North Carolina State University | College of Design
School of Architecture

Architecture Program Report for 2017 NAAB Visit for Continuing Accreditation

Bachelor of Architecture (preprofessional degree + 30 credits)
Master of Architecture Track 1 (preprofessional degree + 48 credits)
Master of Architecture Track 3 (nonprofessional degree + 96 credits)

Year of the Previous Visit: 2012
Current Term of Accreditation:
"At the July 2012 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the *Visiting Team Report* (VTR) for the North Carolina State University, School of Architecture.

As a result, the professional architecture programs:

      Bachelor of Architecture
      Master of Architecture

were formally granted six-year terms of accreditation. The accreditation terms are effective January 1, 2012. The programs are scheduled for their next accreditation visits in 2018."

Submitted to: The National Architectural Accrediting Board
Date: 09.07.17

Program Administrator:
David B. Hill, AIA Head - School of Architecture
david_hill@ncsu.edu, 919.741.1743
Campus Box 7701
North Carolina State University – College of Design
50 Pullen Road
Raleigh, NC 27695

Chief administrator for the academic unit in which the program is located:
Dr. Mark Elison Hoversten, Dean - College of Design
mehovers@ncsu.edu, 919.515.8300
Campus Box 7701
North Carolina State University – College of Design
50 Pullen Road
Raleigh, NC 27695

Chief Academic Officer of the Institution:
Dr. Warwick Arden, Executive Vice Chancellor and Provost - NC State University
warwick_arden@ncsu.edu, 919.515.7624
Campus Box 7101
NC State University
20 Watauga Club Dr.
Raleigh, NC 27695

Chancellor of the Institution:
Dr. Randolph Woodson, Chancellor - NC State University
randy_woodson@ncsu.edu, 919.515.2191
Campus Box 7101
NC State University
20 Watauga Club Dr.
Raleigh, NC 27695

Individual submitting the Architecture Program Report:
David B. Hill, AIA Head - School of Architecture
david_hill@ncsu.edu, 919.741.1743
Campus Box 7701
North Carolina State University – College of Design
50 Pullen Road
Raleigh, NC 27695

Name of individual to whom questions should be directed:
David B. Hill, AIA Head - School of Architecture
david_hill@ncsu.edu, 919.741.1743
Campus Box 7701
North Carolina State University – College of Design
50 Pullen Road
Raleigh, NC 27695

Table of Contents

Section 4   **Supplemental Material** (click here for main Google Drive folder; click links below to access sub-folders)

- Resumes of faculty teaching in the accredited program
- Faculty credentials matrices
- Plans or images of physical resources assigned to the program
- Descriptions of all courses offered within the curriculum of the NAAB-accredited degree program
- Studio Culture Policy
- Self-Assessment Policies and Objectives
- Policies on academic integrity for students (e.g., cheating and plagiarism)
- Information resources policies including collection development
- The institution's policies and procedures relative to EEO/AA for faculty, staff, and students
- The institution's policy regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements

- The policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure
- Response to the Offsite Program Questionnaire
- The previous VTR (from 2012)
- Focused Evaluation materials (2015) – N/A
- Copy of institutional accreditation letter
- Letter from institutional research regarding ARS data
- School of Architecture Scholarship List
- Master of Advanced Architecture Studies (MAAS) Program Outline
- Assessment Personnel and Roles Chart
- Faculty Research

Section 1. Program Description

I.1.1 History and Mission

History of the Institution: NC State History and Tradition
With nearly 34,000 students and 9,000 faculty and staff, North Carolina State University (NC State) is a leading land-grant university, known locally and globally for its leadership in research, discovery and technology. NC State is North Carolina's largest university. Chartered in 1887 as a land-grant institution under the Morrill Act of 1862, NC State has a three-part mission: instruction, research, and extension. Originally called North Carolina College of Agricultural and Mechanic Arts, it offered courses in agriculture, horticulture, pure and agricultural chemistry, English, bookkeeping, history, mathematics, physics, practical mechanics, and military science. In 1917 the institution's name was changed to North Carolina State College of Agriculture and Engineering and in 1965 changed again to North Carolina State University at Raleigh, signifying its new role as a comprehensive university.

