spring
+ ADE 322
Architectura Studio I
+ ATE 362
Architectura Technology I
+ APH 421
First Concept

4th Year Fal
+ ADE 421
Architectura Studio II

4th Year Spring
+ ADE 422
Architectura Studio IV
+ ATE 452

5th Year Fal
+ ADE 521
Advanced Architectural Studio
+ DSC 598
Design Research
+ ATE 553
Architectura Technology IV
+ ATE 563
Architectura Technology V

5th Year Spring
+ ADE 522
Advanced Architectural Studio I
(Integrative Design Studio)
+ ATE 556
Architectura Technology V
(Building Developmen
+ ARP 584
Professional Practice
+ APH 505
Foundation Theory Semina
+ ATE 598
Green Building Practices

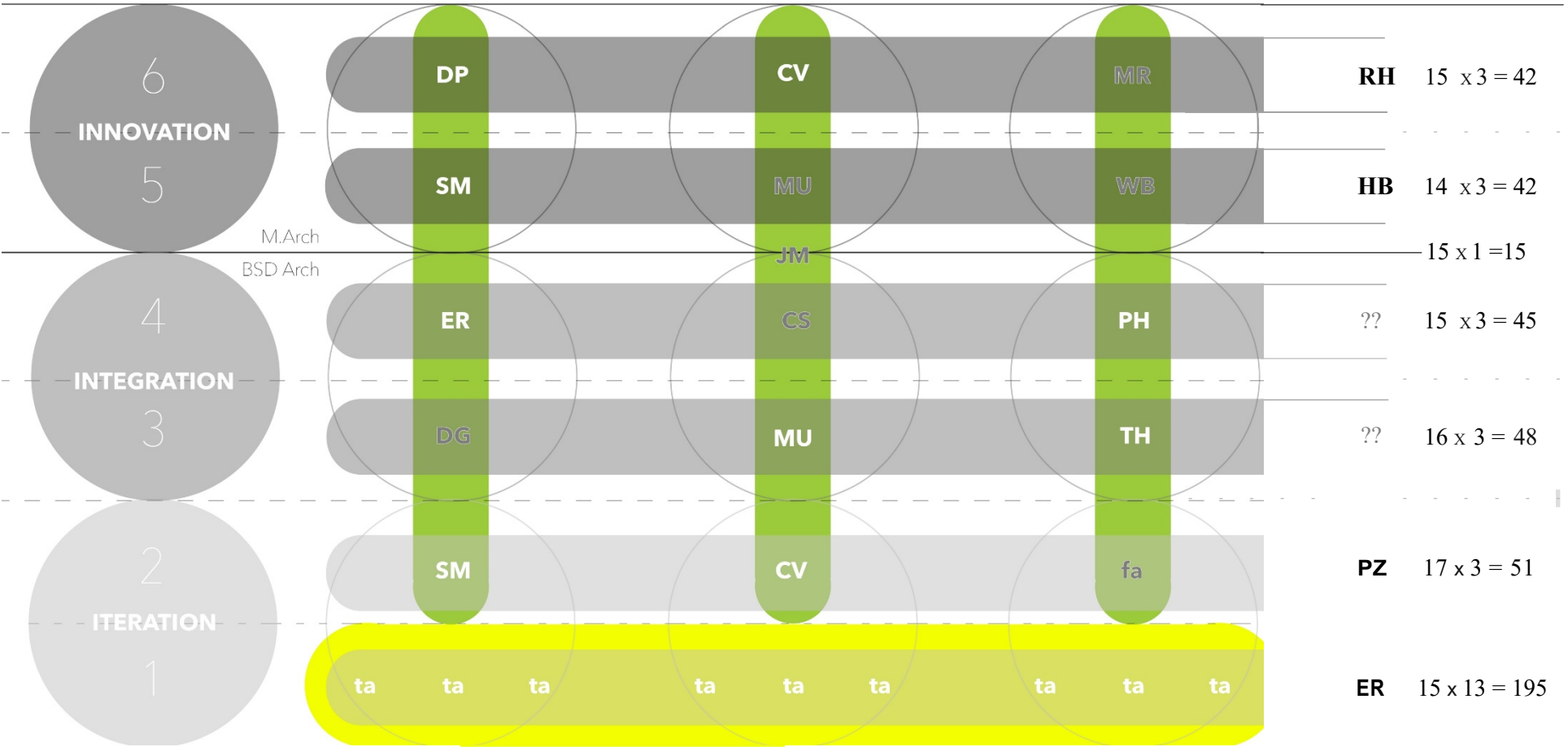
6th Year Fal
+ ADE 621
Advanced Architectural Studio II
(Global Engagement Studio)
+ APH 515
Current Issues and Topics **(A.1**

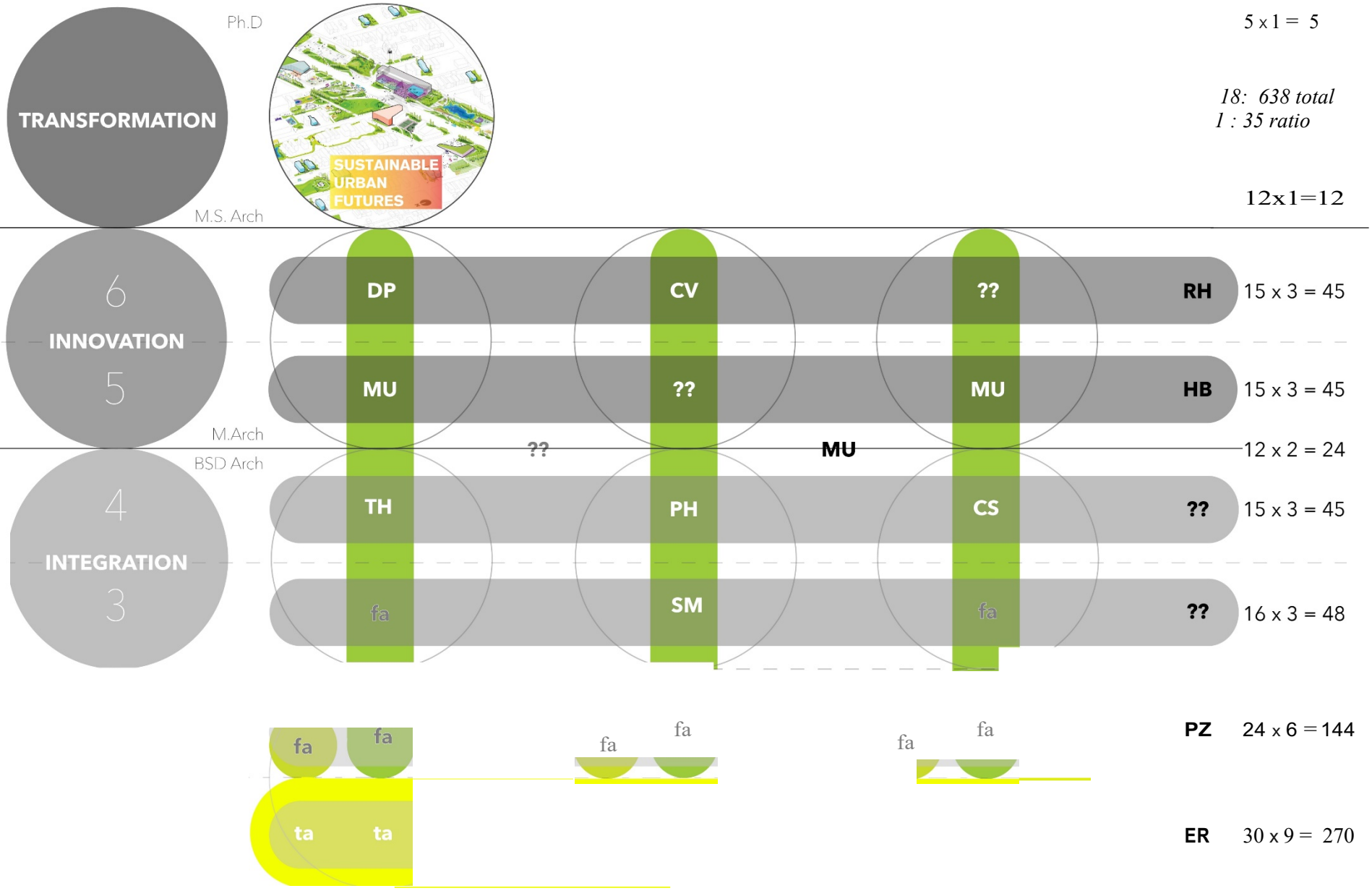
6th Year Spring
+ ADE 622
Advanced Architectural Studio IV

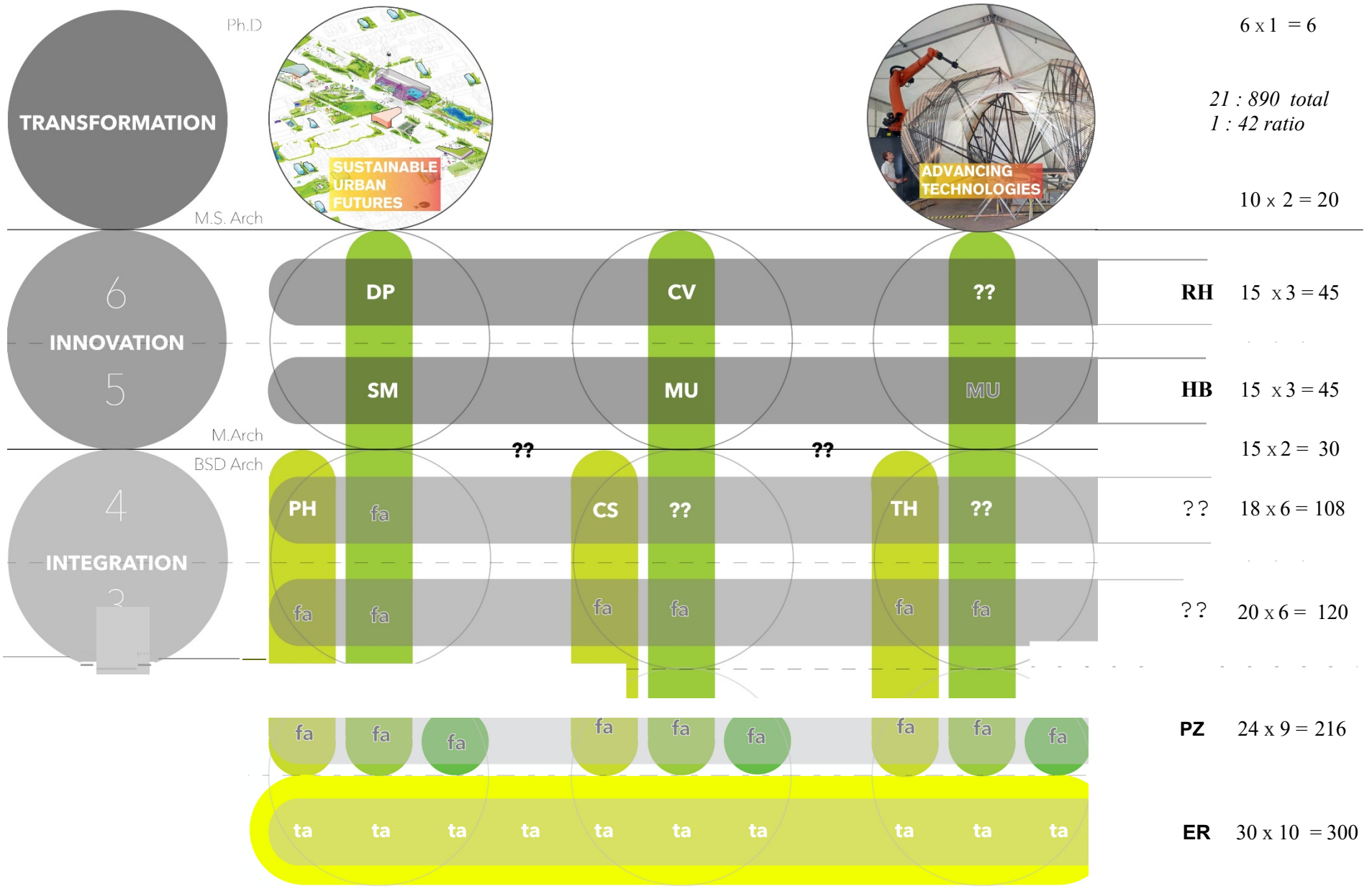
PhD

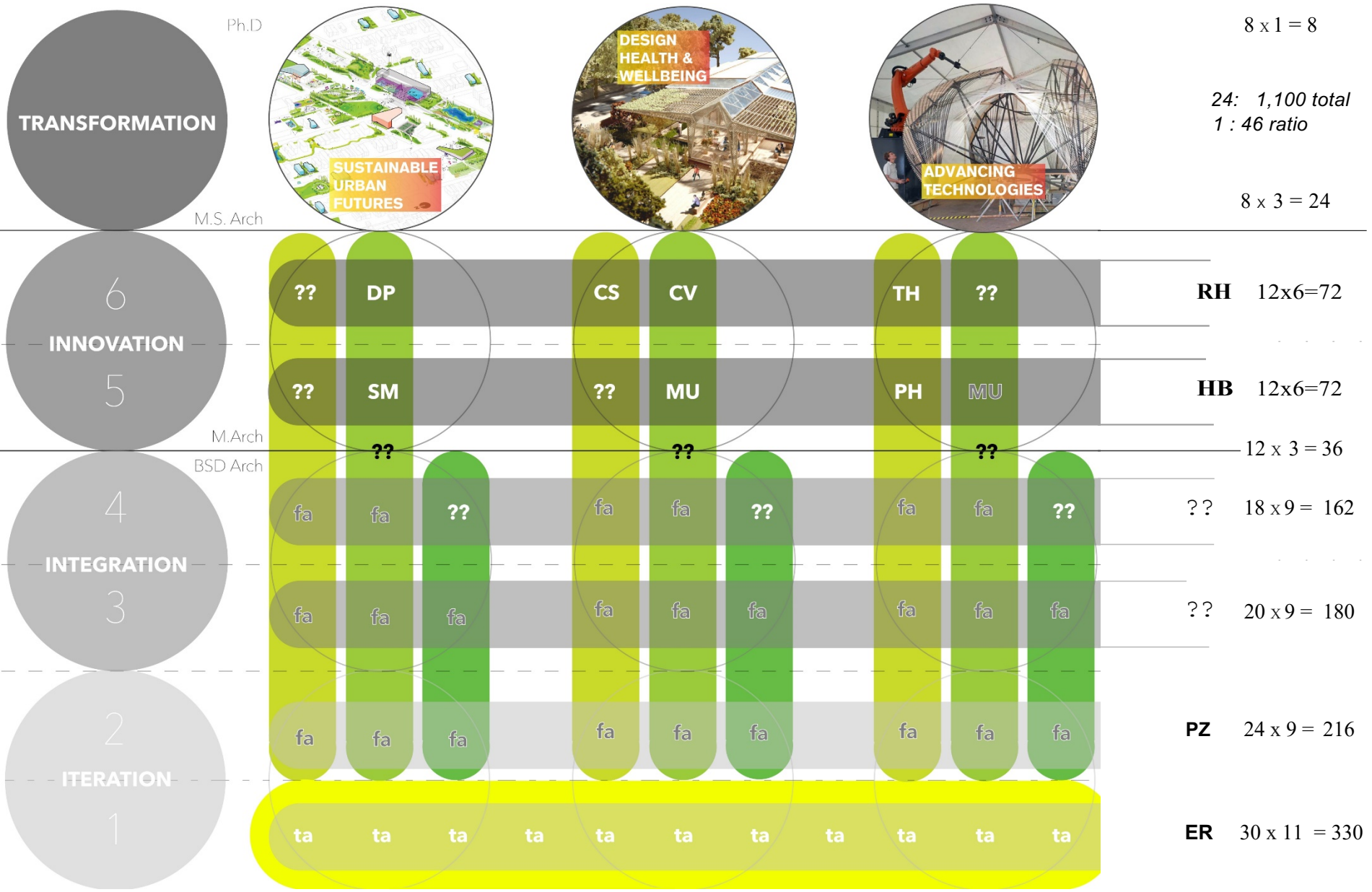
3 x 1 = 3

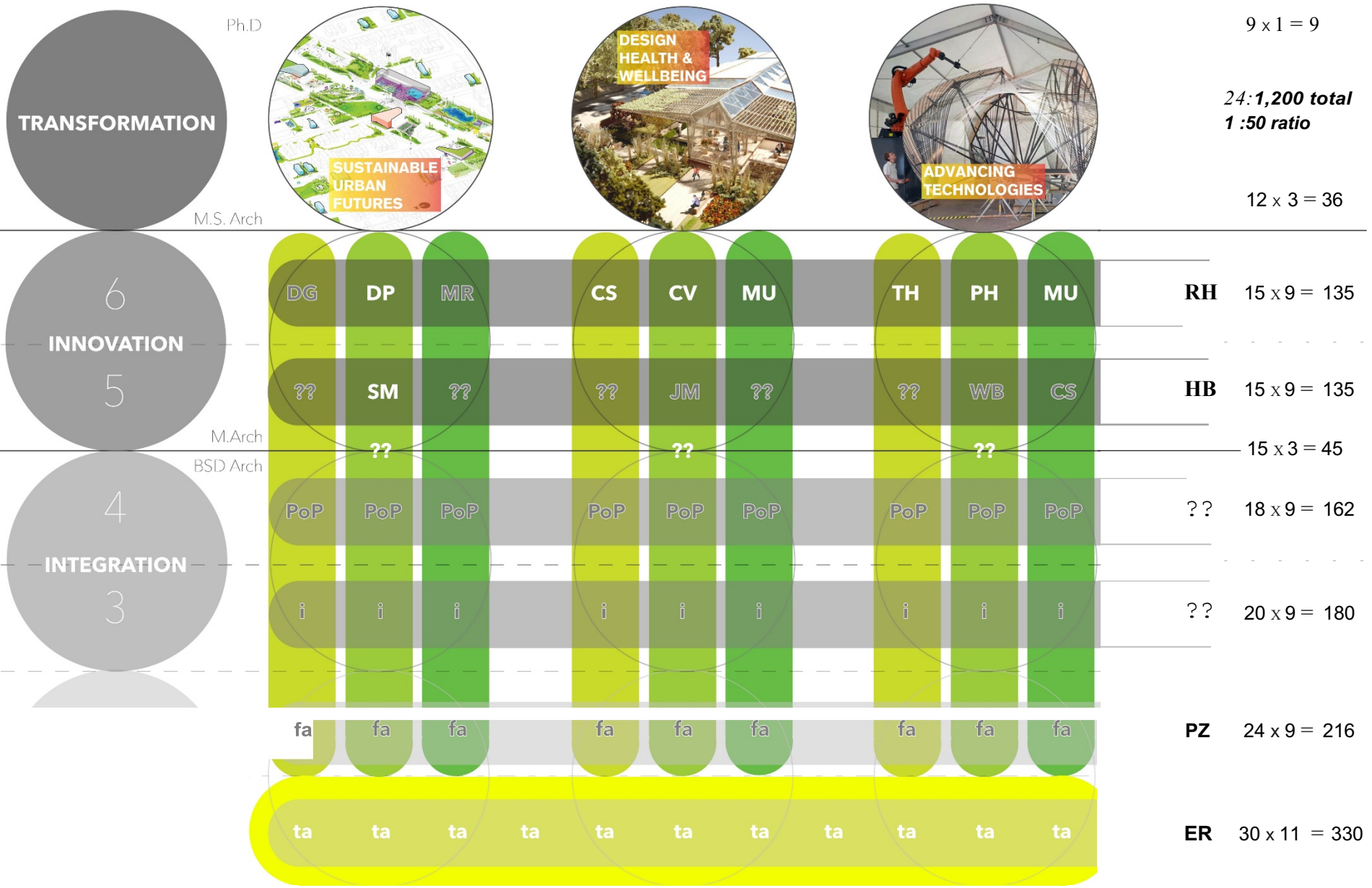
14 : 440 total
1 : 30.4 ratio




Ph.D
TRANSFORMATION
SUSTAINABLE
URBAN
FUTURES
M.S. Arch
6
INNOVATION
5
M.Arch
BSD Arch
4
INTEGRATION
3
DP
CV
??
RH
MU
??
MU
HB
??
MU
TH
PH
CS
??
fa
SM
fa
??
fa
fa
fa
fa
fa
fa
ta
ta
5 x 1 = 5
18: 638 total
1 : 35 ratio
12x1=12
15 x 3 = 45
15 x 3 = 45
12 x 2 = 24
15 x 3 = 45
16 x 3 = 48
PZ 24 x 6 = 144
ER 30 x 9 = 270


