

III.3.2 Summary of Responses to Changes in the NAAB Conditions

1. Changes to organization and table of contents Architectural Program Reports (APRs).

The School has utilized the new organization outlined for the APR in the 2009 Conditions and updated in the 2010 and 2012 Procedures. We have kept within the maximum page limit for Parts 1-3 (150 pages maximum) and Part 4 Supplemental Information (100 pages maximum). Submission of all documents has been done electronically.

2. Change from Studio Culture to Learning Culture

While the School continues to have a studio culture policy, we have adopted the broader umbrella of Learning Culture as a means to develop, analyze and assess the broader learning environment that we create. This broader umbrella allows us to look at issues of diversity, health, time management as well as policies for facilities. Our Studio Culture Committee has been renamed the Learning Culture Committee to reflect this. Our annual survey continues to gather data on pedagogy, environmental and cultural/social issues as part of this broader perspective.

3. The Five Perspectives: Architectural Education and the Regulatory Environment and Architectural Education and the Public Good

The School has worked closely with NCARB to disseminate information to students and to have our IDP Coordinator play a visible role in all of the years of our program. When Martin Smith from NCARB came out to visit MSU, we reserved a large theater space and had excellent turnout for his presentations. We have continued our efforts to encourage and support students in their efforts to begin their NCARB Report as soon as possible. Over the last six years, our program significantly expanded the number and diversity of service-learning courses and opportunities for students—with an emphasis of using architecture to engage and enhance the public realm. A focus on outreach, engagement, service and leadership has emerged within the school and across MSU over this time period as evidenced in our Strategic Plan's Vision, Mission and Strategies.

4. Faculty Credentials

In conjunction with the new Collective Bargaining Agreement at MSU for non-tenure track (NTT) faculty, the School developed a Faculty Appointment Advisory Committee that reviews all NTT faculty applications. This allows the school to determine the qualifications of any NTT faculty candidates and make the appropriate recommendation to the Director. All existing NTT faculty must submit their application in the final year of a multi-year contract or at the end of a one-year contract. This process was developed and used for all NTT hires in AY 13-14.

5. Part One (I) Section 4 – Policy Review

The School is preparing all of the documents listed in Appendix 3 of the 2009 Conditions for Accreditation and will have this information in a folder/notebook for the visiting team to review during the site visit.

6. Changes to Student Performance Criteria;

The School utilized the development of the three Realms A Critical Thinking and Representation; Realm B: Integrated Building Practices: Technical Skills and Knowledge; and Realm C: Leadership and Practice as the foundation for developing the program learning outcomes for the Architecture Assessment Plan mentioned previously

Beginning in 2010, the School and the Curriculum Committee reviewed all of the required courses in our program, interviewing faculty, reviewing course syllabi, course learning outcomes and gathered feedback from students at all-school forums. This analysis was done to determine which Student Performance Criteria (SPC) were to be covered in each of our courses, given the changes that were made to the SPC categories and

descriptions in the 2009 Conditions for Accreditation. The assigned SPC and matrix were reviewed a minimum of two additional times and adjustments made to both the course content and the assignment of SPC to courses to reflect the characteristics of our program.

With the expansion of B.6 Comprehensive Design to show the 11 SPC that this criteria encompasses, we have added those additional SPC to the appropriate course syllabi in order to better communicate the expectations to our students.

7. Part Two (II) 2.3 Evaluation of Preparatory/pre-Professional Education

With the distinction made between professional and pre-professional education, the School has refined its process of evaluating transfer students and external applicants to our graduate program. We develop an individualized program of study for any external graduate applicant admitted to our program. As a result almost all external applicants are required to take additional courses in our pre-professional program before they can begin to take graduate design studios. Although we are a 4+1½ year program and we receive a number of external applicants to our M.Arch program, the vast majority of our graduate students—between 85-90%--complete our pre-professional Bachelor of Arts in Environmental Design program. This is why we have developed a matrix that lists the SPC that each of our required courses—both graduate and undergraduate—would demonstrate.

8. Part Two (II) Section 4 Public Information

We have greatly increased the amount of information that is now available on our web site. This information includes both what is required in the NAAB Conditions for Accreditation as well as additional information that we believe would be of benefit to our students and to the public.