Since the 1950s, the institution has anchored one corner of Research Triangle Park. In the 1980s, NC State created Centennial Campus, a research park and campus for governmental, corporate, and not-for-profit partnerships. NC State is a nationally recognized leader in science and technology with historic strengths in agriculture, textiles, design, engineering, and veterinary medicine. It is acknowledged as one of two major research universities within the renowned 17-campus University of North Carolina System. Today, Chancellor Randy Woodson, leads a "locally responsive, globally engaged" university that promotes a "Think and Do" approach to scholarship—emphasizing both theory and practical application.

North Carolina State University Mission Statement
As a research-extensive land-grant university, North Carolina State University is dedicated to excellent teaching, the creation and application of knowledge, and engagement with public and private partners. By uniting our strength in science and technology with a commitment to excellence in a comprehensive range of disciplines, NC State promotes an integrated approach to problem solving that transforms lives and provides leadership for social, economic, and technological development across North Carolina and around the world.

History of the College of Design
Under the leadership of Dean Henry L. Kamphoefner, the School of Design was established in 1948 with two academic departments: Architecture and Landscape Architecture. In the late 1950s, Product Design was added. Under Kamphoefner, the School of Design experienced a remarkable period of creative and intellectual development. Designers and theorists such as Buckminster Fuller, Matthew Nowicki, Lewis Mumford, and Eduardo Catalano helped build a reputation for innovation and experimentation. Dean Claude McKinney (1973-1988) reshaped the curriculum and gave increased attention to cross-disciplinary connections and public-service programs. Dean Marvin Malecha (1994-2016) led a period of expanding academic programs and service and research initiatives as well as significant graduate program growth. In 2000 the School of Design became the College of Design. Notable accomplishments include the creation of the Prague Institute (study abroad program), the Ph.D. in Design, and the Doctor of Design program (fall 2018). Mark Hoverston, Ph.D., was named Dean in the fall of 2016, and the college is poised to take on new challenges under his leadership. The college is now comprised of the School of Architecture and the Departments of Art + Design, Industrial + Graphic Design, and Landscape Architecture, united and guided by the College of Design Strategic Plan.

History of the School of Architecture
Since its founding, the NC State's Architecture program has earned a national reputation for the depth and breadth of its curriculum. Dean Henry Kamphoefner, Matthew Nowicki, and Lewis Mumford based the early curriculum in part on Bauhaus principles bolstered with studies in the humanities. The program emphasized the interrelationship of design disciplines, materials and craft, and social responsibility. Initially the

Department of Architecture offered a single degree: the five-year Bachelor of Architecture. The offerings expanded in the 1980s to three degrees: the four-year, pre-professional Bachelor of Environmental Design in Architecture (BEDA), the professional Bachelor of Architecture (B.Arch, "5th Year"), and the Master of Architecture (M.Arch). In 2000, when the School of Design became the College of Design, the Department developed into the School of Architecture. Since then a new generation of faculty and students has continued the long-established tradition of innovation. The faculty has responded to changing contexts by pursuing research that advances the profession, while supporting a design education that meets the needs of today's students. In addition to architectural design, major strengths lie in the areas of: Energy & Technology, City Design, Public Interest Design, Design/Build, History & Theory, Coastal Dynamics, and Housing & Community. The school has developed new graduate certificates and coursework that reflect a broadened vision of the architecture practice that is emerging in the 21st century.

Mission of the School of Architecture
o *To educate students for the profession of architecture;*
o *To promote growth, change, and improvement in the profession and academic discipline of architecture through creative work, scholarship, research and service;*
o *To increase public awareness of the nature of architecture and its essential contribution to life and society.*

The School of Architecture's Benefits to the Institution
The School of Architecture brings benefit to NC State in the following ways:
o Conducting leading-edge research in the areas of energy optimization, building technology and construction, housing and city design, Coastal Dynamics, and Public Interest Design;
o Establishing strong relationships with communities and non-profit groups through extension, outreach, and engagement projects;
o Bringing renown through winning faculty and student entries in regional, national and international design competitions and research symposia;
o Developing student leaders in undergraduate and graduate research;
o Creating the first Study Abroad programs on campus, resulting in the Prague Institute;
o Establishing First Year Experience (FYE), which is cited campus-wide as a model for interdisciplinary undergraduate education;
o Bringing recognition through publications of significant papers and books;
o Designing award-winning structures, on and off campus, by faculty and alumni;
o Leadership in community organizations, boards/review panels, and professional organizations;
o Participation in interdisciplinary research teams with other colleges;
o Bringing recognition through Freedom by Design and award-winning Design/Build projects;
o Serving the NC State Campus Design Review Panel (CDRP); and
o Educating the campus on Design Thinking principles and the importance of good design.