TRANSFORMATION
Ph.D
SUSTAINABLE URBAN FUTURES
ADVANCING TECHNOLOGIES
M.S. Arch
6
INNOVATION
5
M.Arch
BSD Arch
4
INTEGRATION
3
DP
CV
??
SM
MU
MU
??
??
PH
fa
CS
??
TH
??
fa
fa
fa
fa
fa
fa
fa
fa
fa
fa
fa
fa
fa
fa
fa
fa
fa
fa
ta
ta
ta
ta
ta
ta
ta
ta
ta
ta
6 x 1 = 6
21 : 890 total
1 : 42 ratio
10 x 2 = 20
RH
15 x 3 = 45
HB
15 x 3 = 45
15 x 2 = 30
? ?
18 x 6 = 108
? ?
20 x 6 = 120
PZ
24 x 9 = 216
ER
30 x 10 = 300


TRANSFORMATION
Ph.D
SUSTAINABLE URBAN FUTURES
DESIGN HEALTH & WELLBEING
ADVANCING TECHNOLOGIES
M.S. Arch
8 x 1 = 8
24: 1,100 total
1 : 46 ratio
8 x 3 = 24
6
INNOVATION
5
?? DP CS CV TH ??
?? SM ?? MU PH MU
RH 12x6=72
HB 12x6=72
M.Arch
BSD Arch
12 x 3 = 36
4
INTEGRATION
3
fa fa ?? fa fa ?? fa fa ??
fa fa fa fa fa fa fa fa fa
?? 18 x 9 = 162
?? 20 x 9 = 180
2
ITERATION
1
fa fa fa fa fa fa fa fa fa
ta ta ta ta ta ta ta ta ta ta ta
PZ 24 x 9 = 216
ER 30 x 11 = 330


TRANSFORMATION
Ph.D
SUSTAINABLE URBAN FUTURES
DESIGN HEALTH & WELLBEING
ADVANCING TECHNOLOGIES
9 x 1 = 9
24:1,200 total
1 :50 ratio
12 x 3 = 36
M.S. Arch
6
INNOVATION
5
M.Arch
BSD Arch
4
INTEGRATION
3
DG DP MR CS CV MU TH PH MU
RH 15 x 9 = 135
?? SM ?? ?? JM ?? ?? WB CS
HB 15 x 9 = 135
?? ?? ??
15 x 3 = 45
PoP PoP PoP PoP PoP PoP PoP PoP PoP
?? 18 x 9 = 162
i i i i i i i i i
?? 20 x 9 = 180
fa fa fa fa fa fa fa fa fa
PZ 24 x 9 = 216
ta ta ta ta ta ta ta ta ta ta ta
ER 30 x 11 = 330

I.2.1 Human Resources & Human Resource Development

Human resources supporting student learning and achievement

Instructional Faculty

The Design School Architecture program faculty is currently comprised of seven professors, four associate professors, two clinical associate professor and two clinical assistant professors. Faculty teach in diverse areas of the curriculum of the School, including design studios, courses in architectural history and theory, building systems, structures, computing, graphics, construction technologies, urban design, sustainability and energy performance of buildings, codes and regulations, management and professional practice.

The professional as well as academic aspects of architecture and architectural education are represented within the School, as reflected in the backgrounds, areas of interest and expertise of the faculty members.

Several faculty members are actively engaged in architectural practice. Faculty members Michael Underhill, Darren Petrucci, Michael Rotondi, Max Underwood and Claudio Vekstein are actively involved in architectural practice. Faculty members Scott Murff, Thomas Hartman and Catherine Spellman are regularly involved in design activity. Faculty associates, who are often local practicing architects, are often hired to team teach design studios alongside full-time faculty members. Faculty associates an important resource, bringing the concerns and expertise of innovative local practitioners into the professional program and thus to the students. Their participation also affords an important vehicle through which the activities of the program are brought back to the local professional community.

Faculty members with doctoral degrees reflect the tradition of research that exists in universities in general and in schools of architecture in particular. There are currently several faculty members with doctoral degrees who are actively involved in research and in the education of graduate students. Faculty members Harvey Bryan, Agami Reddy, Renata Hejduk, and Paul Zygas hold doctoral degrees. They are involved in the professional program as well as in the Master of Science and Ph.D. programs in areas such as history/theory, sustainable design, solar energy, computational aspects of design, urban design.

A link to the The Faculty Credentials Matrix can be found in Section 4, item 4.2.

I.2.1 – Design School Faculty

The Design School - Faculty	
Total # of tenured and tenured-track faculty	32
Total # of Female Faculty	16
Total # of Male Faculty	32
Number of Vacant Lines	4
Number of Clinical Professors	16
Number of Visiting Professors	0
Apprx # of FA's per semester	55

I.2.1 – Architecture Program Faculty

Architecture Faculty Member		/Ethnici	le	oted Since Last A	red since last A	ing %	rch %	e %
Addison, Marlin	Clinical Associate Professor	Caucasian	M			50%	40%	10%
Bryan, Harvey	Professor	Caucasian	M			30%	50%	20%
Hartman, Thomas	Associate Professor	Caucasian	M			40%	40%	20%
Hejduk, Renata	Associate Professor	Caucasian	F			70%	10%	20%
Horton, Philip	Clinical Assistant Professor	Caucasian	M	2015		50%	0%	50%
Murff, Scott	Clinical Associate Professor	Caucasian	F			80%	0%	20%
Petrucci, Darren	Professor	Caucasian	M			40%	40%	20%
Reddy, T Agami	Professor	Caucasian	M			40%	40%	20%
Rocchi, Elena	Clinical Assistant Professor	Caucasian	F			80%	0%	20%
Rotondi, Michael	Professor	Caucasian	M			80%	0%	20%
Spellman, Catherine	Professor	Caucasian	F	2017		40%	40%	20%
Underhill, Michael	Professor	Caucasian	M			40%	40%	20%
Underwood, Max	President's Professor	Caucasian	M			60%	20%	20%
Vekstein, Claudio	Associate Professor	Caucasian	M			40%	40%	20%
Zygas, Kestutis	Associate Professor	Caucasian	M			40%	40%	20%

IDP / Architect Licensing Advisor

Interim Program Head Phil Horton has served as the Architect Licensing Advisor for the Architecture Program at ASU since being appointed in 2015. Professor Horton teaches ARP 584, which is a spring semester course that directly precedes the required professional internship in the Master of Architecture Program. In the first week of ARP 584, students are introduced to the 5 collaterals of Architecture, including NCARB, and encouraged – if they have not already – to establish their own NCARB Record prior to beginning their Internship. Students are introduced to the 6 Experience Requirements of the Architectural Experience Program (AXP), and their relationship to the 6 sections of the 5.0 version of the Architect Registration Examination (ARE). Students are also introduced to Experience Setting A versus Setting O, how to report experience hours, NCARB Supervisors and Mentors, and more.

In the Spring of 2016, Professor Horton brought Harry Falconer, FAIA, NCARB, to Phoenix both to present to students the June 30, 2016 NCARB changes from the former Intern Development Program (IDP) to the new Architectural Experience Program (AXP) as well as to meet the Arizona State Board of Technical Registration (AzBTR) to explain NCARB's Integrated Path to Architectural Licensure (IPAL) to Executive Director Melissa Cornelius and our AzBTR board. Professor Horton is also planning to attend the 20th Annual Association of Licensed Architects (ALA) Conference in the Fall of 2018.

Professor Max Underwood has previously served as the IDP Education Coordinator. Max is the AIAS Faculty Advisor and supports the delivery of AXP criteria via the AIAS.

Staff

The School benefits from experienced and dedicated staff members, not only within the structure of The Design School but also at the Institute level. There are six administrative staff members in The Design School, and five staff members who oversee the prototyping and shop facilities.

The Design School - Staff			
Staff Member	**Hire Date**	**Title**	**Percentage**
Bednarz, Benjamin (Ben)	2016	Shop Superintendent	100%
Carroll, Courtney	2008	Business Operations Manager Sr.	100%
Cisco, Corie	2017	Graduate Program Coordinator	100%
Clock, Andrew	2017	Academic Facilities Specialist	100%
Escobedo, Joni	1984	Specialist Sr.	100%
Evangelista, Luciana (Lucy)	2016	Coordinator	100%
Fromeyer, Mark	2007	Shop Superintendent	100%
Orozco, Jesus	2013	Shop Superintendent	80%
Plehn, Patrick	2013	Manager - Prototype/Modeling Shop	100%
Slania, Kelly	2013	Business Operations Specialist	100%
Vasquez, Jessica	2013	Graduate Program Coordinator	100%

Professional development for faculty and staff:

Workloads of faculty

The typical distributions of effort in three areas of responsibility are 40% teaching, 40% research and creative activities, and 20% service. This distribution of effort supports a tutorial exchange between student and teacher promoting achievement for both groups. As a result of a policy change at ASU and the ongoing discussions on post tenure review process, the School administration now, in coordination with the individual faculty member, identifies the distribution of responsibilities for each faculty member in the areas of teaching, research and creative activities, and service. The distribution identified for the individual faculty member is documented in writing and kept on file by the School.

Faculty research, scholarship, and creative activities

Research, scholarship and creative activities occur in a number of ways, ranging from research and scholarship to innovative practice. There are also opportunities for bringing research and creative activity to teaching, and vice-versa. Certain studios (ADE 421 and ADE 422, the ADE 621 Global Engagement studios and the ADE 622 capstone studio) are faculty-led topical studios that allow the faculty the opportunity and flexibility to address topical issues or explore emerging trends. Many of the studios are built around faculty interests and current research. These studios, together with topical seminars, offer opportunities for students to participate directly in faculty work, for faculty to bring their research interests to the students, and for the studio curriculum to include both highly structured studios and those offering a degree of flexibility.

Resources that are provided at the level of the University, including research centers, joint programs, affiliated centers, partnerships and other Institute and University-wide opportunities for collaboration and funding. The Design School has access to the Herberger Institute Research Council, which serves as a connector and facilitator of research activities for Institute faculty. Through the provision of sponsored project services for faculty, the center advocates for and facilitates the successful submission and completion of faculty grant and contract proposal work. As connector, the center provides a bridge across the rich variety of institute research activities and a linkage between the many interests of its faculty members.

How faculty and staff remain current in their knowledge

Faculty and staff have the opportunity to take continuing education courses both at the University and at the professional level. Faculty members who are licensed in the State of Arizona are required to acquire continuing education credits every year. They participate in the activities, workshops and expositions arranged by the local chapter of American Institute of Architects (AIA). Faculty and staff also travel to professional conferences and expositions.

The Information Technology unit and the College of Extended Education in the University regularly offer courses and workshops that are open to faculty and staff, providing instruction in existing and emerging digital technology.

Human Resource Development Opportunities

The School supports the scholarly activities of the faculty members in a number of different ways. Among these, the most important individual support is the travel support provided for faculty development. The School has a budget that allows approximately $1,000 per faculty member. Faculty members often use this money for travel to professional events such as AIA regional and national events or to academic conferences to present papers, chair sessions, etc. The decision to support faculty

travel is typically made by the leadership team of the School and approved by the Director. Recommendations are based on available resources, the guidelines of the School and the written travel proposal provided by the faculty member. Faculty have also secured funds from research projects, collaborative projects with other ASU units or other Universities within the US and abroad.

The School supports faculty through regular upgrades of computer equipment and occasionally to purchase specialized software and hardware to support their teaching and research efforts.

ASU policy and guidelines allow the School faculty to take sabbaticals, and to take leaves of absence for professional or personal reasons.

Leaves and sabbaticals since last accreditation visit:

Architecture Faculty Sabbaticals	**Year**
Renata Hejduk	Fall 2011
Harvey Bryan	Spring 2014
Thomas Hartman	Spring 2014
Catherine Spellman	Fall 2016 and Spring 2017
Michael Underhill	Spring 16
Max Underwood	Fall 2016 and Spring 2017

Policies, procedures and criteria for appointment, promotion, and tenure

Faculty appointments, promotion and tenure recommendations are made by The Design School Personnel Committee, comprised of all tenured faculty. Personnel Committee recommendations are then forwarded in turn - for review and recommendation - to the School Director, to the Institute Personnel Committee, to the Dean of the Institute, and then to the Provost. The University Promotion and Tenure committee reviews all recommendations, and the Provost makes tenure and promotion recommendations to the President and Arizona Board of Regents.

A link to The Design School policies, procedures and criteria for appointment, promotion and tenure can be found in Section 4, item 4.11.

Evaluation of faculty and staff

The School Executive Committee conducts annual evaluations for faculty. Members are elected by the faculty of the School, and represent the range of ranks and disciplines in the School. Evaluations for teaching, research/scholarly work and service for each faculty member are forwarded to the Director. The annual evaluations of the members of the executive committee are made individually by the remaining members of the executive committee and are forwarded to the Director. Annual evaluations for staff members are completed by the Business Operations Manager Senior and then reviewed by the Director. The Director writes an evaluation letter with recommendations for each faculty member, and provides comments for each staff member. The Director completes the evaluation for the Business Operations Manager Senior. All evaluation letters are forwarded to the Dean of the Institute.

Faculty members in tenure track positions are required to submit a third year self-assessment report of their teaching, research and service activities. Third year evaluations are initially reviewed by the School Personnel Committee. Their evaluation

and recommendations are submitted to the Director, who writes an evaluation letter that is forwarded to the Herberger Institute Personnel Committee, whose recommendation is forwarded to the Dean.

A link to The Design School policies, procedures and criteria for appointment, promotion and tenure can be found in Section 4, item 4.11.

Part Two : Students

A link to further information on admissions and advising can be found in II.4.6.

Admissions policies:

Due to the structure of the programs in the School, the profile of the students in the School can be divided into three different sections. The lower division students go through one-year of preparatory work before they apply for admittance to the upper division of the B.S.D. program in architectural studies (the "milestone"). Admission to the upper division is competitive. While most of the applicants to the upper division come from our own lower division, the applicants to the Master of Architecture program are graduates of the B.S.D. program in Architecture at ASU as well as other architecture programs around the country. Additionally we admit students with undergraduate degrees in subjects other than architecture to our MArch 3+ program.

Criteria and procedures for achieving equality and diversity in student admissions, advancement, retention, and graduation.

Equality and diversity in student admissions is achieved through established application procedures and the admission criteria that are applied uniformly to all applicants without any regard for race, color, religion, national origin, citizenship, sex, sexual orientation, age, or disability. The application procedures and admissions criteria can be summarized as follows:

The Master of Architecture program at ASU/The Design School is designed as a first professional degree in architecture. Students who are graduates of non-professional architecture programs (such as those that are 4 year programs) may apply to the 2-year MArch program. Applicants who hold a 4-year degree from non-architecture programs may apply to the 3+ year program. Students are admitted to the MArch program for the Fall semester only.

All applicants must provide the Design School with the following admission materials (all materials are to be submitted electronically):

- Statement of Intent
- Contact information for a minimum of 3 references
- Portfolio (Candidates applying for the two-year master of Architecture program are required to submit a portfolio.)
- Creative Work (Candidates applying for the 3+ year Master of Architecture program must also provide a portfolio of work as described in paragraph 3 above. It is recognized that candidates to this program may not have work related to architecture. Therefore, the portfolio should include other forms of creative work such as drawings, designs, paintings, photography, writing, craft and construction.)
- Transcripts. One copy of transcripts/mark sheets from every college and University they have attended, including ASU, for each application submitted should be sent directly to the Graduate College Graduate Enrollment Services (GES).
- Graduate Record Examination (GRE). Graduate Record Examination scores are required [VERIFY], and should be sent directly to the Graduate College Graduate Enrollment Services (GES).

- TOEFL. All international students from a country where English is not the native language are required to submit an official score report for TOEFL, IELTS, or Pearson Test of English(PTE) test, sent directly to the Graduate College Graduate Enrollment Services (GES) by ETS.

Admissions Criteria

Applicants for the 2-year Master of Architecture Program are reviewed on a case-by-case basis and rated on the following criteria:

- General academic record and aptitude for graduate study.
- Academic preparation in studies of the built environment, including architecture, building technologies, construction, design, engineering, and real estate.
- Practical experience relevant to the intended area of study.
- Recommendations.
- Suitability of goals to the program.

Applicants for the 3+ year Master of Architecture Program are reviewed on a case-by- case basis and rated on the following criteria:

- General academic record and aptitude for graduate study.
- Demonstrated evidence and quality of creative endeavor.
- Recommendations.
- Suitability of goals to the program.

Applicants are considered on a competitive basis.

Diversity Scholarships

The School is committed to achieving diversity in the student body, and follows the policy and guidelines provided by ASU to provide equal opportunity through affirmative action in educational programs and admissions. For student diversity, the University sponsors the following programs:

Dean's Fellowships. Graduate College Dean's Fellowships provide up to $10,000* of support to regularly admitted first year graduate degree students who are Arizona residents or underrepresented in their discipline, and who demonstrate academic excellence. This can include under-represented minorities, i.e. Hispanics, African Americans and Native Americans in all disciplines and under-represented students in particular disciplines, e.g., Asian Americans in the Humanities and Social Sciences, women in Mathematics, Science, Engineering and some CALS programs, men in Nursing, Public Health or Women's Studies.

*The amount of the award will be based on the student's financial need as determined by a Free Application for Federal Student Aid (FAFSA).

Reach for the Stars Fellowships. The Graduate College fellowship provides a $15,000 award for the first academic year plus tuition. In the second year, the academic unit will

provide at least a 50% TA or RA position (at the department standard program rate) or similar funding assuming satisfactory academic progress.

Rushia G. Fellows Minority Scholarship. The scholarship was inaugurated in honor of Rushia Fellows, a deceased African American faculty member from the School of Architecture. The purpose of this fund is to provide moneys for minority students interested in pursuing a career in the fields related to Architecture and Environmental Design.

A link to student financial information, including scholarships, can be found in II.4.7.

Scholarships for The Design School - 2011-2017	
Priviate scholarship/Awards	649,298
Grad. Teaching Tuition Scholarships	1,825,250
Total	**2,474,548**

Lower Division Undergraduates:

Students admitted to the lower division are admitted by the University, and are required to meet the general requirements of the University. High School students from Arizona are required to come from the upper quartile of their class, or have a GPA of 3.0 or an ACT score of 22, or an SAT score of 1040. Out-of-state applicants must come from the upper quartile of their class, or have a GPA of 3.0, or an ACT score of 24, or an SAT score of 1110. Students transferring from other Arizona higher education institutions must must have a 3.0 GPA, and those transferring from out-of-state institutions must have a GPA of 3.0.

Upper Division Undergraduates:

Each year approximately 120 lower division students apply to enter the professional program that commences at the sophomore year (upper division) of the undergraduate program. Applications are considered on the basis of GPA in core architectural courses (40%) and cumulative GPA from all course work (40%), and the GPA from the two studio courses in the first year of the program (20%).

Transfer students applying to the upper division BSD program must have completed equivalent course work to the students at ASU. Evaluation of coursework is done by the faculty teaching each required course. If work is found not equivalent to work in the ASU course, the student must take the ASU required course before applying to the BSD program upper division.

Note: Characteristics of the undergraduate and graduate student class can be found at the end of this section and in section 1.3.1 – statistical reports.

Master of Architecture Graduate Students

Master of Architecture students come to The Design School from a variety of architecture programs as well as non-architecture programs. The 2-year M-Arch. program accepts applications from those who already have a baccalaureate degree in architectural design, which can either be a 4 year unaccredited degree or a 5 year B.Arch. degree. On the other hand, applicants to the 3+ M-Arch. program are those who have a baccalaureate degree in a non-architecture field. Usually one-third of the 2-year M-Arch. program comes from the undergraduate program in the School, one third from the 3+program and one third from other undergraduate programs.

The initial majors of the students coming into the 3+ M-Arch. represent a wide range of disciplines. Students are drawn from all over the country. Over the last five years the top six feeder schools for students with a Bachelor of Science degree in architecture have been ASU, Ohio State, University of Illinois, University of Minnesota, Texas A&M, and Clemson University.

Admissions policies and procedures:

Information on the application process can be found at:
http://design.asu.edu/students/grad/prospective/applying/

Additional documentation on admissions procedures will be available to Team Members during their visit.