Benefits Derived from the Institution
The School of Architecture gains benefit from NC State in the following ways:
o Opportunities to collaborate on funded research with colleagues in a broad range of disciplines;
o Provision of an established network of resources in support of research;
o Established academic ties with UNC Chapel Hill and Duke University;
o Ability to attract top-quality faculty and students based on the university's reputation;
o Excellence in upper-level leadership in the university;
o University partnerships with school alumni and award-winning architects to design campus buildings;
o Geographic location in Raleigh and the Research Triangle, NC—a growing urban region with high quality of life, strong economy, and excellent design firms.

Integrated Study of the Liberal Arts and Discipline of Architecture
In addition to discipline-specific courses, students the Bachelor of Environmental Design in Architecture (BEDA) program must complete the university's General Education Program (GEP). The GEP provides students a more liberal education of diverse disciplinary experiences. The GEP enhances students' intellectual engagement in their majors by broadening their knowledge, equipping them for a lifetime of learning, and laying the foundation for involvement in their communities as responsible citizens and leaders. Available through these links is Information on NC State's General Education Program as well as Architecture's curricular displays for the BEDA (four-year preprofessional) and BArch (5th year professional) programs.

I.1.2   Learning Culture

Learning Culture in the School of Architecture and the College of Design
The School of Architecture is a relatively small school, and we pride ourselves on the close relationship between faculty, staff, students, practitioners, and alumni. Students are encouraged to engage professors and each other in a "family" of design thinkers and makers. Our learning culture is guided by two documents: The College of Design "Right of Inquiry" and the "School of Architecture Studio Culture Statement."

College of Design Right of Inquiry
The "Right of Inquiry" document sets a positive and supportive tone for students, faculty, and staff. It is provided to every incoming student in the college, and it is posted in the entry to Brooks Hall. *The following rights are essential to creating and maintaining a constructive learning environment: 1.) The right to individual identity, 2.) The right to freedom from prejudice, 3.) The right to access information, 4.) The right to mature while in pursuit of knowledge and skill, 5.) The right to expect a mutually supportive community, 6.) The right to human supremacy over technology, 7.) The right to a quality learning environment, and 8.) The right to expect preparation for lifelong learning.*

School of Architecture Studio Culture Statement
The School of Architecture Studio Culture Statement sets expectations for students and faculty by outlining standards for mutually beneficial relationships and care for each other and the school environment. The statement opens with: *"The studio is an essential experience for architecture students and serves as the core of their education. The School of Architecture is committed to creating a studio environment that supports the achievement of design excellence and personal maturity."* Today's students face many challenges to balance life, work, and school, and our Studio Culture document has been updated most recently to address issues of health and well-being—both physical and mental. The entire School of Architecture Studio Culture Statement may be found on the College of Design website.

Studio Culture Implementation Plan
The Studio Culture Statement is presented to students and faculty at the all-school Convocation at the beginning of each year. Faculty members also provide the policy to students in their studios. The regular review provides students, faculty, and staff with a sufficient understanding of the policy and its intent to provide a nurturing educational setting. The Studio Culture Statement emphasizes the importance of time management skills and proper professional conduct. Policy changes may be proposed as faculty, staff, or students see a need. Students may propose changes to the School Head or to a faculty member. Leaders from AIAS and the Architecture Graduate Student Association (AGSA) provide representation for students in faculty meetings where amendments are discussed and voted on.

Learning Opportunities
Students are offered a wide array of learning opportunities, professional engagement, and social events in and beyond the classroom. Studios routinely travel for project-based research (recent trips include those to Charleston, San Francisco, and Fallingwater). The AIA Triangle and the School of Architecture sponsor a
7

public joint lecture series each semester. Dedicated staff support the school's creative energy in labs and workshops: the IT Lab, the Design Library, and the Materials Lab. The Libraries' Special Collections Research Center brings historical materials to the College.

Students organize and run AIAS, Architecture Graduate Student Association (AGSA), Design Council (a college-wide student advisory committee), USGBC Student Group, the Multicultural Design Student Association (MDSA), and Freedom by Design. Student representatives attend School of Architecture faculty meetings and serve on faculty search committees. Students also participate in the Triangle Young Architects Forum and AIA Triangle events, and they are responsible for carrying on College of Design traditions such as the Halloween Bash, the Studio Collective (an open house event for alumni and visitors), the Student Publication, and exhibitions at the Fish Market (a student-run gallery in downtown Raleigh). The College of Design's main gallery features student and alumni work. Architecture students have many internship options with excellent design firms in the region and beyond, sometimes through the school's participation in the Integrated Path to Licensure (IPAL). Other College of Design student organizations as well as university-wide opportunities in intramurals, clubs, and special organizations are available.

A critical component to the learning culture in the College of Design is the Student Services Office, which oversees all academic affairs such as General Education Program (GEP) requirements, degree plans, and career counseling. Student Services assists with disciplinary and personal issues affecting students' lives. The director, Assistant Dean Tameka Whitaker, teaches a one-credit symposium to entering students from diverse backgrounds, which introduces them to university services, campus culture, school culture, and resources that will help them transition to university life.

Learning Culture Assessment
The College of Design strives to create an optimal climate for creative teaching, learning, and research. To maintain a productive and positive learning culture, the college and the School of Architecture have established mechanisms and processes of assessment that include administrators, faculty, staff, alumni, and students. The School of Architecture's small scale facilitates good communication up and down the line from students to faculty to administration. The approach to assessment is broad, reflective, and inclusive. It takes place in these ways:
o   Aims and initiatives are discussed and established at faculty retreats—with student input;
o   The School Head meets regularly with student leaders to gain perspective on needs and initiatives;
o   Faculty and student leaders attend bi-weekly faculty meetings to analyze goals and address issues related to curriculum, faculty positions, student issues, research proposals, budget, etc.;
o   External examiners, including AIA Triangle Board Members and Advisory Board Members, provide formal reviews of studio work;
o   The College of Design Leaders Council, comprised of distinguished alumni, visits the campus twice yearly to meet with students and faculty, and to provide criticism and guidance for the program;
o   Professional practices employing students provide feedback about student interns;
o   Students and faculty meet at the beginning of each semester in a Convocation to share important school news, provide updates on departmental goals and initiatives, and opportunities;
o   Students share useful feedback in exit interviews with the School Head; and lastly,
o   The university requires and facilitates yearly assessment of academic programs.

I.1.3   Social Equity
NC State University values a diverse campus, and the Office of Institutional Equity and Diversity (OEID) has developed comprehensive guidelines, goals, procedures, initiatives and training for the university. Detailed information on policies and guidelines can be found at: OEID Employment and Hiring, NC State Equal Opportunity and Equity Guidelines, NC State Equal Opportunity and Non-Discrimination Policy, and NC State OIED EEO Plan.

NC State University's Definition of Diversity

8

NC State defines diversity as "an inclusive community of people with varied human characteristics, ideas, and world-views and whose interactions both benefit and challenge each other to grow while making the community better. Such a community will:
o   Enhance access, attract and retain a diverse population and promote equity and equal opportunity.
o   Encourage interaction among diverse people to enrich the educational experience, promote personal growth and enhance the community.
o   Foster mutual respect, value differences and promote cross-cultural understanding.
o   Prepare leaders to live and work in a competitive global community."

From the Office of Institutional Equity and Diversity webpage:
"NC State reflects diversity because it comprises a community of individuals from varied backgrounds and demographic categories; it encourages, accepts, and values a diversity of people and ideas; it seeks to promote an environment where equity, respect and understanding represent the norm in the campus climate and; it seeks to prepare entrepreneurs who are effective citizens of a global community. We will know that we have achieved authentic diversity when all four of these objectives are fully realized."