Admissions procedures:

Admission to the M-Arch and M-Arch 3+ programs involves a two-step process. Applicants must apply to both the graduate college of the University and to the graduate program within the School. Applicants are recommended for acceptance by the school to the graduate college. Upon recommendation, the graduate college will check the applicants' record to ensure that it meets University standards. If the applicant's record is not sufficient for acceptance by the graduate college, then the school is required to write an explanatory letter presenting the reason for recommending the applicant. (The most common situation is a lower than 3.0 GPA but very strong portfolio.) If the graduate college accepts the explanation then the applicant may be given a provisional acceptance.

Within the architecture program, admissions decisions to the graduate programs are made by the M-Arch committee or the 3+ admissions committee. The committees will review and score portfolios, statements of intent, letters of recommendation, GRE scores, and academic transcripts. Scoring is done in such a manner that all applicants are placed in a rank order. Students who do not meet minimum qualifications are taken out of the rank order. Depending on the desired class size, students are admitted in order, according to rank.

Evidence of commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities:

Evaluation of progress of graduate students:

All graduate students are required to sign a policy on academic standards. Each semester all student records are evaluated and those students whose GPA falls below 3.0 are placed on academic probation. They are given the following semester to bring their GPA up to a minimum of 3.0 out of 4.0. Students who maintain a GPA of 3.0 or higher are removed from academic probation. Those with a GPA that is below 3.0 for more than 2 semesters may be withdrawn from the program. Students on probation are required to meet with the Architecture Program Coordinator to discuss their progress.

It is the policy of the University that any student who has not continued through the program with satisfactory progress may be withdrawn from the program at the request of the head of the academic unit.

Additional information on academic standards at ASU can be found at:
https://catalog.asu.edu/retention_standing

Student Support:

ASU offers a wide range of student support services including Career Services, Counseling and Consultation, University College Academic Advising and the Learning and Resource Center.

Graduate students have a wide variety of support at ASU, all of which can be viewed at: http://graduate.asu.edu/student_community/student-support-services. Among the graduate student support services provided by the University are: the Graduate College Financial Support Office, Advising and Career/Professional Development Office, Diversity programs, and more.

Undergraduate advising is provided through the Institute's Academic Success Office. Graduate advising is done by the School's Graduate coordinators, and the Architecture

Program Head and the Director. Master of Science students are assigned a faculty advisor during their first semester.

Each spring semester, the School organizes a career day where approximately 15 architecture firms are invited to give presentations on their firms, and then hold interviews with interested students. In recent years, the School has organized an annual “studio night” open house, where local practitioners can visit studios, review exhibits of the students’ work and discuss possible job opportunities. The studio night event and career day event are instrumental in securing Internship opportunities for our students.

The internship program is a requirement for students in the graduate program between their first and second years, and for the 3+ students between their sixth and seventh semesters. The program involves two hundred hours of work in a professional office. Students are placed in local, national and international offices. Student experience logs and evaluations are required as part of the program.

Guest lecturers and visiting critics

Every year, the School Lecture committee organizes a series of lectures that include prominent academicians and practicing architects. The list of lecturers who have participated in the Lecture series of the School since the last accreditation visit is included at the end of this section.

Throughout the academic year, individual faculty members invite the members of the profession to their classes for lectures and also to studio project reviews. These guests bring valuable insight into the educational process with their experience in the profession. Guest lecturers and critics also provide the opportunity to connect architecture students with the professionals that can result in internship arrangements or employment opportunities. Final semester reviews are an opportunity to invite a particularly large and varied array of guest critics to the school. The final review schedule is typically scheduled and organized so that students in all sections can meet informally with critics at regular intervals throughout the day.

A list of guest critics and lecturers is provided at the end of this section, and in Section 4 item 4.17..

Public exhibitions

The School maintains an active exhibition schedule in its public gallery with exhibits running continuously during the year. Gallery exhibits represent the breadth of programs and interests of the School - including architecture.

Design Excellence show and School Publication

At the end of each semester, the top three projects from each studio in The Design School are identified for Design Excellence. The Design Excellence projects are exhibited in the school gallery space each semester. A large-format color publication is produced at the end of each semester that contains a selection of Design Excellence projects.
Sample publications will be present in the Team Room.

Facilitation of student opportunities to participate in field trips and other off- campus activities.

The School provides limited funding and insurance for field trips faculty members may want to organize for their classes. Graduate student travel to conferences for paper presentations or for participation in design charettes are also supported by the School as

well as by the Herberger Center for Design Excellence. Travel grants to attend conferences are available through the Graduate College.

The 5th year Comprehensive Design Studio has a "national" focus. In conjunction with the concurrent ATE 556 Building Development class, the entire 5th year class travels to a national destination that is typically also the site of the studio project. In addition to providing an opportunity for site/client visits, the 3-day trip is used to visit noteworthy buildings. Project architects, clients or technicians who were responsible for significant aspects of the design(s) are present for the building tours. This directly supports and enhances the Building Development / Comprehensive Studio focus on a connection between design and "technique(s)". Recent destinations have included Seattle, San Francisco, Los Angeles, San Diego and Dallas-Fort Worth.

In recent years, The Design School's Global Engagement Studios – offering interdisciplinary travel-based studios to each of our graduate students – have provided a wonderful travel opportunity for every student in the M.Arch program. Destinations have been noted in section 1.1

AIAS

Students in the Architecture program have a long-established chapter of the American Institute of Architecture Students (AIAS) Association. The ASU chapter of AIAS is very active, and has been very successful in involving students in the association.

LASO

Newly formed student organization, LASO: Latino Architecture Student Organization was founded in the 2016/17 academic year. LASO is a very inclusive student organization, having permitted members who are architecture students, but not Latino, as well as Latino students who are studying in programs outside of architecture. This group is interested in establishing mentorships for and supporting the career goals of all students within their organization. This year they are hoping to begin organizing a symposium on Latino matters in architecture and design.

Equal Employment Opportunity/Affirmative Action

Arizona State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, religion, age or veteran status in the University's services, educational programs, and activities, including, but not limited to, admission to and employment by the University.

Links to University EEO/AA policies can be found in section 4, item 4.9

Visiting Critics

Additional detail on visiting critics and lectures can be found in Section 4.

Architecture Program - Visiting Critics							
Marwan	Al-Sayed	Mitchell	De Jarnett	Caryn	Logan-Heaps	Aaron	Rothman
Aaron	Allan	Jack	Debartolo	Nels	Long	Dale	Rush
Jay	Atherton	Erin	Degutis	Tazmine	Loomans	Dale	Rush
Orhan	Ayyuce	David	Devaleria	Andong	Lu	Peter	Rutti
Orhan	Ayyuce	Gabriel	Diaz Montemayor	Mark	Mack	Maria	Salenger
Donna	Barry	Ian	Dickenson	Patrick	Magness	Matt	Salenger
Brad	Bell	Susannah	Dickinson	Igor	Marjanovic	Danny	Samuels
Brad	Bell	Tom	Ehr	John	Maze	Antonio	Sanmartin
Rafael	Beneytez	Stephen	Ehrlich	Doug	McCord	Karin	Santiago
Aaron	Betsky	Aaron	Ellsworth	Nicole	McInstosh	Donnie	Schmidt
Marc	Beyer	Arne	Emerson	Maria	Mingallon	Ronnie	Self
Vinayak	Bharne	Brian	Farling	Stephanie	Mitrovic	Krista	Shepherd
Chad	Billings	Melissa	Farling	Kiel	Moe	Roger	Sherman
Marlon	Blackwell	Mike	Faulkner	Gabriel	Montemayor	William	Sherman
Duane	Blossom	Kris	Floor	Judson	Moore	Zubin	Shroff
Homer	Blossom	Wendy	Fok	Robert	Moric	Natalie	Shutt-Banks
Jason	Boyer	Aaron	Forbes	Carmen	Moussa	Victor	Sidy
Tim	Boyle	Cruz	Garcia Santiago	Kirsten	Murray	Ryan E.	Smith
Doug	Brimhall	Kevin	Gardiner	Philipp	Neher	Roger	Socha
Peter	Brockman	Rachel	Green Rasmuss	Ben	Nesbeitt	Edmundo	Soltero
Chris	Brown	Christopher	Haas	Lorcan	O'Herlihy	Mitchell	Squire
Will	Bruder	Benjamin	Hall	Steven	Parker	Tommy	Suchart
Jimmy	Brunner	Frances	Halsband	Tom	Perkins	Doug	Sydnor
Reese	Campbell	Beth	Harmon	Brockman	Peter	Doug	Sydnor
Elena	Canovas	Catherine	Herbst	John	Peterson	David	Takeuchi
Jose	Castillo	Aaron	Herring	Jon	Phillips	Chris	Taylor
Renee	Cheng	David	Heymann	Terry	Pisel	Michael	Taylor
Annie	Chu	Craig	Hodgetts	Jason	Ploszaj	Bill	Timmerman
Dan	Clark	Daniel	Hoffman	Tom	Powers	Olivier	Touraine
Coleman	Coker	Marlene	Imirzian	Chris	Puzio	Taylor	Townsend
Robert	Cole	Victor	Izzarry	John	Quale	Christopher	Trumble
Susie	Coliver	Diane	Jacobs	Gabby	Quijada	Matthew	Trzebiatowski
Susie	Coliver	Michael	Jacobs	Alison	Rainey	Amit	Upadhye
Susie	Coliver	Reid	Johnson	Steven	Rainville	Karen	Van Lengen
Johanna	Collins	Kevin	Jones	Rachel	Rasmussen	Kelly	Vanyo
Jorge	Colon	Kasey	Josephs	Tod	Reinhart	Mark	Vinson
Jason	Comer	Christoph	Kaiser	Todd	Rinehart	Andrew	Walker
Jason	Comer	John	Kane	Todd	Rinehart	Phil	Weddle
Kevin	Daly	Charlie	Lazor	Eduardo	Robles Mendivil	Jim	Williamson
Jeff	Day	Michael	Lehrer	Patrick	Roddy	Leonardo	Zylberberg
Frank	Day II	Nancy	Levinson	Stephanie	Rompre		

Female
Male

I.2.2. Physical Resources

Note: A link to plans of The Design School facilities can be found in Section 4, item 4.3. Larger plans will be available for reference in the Team Room.

The Design School facilities are housed in two adjoining buildings (CDN and CDS). The facilities include studios, lecture halls to accommodate from 40 to 180 people, offices for faculty, administration, student organizations, a commissary ("Charlie's), the design library, a shop, digital fabrication facilities and specialized research facilities for lighting, environmental research (MSBE), construction and design research.

The Design School has been housed in its present facilities since 1989, when a 100,000 square foot addition was made to the original building. Together, the North and South buildings comprise over 140,000 square feet. Our facilities meet the present needs of the school; however, as the various studio based programs within the School of Design grow and expand their offerings there will be increasing demand for additional space.

A number of improvements to the school's facilities have been undertaken in recent years to support the School's interdisciplinary and collaborative educational goals.

Studios and Presentation Spaces:
The studio spaces in the North building were "lofted" to create large open collaborative studio environments. Since the last visit, studio spaces in Design South were similarly "lofted" to create large open studio spaces containing multiple sections and in many cases multiple disciplines. These spaces house the cold-seat studios for the 3rd year of the program through 6th year. Previously, each studio was housed in a separate room, limiting efforts to build a stronger studio culture and making interaction between studio sections (or interdisciplinary interactions) more difficult. The benefits of the "lofting" is abundant and tangible. The studios have had digital projectors and screens installed to accommodate digital presentations. In Design North, breakout spaces can accommodate pinups or seminar-style discussions, thus minimizing scheduling conflicts with the larger School-wide review or seminar spaces. Studios are equipped with computer workstations as well as large-format plotters. Each studio section is given a quota for paper and ink supplies. When this is exhausted, students are responsible for additional plotting supplies. Generally, the quota is sufficient for a studio's needs for the semester. Each graduate studio desk is equipped with a second computer monitor on a swivel arm attached to the desk.
The lofting of studios also permits more efficient use of space, enabling the school to add additional studio sections and expand studio-based course offerings. The average number of students per studio space follows the School guidelines, and is set around 15 students per studio.

The lower division studios for first and second year students are held in hot-seat studios, where students share desk space on a rotational basis in several studio spaces. These rooms are available to students when classes are not in session. The modification of the "Tall Hall" space adjacent to the lower division studios (at the center of the south building) allows it to function as a review space as well as an open work area for the lower division students. More extensive plans for Tall Hall involve improvements to the lighting and display systems were completed Spring 2016.

Modifications to the corridors of the north building have allowed them to be more effectively used as display and impromptu review spaces, which are always in demand. Additional tack boards have been added in studios and along all suitable corridors.

Red Square (the lower level of the north building) now functions as a possible review and exhibition space. The improvements include significantly better lighting, a new easily

adjustable display system for physical work and a digital projector and screen for digital media.

Prototyping and Fabrication:
Significant investments have brought additional digital fabrication capabilities into the school. These new digitally focused capabilities add to the considerable resources already offered in the shop for working with wood, metal, plastics, and other materials. In 2011, several new pieces of equipment were installed and a digital fabrication area created in the shop. These include:

- A Fully enclosed HAAS Automation VF-1 YT 3-axis Milling machine,
- A CNC Multi Cam Overhead Router, 6 tool change capability, with Vacuum table, 3-Axis, and a 4' X 8' bed,
- A CNC Multi Cam Water Jet Cutter 65,000 psi / Garnit mix with a 5' X 5' bed.

The Haas machine will give students the ability to fabricate complex forms in metal. The new CNC machine compliments the existing 3-axis machine and adds a greatly expanded set of capabilities. Along with the purchase of the machines themselves, investments in computer equipment and software were made to support their use. The shop is staffed with a full time coordinator/supervisor, and several half-time assistants.

Adjacent to the shop area is a high bay research space, an expansive room originally designed to allow full-scale mock-ups and testing of design ideas, materials, and construction.

The Design School Digital Lab is located in the lower level of the south building, adding to the more traditional fabrication opportunities offered in the shop itself. This lab provides digital fabrication capabilities including laser cutters and plastic-based and two plaster-based 3-D printers.

Printing and Plotting:
A staffed printing and plotting area was added to the computer lab on the second floor of the North building. This area provides affordable output for students, and is equipped with medium-format printers and large-format color plotters.

In addition to the mediation of studios, the lecture and seminar rooms throughout The Design School regularly receive upgrades to its digital media presentation capabilities as part of an ongoing effort to respond to changes in the educational tools and approaches.

Energy Lab:
The Design School has a rooftop Energy Lab research facility that is an important resource for the Master of Science in the Built Environment program. The Energy Lab was recently remodeled. Improvements were made to the space as well as the technological resources. The Energy Lab is now able to function more effectively as a working laboratory supporting a range of investigations by student in the Master of Science in the Built Environment (MSBE) program.

Office for Student Success:
The Office for Student Success is conveniently located within The Design School facilities. It serves the undergraduate advising needs of the Herberger Institute as a whole.

Gallery of Design / Red Square / Library:
The ground floor of Design South includes the Gallery of Design, a major exhibition space used by the programs within the School, traveling exhibits related to the disciplines in the School as well as a space for end-of-semester student reviews.

Red Square, located on the lower level at the heart of the Design North, is a multi- purpose space that can house presentations and reviews as well as exhibitions. It has been equipped with lighting and projection equipment.

The Design School Library, located prominently on-axis at ground floor upon entering the north building, is a conveniently located and heavily used component of the School facilities.
The library is discussed in detail in section I.2.4.

Recent Changes to Physical Resources

- Reconfiguration and expansion of the computer lab in the north building, which allowed the former lab in the south building to be dedicated to new lofted studio spaces.
- Relocation and upgrade of the digital lab currently in the basement of the south building. The vacated space now accommodates new studio spaces.
- New building signage for both buildings.
- Reconfigured Herberger Institute Research Center to house the Biomimicry Center.
- New or replaced tackable surfaces in both buildings.
- Relocation of Charlie's Café from the 2nd floor of the north building to the lobby area. Upholstered seating in the lobby has made it an extremely popular location for socializing.

A link to floor plans of The Design School facilities can be found in Section 4, item 4.3

Computing Resources

University Computing Resources

Computer resources are available to the students, faculty and staff through the University, The Design School and the Herberger Institute for Design and the Arts (HIDA). The University provides computing labs located in Lattie F. Coor Hall, the Computer Commons, and the Barry M. Goldwater Center, which all together house 75 networked computers (mixed Apple and PC) which are available on a first come first serve basis. The University also provides mediated classrooms that can be reserved for courses that use computers. ASU provides a campus-wide wireless network for use by staff, faculty, and students using personal or University-owned equipment. ASU also provides computer accounts to every incoming student, which provides e-mail and web hosting privileges as well unlimited network data storage on Google Drive and Microsoft One Drive.

The Design School supports two connected computer labs and 33 studios that house 171 computers (mixed Apple and PC) through which graphic software and other applications unique to architecture and design can be accessed. In addition, The Design School houses a Digital Fabrication Lab with specialized digital imaging and fabrication resources as well as a Print Lab for large format and photo quality prints. The equipment in the labs studios are funded through fees paid by The Design School students. HIDA purchases and maintains equipment for use by The Design School staff and faculty and provides support for those computers and computer lab operations oversight.

The Design School systems

The Design School provides both centralized and decentralized computer resources, the former through one large computer laboratory and the latter through computers located in the individual design studios, faculty offices, and staff workstations. Printing and software support for this distributed computing environment is provided through Herberger Institute shared server resources: sixteen Dell M620 Windows Server 2012 R2 servers under a clustered Hyper-V private cloud, with storage provided by 7 Dell iSCSI SANs on a 10GbE storage fabric. The Design School and HIDA computing resources are connected via the University's network system providing high-speed LAN and Internet access to any station in the University. The wired network is augmented with a ubiquitous wireless network with near universal coverage across The Design School and the Main ASU Tempe Campus.

The Design School and HIDA support both Mac OS and Windows platforms for faculty, staff, and students. The computing labs in DN 255 and DN 263 contain 28 and 29 Apple computers respectively, that are all set to dual-boot to either Windows 10 or Apple Mac OSX 10.12 (Sierra). The equipment in these laboratories, the design studios, and in individual offices are equipped with graphics and desktop publishing software, including the Autodesk Suite, ArcGIS, Adobe Creative Cloud 2017, Atlantis Studio, Google Sketch-up, Keyshot, SimaPro, SolidWorks, and Rhinoceros.

The Design School Digital Fabrication Lab provides digital imaging and fabrication technologies including four laser cutters, five plastic-based and two plaster-based 3-D printers, as well as handheld and table top 3D scanners. The Print Lab within The Design School contains 4 professional quality printers with an output of up to 13"x19" and 2 wide format printers than can handle 36" wide paper rolls. TDS intends to continue to provide access to emerging digital fabrication technologies in addition to the more traditional (but well-equipped) shop. As resources are acquired, it will be important for the computing curriculum to adapt. Coursework will be developed to

help students familiarize themselves with (and take advantage of) these important emerging fabrication methods.

On the ground floor of the North building, the faculty mailroom functions as a communications center for The Design School faculty. In addition to faculty mailboxes, the room contains an Apple iMac, an 11”x17” black and white HP printer and a Cannon all in one printer that has duplex printing, scanning, and 11”x17” printing capability. This equipment is primarily reserved for the use of the faculty member and their teaching assistants.

On the fourth floor of the North building, students in the energy concentration of the Master of Science of the Built Environment program have access to an Energy Simulation computer laboratory that was funded in part through faculty research grants. This lab includes several computers with energy simulation software.

Throughout the South and North buildings, studios as well as faculty offices and administrative areas are networked with Ethernet and wireless broadband connections. Each studio currently contains at least two computer workstations and six live hard-wired network connections, in addition to wireless access.

Since 2012, HIDA has utilized a server farm for rendering 3D images and animations. This server farm consists of 32 servers running Intel Xeon processors and housing 10 nVidia Tesla GPUs. In addition, there are two storage arrays connected to the render farm capable of storing 12TB of student work. The server farm offloads time intensive activities off of computers in labs and studios to free up resources for active design work and allows for more elaborate design renderings.

The HIDA server was upgraded in 2016 to run Windows 2012R2 on on sixteen Dell M620 servers that are connected to seven Dell iSCSI SANs on a 10GbE storage fabric. These resources are configured in a clustered Hyper-V private cloud with multiple virtual machines that include a SQL database server, file storage, license servers and print payment management software. A large collection of images that make up The Design School visual collections is maintained on servers located in an offsite data center. A backup facility at the ASU Polytechnic campus was added in Summer 2014, which will ensure data security in an event of a campus-wide incident. The Design School visual collections, which are available to all Design School students, faculty, and staff.