Benefits from the Institution and its Initiatives
The School of Architecture derives several benefits from the university and its social equity initiatives:
o   NC State maintains an international reputation for excellence that draws students and faculty from all 50 states and 120 countries in the world.
o   NC State's upper level administration and the Office of Institutional Equity and Diversity provide leadership and resources to address social equity issues.
o   The Graduate School offers scholarships to students from underrepresented groups through the Graduate School Diversity Enhancement Grant Program. School of Architecture students have received this scholarship, and it is an effective recruiting tool.
o   The Graduate School provides offers recruitment funds through a grant program that aims to increase diversity, and the school provides travel funds for prospective graduate students from underrepresented groups who would like to visit campus.
o   The university sponsors faculty recruitment programs, such as the Building Future Faculty Program, to increase diversity among the professorate.
o   The university provides many diversity and multicultural programs and events for students and faculty, as published in a calendar of upcoming events.

A Plan for Diversity in the School of Architecture
The College of Design and the School of Architecture strive to create an inclusive environment for students, staff, faculty, and visitors. The college Statement on Diversity is: *"At the College of Design, we aspire to a diverse design community that enhances the education experience of all students. Gradually over the past decade, the college has matured into a community diverse in culture, race, gender, and personal interests. Our belief is that the creative energy of the College truly comes to life through our differences."*

In most student and faculty categories, the School of Architecture exceeds the university numbers in terms of diversity. The school, however, acknowledges that more work must be done, particularly in recruiting African American faculty and students. The faculty of the School of Architecture recognize the educational benefits of a more diverse school and are committed to achieving a diversity of people, approaches and philosophies; therefore, we have developed *A Plan for Diversity for the School of Architecture* that guides our way to creating a more socially equitable community. The plan addresses these critical areas: 1.) Overall goals and context, 2.) Recruitment strategies for faculty and students, 3.) Admissions procedures, 4.) Scholarships and support, 5.) Advising, mentoring, and retention of faculty and students, and 6.) Visiting faculty.

9

The school has made progress in all of the categories listed above since the plan's initial implementation in 2007 and since the last accreditation. The faculty and School Head have primary responsibility for implementing the plans and assessing the results. The College of Design Student Services Office plays a critical role in the admissions process and recruiting process, and they share responsibility for carrying out initiatives of the plan. The diversity plan is linked to self-assessment and long-range planning efforts. Annual statistical reports along with feedback from students, faculty, and advisory boards help the school to identify areas of need. Discussions among these groups have resulted in greater emphasis on recruiting minority students by making better use of university, college, and school resources (scholarships, recruiting event grants, etc.). Undergraduate admissions has instituted an early acceptance for top applicants and additional open house and diversity student recruiting events. As a result, incoming classes have become increasingly diverse in the last several years. The school has most immediately addressed faculty diversity needs by hiring underrepresented Professors of Practice to teach our studios. The Building Future Faculty Program addresses more long-term goals. Students, faculty, administrators, and staff are mutually active in setting goals and participating in diversity initiatives. Stakeholders regularly evaluate existing initiatives and propose new ones for greater effectiveness. Social equity is a critical part of our program assessment that influences short- and long-term planning. See the Annual Statistical Reports for specific information regarding students and faculty, the NC State Office of Institutional Research and Planning (OIRP) for student enrollment statistics, and the NCSU Faculty Diversity Data and Reports.

I.1.4   Defining Perspectives - Collaboration and Leadership

The School of Architecture offers students a broad professional education with an emphasis on a learning culture that develops design thinking abilities and discipline-specific skills that will prepare students to be leaders and effective collaborators in school and practice. **The College of Design Strategic Plan defines our role as "design thinkers and makers" who utilize "design inquiry as a comprehensive, multidisciplinary approach."**

As a program within the College of Design's rich multidisciplinary environment, the School of Architecture is defined by a belief that individual expertise can be leveraged most effectively in cooperative teams, and that engaging stakeholders and allied disciplines will lead to more holistic, robust, and effective solutions. The School of Architecture has cultivated productive relationships with departments in the college (Landscape Architecture, Graphic Design, Industrial Design, and Art + Design) and with units across the university. Our students and faculty are engaged in research, teaching, and other initiatives with the Colleges of Engineering, Natural Resources, Humanities and Social Sciences, Veterinary Medicine, and Sciences. We collaborate in teaching and research with other University of North Carolina System units such as NC A+T State University's Department of Engineering, the UNC Coastal Studies Institute, and the UNC Coastal Hazards Center. NC State is a land-grant institution with a mission to serve our state through outreach and extension, and the School of Architecture does this by engaging communities, NGOs, non-profit organizations, and under-served populations in research and design projects. We express the importance of collaboration at the very beginning of our program in the First Year Experience (FYE): Freshmen in Architecture take a six-credit multidisciplinary studio and a three-credit Design Thinking course with students from the other College of Design disciplines. The curriculum and programs are developed to provide students multiple opportunities and venues—such as studios, service organizations, and extracurricular projects—throughout the program to hone skills in teamwork, communication, problem-solving, client relations, cultural awareness, empathy, and leadership.