Research Centers, Joint Programs, Affiliated Centers

In January of 2018, The Design School plans to open a new Community Design Center in the former Tempe Center Annex (formerly the Ceramic Research Center) at 18 E 10th Street on the western edge of the Tempe Campus. This new Center will be the home of the next generation of work on the Rio Salado project, as well as a home for other community focused outreach and design. The Design School will be making minor renovations of this facility to prepare the space for community-engaged studios, a 40-foot long model of 40 miles of the Rio Salado river in Metropolitan Phoenix, and a flexible space for: community presentations, stakeholder meetings, and co-design charrettes.

While this new Community Design Center will be operated by The Design School, the programming of the space will be highly cooperative and collaborative. In addition to the aforementioned: Senator John McCain and staff, local Mayors, the Office of University Affairs, Geographical Sciences and Urban Planning, the Kyle Center for Water Policy, and the Morrison Institute for Public Policy; The Design School are also hoping that the Community Design Center will be a space for engagement with: the College of Public Service & Community Solutions, the School of Architecture at Taliesin, Salt River Project, the Rio Salado Architecture Foundation, and many of other partners.

I.2.3 Financial Resources

University Budget

The ASU Office of the Executive Vice President, Treasurer and Chief Financial Officer is responsible for developing overall university budget planning, forecasting, process, structure and allocations, as well as institutional reporting and analysis. The University Provost determines all academic budgeting and resource allocations. Additional support functions include Strategic Planning and Budget Analysis (SPBA), Budget Operations, and Management Analysis. SPBA provides planning, modeling, forecasting, and general analytic support. Budget Operations handles external reporting requirements and information requests from the Joint Legislative Budget Committee (JLBC) and Office of Strategic Planning and Budgeting (OSPB). Budget Operations also manages the annual budget process, with support from SPBA. Management Analysis prepares analysis, modeling, and reporting for the Business and Finance organization. It also includes the Strategic Tracking, Analysis and Reporting (STAR) administrative team.

The total revenues for the University's 2017 budget are just over $2.40B, up 6.7% from 2016. Gross Tuition and Fees made up 56.23% percent of the 2016 revenues at $1.45B, up from 33.73% of the budget in 2008 at $526.30M. State Appropriations made up 11.33% of the 2016 revenues at $292.80M, down from 30.95% of the budget in 2008 at $482.90M. Research Grants and Contracts, auxiliary revenue, and all other revenues have maintained relatively consistent percentages of the University's annual revenues during that 9 year period.

The total expenses for the University's 2017 budget is just under $2.33B, up 7.0% from 2016. Primary purposes for use of funds in 2016 were: Instruction & Academic Support at over $1.02B, Research & Public Service at $297.90M, and Student Services & Institutional Support at $266.20M. Together, these three expense categories comprised 73% of the 2016 University budget expenses.

Setting Tuition and Fees

The Arizona Board of Regents (ABOR) annually sets the tuition and fees (both mandatory and for special programs) for Arizona's public universities, including ASU. A.R.S. 15-1626 authorizes the board to adopt rules to govern its tuition and fee setting process. The rules include provisions for public disclosure by each university of any proposed increases in tuition and fees at least ten days prior to a public hearing held at each university as an opportunity for students and members of the public to comment upon any proposed increase in tuition and fees.

ABOR usually sets ASU's tuition and fee rates each fall for the following academic year. ASU is a publicly-supported institution and receives a portion of its budget from the state government. Tuition and fees are subject to legislative and gubernatorial action that may affect the nature and level of legislative funding. Substantial changes in levels of state support and other factors such as inflation and increased costs may require increases in tuition and fees. All amounts shown in the Tuition and Fees Schedules or in other University publications or web pages represent tuition and fees as currently approved. However, ASU reserves the right to increase or modify tuition and fees without prior notice, upon approval by ABOR or as otherwise consistent with Board policy and to make such modifications applicable to students enrolled at ASU at that time as well as to incoming students. In addition, all tuition amounts and fees are subject to change at any time for correction of errors.

Current Resident Undergraduate Tuition and Fees for ASU students sits 11.5% below the Peer Mean of ASU and ABOR defined institutional peers. Current Nonresident Undergraduate Tuition and Fees for ASU students sits 17.5% below the Peer Mean of ASU and ABOR defined institutional peers.

School Revenues

The primary funding source for The Design School, supporting our operations and personnel budget, comes from funds allocated to The School from the University, via the Institute.

Secondarily, The Design School collects revenue via class fees, differential tuition, and program fees charged to all graduate students within The School, including students in the M.Arch professional degree programs.

Fundraising for the School and Institute is coordinated through the ASU Foundation who mission is to raise, invest and manage private gifts to benefit ASU on all campuses.

Financial data requested in the Conditions can be found on the following page.

	Actual	Actual	Actual	Actual	Actual
	2011	**2012**	**2013**	**2014**	**2015**
State/Local	6,595,037	6,563,103	6,771,618	6,615,361	6,656,506
Foundation	4,407,508	4,380,112	4,290,456	4,222,396	4,255,838
Total	**11,002,545**	**10,943,215**	**11,062,074**	**10,837,757**	**10,912,344**

	Actual	Actual	Current FY	Projected	Projected
	2016	**2017**	**2018**	**2019**	**2020**
State/Local	6,845,001	7,122,347	7,574,571	7,901,121	7,973,871
Foundation	4,587,885	4,490,605	4,166,257	4,250,000	4,500,000
Total	**11,432,886**	**11,612,952**	**11,740,828**	**12,151,121**	**12,473,871**

	2011	2012	2013	2014	2015
Total Revenue	**6,595,037**	**6,563,103**	**6,771,618**	**6,615,361**	**6,656,506**
Total Enrollment	**1,694**	**1,477**	**1,401**	**1,332**	**1,390**
Total Capital Investment p/s	**3,893**	**4,444**	**4,833**	**4,966**	**4,789**
Undergraduate Enrollment	1429	1205	1114	1062	1123
Graduate Enrollment	265	272	287	270	267

	2016	2017	2018	2019	2020
Total Revenue	**6,845,001**	**7,122,347**	**7,574,571**	**7,901,121**	**7,973,871**
Total Enrollment	**1,375**	**1,425**	**1,457**	**1,535**	**1,600**
Total Capital Investment p/s	**4,978**	**4,998**	**5,199**	**5,147**	**4,984**
Undergraduate Enrollment	1130	1184	1195	1250	1300
Graduate Enrollment	245	241	262	285	300

I.2.4 Information Resources

The ASU Library

ASU Library, among the premiere research libraries in North America, is a member of the distinguished Association of Research Libraries, the Center for Research Libraries and the Greater Western Library Alliance.

Encompassing nine library facilities across four university campuses, ASU Library contains more than 5 million volumes, a vast array of digital resources, world-class special collections and advanced data centers and makerspaces. It also houses an extensive collection of U.S. Government publications and the largest repositories in the world for children's theater and Mexican-American and Chicano history in Arizona.

More than 3.2 million people visit ASU Library facilities each year, with digital usage that accounts for 10.7 million database searches and 5.5 million full-text downloads annually. ASU Library services are accessed regularly by users in 155 countries.

Library specialists and librarians with disciplinary expertise provide in-person, one-on-one instruction and offer workshops, tutoring and classes to students and faculty on the research process, scholarly communications and how to leverage technology resources, such as the ASU Library Map and Geospatial Hub. Over 700 librarian-led classes are offered each year at ASU Library, reaching more than 13,000 students and educating the community on how to evaluate resources, develop research topics, use search engines and online databases, and cite sources. Access to librarians is additionally provided via email and live online chat.

Students, faculty and staff have access to a vast growing number of digital services and resources, including online tutorials, library guides and the "Ask a Librarian" chat service in addition to more than 1 million e-books and the ASU Digital Repository. A newly implemented open-system library service platform now connects ASU Library users to a greater set of digital tools and resources than before through a tri-university partnership with libraries belonging to the University of Arizona and Northern Arizona University.

The Design and the Arts Library

The Design and the Arts Library constitutes a branch within the Arizona State University Library system, formally known as the ASU Library. The primary purpose of the Design and the Arts Library is to serve the Herberger Institute's The Design School as well as the School of Art. In early 2017 the "Design Library" expanded to include the Art School. The Design and the Arts Library occupies the north side of the first floor of the Design North Building, which is one of the two buildings on the ASU Tempe campus to house the Design School programs, the other being Design South.

The physical library is approximately 14,000 sq. ft. and provides total seating for at least 150 people. A semi-enclosed quiet study room includes tables and a combination of hard and soft seating for 40. Equipment resources include five public desktop computers, three express library service terminals and one assistive technology enabled desktop and table. The library also contains photocopy/printers, a microform/microfiche reader, a light table, blue ray player and mobile device charging stations and power units. A fully staffed service desk is available whenever the library is open.

The Design and the Arts Library provides access to an excellent collection of books, periodical, reports, streaming videos, microforms, archival drawings/collections, and other materials intrinsically focused to serve the research and pedagogical needs of the

disciplines served by the Design and the Arts Library. The design disciplines supported are: Architecture, Environmental Design, Industrial Design, Interior Design, Landscape Architecture, Urban Design and Visual Communication Design. Additionally, library resources and materials are available at, and supported by, the Hayden Library [Social Sciences/Humanities], the Noble Library [Science and Technology], and the libraries located on the Downtown, West and Polytechnic campuses of Arizona State University. In total, the ASU Libraries collections contain over 4,265,000 volumes. Students and faculty may use an on-line form to request books or article scans be delivered to them from materials located at these other ASU Libraries locations as well as requesting non- ASU materials via InterLibrary Loan.

The Design and the Arts Library contains approximately 60,000 volumes of books, bound periodicals, and materials in other formats. At present, the Design and the Arts Library receives approximately 75 current periodicals in print format; the ASU Libraries provide digital access to multiple Design-related journals. The Library houses over 1,600 titles in microform formats.

The Design and the Arts Library also houses an Archival and Special Collections unit with materials in the area of Architecture and Design. Our in house archive contains thousands of architectural drawings, photographs and slides with an emphasis on mid- century modern architecture. The Design and the Arts Library's archives and special collections are readily available to Design School faculty and students for use in teaching, research and study. The Design and the Arts Library has a full time archivist on staff and the director is continually helping the archive acquire and process collections.

The Arts and Design library also collaborates with The Design School, School of Art and the ASU Art Museum, on programs, installations and exhibits.

How does the program determine if the library collections are adequate to meet its needs?

The Design and the Arts Library recently hired a new director who will be working closely with faculty members in The Design School in order to acquire titles in all formats that are pertinent to departmental teaching and research needs. In addition students are invited to make recommendations in person or via an online form. Recently the ASU Library has acquired Green Glass, an OCLC collection analysis product designed to help the library leadership determine the current collection strengths and weaknesses as well as peer institution overlap and subject area patterns. The director of the Design and the Arts library will be using Green Glass and other collection analysis tools in order to make important collection decisions that will ultimately benefit the Design School. The Design and the Arts Library director welcomes and encourages collection development input from all areas of the School.

How do instructional courses integrate the library and other resources?

Faculty can request to have their course material put on reserve in the Design and the Arts Library, either in hard copy form or, within copyright policy, accessible in digital online format. This provides an excellent way to make reading material accessible to all students. Faculty are encouraged to meet with the director to determine ways the library can collaborate in teaching and research. The director is also available to teach session and workshops on the use of library resources.

What are the hours that library is open to students and faculty?

During the regular semester, the Design and the Arts Library is open from 8:00a.m. to 10

p.m., Monday – Thursday; 8:00 a.m. – 5:00p.m. Friday; noon to 5:00p.m. on Saturday and 2:00 – 10:00 p.m. on Sunday. This amounts to 77 hours per week. The Design and the Arts Library maintains reduced hours between semesters and is open 8:00a.m. to 6:00 p.m., Monday – Thursday; 8:00 a.m. – 5:00p.m. Friday; and is closed on weekends and holidays. Digital access to the ASU Libraries online journal, e-book and streaming media materials is available to all ASU students and faculty, on and off campus, 24/7. General chat & email reference services are available online for students later into the evening and on weekends.

How does the program determine if these hours are convenient and adequate to serve the needs of faculty and students?

The Design and the Arts library maintains accurate statistics on library usage including hourly head counts, chat and email reference usage. Hours, as well as all other library-related concerns, are brought to the attention of the director by individual faculty, other staff, students or administration.

How does the program assess its library resources?

The Design and the Arts Library assesses usage metrics, collection analysis, takes and reviews instructional feedback and solicits feedback from students and the public. As mentioned in previously, the ASU Library also has a few assessment tools available and these are and will be used in the future to provide evidence based assessment of our resources, programs and services.

I.2.5 Administrative Structure and Governance

Administrative Structure

Leadership

The new director of The Design School is Jason Schupbach, who began serving as director in July of 2017. Prior to taking on the role as Director of The Design School, he was the Director of Design and Creative Placemaking at the National Endowment for the Arts. The Director is responsible for administering all programs within The Design School, including the M.Arch program. For more about Jason: *https://design.asu.edu/news/design-industry-leader-jason-schupbach-head-asus-design-school*

Accompanying Director Schupbach in Leadership of The Design School this year are a newly formed team of Assistant Directors (in alpha-order by last name), with responsibilities as noted.

- Joseph Ewan, Assistant Director of Graduate Studies & Facilities
- Jacques Giard, Assistant Director of Academic Personnel
- William Heywood, Assistant Director of Wellness
- Philip Horton, Assistant Director of Undergraduate Studies
- John Takamura, Assistant Director of Research and Creative Activities

The five core design disciplines within The Design School are lead by the following:

- Head of Architecture, Philip Horton
- Head of Industrial Design, Dosun Shin
- Head of Interior Design, Jose Bernardi
- Head of Landscape Architecture, Joseph Ewan
- Head of Visual Communication Design, Alfred Sanft

Five additional degree programs within The Design School are lead as follows:

- Coordinator of the Bachelor of Science in Environmental Design, Elena Rocchi
- Coordinator of the Master of Science in the Built Environment, Harvey Bryan
- Coordinator of the Master of Science in Design, John Takamura
- Coordinator of the Master of Urban Design, Darren Petrucci
- Director of the PhD program, Edward Cook

Philip Horton is the Head of the architecture program as well as serving as an Assistant Director of The Design School. Philip has led the architecture program since 2015.

The Architecture Program Head reports directly to the Director of The Design School, who in turn is responsible to the Dean of the Herberger Institute. The Dean of the Herberger Institute is responsible to the University President via the Executive Vice President and Provost of the University.

The Design School faculty meet monthly for a school faculty meeting, but the architecture program holds its own faculty meetings to address program-specific issues. The program faculty have the autonomy to discuss curricular modifications and to seek approval for them through The Design School curriculum committee, before processing these modifications through the Institute and appropriate University offices. Detailed information regarding the governance of The Design School, including the architecture program, can be found in the School Policies and Procedures (Section 4, item 4.11).

DOES THIS GO TO II.2.1?

Arizona State University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Secondary Schools. The accrediting agency of the professional degree, Master of Architecture is the National Architectural Accreditation Board (NAAB). The Architecture program has the degree of autonomy necessary to assure conformance with all the conditions for accreditation. The Architecture program is one of several programs within The Design School, and enjoys the same degree of autonomy as the other programs within the School. The Design School is, itself, a part of the Herberger Institute for Design and the Arts. Jason Schupbach is the Director of The Design School

An organizational chart is included on the next page.

1.1 Student Performance Criteria

(The SPC matrix is provided at the end of section II.1.1)

Notes on the Curriculum

The curriculum of the school is structured around three basic levels of instruction, Lower Division (one year of general undergraduate studies), Upper Division, (two years of undergraduate studies in architecture) and the Graduate Program in architecture. Each level is seen as forming the basis of understanding for the subsequent level.

This approach works well in the transition between the Lower and Upper Division, but remains a challenge in the transition between Upper Division and the Graduate Program where a portion of the class comes from other schools. ADE 521 thus acts in part as an orientation and adjustment semester for the diverse groups that make up the class.

Since the last accreditation, the faculty has worked to develop a higher level of coordination between required support courses and studios during the third year of the undergraduate program.

Studios in the fourth year provide a greater level of individual choice by faculty and students. Faculty undertake different design problems, but of a similar scope, scale and complexity. The students have the option to begin to identify individual interests by joining a particular studio and work on the project announced by the faculty member.

To address the diversity of paths of our incoming students, studios in the first semester of the graduate program provide a common introductory experience that deals with “local” environmental, cultural and urban issues. Overlaid with this is an opportunity to explore and employ digital tools throughout the process, from initial design through development and fabrication.

The second semester of the graduate program has a “national” focus. ADE 522 is the Integrative Design Studio, and is directly supported by the concurrently taught ATE 556 (Architectural Technology VI) and APH 505 (Foundation Theory Seminar). Studio problems are sited outside the Phoenix Metro area, supported by a field trip and site visits.

The first semester of the 6th year has an “international” focus. Global Engagement Studios are offered by faculty from any of the disciplines in The Design School, and accept 6th year students from any of the disciplines. The 621 studios are thus both international and interdisciplinary opportunities. The 6th year studios depart for their respective locations over a 10 day period in early fall, and return to work on their design projects. Destinations have included Ethiopia, Paris, Rotterdam, Amsterdam, Berlin, Spain, Istanbul, Portugal, Tokyo and others. Each faculty member proposes a destination and a theme for the studio, and offer exercises and design problems that leverage the travel opportunity and international focus.

In their final semester in the program, M-Arch students have the option of undertaking an independent capstone project or to join a faculty-led studio working on a complex and/or current issue or theme. This structure has opened up options for both students and faculty to address issues of significance to them.

Over the past six years, increased emphasis is being placed upon research and precedent studies, not only in the design studio but in other classes as well. Students are often organized into groups to conduct the research and to present their findings to the class as a whole. As a result, the students have become increasingly effective when

collaborating on group projects. This practice has increased the level of knowledge and the quality of the studio projects, and team projects prepare them for effective collaborative and interdisciplinary work in practice. While many of the group projects or case-studies take the form of site or building program analysis, the ATE 556 Architectural Technology VI course requires students to study, understand, document and present research on an existing building, focusing on design intentions and technical development.

STUDENT PERFORMANCE CRITERIA (SPC)

Realm A : Critical Thinking and Representation:

A.1. Professional Communication Skills:

Ability to read, write, speak and listen effectively and use representational media appropriate for both within the profession and with the general public.

The School provides these skills at the required level in a large number of the courses throughout the curriculum. ENG 101 and ENG 102 are required as part of the general studies requirement. While courses in the design sequence of the curriculum help to develop verbal skills through reviews and other classroom presentations, courses in history/theory, construction and management areas also contribute to the development of verbal skills through reading, discussions and class presentations. Writing skills are enhanced largely through term papers and research papers done in history/theory courses such as APH 421 AND 515. Seminars and special topic courses offered by the faculty in their area of expertise also help in developing these skills through discussions and writing of term papers. The University offers assistance to students through the Writing Center where tutors are available to assist in developing, improving, and refining their papers.

The School also provides an opportunity to acquire expertise in digital media in ALA 235, and then progressively develop and apply these skills at the required level in all studio courses (ADE series). Traditional means of architectural representation are taught in foundation design studios, progressively supplemented by other graphic communications techniques such as 3-D modeling and visualization, graphic analysis, and graphic design and layout software. The standards for representing projects are consistent throughout the design curriculum and require a range of representational techniques.

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.

Design thinking skills are developed at the required level through studio courses at the undergraduate (ADE 422) and graduate levels (ADE 622). They are also present in work from APH 421 First Concepts as well as in a number of APH 598 special topic elective courses in the history/theory area, and in the final capstone preparation, which requires an analysis of a precedent related to an individual project proposal.

A.3. Investigative Skills:

Ability to gather, assess, record, apply, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

The required skills are developed through studio work as students perform the preliminary data gathering and analysis for their projects and as they consider alternate

design strategies. ADE 422 and ADE 522 are examples. The skills are also demonstrated in the ATE 556 Architectural Technology VI course which supports the integrative studio (ADE 522) as well as through required courses such as the APH 505 Foundation Seminar, special topic courses (APH 598 courses) in the history/theory sequence of the curriculum. Several research-based electives in the MSBE program can be taken as electives by M-Arch students. The APH 313 and 314 history sequence emphasizes research from multiple sources.

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.