Examples of Leadership and Collaboration in the School of Architecture include:
First Year Experience (FYE): A Freshman-year collaborative program with students from Art + Design, Industrial and Graphic Design, and Architecture in multidisciplinary studios and Design Thinking courses.
Collaborative research: Professors and students participate in a number of collaborative research projects. A few recent examples include: Hurricane Matthew Disaster Recovery and Resilience Initiative (HMDRRI), Coastal Dynamics Design Lab, Design Week: "Living with Floods."
10

Collaborative teaching/courses: Many collaborative/multidisciplinary courses are available to students. Examples include studios with the College of Engineering and the Precast Concrete Institute, coastal design seminars with the Department of Landscape Architecture, a bio-inspired design course with the Biology Department, a studio with the College of Sciences, and a LEED seminar with the campus Sustainability Office. Students participate yearly in the Hines-ULI Design Competition with the UNC Department of City and Regional Planning.
AIAS: The NC State chapter provides leadership opportunities for students. It holds regular meetings, attends regional and national conferences, facilitates a lecture series, organizes firm visits ("Firm Crawls"), and represents student interests at faculty meetings.
USGBC: This multidisciplinary group was formed several years ago by College of Design and Engineering students to address sustainable design and construction issues.
College of Design - Design Council: This student council is comprised of student representatives from each of the college departments. It is responsible for planning college events and providing a voice for students with the college administration.
Architecture Graduate Student Association (AGSA): The AGSA provides leadership for architecture graduate students. It plans professional and social events, host guests of the school, and its officers attend faculty meetings.
School of Architecture Public Request for Collaboration: As part of the Public Interest Design initiative, the School of Architecture provides an online portal for potential collaborators to request partnerships with the school.

I.1.4 Defining Perspectives - Design
Since its founding the School of Architecture has been a leader of innovation in design. Today that tradition continues with programs centered on design excellence and unique approaches to contemporary urban, environmental, and ethical challenges. The school provides a rigorous professional education paired with multidisciplinary and self-directed design and research opportunities.

The School of Architecture is a community of makers. We value the tangible artifacts of design. We are experimental. We design for the public good, health, safety, and welfare. We value in individual disciplinary expertise *and* collaborative teams. We believe that good design creates better environments and a better society. We believe in the capacity of architecture to solve contemporary issues, uplift the human spirit, and create a better world. In our studios, seminars, and lecture courses, we challenge our students to address a wide range of design issues and problems that vary in complexity, scale, type, program, and context. Our studios are organized sequentially: multidisciplinary First Year Experience (FYE) studios introduce basic concepts and skills that are common to each of the design disciplines; introductory thematic architecture studios develop research and design processes with a focus on site (physical and cultural context), form, and composition; intermediate studios establish material logics, technical requirements, and more complex programs; advanced studios require deeper levels of research and comprehensive/integrative solutions; options-level elective studios vary in topic and scope, and they provide students the opportunity to specialize in various topical areas. Students in the graduate professional degree programs have the option to pursue a Final Project (thesis). Throughout the program, students learn design thinking processes, methods, and skills that allow them to generate and evaluate solutions iteratively. The school provides important physical resources where students explore design: studios, the Materials Lab (shop), the Bailey IT/Prototyping Lab, and the Harrye B. Lyons Design Library. Our diverse faculty and staff are passionate and accessible to students, and they offer an international perspective on design. Our connections to a robust architectural community provide professional influences and opportunities for our students. Approximately 40% of our studios are taught by Professors of Practice (adjunct instructors) from award-winning design firms. While we derive many benefits from our connections to regional practices, we also require our students to complete an international experience—typically a semester of study abroad. Our mission is to prepare students for critical professional architectural practice, and we are committed to teaching a broad-based curriculum and a holistic

approach to design. Through self-assessment and long-range planning, we have developed the following specialized research and design areas that augment a rigorous foundational education in architecture:
- o **City Design (Graduate Certificate Program)**
- o **Coastal Dynamics Design Lab**
- o **Design/Build**
- o **Energy + Technology in Architecture (Graduate Certificate Program)**
- o **History + Theory (Graduate Concentration)**
- o **Public Interest Design (Graduate Certificate Program)**

Examples of recent design activities and accomplishments:
Students design awards: Recent honors include awards from the AIA Triangle, AIA Maryland, the American Society of Landscape Architects, the NC State Graduate Research Symposium, the National Concrete Masonry Association, LAMP international competition, the Place and Displacement international competition, the Council on Tall Buildings and Urban Habitat, and the Urban Land Institute.
Exhibitions: Recent shows of student work include these venues: The AIA-NC Center for Architecture + Design, The Fish Market Gallery, Beaufort Art Walk, The College of Design Gallery, Gregg Museum of Art, and the James Hunt Library. Student work will be exhibited in the 2018 Venice Biennale.
Faculty research and design awards: Faculty (full time and adjunct) have received numerous design awards from the ACSA, AIA Triangle, AIA NC, national AIA, ARCC, and international organizations such as COAVN (Spain).
Faculty design teaching awards: Two DesignIntelligence "30 Most Admired Design Educators" (Robin Abrams and Patrick Rand), a recent ACSA "New Faculty Teaching Award" (Sara Queen), and the ACSA "Housing Design Education Award" (David Hill).
Distinguished professors: ACSA Distinguished Professor (Patrick Rand), NC State Alumni Distinguished Professors (Patrick Rand and Wayne Place).
FAIA faculty members: Full-time faculty (Robin Abrams, Patrick Rand), Emerita, still active (Georgia Bizios, Roger Clark), Professors of Practice (Frank Harmon, Susan Cannon, Dennis Stallings, Marshall Purnell, Jim Rains, Ellen Cassilly)
R+D partnerships with professional practice: Studio collaborative teaching partnerships with firms such as Perkins + Will (urban studio), SOM (Tall Building Studio), Fentress Architects (Airport Studio), and Duda Paine Architects (curtainwall research).
External partnerships and funded studios: Partnerships with external organizations enhance our studio design project opportunities. Recent funding sources and partnerships include the AIA (Decade of Design), Dare County Emergency Management, NC State Agroecology, NC State College of Agriculture and Life Sciences, NC State College of Sciences, NC State College of Engineering, NC State College of Veterinary Medicine, Durham Scrap Exchange, the Town of Beaufort, and the UNC Coastal Studies Institute, and the Precast Concrete Institute.
Design/Build studios: Summer design/build studios have completed projects with the NC Museum of Art (two pavilion projects in the Art Park), City of Durham Central Park (The Leaf pavilion), Durham Public Schools (floating outdoor classroom), Benevolence Farm (agricultural structure), NC State Agroecology (agricultural structure), and the NC State School of Veterinary Medicine (red wolf care facility).
School of Architecture / AIA Triangle Joint Lecture Series: The school and AIA Triangle sponsor a public lecture series each semester. Speakers with national and international reputations are featured.
Friday Forum Lecture Series: This lunchtime lecture series features students, faculty, alumni, and regional practitioners.

I.1.4 Defining Perspectives - Professional Opportunity

The school maintains close relationships with practices, and we are fortunate to have practitioners who are devoted to the school. First and foremost, they contribute excellent teaching in our design studios and other courses. Alumni and affiliated firms provide the foundation of our scholarship and fellowship funds. They participate in planning workshops and retreats, and they volunteer for our advisory board. They employ our students as interns, they mentor them, they provide critiques in our reviews, and they give
12