The School provides these skills at the required level in the graduate and undergraduate studio courses such as ALA 225, ADE 510 and ADE 421. They can also be found in the ADE 321 studio, which has typically addressed collective housing projects. More specifically, the studio curriculum is designed to reiterate a set of basic design skills at increasing levels of complexity. The sequence starts in the lower division with the tectonic manipulation of architecturally scaled forms. Upper division studios introduce issues of building construction in the context of increasingly complex programs and site spaces. A number of graduate studios develop design skills in a comprehensive building-oriented context while others undertake research in new design methodologies.

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.

Formal ordering systems are addressed at the required level or above in undergraduate and graduate studios. ALA 100 and ALA 102 provide an overview of the basic principles, which are followed by a focused series of design exercises in the Lower Division design sequence, including ALA 226. The students are thus exposed to both natural and formal ordering systems. Students in the 3+ program are given a condensed version of the same sequence in the beginning (summer) of their program in ADE 510. The basic formal themes introduced in the Lower Division are carried into the Upper Division where students begin to tailor the themes to express their individual design directions. The ADE 521 graduate studio offers an understanding of this issue through the use of climate- responsive strategies, digital design tools and often parametric design methods.

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.

The School provides this ability at the required level in undergraduate and graduate design courses in the form of case-study analysis exercises. Of particular note in this regard are the case studies of precedents in the ADE 321, ADE 511, ADE 521 and ADE 522 design studios. Many of the required and elective history/theory courses rely upon a thorough review of relevant precedents for both architectural and urban design projects. The Architectural Technology VI course, ATE 556, requires students to identify precedents to survey, analyze and compare technical solutions. Students electing to undertake an independent Capstone project in their final semester are required to research a specific architectural precedent relevant to their project, documentation of which appears in the required Final Project proposal document.

A.7. Historical Traditions and Global Culture:

Understanding of 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.

The School provides this awareness at the required level or higher through the required history/theory sequence (APH 313/314 and APH 421), a number of history/theory electives, and in particular via a number of studio courses. The APH sequence treats national and regional traditions in the context of a cultural reading of architecture. The APH 509 seminar offers an introductory experience to the 3+ students.
The Global Engagement Studios (ADE 621) offer a particularly strong opportunity to engage historical traditions and global culture. Recent studios have traveled to (and based their subsequent studio work on) destinations including Africa, Istanbul, Japan, Latin America and Western Europe.
Studio courses at all levels provide this understanding through the formal, technical and programmatic analysis of relevant precedents found in the regions where their studio projects are sited. Some of the systems and technology courses, the ATE 556 course and electives in the MSBE program explore issues related to national and regional vernacular traditions in the context of design.

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 access to sites, buildings, and structures.

The Architecture Program fulfills this criteria at the required level in a number of history courses including APH 313, 314, 336 and 337 History of Architecture I and II, required courses in the History / Theory area (APH), as well as in electives offered in the area of society and culture. Several of our topical studios also provide a studied understanding of cultural diversity by directly engaging culturally diverse populations including: Native Hawaiian organizations, Palestinian Refugees, local tribal groups, and international cultures through work with diverse communities in the Phoenix metropolitan area, or abroad via the required Global Engagement Studios in 6th year.

Realm B : Building Practices, Technical Skills and Knowledge:

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.

The School develops this ability progressively throughout the studio sequence by requiring increasingly detailed program analysis as a prerequisite to the design phase. In particular, the ALA 225/226, ADE 321, ADE 421 and ADE 511 design studios include a pre-design process.

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.

At the time of the last accreditation, the Architecture and Landscape Architecture programs were grouped into one administrative structure, offering shared curricular opportunities that allowed both programs to share expertise and directly engage the issue of building and site. The close connection between the Architecture and Landscape Architecture programs in the first two years of the program, and the exercises developed for these studios, has increased the students' ability to visualize and respond to site design issues. Lower Division design courses (and the summer 3+ studio sequence) combine design issues relevant to both Architecture and Landscape Architecture. See ADE 510, ALA 225, ARP 584. Site analysis is also a requirement for students electing to undertake an independent capstone project.

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.

This ability is developed progressively through undergraduate and graduate studio projects. Particular emphasis is placed on the criteria in the ADE 522 integrative design studio and the concurrent ATE 556 architectural technology VI course.

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.

The ability to make technically precise descriptions of a proposed design is developed progressively throughout the Upper Division and Graduate Level design studio sequence. The ADE 521 studio, the ADE 522 integrative design studio and the concurrent ATE 556 Architectural technology VI course are specifically focused on satisfying this criteria.

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.

An understanding of the behavior of structural systems is developed progressively through required courses in the structures sequence (ATE 242, 361, 362 and 563) and

applied progressively in the upper division (ADE and graduate design studios. Where possible, the subject matter covered in the structures sequence is integrated with the projects given in the design studio. The application of structural concepts and their integration with other technical requirements is provided in the ADE 521 integrative design 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.

The School provides this understanding at the required level through a four-semester sequence of building systems courses (ATE 451, 452, 553 and ATE 598). The latter, ATE 598, Green Building Practices, was formerly an elective course that will be taught as a required course for the first time in the 2017-18 academic year. Undergraduate and graduate studio projects help to reinforce the principles learned in the environmental systems courses.

Many of our students also take elective offerings provided by our M.S.B.E. faculty.

B.7. Building Envelope Systems and Assemblies:

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

The School satisfies this criteria at the required level in the the ATE series technology courses (ATE 242, the former ATE 451 which has now been integrated into ATE 452). Particular attention is given to applying the issues in the ADE 521 and ADE 522 studios. The ADE 521 studio deals with local climate conditions, and a significant portion of the studio is devoted to the development of a building envelope driven by both performative and aesthetic criteria. It is present in ATE 556, where students are asked to make in- depth case study analyses of sophisticated contemporary building envelope assemblies and their components. The knowledge from ATE 556 is applied in the concurrent ADE 522 integrative design studio.

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.

The School develops this understanding progressively through the upper division and graduate design studio (ADE) sequence as well as through technology courses (ATE) in the construction, structures and the building systems sequence of the curriculum. An introduction to the basic, physical principles and properties of building materials and methods is provided in ATE 242 Introduction to Architectural Technology course. An in-depth analysis of materials, components and assemblies is provided in the ADE 421 and ADE 521 studios as well as in ADE 522 integrative design studio and the co-requisite ATE 556 course.

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 protections systems.

This understanding is achieved through required technical courses including ATE 452 Architectural Technology III and ATE 553, Architectural Technology IV.

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.

This understanding is achieved through required coursework in DSC 598, Practice Management, and through the required internship ARP 584-Clinical Internship.

Realm C : Integrated Architectural Solutions

C.1. Research:

Understanding of the theoretical and applied research methodologies and practices used during the design process.

The School provides an understanding of the value of theoretical and applied research methodologies in the ADE 422 studio, the ADE 622 capstone studio experience, the ADE 522 integrative design studio and the co-requisite ATE 556 Architectural Technology VI course. See also C.3 below for a description of how ADE 522 and ATE 556 are coordinated.

C.2. Integrated Evaluations 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 demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

The curriculum provides this understanding in several places. In the upper division, it has been addressed in the ADE 422 studio, which has undertaken the design of a fire station. It is also addressed in the ADE 522 integrative studio, along with the co-requisite ATE 556 Architectural Technology VI course. See also C.3 below for a description of how ADE 522 and ATE 556 are coordinated.

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.

The program first introduces the process of integrative design in the ADE 422 studio. The projects have typically been medium sized public building programs such as a branch library or fire station. In the graduate program, the ADE 522 integrative design studio is of course dedicated entirely to C.3. The studio problem is “nationally” sited. Since the last accreditation, studio projects have been sited in San Francisco, Los Angeles, Dallas, Houston, Seattle and Los Angeles. Each spring, the studio takes a 4-day field trip to visit and document the project site, to tour notable buildings with the professionals responsible for the design and/or fabrication, and to conduct guided office visits and discussions with local (but often nationally or internationally recognized) professionals such as Tom Kundig, Morphosis, etc. Local “clients” participate with the students in the development of the building program, and attend final reviews. Building programs have included performance centers, academic buildings and mixed-use buildings. Consultants are brought into the studio or ATE 556, lecturing on integrated design, structures, acoustics, egress, systems, etc.

The integrative studio is highly coordinated with the concurrent ATE 556 Architectural Technology VI course, in which students undertake case-study research and analysis of technical solutions found in contemporary projects, visit material and fabrication facilities, go on top-to-bottom tours of buildings with project architects. During field trips, students are required to methodically record their observations of structure, mechanical systems, egress and building envelope systems, and document the strategies of integration. Research and analysis into energy performance, egress requirements, building skin issues, life safety and egress are undertaken in ATE 556 and integrated into the ongoing work in the integrative studio. To further enhance integration of the two courses, the instructor for ATE 556 is also one of the studio section instructors in the co-taught integrative design studio.

Realm D : Professional Practice

D.1. Stakeholder Roles in Architecture:

Understanding of the relationships among key stakeholders in the design process -- client, contractor, architect, user groups, local community -- and the architect's role to reconcile stakeholder needs.

This criteria is addressed in the required Clinical Internship course (ARP 584) which is comprised of a 1cr course followed by a 2cr summer internship experience, and the DSC 598 Practice Management course.

This criteria is also applied in studio environments and required courses, beginning with the upper division and continuing into the graduate level studios. As a general rule, sited projects with real client groups are encouraged and sought-after for nearly every studio problem.

In recent years, the graduate-level ADE 522 studio has worked in collaboration with groups or institutions that have provided an opportunity for the students to engage a more subtle understanding of clients' needs than that which can be obtained simply via a written brief. The Spring 2010 studio worked with an actual theater company based in Seattle, and the "clients" were present at project reviews.

The ADE 621 Global Engagement studios provide an opportunity to address this criteria very directly and in increasingly complex ways, since it is an absolute necessity when working far afield with unfamiliar contexts and populations. Many of the ADE 621 studios have worked with local clients or user groups, often conducting research that forms the basis for subsequent design activity.

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.

This criteria is addressed in the required Clinical Internship course (ARP 584) which is comprised of a 1cr course followed by a 2cr summer internship experience, and the DSC 598 Practice Management course.

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.

This criteria is addressed in the required Clinical Internship course (ARP 584) which is comprised of a 1cr course followed by a 2cr summer internship experience, and the DSC 598 Practice Management course.

D.4. Legal Responsibilities:

Understanding of 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.

This criteria is addressed in the required Clinical Internship course (ARP 584) which is comprised of a 1cr course followed by a 2cr summer internship experience, and the DSC 598 Practice Management course.

D.4. Personal 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.

This criteria is addressed in the required Clinical Internship course (ARP 584) which is comprised of a 1cr course followed by a 2cr summer internship experience, and the DSC 598 Practice Management course.

Student Performance Criteria

Realm A: Critical Thinking and Representation:

Course No.		BSD	3+ M-ARCH only	M-ARCH 2-YEAR (all 3+ students have these)		A1-Professional Communication Skills (AB)	A2-design thinking skills (AB)	A3-investigative skills (AB)	A4-architectural design skills (AB)	A5-ordering systems (AB)	A6-use of precedents (AB)	A7-history and culture (AB)	A8-cultural diversity and social equity (UND)
						A1	A2	A3	A4	A5	A6	A7	A8
ALA 100	Intro to Environmental Design	UG											
ALA 102	Architecture, L.A. and Society	UG											
ALA 121	Design Fundamentals I	UG											
DSC 100	ASU Design Experience	UG											
ALA 122/124	Design Fundamentals II	UG											
ALA 225	Design Fundamentals III	UG							1				
ALA 226	Design Fundamentals IV	UG								1			
ATE 242	Introduction to Architectural Technology	UG											
ADE 321	Architectural Studio I	UG									1		
APH 405	Contemporary Arch and Urbanism	UG											
ADE 322	Architectural Studio II	UG											
ADE 421	Architectural Studio III	UG							1				
APH 421	First Concepts	UG				1						1	1
ADE 422	Architectural Studio IV	UG					1						
ADE 510	Foundation Architectural Studio		3+						1				
APH 509	Foundation Seminar (3+)		3+										1
ALA 235	Introduction to Computer Modeling	UG	3+			1							
APH 313	History of Architecture I	UG	3+										1
APH 314	History of Architecture II	UG	3+									1	
ATE 361	Architectural Technology I (was Str I)	UG	3+										
ATE 362	Architectural Technology II (was Str II)	UG	3+										
ATE 452 .	Architectural Technology III	UG	3+										
ADE 511	Core Architectural Studio I		3+										
ADE 512	Core Architectural Studio II		3+										
ADE 521	Advanced Architectural Studio I		3+	G						1	1		
ATE 553	Architectural Technology IV (was Sys III)		3+	G									
ATE 563	Architectural Technology V (was Str III)		3+	G									
DSC 598	Principles of Collaboration in Design		3+	G									
ATE 598	Green Building Practices		3+	G									
ADE 522	Advanced Architectural Studio II		3+	G				1					
APH 505	Foundation Theory Seminar		3+	G									
ATE 556	Architectural Technology VI (bldg devt)		3+	G				1					
ARP 584	Clinical Internship (1cr spring, 2cr summer)		3+	G									
ADE 621	Advanced Architectural Studio III		3+	G								1	1
APH 515	Current Issues and Topics		3+	G		1							
DSC 598	Practice Management		3+	G									
ADE 622	Advanced Architectural Studio IV		3+	G			1						

Lower division (preparatory or pre-professional)		UG
M-Arch and M-Arch 3+	G	3+G
M-Arch 3+ only		3+

Student Performance Criteria

Realm B: Building Practices, Technical Skills, and Knowledge.

Course No.		BSD	3+ M-ARCH only	M-ARCH 2-YEAR (all 3+ students have these)	B1-pre-design (AB)	B2-site design (AB)	B3-codes and regulations (AB)	B4-technical documentation (AB)	B5-structural systems (AB)	B6-environmental systems (UND)	B7-building envelope systems and assemblies (UND)	B8-building materials and assemblies (UND)	B9-building service systems (UND)	B10-financial considerations (UND)
					B1	**B2**	**B3**	**B4**	**B5**	**B6**	**B7**	**B8**	**B9**	**B10**
ALA 100	Intro to Environmental Design	UG												
ALA 102	Architecture, L.A. and Society	UG												
ALA 121	Design Fundamentals I	UG												
DSC 100	ASU Design Experience	UG												
ALA 122/124	Design Fundamentals II	UG												
ALA 225	Design Fundamentals III	UG				1								
ALA 226	Design Fundamentals IV	UG												
ATE 242	Introduction to Architectural Technology	UG									1	1		
ADE 321	Architectural Studio I	UG			1							1		
APH 405	Contemporary Arch and Urbanism	UG												
ADE 322	Architectural Studio II	UG												
ADE 421	Architectural Studio III	UG			1							1		
APH 421	First Concepts	UG												
ADE 422	Architectural Studio IV	UG												
ADE 510	Foundation Architectural Studio		3+			1								
APH 509	Foundation Seminar (3+)		3+											
ALA 235	Introduction to Computer Modeling	UG	3+											
APH 313	History of Architecture I	UG	3+											
APH 314	History of Architecture II	UG	3+											
ATE 361	Architectural Technology I (was Str I)	UG	3+						1					
ATE 362	Architectural Technology II (was Str II)	UG	3+						1					
ATE 452 .	Architectural Technology III	UG	3+							1	1		1	
ADE 511	Core Architectural Studio I		3+											
ADE 512	Core Architectural Studio II		3+		1									
ADE 521	Advanced Architectural Studio I		3+	G				1			1			
ATE 553	Architectural Technology IV (was Sys III)		3+	G						1			1	
ATE 563	Architectural Technology V (was Str III)		3+	G					1					
DSC 598	Principles of Collaboration in Design		3+	G										
ATE 598	Green Building Practices		3+	G										
ADE 522	Advanced Architectural Studio II		3+	G			1	1	1	1	1		1	
APH 505	Foundation Theory Seminar		3+	G										
ATE 556	Architectural Technology VI (bldg devt)		3+	G			1	1				1		
ARP 584	Clinical Internship (1cr spring, 2cr summer)		3+	G		1								1
ADE 621	Advanced Architectural Studio III		3+	G										
APH 515	Current Issues and Topics		3+	G										
DSC 598	Practice Management		3+	G										1
ADE 622	Advanced Architectural Studio IV		3+	G										

Lower division (preparatory or pre-professional)		UG
M-Arch and M-Arch 3+	G	3+G
M-Arch 3+ only		3+

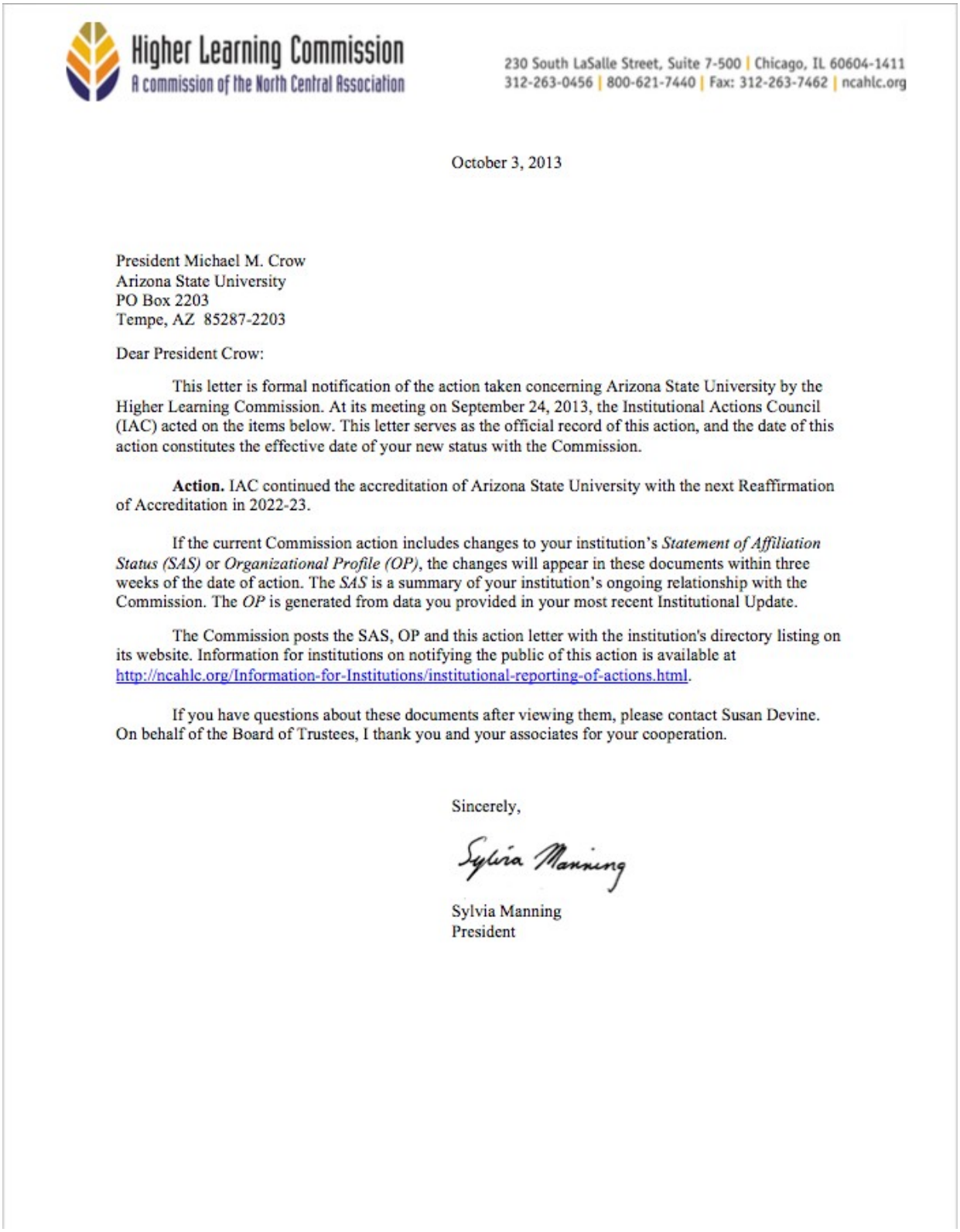
Student Performance Criteria
Realm C: Integrated Architectural Solutions
Realm D: Professional Practice

Course No.		BSD	3+ M-ARCH only	M-ARCH 2-YEAR (all 3+ students have these)		C1-Research (UND)	C2-integrated Evaluations and Decision-Making Process (AB)	C3-Integrative Design (AB)	D1-stakeholder roles in architecture (UND)	D2-project management (UND)	D3-business practices (UND)	D4-Legal Responsibilities (UND)	D5-Professional Conduct (UND)
						C1	C2	C3	D1	D2	D3	D4	D5
ALA 100	Intro to Environmental Design	UG											
ALA 102	Architecture, L.A. and Society	UG											
ALA 121	Design Fundamentals I	UG											
DSC 100	ASU Design Experience	UG											
ALA 122/124	Design Fundamentals II	UG											
ALA 225	Design Fundamentals III	UG											
ALA 226	Design Fundamentals IV	UG											
ATE 242	Introduction to Architectural Technology	UG											
ADE 321	Architectural Studio I	UG											
APH 405	Contemporary Arch and Urbanism	UG											
ADE 322	Architectural Studio II	UG											
ADE 421	Architectural Studio III	UG											
APH 421	First Concepts	UG											
ADE 422	Architectural Studio IV	UG				1	1						
ADE 510	Foundation Architectural Studio		3+										
APH 509	Foundation Seminar (3+)		3+										
ALA 235	Introduction to Computer Modeling	UG	3+										
APH 313	History of Architecture I	UG	3+										
APH 314	History of Architecture II	UG	3+										
ATE 361	Architectural Technology I (was Str I)	UG	3+										
ATE 362	Architectural Technology II (was Str II)	UG	3+										
ATE 452 .	Architectural Technology III	UG	3+				1						
ADE 511	Core Architectural Studio I		3+										
ADE 512	Core Architectural Studio II		3+					1					
ADE 521	Advanced Architectural Studio I		3+	G									
ATE 553	Architectural Technology IV (was Sys III)		3+	G									
ATE 563	Architectural Technology V (was Str III)		3+	G									
DSC 598	Principles of Collaboration in Design		3+	G									
ATE 598	Green Building Practices		3+	G									
ADE 522	Advanced Architectural Studio II		3+	G		1	1	1					
APH 505	Foundation Theory Seminar		3+	G									
ATE 556	Architectural Technology VI (bldg devt)		3+	G		1	1	1					
ARP 584	Clinical Internship (1cr spring, 2cr summer)		3+	G					1	1	1	1	1
ADE 621	Advanced Architectural Studio III		3+	G									
APH 515	Current Issues and Topics		3+	G									
DSC 598	Practice Management		3+	G					1	1	1	1	1
ADE 622	Advanced Architectural Studio IV		3+	G		1							

Lower division (preparatory or pre-professional)		UG
M-Arch and M-Arch 3+	G	3+G
M-Arch 3+ only		3+

II.2.1 Institutional Accreditation

A link to the requested documentation can also be found in Section 4, item 4.15



Higher Learning Commission
A commission of the North Central Association

230 South LaSalle Street, Suite 7-500 | Chicago, IL 60604-1411
312-263-0456 | 800-621-7440 | Fax: 312-263-7462 | ncahlc.org

October 3, 2013

President Michael M. Crow
Arizona State University
PO Box 2203
Tempe, AZ 85287-2203

Dear President Crow:

This letter is formal notification of the action taken concerning Arizona State University by the Higher Learning Commission. At its meeting on September 24, 2013, the Institutional Actions Council (IAC) acted on the items below. This letter serves as the official record of this action, and the date of this action constitutes the effective date of your new status with the Commission.

Action. IAC continued the accreditation of Arizona State University with the next Reaffirmation of Accreditation in 2022-23.

If the current Commission action includes changes to your institution's *Statement of Affiliation Status (SAS)* or *Organizational Profile (OP)*, the changes will appear in these documents within three weeks of the date of action. The *SAS* is a summary of your institution's ongoing relationship with the Commission. The *OP* is generated from data you provided in your most recent Institutional Update.

The Commission posts the SAS, OP and this action letter with the institution's directory listing on its website. Information for institutions on notifying the public of this action is available at http://ncahlc.org/Information-for-Institutions/institutional-reporting-of-actions.html.

If you have questions about these documents after viewing them, please contact Susan Devine. On behalf of the Board of Trustees, I thank you and your associates for your cooperation.

Sincerely,

Sylvia Manning

Sylvia Manning
President

II.2.2 Professional Degrees and Curriculum

Graduate Programs

ASU/The Design School Program in Architecture offers the Master of Architecture degree (M-Arch), which is the only NAAB accredited graduate program in the School. There are two typical programs of study available in this program:

The first program of study is a two-year program for applicants who have completed the four-year Bachelor of Science in Design (with a major in Architectural Studies) at ASU, or an equivalent degree from another school that offers an accredited professional degree in architecture.

The second program of study is a three-plus-year program for applicants with an undergraduate degree in a discipline or field other than architecture.

Both programs promote the broad areas of knowledge, professional skills, and social awareness that the architect must command. The program represents an attempt to develop the knowledge and skills necessary for graduates to achieve future leadership roles in the professional practice of architecture and related environmental design fields. The Master of Architecture program is closely coordinated with the upper division of the Bachelor of Science in Design (BSD) program. The studio sequence in the upper division (years 2 through 4) and the two-year M-Arch degree program represent a continuum where architectural design concepts are progressively introduced and addressed. The goals of the faculty for the Master of Architecture degree program are:

- Ensure a basic level of educational experience sufficient to enter the practice of architecture and to successfully complete the state licensing requirements and examination.
- Encourage the student to develop proficiencies in specific areas compatible with individual interests and university instructional capabilities.
- Provide a breadth of understanding that will encourage and motivate the student to continue learning throughout a professional career, and
- Develop opportunities that combine instruction and research directed toward adding value to the built environment.

Two-Year M-Arch Program

The two-year graduate program requires a minimum of 56 credit hours of approved courses and electives and a final culminating studio experience. Most students take an average of 14 semester credit hours per semester. An internship is required in the summer before the final year of study. M-Arch students in the 3+ degree program need a total of 6 credit hours of Approved Design Professional electives to satisfy their degree requirement.

Programs of study for the 4-year undergraduate curriculum and the two-year master of Architecture program are included on the following pages:

2017 - 2018 Major Map

Architectural Studies, BSD

School/College: Herberger Institute for Design and the Arts
Location: Tempe campus
ARSTDBSD

Term 1 0 - 16 Credit Hours Critical course signified by	Hours	Minimum Grade	Notes
ALA 100: Introduction to Environmental Design (HU & H & G) OR ALA 102: Landscapes and Sustainability (HU & G)	3	C	• An SAT, ACT, Accuplacer, IELTS or TOEFL score determines placement into first-year composition courses • ASU Mathematics Placement Test score determines placement in mathematics course • ASU 101 or college-specific equivalent First-Year Seminar required of all freshman students. Design majors take DSC 100 to fulfill this requirement. • Join a student club or professional organization
ALA 121: Design Fundamentals I	3	C	
DSC 100: ASU Design Experience	1	C	
ENG 101 or ENG 102: First-Year Composition OR ENG 105: Advanced First-Year Composition OR ENG 107 or ENG 108: First-Year Composition	3	C	
MAT 170: Precalculus (MA)	3	C	
Social-Behavioral Sciences (SB)	3		
Minimum 2.50 GPA ASU Cumulative.			
Term hours subtotal:	16		

Term 2 17 - 32 Credit Hours Critical course signified by	Hours	Minimum Grade	Notes
ALA 100: Introduction to Environmental Design (HU & H & G) OR ALA 102: Landscapes and Sustainability (HU & G)	3	C	• Architectural Studies majors must successfully pass a degree milestone at the end of their freshman year to continue in the degree program. Applying to pass the degree milestone requirement is competitive and limited by available resources. Selection is awarded to those applicants demonstrating the highest promise for professional success. Students who do not pass the degree milestone are required to meet with their academic advisor. For more information on the degree milestone application process, visit http://herbergerinstitute.asu.edu/degrees/milestone.php .
ALA 122: Design Fundamentals II	3	C	
ALA 124: Design Fundamentals II Lecture	1	C	
ENG 101 or ENG 102: First-Year Composition OR ENG 105: Advanced First-Year Composition OR ENG 107 or ENG 108: First-Year Composition	3	C	
Social-Behavioral Sciences (SB) AND Cultural Diversity in the U.S. (C)	3		
Elective	3		
Complete ENG 101 OR ENG 105 OR ENG 107 course(s).			
Minimum 2.75 GPA ASU Cumulative.			
Term hours subtotal:	16		

Term 3 33 - 46 Credit Hours Critical course signified by	Hours	Minimum Grade	Notes
ALA 225: Design Fundamentals III	4	C	• Develop your professional online presence
ALA 235: Introduction to Computer Modeling (CS)	3	C	
APH 313: History of Architecture I ((L or HU) & G & H)	3	C	
PHY 101: Introduction to Physics (SQ)	4		
Milestone: Evaluation required.			
Complete Mathematics (MA) requirement.			

Complete First-Year Composition requirement.

Minimum 3.00 GPA ASU Cumulative.

Term hours subtotal: 14

Term 4 47 - 60 Credit Hours Critical course signified by	Hours	Minimum Grade	Notes
ALA 226: Design Fundamentals IV	4	C	• Complete an in person or virtual practice interview
ATE 242: Introduction to Architectural Technology	3	C	
APH 314: History of Architecture II ((L or HU) & G & H)	3	C	
Natural Science - General (SG) OR Natural Science - Quantitative (SQ)	4		
Complete PHY 101 course.			
Minimum 3.00 GPA ASU Cumulative.			
Term hours subtotal:	14		

Term 5 61 - 74 Credit Hours Necessary course signified by	Hours	Minimum Grade	Notes
ADE 321: Architectural Studio I	5	C	• Develop your skills
ATE 361: Architectural Technology I	3	C	
APH 405: Contemporary Architecture and Urbanism 1970 to the Present (HU & H)	3	C	
Elective	3		
Minimum 3.00 GPA ASU Cumulative.			
Term hours subtotal:	14		

Term 6 75 - 89 Credit Hours Necessary course signified by	Hours	Minimum Grade	Notes
ADE 322: Architectural Studio II	5	C	
ATE 362: Architectural Technology II	3	C	
APH 421: First Concepts: What is... The Writing, Philosophy, and Culture of Architecture (L or HU)	3	C	
Elective	4		
Minimum 3.00 GPA ASU Cumulative.			
Term hours subtotal:	15		

Term 7 90 - 106 Credit Hours Necessary course signified by	Hours	Minimum Grade	Notes
ADE 421: Architectural Studio III	5	C	• Gather professional references
Complete 2 courses: Upper Division Design Professional Elective	6	C	
Complete 2 courses: Elective	6		
Minimum 3.00 GPA ASU Cumulative.			
Term hours subtotal:	17		

Term 8 107 - 120 Credit Hours Necessary course signified by	Hours	Minimum Grade	Notes
ADE 422: Architectural Studio IV	5	C	
ATE 452: Architectural Technology III	3	C	
Complete 2 courses: Elective	6		

Minimum 3.00 GPA ASU Cumulative.

Term hours subtotal: 14

Hide Course List(s)/Track Group(s)

Design Professional Elective

ADE OR ANP OR APH OR AVC OR DSC OR GRA OR HUD OR IND OR INT OR LAP OR LDE OR LNP OR LPH OR LTC Upper Division Elective

Total Hours: 120
Upper Division Hours: 45 minimum
Major GPA: 3.00 minimum
Cumulative GPA: 2.00 minimum
Total hrs at ASU: 30 minimum
Hrs Resident Credit for Academic Recognition: 56 minimum
Total Community College Hrs: 64 maximum

General University Requirements Legend

General Studies Core Requirements:

- Literacy and Critical Inquiry (L)
- Mathematical Studies (MA)
- Computer/Statistics/Quantitative Applications (CS)
- Humanities, Arts and Design (HU)
- Social-Behavioral Sciences (SB)
- Natural Science - Quantitative (SQ)
- Natural Science - General (SG)

General Studies Awareness Requirements:

- Cultural Diversity in the U.S. (C)
- Global Awareness (G)
- Historical Awareness (H)

First-Year Composition

General Studies designations listed on the major map are current for the 2017 - 2018 academic year.

Master of Architecture 2-Year Curriculum	
	credits
First Year (Fall) 14 credit hours	
ADE 521 Advanced Architectural Studio I	5
DSC 598 (524) Principles of Collaboration in Design	3
ATE 553 Architectural Technology IV	3
ATE 563 Architectural Technology V	3
First Year (Spring) 15 credit hours	
ADE 522 Advanced Architectural Studio II	5
ATE 598 Green Building Practices	3
APH 505 Foundation Theory Seminar	3
ATE 556 Architectural Technology VI	3
ARP 584 Internship	1
(Summer) 2 credit hour	
ARP 584 Internship	2
Final Year (Fall) 14 credit hours	
ADE 621 Advanced Architectural Studio III	5
APH 515 Current Issues and Topics	3
Design Professional Elective	3
Design Professional Elective	3
Final Year (Spring) 11 credit hours	
ADE 622 Advanced Architectural Studio IV	5
DSC 598 Practice Management	3
Design Professional Elective	3
2-Year Credit Hours	56
3+ Credit Hours	98
Proficiency courses - all graduate students	

3+ M-Arch Program

The three-plus-year graduate program requires a minimum of 98 semester hours of approved courses and electives and a final capstone course. For most students, this involves 12 semester hours in the summer and 15 credit hours in both fall and spring of the following year (the + year). A 3 credit hour internship is also required during the final summer in the program. M-Arch students in the two-year degree program need a total of 6 credit hours of Approved Design Professional electives to satisfy their degree requirement.

A sample program of study for the three-plus-year master of Architecture program is included on the following page.

Master of Architecture 3+ Curriculum	
	credits
Plus Year (Summer) 12 credit hours	
ADE 510 Foundation Architectural Studio	6
ALA 235 Introduction to Computer Modeling	3
APH 509 Foundation Seminar	3
Plus Year (Fall) 15 credit hours	
ADE 511 Core Architectural Studio I	6
APH 313 History of Architecture I	3
ATE 361 Architectural Technology I	3
Design Professional Elective	3
Plus Year (Spring) 15 credit hours	
ADE 512 Core Architectural Studio II	6
APH 314 History of Architecture II	3
ATE 362 Architectural Technology II	3
ATE 452 Architectural Technology III	3
First Year (Fall) 14 credit hours	
ADE 521 Advanced Architectural Studio I	5
DSC 598 (524) Principles of Collaboration in Design	3
ATE 553 Architectural Technology IV	3
ATE 563 Architectural Technology V	3
First Year (Spring) 15 credit hours	
ADE 522 Advanced Architectural Studio II	5
ATE 598 Green Building Practices	3
APH 505 Foundation Theory Seminar	3
ATE 556 Architectural Technology VI	3
ARP 584 Internship	1
(Summer) 2 credit hour	
ARP 584 Internship	2
Final Year (Fall) 14 credit hours	
ADE 621 Advanced Architectural Studio III	5
APH 515 Current Issues and Topics	3
Design Professional Elective	3
Design Professional Elective	3
Final Year (Spring) 11 credit hours	
ADE 622 Advanced Architectural Studio IV	5
DSC 598 Practice Management	3
Design Professional Elective	3
2-Year Credit Hours	56
3+ Credit Hours	98
Deficiency and lower division course	
Proficiency courses - all graduate students	

Other Degree Opportunities available to architecture students in The Design School:

The Design School offers several concurrent degree opportunities to M-Arch students, and many others are being planned. A few of these are outlined below. Refer also to the School website at: http://design.asu.edu/degrees/

MA/MBA – Master of Architecture/Master of Business Administration (Dual degree)

A dual career program, Master of Architecture/Master of Business Administration, has been established in cooperation with the W. P. Carey School of Business. It is intended for students who wish to obtain comprehensive business knowledge to complement their design education. The dual degree is intended to be completed within three years. https://wpcarey.asu.edu/mba-programs

MUD – Master of Urban Design

The Master of Urban Design (MUD) is a multidisciplinary program. The curriculum draws from the disciplines of architecture, landscape architecture, law, civil engineering, planning, public programs, real estate development, and the first School of Sustainability in the United States. The program leverages its local conditions (rapidly urbanizing metropolis, arid climate, New American University) toward the development of responsible global initiatives and innovative design strategies for urban environments. The curriculum is built around the analysis and understanding of contemporary urban conditions specific to rapidly urbanizing and arid regions of the world. Students are encouraged to pursue a joint degree with The Design School's Master of Science in the Built Environment.

Applicants who hold an undergraduate degree from a four-year studio-based program (BSLA, MLA, BArch, M-Arch) will be considered for the two-year MUD program. Applicants who have extensive profession work experience in an urban design related area may also be considered for admission. The MUD is a post-professional program.

Master of Science in the Built Environment (M.S.B.E.)

The MS program in the built environment with a concentration in energy performance and climate-responsive architecture educates students to become experts in energy efficient building design and energy technology. The program is concerned with the relationships between climate and site, thermal and visual comfort in buildings, and the demand and consumption of energy. Courses in this concentration establish a basic core of knowledge of the principles of the natural energies available at the building boundary due to climate and site; thermal and optic behavior of building materials and components; passive and low-energy architectural systems for heating, cooling and lighting; and appropriate integration with mechanical systems. Additional courses are available to support advanced study and research in a variety of related specialties.

The Master of Science in the Built Environment (MSBE) is intended for students who already hold a professionally accredited Bachelor of Architecture (BArch) or MArch degree, as well as for those with engineering or physics undergraduate degrees. MSBE is a multidisciplinary program, started in the mid-1980s, dedicated to providing the scientific foundation, systems engineering fundamentals, art and science of building energy simulation, and exposure to latest professional practice standards and codes in the design, optimal operation of mechanical/electrical systems and post-occupancy evaluation of high energy performance and climate-responsive buildings. Students, including a large number of international students, with undergraduate degrees in architecture, engineering and science usually enroll for this concentration. A thesis or an applied project is required. Many of the students are involved in funded research projects, thus creating and sustaining a research-conducive interactive atmosphere. There are also several students currently doing their doctoral research work in the same area of high performance building design and operation.

The program requires a minimum of 30 semester hours of approved course work at the advanced level. Students admitted to the program are required to take a research methods core, certain courses in their area of concentration, additional elective course work as approved and directed by the supervisory committee, and defend their thesis or applied project.

The program aims at educating students for specialist positions in the profession of architecture as well as for supervised research positions in industry and government. It also prepares students for further research studies in a Ph.D. program. Courses offered in the MS program are also open to MArch students as professional electives. Numerous March students have taken the MSBE concurrently with their architectural program requirements. This option can be explored with the MSBE program coordinator.

Cross-Institute Degrees:

Doctor of Philosophy in Design, Environment, and the Arts

The Doctor of Philosophy degree in Design, Environment, and the Arts is an individualized institute-wide interdisciplinary degree that integrates graduate courses and faculty research expertise. The program offers concentrations in:

Design: a concentration focused on the study of factors affecting various aspects of the built environment, from large scale as found in architecture, interior design, landscape architecture and urban design to smaller scale in industrial design and visual communication design.

Digital Culture: a concentration that explores the impact of digital culture on how built environments, products and visual communications are designed and analyzed by design professionals and are utilized by their intended audience.

History, Theory, and Criticism: a concentration focused on the theoretical dimensions in areas of architectural and design history or art history including critical discourse in the design or art disciplines.

Off-Campus Programs and the Global Engagement Studios (621-level studios)

The degree programs in The Design School are administered entirely on-site, in the Design North and Design South buildings of Arizona State University's Tempe campus. Exceptions include class field trips, elective summer study-abroad elective offerings and the ADE 621 Global Engagement studios (international travel 2 weeks in length). Global engagement studios have traveled to Australia France, Germany, Hawaii, Italy, Japan Mexico, the Netherlands, Portugal, Spain, Switzerland, Turkey and more.

II.3 Evaluation of Preparatory / Pre-Professional Education

There are six undergraduate 3-credit hour courses and four undergraduate 5-credit hour studio courses that are required as part of the ASU, BSD in Architecture. These courses are: APH 313 Architectural History I, APH 314 Architectural History II, ATE 361 Building Structures I, ATE 362 Building Structures II, ATE 451 Building Systems I, ATE 452 Building Systems II, ADE 321 Architectural Design I, ADE 322 Architectural Design II, ADE 421 Architectural Design III, ADE 422 Architectural Design IV. All students entering in the ASU two year Masters of Architecture must have satisfactorily completed these courses at ASU or must show evidence of equivalent course work and credit hours at an NAAB accredited institution.

The process for evaluating course equivalence is as follows:

1. Before a student is recommended for admissions to the M-Arch program or placed on the wait-list for recommendation for admission to the M-Arch program their academic transcripts are crosschecked for evidence of satisfactory completion of the above six 3-credit hour courses and four 5-credit hour courses.

2. During the crosscheck process all courses with a matching course title and credit hour are also checked against the catalog description of the undergraduate institution to ascertain the equivalency of the course to the matching ASU course.

3. In cases where the course title, credit hours and/or catalog description is not equivalent to the matching ASU course, the MArch committee will recommend a provisional admission to the MArch program. In these cases, the student must provide the course syllabus and samples of work from the courses in question. The syllabus and work are reviewed by the course faculty to determine whether or not there is equivalence.

4. If there is an equivalency then the student will follows the normal MArch curriculum.

5. If an equivalency is not found then the student may be accepted with a provisional admission with deficiencies. The provisional admission with deficiencies will detail the undergraduate course and/or courses that must be taken before the student completes their MArch curriculum of study.

6. In each case where a provisional admission with deficiencies is made, an alternative curriculum of study that will include the deficiency course/s is provided before the beginning of the first semester of study. In many cases provisional admission with deficiencies will require the student to extend their program of study past the normal two- year program.

II.4 Public Information

II.4.1 Statement on NAAB-Accredited Degrees

In accordance with the NAAB guidelines, the exact text found in appendix 1 of the 2014 NAAB conditions and procedures, is available here, and on the following webpage: https://design.asu.edu/resources/students/accreditation

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

Doctor of Architecture and Master of Architecture degree programs may require a preprofessional undergraduate degree in architecture for admission. However, the preprofessional degree is not, by itself, recognized as an accredited degree."

Arizona State University, Herberger Institute for Design and the Arts, School of Design offers the following NAAB-accredited degree programs:

M. Arch. (pre-professional degree + 56 graduate credits)
M. Arch. 3+ (non-pre-professional degree + 98 credits)

Next accreditation visit for all programs: 2018

II.4.2-Access to NAAB Conditions and Procedures

The *2009 NAAB Conditions for Accreditation* and the most recent version of the *NAAB Procedures for Accreditation* are available to all students, parents and faculty via the School's website at the following location:
https://design.asu.edu/resources/students/accreditation

II.4.3-Access to Career Development Information

Career development information materials in section II.4.3 are available to all students, parents and faculty via the School's website at the following location:
https://design.asu.edu/resources/students/accreditation

ASU Career and Professional Development Services link:
https://eoss.asu.edu/cs

In addition to the resources listed on The Design School website, The Design School administration, faculty and advising staff assist with the planning of the annual "Studio Night" event in the spring semester. Studio Night allows our 5th year students to meet informally, one-on-one, with local practitioners. The event is held in studio in the evening, and students are able to meet, discuss and display their work to the professional community. The event helps facilitate internship opportunities for our students the following summer, and can often lead to employment with a firm. The event has been well-attended both by the local professional community. In the Spring of 2017, there were more professionals in attendance than students.

II.4.4-Public Access to APRs and VTRs

The accreditation materials in section II.4.4 are available to all students, parents and faculty at:

https://design.asu.edu/resources/students/accreditation

II.4.5-ARE Pass Rates

The Architectural Registration Exam (ARE) pass rates are available to all students, parents and faculty at the following links:

ARE 4.0 pass rates, by School:
https://www.ncarb.org/pass-are/are4/pass-rates/are4-pass-rates-school

ARE 5.0 pass rates, by School:
https://www.ncarb.org/pass-are/are5/pass-rates/are5-pass-rates-school

II.4.6-Admission and Advising

Admission and advising information is available to all students, parents and faculty via the following links:
https://design.asu.edu/resources/students/accreditation
Design School Application: https://design.asu.edu/admissions
Design School WRGP Program: https://design.asu.edu/content/western-regional-graduate-program-wrgp
ASU Career and Professional Development Services: https://eoss.asu.edu/cs

II.4.6-Student Financial Information

Student financial information is available to all students, parents and faculty via the following links:
https://design.asu.edu/resources/students/accreditation
Tuition and Fees: https://students.asu.edu/tuitionandfees?destination=node/12893
Financial Aid and Scholarships: https://students.asu.edu/financialaid,
ASU Net Price Calculator: https://students.asu.edu/financialaid/net-price
ASU Tuition Estimator: https://students.asu.edu/tuition
The Design School financial aid resources: https://design.asu.edu/admissions/tuition-and-paying-college

III.1.1 Annual Statistical Reports

The 2012 through 2016 Annual Statistical Reports are available online at:
https://design.asu.edu/resources/students/accreditation
VERIFY: SHOULD THESE BE ON WEBSITE AND/OR ON DROPBOX AS SUPPLEMENTAL INFORMATION?

III.1.2 Interim Program Reports

Interim Program Reports will be provided directly to the Team by NAAB
VERIFY: SHOULD THESE BE ON WEBSITE AND/OR ON DROPBOX AS SUPPLEMENTAL INFORMATION?

Section 4 – Supplemental Material
The following material is accessible via the following link: xxxxxxxxxx [to be configured]

4.1 Resumés of faculty

4.2 Faculty Credentials Matrix

4.3 Plans of The Design School facilities

4.4 Course Descriptions

4.5 Studio Culture Policy

4.6 Self-assessment Policies and Objectives

4.7 Policies on academic integrity for students

4.8 Information resources policies including collection development

4.9 Policies and procedures relative to EEO/AA for faculty, staff and students

4.10 Policy regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements

4.11 The Design School policies, procedures and criteria for faculty appointment, promotion and tenure

4.12 Response to the offsite Program Questionnaire

4.13 Previous VTR (2012)

4.14 Focused Evaluation materials

4.15 Institutional Accreditation Letter

4.16 Letter from institutional research regarding ARS data

4.17 Detailed information on invited guest critics, lectures

IND 622
(9)
Christensen
4A
130sf
IND 622
(9)
160s
f
160sf
22
257sf
63s
f
606sf
8
10
16
12
120sf
379sf
UP
120sf
208s
f
20
61sf
18
53sf
4
1728sf
9V1 DN
ELEV.
108sf
Bacalzo
2
1495sf
RAMP DN
49sf
65sf
26
WOMEN
175sf
49sf
13
DN
63sf
13
B
14sf
11
34sf
13C
68sf
15A
RAMP UP
MECHANICA
L
67sf
12sf
135sf
Digital
Lab
DN
Design
School
D
N
9
3445sf
University
Classroom
13
1117sf
26sf
773sf
Storage
118s
f
UP
7
668sf
181sf
70sf
5A
128sf
GSF=15494

University
Seminar Room
Seminar Room
Anton Spevacek
Seminar Room
Seminar Room
Room
MSBE/ MSD
Biomimicry Research Center
Design Gallery
Herberber Office of Academic Success
LOBBY 700sf
ELEV.
120W1 WOMEN 166sf
129 A 168sf
127 A 59sf
160sf
DN
UP
160sf
DN
UP
115 B 111sf
115 C 86sf
A15
132sf
115 511sf
343sf
111 300sf
111A 168sf
101B 88sf
101 C 106sf
101 A 167sf
133
137A 174sf
120sf
147
135 53sf
227sf
129
127 5
179sf
287sf
742sf
126E 165sf
126C 229sf
126 D 134sf
126 1116sf
126 B 139sf
143 1143sf
12
119
121sf
121sf
9sf
21sf
124 82sf
1967sf
101 616sf
101D 292sf
101E 140sf
103 387sf

Prasad Boradkar
126A
193sf

116s

f

42sf

116sf

42sf

Design South

Storage 221 -

Architecture

226 - Architecture

227 - Architecture

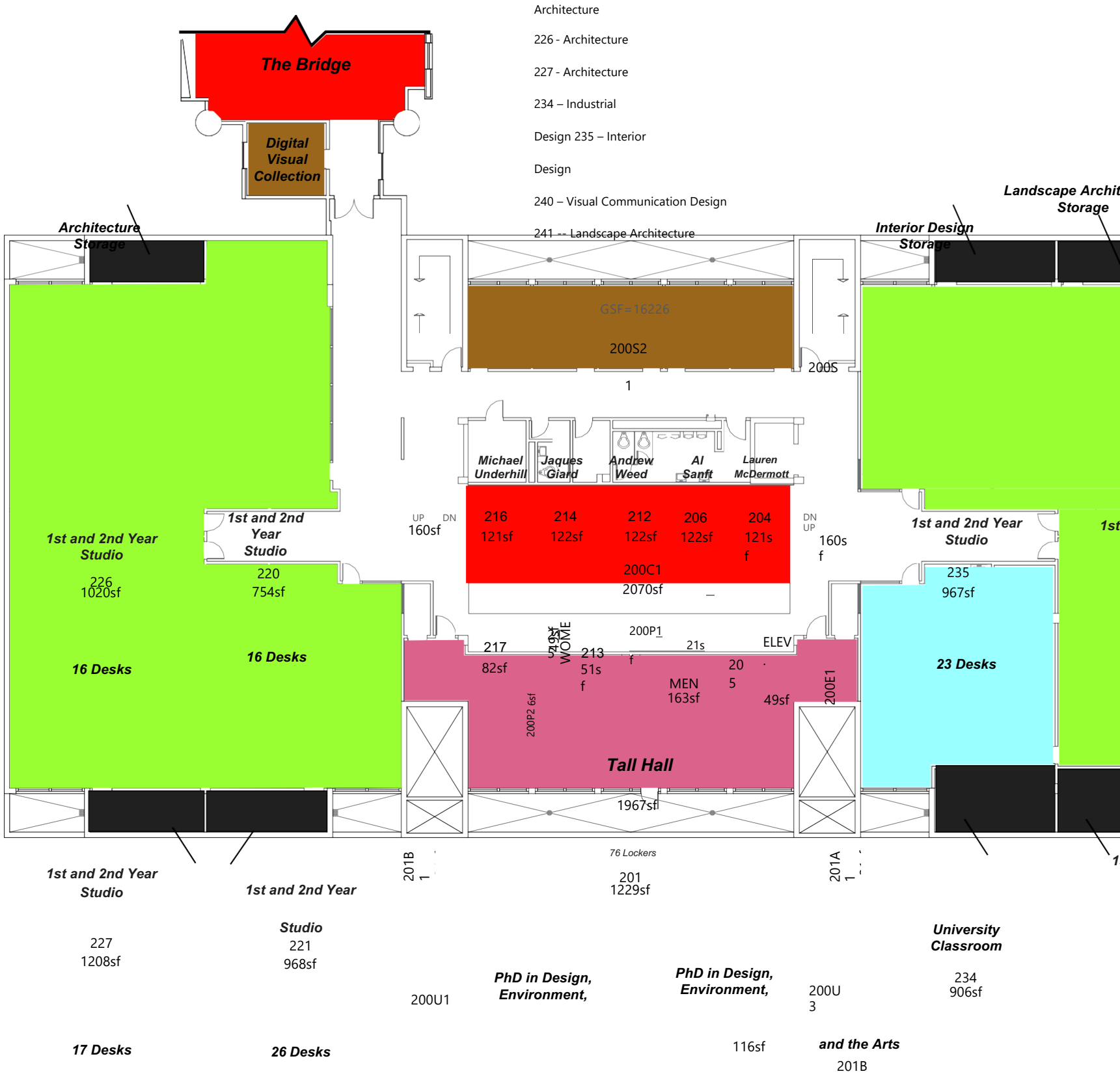
234 – Industrial

Design 235 – Interior

Design

240 – Visual Communication Design

241 -- Landscape Architecture



DESIGNSOUTHLEVEL2

587sf

and the Arts

116sf

234A
174sf

2

1

2
0
1
A
5
8
7
s
f

227A
108sf

221A
114sf

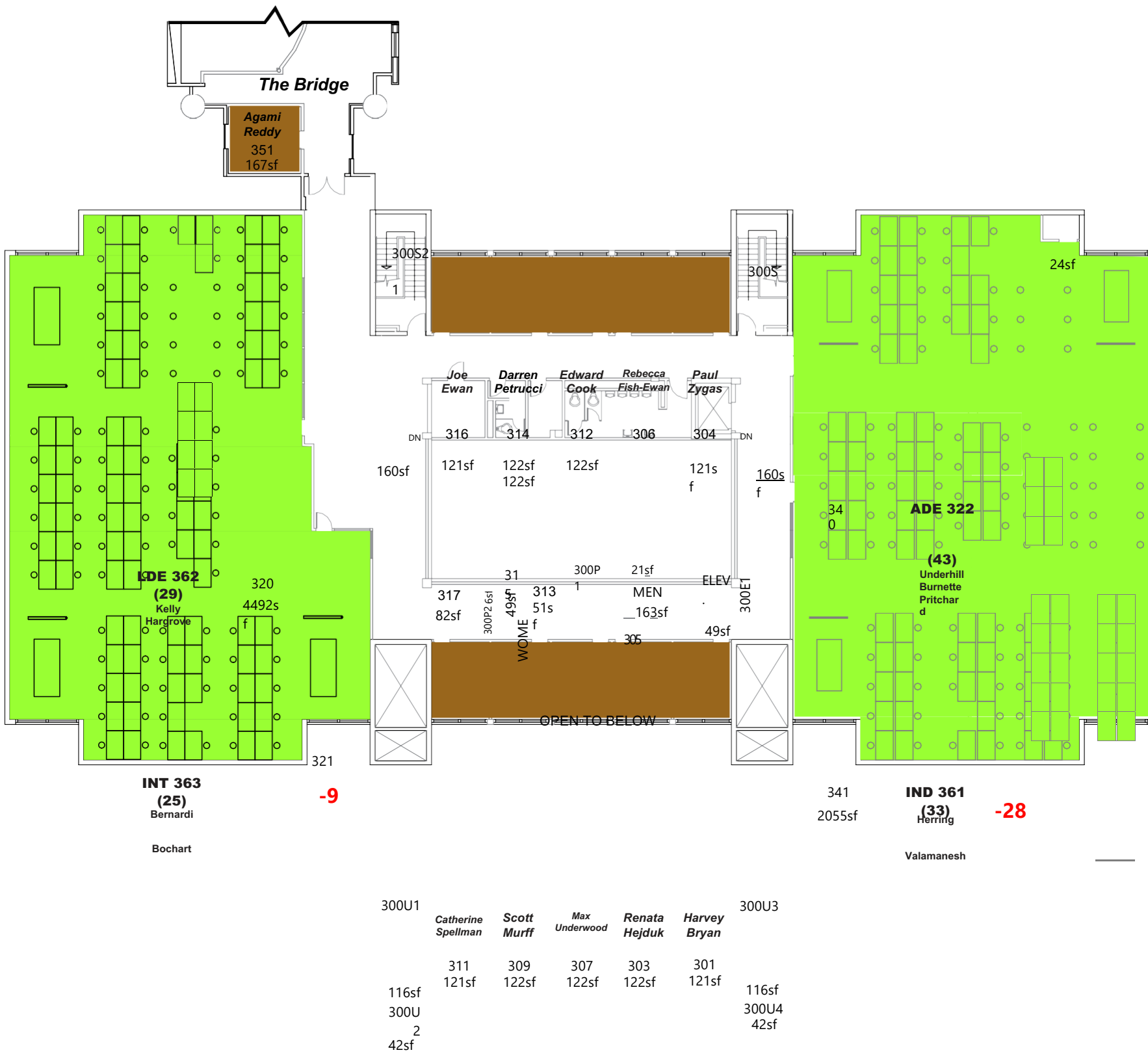
200U2
42sf

200U4
42sf

Architecture Storage

Industrial Design Storage

Visu Commu Stor



DESIGNSOUTHLEVEL4

82C

U

P

(BELOW 53 C)
249sf

82B
(BELOW 53 D)
256sf

UP

Philip Horton
82A
100sf

144sf

Claudio Vekstein
77
112sf

Dean Bacalzo
76
109sf

Seminar Room
75
189sf

Milagros Zingoni
74
102sf

Michelle Fehler
73
121sf

Kenneth Brooks
72
144sf

UP

High Bay

LIFT

82D
1603sf

TDS Lab
82
552sf

364sf

In

60b
34SF

Welding

68sf

3D

University

UP

Shop
53C
297sf

UP

Printer
53D
390sf

Hall
60
2614sf

275sf

71A
53sf

RAMP UP

TDS Space Lab

756SF

53E
773sf

81U1
TELE/COMM 173SF

60A
95sf

UP

U
P

154sf

PROTO Shop

53B
1469sf

188sf

UP

Patrick Plehn
53F
90sf

53G1
36sf

Red Square
1699sf

Un Cla

UP

PROTO

61

68A
84sf

Shop
53A
1090sf

PROTO Storage
53
249sf

53G
294sf

GSF = 29667

RAMP DN

PROTO
53A3
89sf

PROTO
53A2
102sf

PROTO Paint Booth
53A1
58sf

52W1

51
113sf

374sf

62B
36sf

62A
91sf

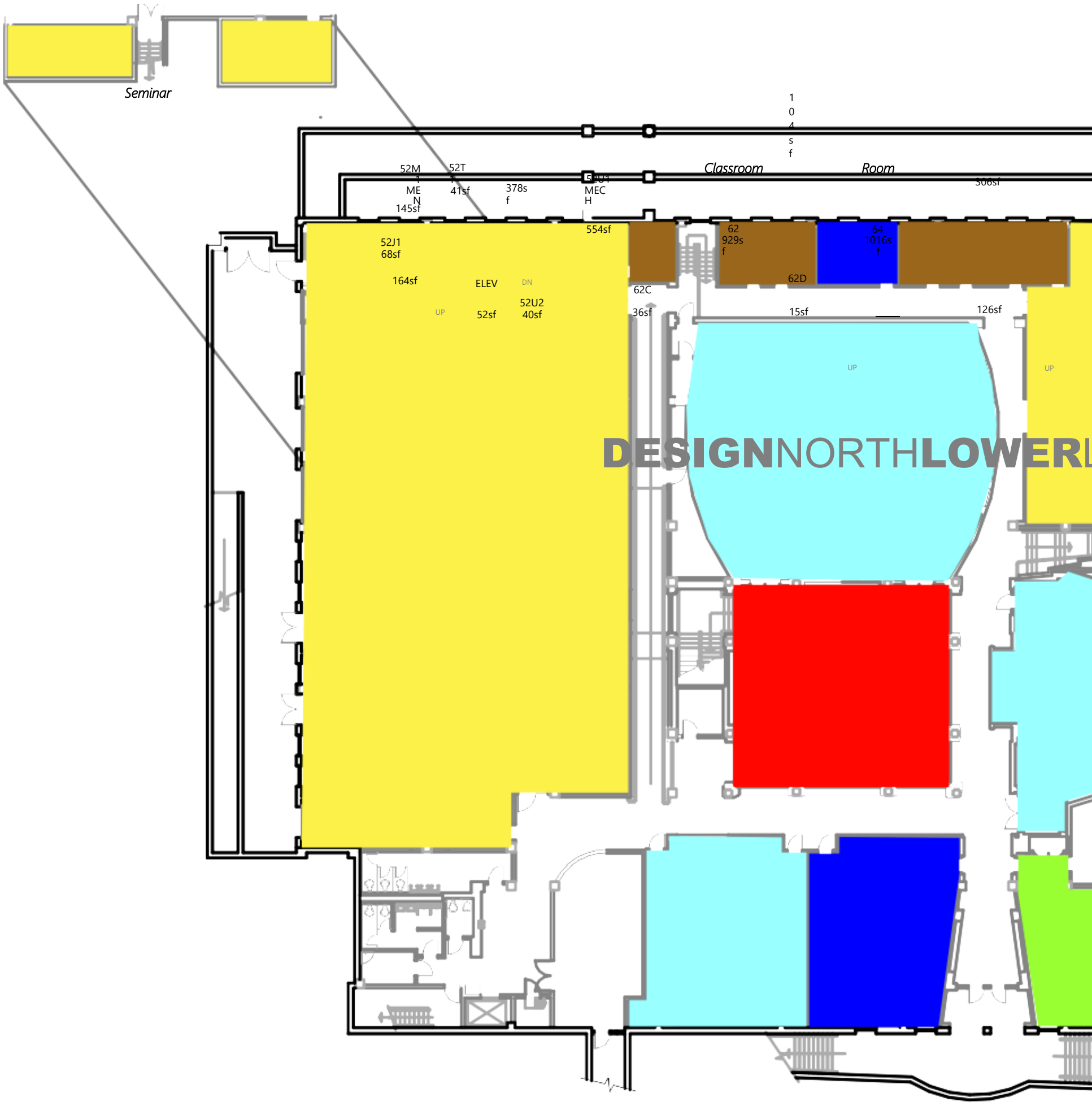
U
P

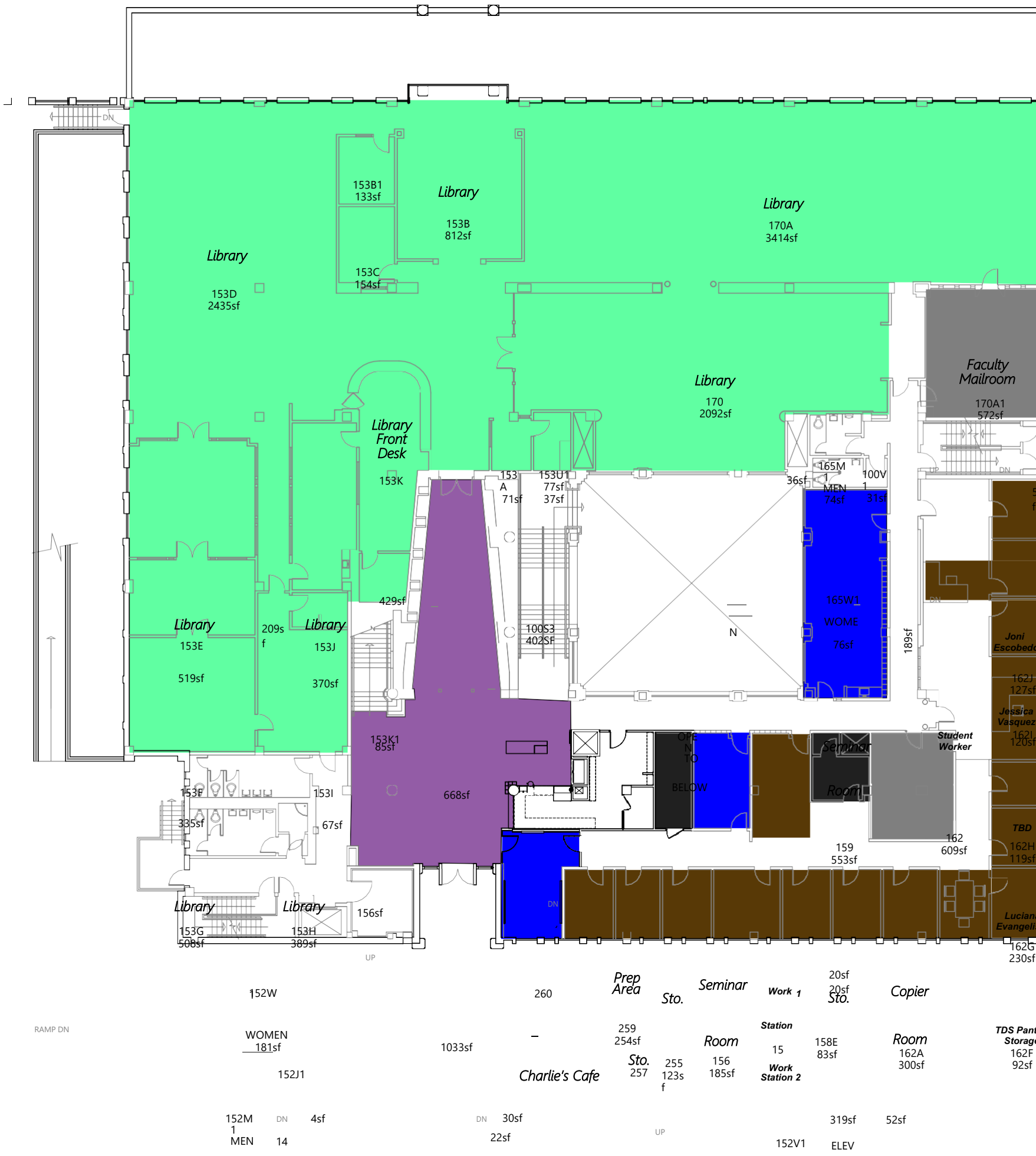
1247sf

66A
21sf

WOMEN
219sf

University


Seminar
1
0
4
s
f
52M
1
ME
N
145sf
52T
1
41sf
378s
f
52U1
MEC
H
554sf
Classroom
Room
306sf
52J1
68sf
164sf
ELEV
DN
52U2
40sf
UP
52sf
62
929s
f
64
1016s
f
62D
62C
36sf
15sf
126sf
UP
UP
DESIGNNORTHLOWERL


DN
153B1
133sf
Library
153B
812sf
Library
170A
3414sf
Library
153C
154sf
153D
2435sf
Library
170
2092sf
Faculty
Mailroom
170A1
572sf
Library
Front
Desk
153K
153
A
71sf
153U1
77sf
37sf
165M
1
MEN
74sf
36sf
100V
1
31sf
429sf
165W1
WOME
76sf
189sf
Library
153E
519sf
209s
f
Library
153J
370sf
100S3
402SF
N
Joni
Escobedo
162J
127sf
Jessica
Vasquez
162I
120sf
153K1
85sf
668sf
OPE
N
TO
BELOW
Seminar
Room
Student
Worker
153F
335sf
153I
67sf
159
553sf
162
609sf
TBD
162H
119sf
Library
153G
508sf
Library
153H
389sf
156sf
DN
162G
230sf
UP
152W
260
Prep
Area
259
254sf
Sto.
257
Sto.
255
123s
f
Seminar
Room
156
185sf
Work 1
Station
15
Work
Station 2
20sf
20sf
Sto.
158E
83sf
Copier
Room
162A
300sf
TDS Pant
Storage
162F
92sf
RAMP DN
WOMEN
181sf
152J1
1033sf
–
Charlie's Cafe
152M
1
MEN
DN
4sf
14
DN
30sf
22sf
UP
319sf
ELEV
52sf
152V1

155U1
137sf

42sf

GSF=2480

Seminar Room
154B
243sf

Staff Office
154C
119sf

Alfred Sanft
154D
112sf

Will Heywood
154E
124sf

Courtney Carroll
158A
161sf

Kelly Slania
158B
117sf

Phil Horton
158C
117sf

Joe Ewan
158D
131sf

Conf. Area
162C
113sf

TBD
162E
124sf

Lauren McDermott
162D
151sf

GRA 462
(33)
Sanft

GRA/ IND/ MGT 465
(30)
Boradkar
Peck
Bone

IND 461
(27)
Shin/Smith
Valamanesh

LDE 462
(29)
Cheng
Kim

INT 465
(27)
Zingoni
Smith

+1
0

265

269

271

277

281
283

26

7

270U2

Material Resource Collection
272
94sf

University Classroom
274
297sf

Joseph Valasquez
280
170sf

Computer Lab

M. Kroelinger

John

F. Ozel
B. Brandt
262
122sf

Takamura
284
128sf

Allyce Hargrove
260
110sf

Diane Bender
286
114sf

263
1202sf

285

Dosun Shin
258
113sf

Roozbeh Valamanesh
288
114sf

ADE 422
(40)
Vekstein
Murff
Irizarry

Compu te r Lab

Danielle Foushee
256
130sf

Kristian Kelley
290
122sf

2080sf

-10

25
1260 sf

254W1
WOME
N

Vending Machines

Terrace Gallery

254A

292u1
ELEC.

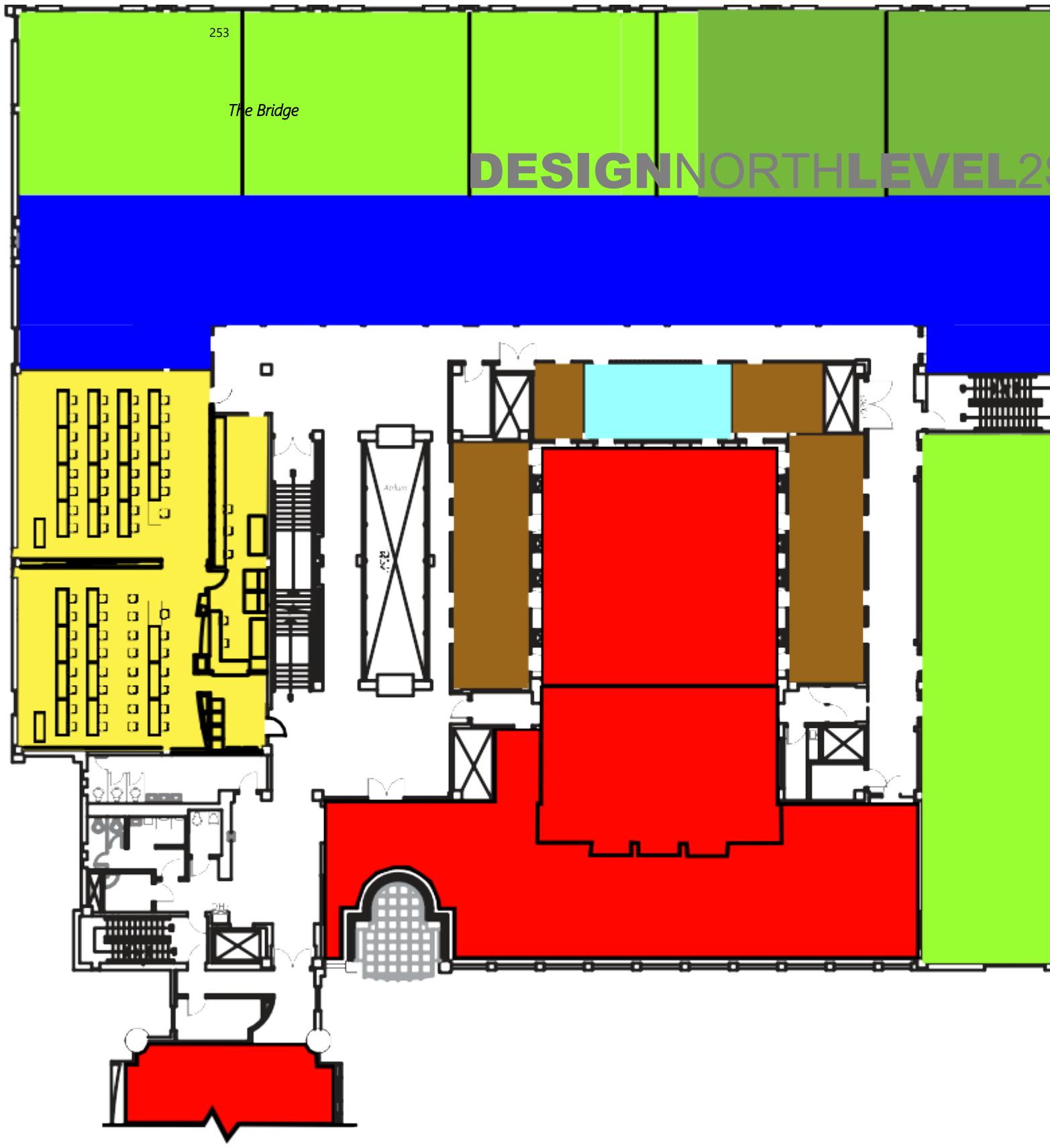
254T1

254M
1
MEN

291

254J1

Terrace Gallery


253
The Bridge
DESIGNNORTHLEVEL2

IND 522 (23) Velasquez Feil

IND 512 (12) Takamura

GRA 522 (12) Foushee

GRA 512 (9) Weed

LDE/ MUD 522 (8) Coseo; LDE 512 (3) Hargrove

INT 522 (10) Rosso

INT 512 (5) Bernardi

ADE 512 (17) Meunier

ADE 522 (40) Hartman Horton Upadhye

IND

365

363

GRA 362 (43) Montgomery Pena Park

355

354W1 WOMEN

354M1 MEN

354U1

IND

367

361

GRA

369

LDE/ MUD

371

370U2

Philip White 362 122sf

John Meunier 360 110sf

M. Minnis L.Pena 358 113sf

Chingwen Cheng 356 130sf

TBD 372 94sf

M. Rotondi W. Burnette Gerri Lamb 374 99sf

Elena Rocchi 397 116sf

S. Curtis E. Montgomery 396 114sf

Jose Bernardi 395 140sf

354T1

INT

377

TBD 376 99sf

OPEN TO BELOW

Brie Smith 378 109sf

Paul Coseo 394 108sf

ADE

381

Thomas Hartman 380 145sf

382U1

Gunwoo Kim 384 127sf

TBD 386 114sf

Will Heywood 388 114sf

Donald Herring 390 130sf

Magnus Feil 393 117sf

391J1

ADE

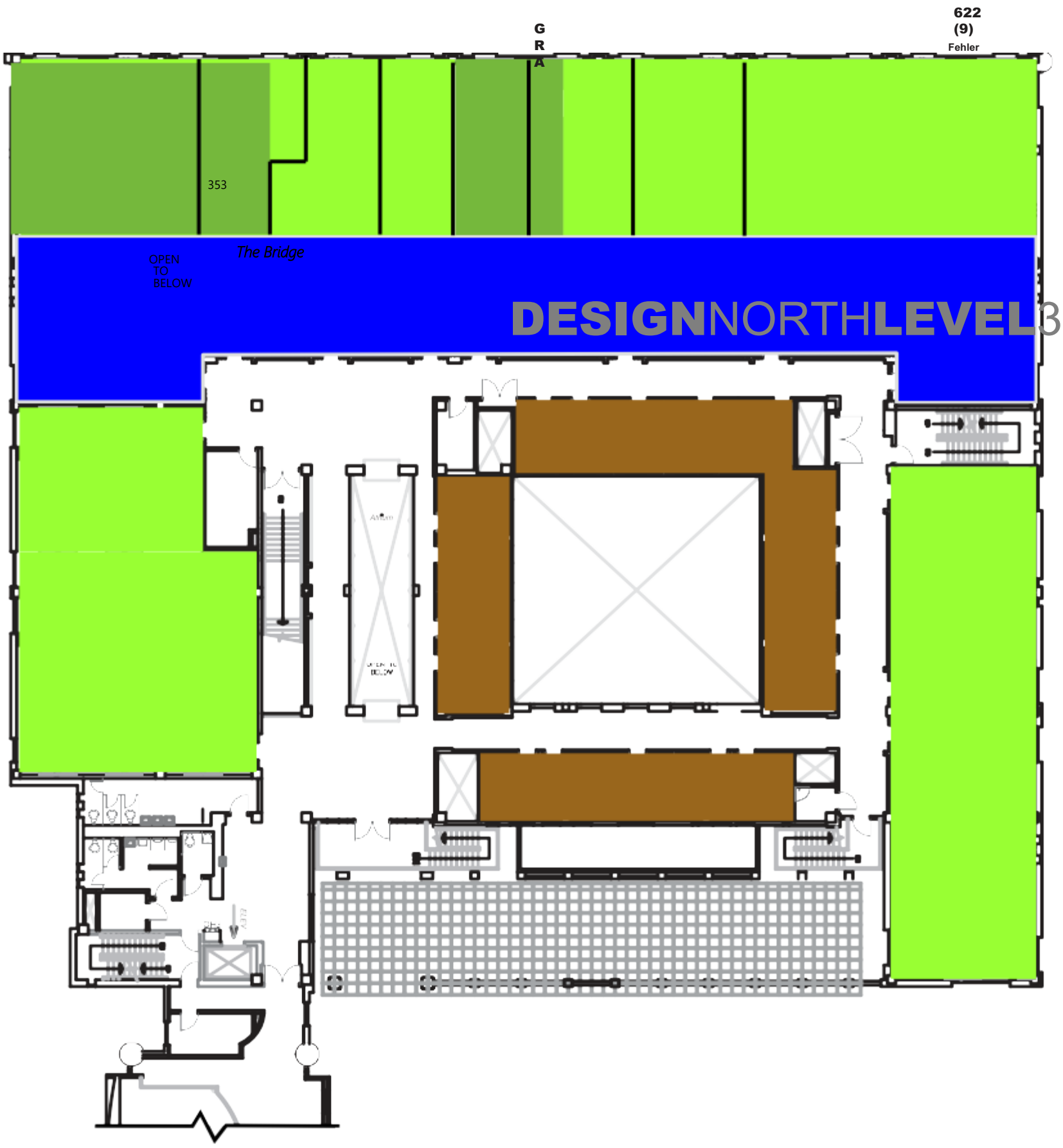
383

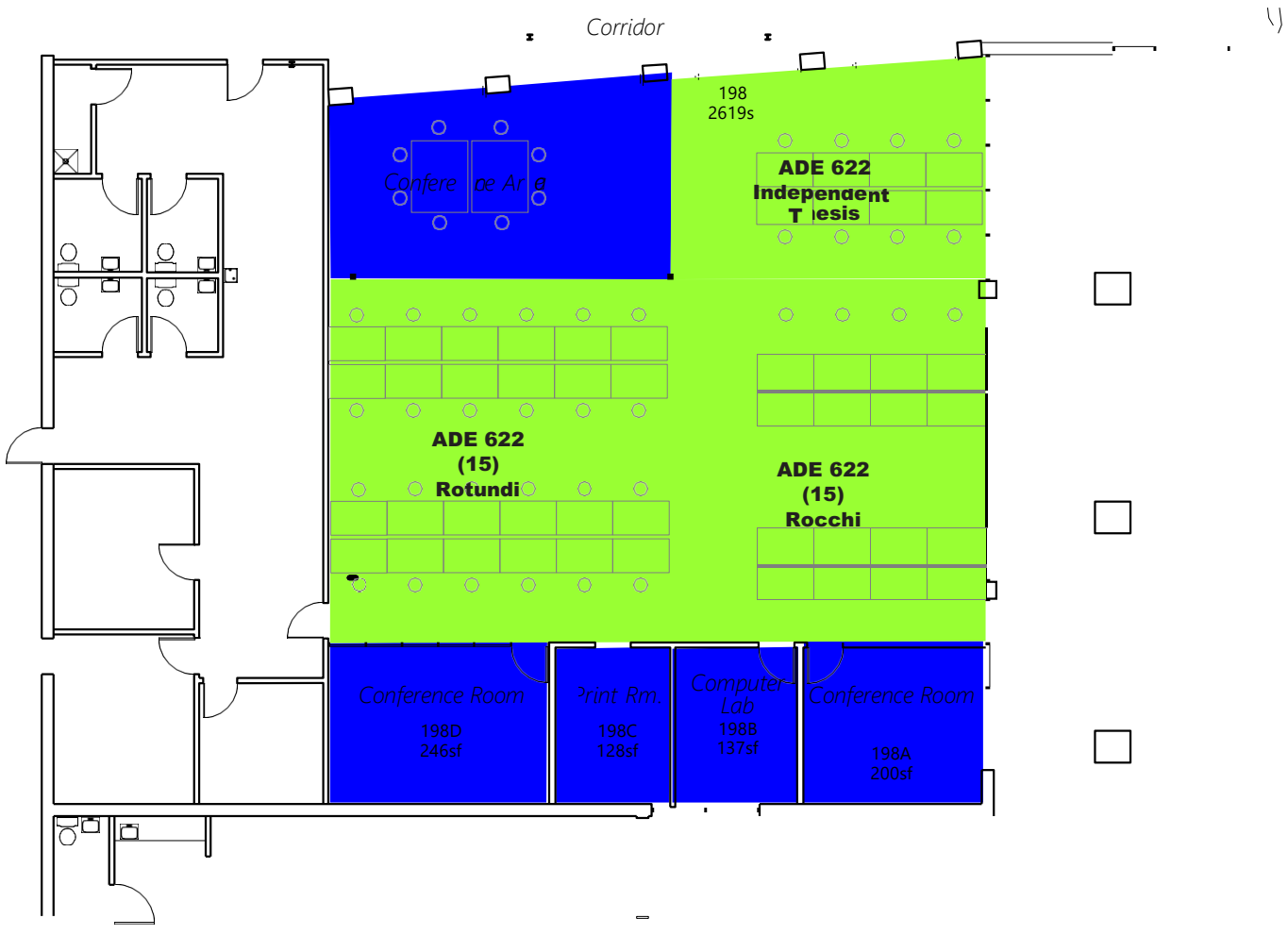
LDE 622 (5) Fish-Ewan

391

INT 622 (10) Harmon Vaughn

385


622
(9)
Fehler
G
R
A
353
The Bridge
OPEN
TO
BELOW
DESIGNNORTHLEVEL3


Corridor
198
2619s
ADE 622
Independent
Thesis
ADE 622
(15)
Rotundi
ADE 622
(15)
Rocchi
Conference Room
198D
246sf
Print Rm.
198C
128sf
Computer
Lab
198B
137sf
Conference Room
198A
200sf
Studio
B208

TEMPECENTER198LEVEL1S17 N→ TOWER E