tours of new buildings and construction sites. Perhaps most visibly, the College of Design Designlife Board, Leaders Council, and the School of Architecture Advisory Board provide generous and immensely valuable guidance for the school from current practitioners in the field. We work with our region's practices to keep them current and assist with their continuing education. Our faculty and development staff participate in AIA state, regional and national meetings to connect with our alumni. We have an alumni reception at each event, and maintain a booth in the exhibition hall. Our jointly sponsored (NC State/AIA Triangle) lecture series provides opportunities for practitioners to gain continuing education credits. We participate on design award juries and work with the AIA to develop online courses to prepare iPAL students and recent graduates for the ARE 5.0 licensing exam. NC State was among the 13 architecture schools initially selected in the US to help design and implement the IPAL initiative. The iPAL initiative is well matched with our goal of integrating architectural education with the profession, and promoting a comprehensive connection between students to traditional and non-traditional working environments. Professors Purnell and Hallowell are NCARB Licensing Advisors, and they regularly attend Licensing Advisors Summits to provide up-to-date AXP and ARE information. They act as advisors for AIAS and AGSA.

ARC 561 Professional Practice course has been updated over the last five years to accomplish specific goals: exposing our students to the constantly changing reality of the profession; establishing an engaging classroom environment that facilitates daily student research and lectures by practitioners; assigning case studies on complex construction projects that give students an opportunity to engage with firms and become familiar with the entire design and construction process; co-teaching by former national AIA president, Marshall Purnell and Dr. Hallowell; presenting students with a wide range of relevant experience in topics from firm operation and marketing to research. Students are also provided with elective choices such as ARC 562 Legal Issues in Architecture, and ARC 590 Construction Administration, offered by Jim Rains, FAIA.

The College of Design Student Services Office provides students with professional workshops, career counseling, and portfolio review events. This office hosts on-campus Interview Days that have been an effective way for students to meet practitioners and gain employment. Our student organizations provide significant leadership and professional development opportunities. The Young Architects Forum (YAF) helps develop opportunities for current and former students through the NCSU/YAF Task Force. AIAS and the Architecture Graduate Students Association provide leadership in integrating practitioners and professional organizations into the daily life of the school (College of Design student organizations).

I.1.4 Defining Perspectives - Stewardship of the Environment
Stewardship of the environment and sensible use of natural resources is a pervasive theme in our program's initiatives, courses, research projects, and extracurricular opportunities. A large percentage of our students enter architecture school because they are interested in themes surrounding sustainable design, and seek to participate in solutions that solve environmental challenges. We emphasize environmental stewardship early in the program, adapting many courses to emphasize environmental stewardship across the curriculum. In the College of Design and the School of Architecture, professors and students are engaged in a wide range of academic, service, and advocacy activities that promote context- and environmentally-sensitive approaches to design. Courses address topics such as resource consumption, indoor environmental quality, low impact development strategies, and energy usage across design phases, through building operation and maintenance, and across building types. The issues facing our environment are complex, and our students are prepared for the challenge. This perspective is specifically addressed as one of five overarching initiatives in the College of Design Strategic Plan: **"Environment and Energy: Addressing issues of building performance and responsible environmental stewardship."** Examples of Stewardship of the Environment in the School of Architecture include:

Courses that emphasize environmental stewardship: All courses are taught with an overarching belief in good stewardship of natural resources and the environment. These courses place a special emphasis on this belief: ARC 211 Natural Systems and Architecture, ARC 201 Studio: Environment, ARC 414 Environmental Control Systems, ARC 590 LEED Lab (with Engineering and Natural Resources), ARC 590 Sustainable Energy Systems for Architecture, ARC 590 Sustainable Architecture and Urbanism, ARC 590 Toward Sustainability: WELL and Living Buildings (with Colleges of Engineering and Natural Resources), ARC 520 Sustainable Architecture, ARC 521 Daylighting and Passive Energy Systems, ARC 522 Building Energy Efficiency and Renewable Energy, ARC 523 Building Energy Modeling and Simulation, ARC 524 Building Energy Optimization, and ARC 561 The Practice of Architecture.
USGBC Student Chapter: This multidisciplinary group was formed several years ago by College of Design, reaching across many NC State colleges. It provides educational programs, mentoring, connections to professions, and maintains the "Scrap Lounge," a materials exchange in the College.
Faculty Expertise and Research: Faculty members such as Jianxin Hu, Wayne Place, Soolyeon Cho, and Traci Rider are accomplished researchers working on daylighting, energy, sustainability, and health.
Graduate Certificate in Energy and Technology: We offer this certificate to students who complete 15 hours of coursework in designated classes.
Graduate Certificate in City Design: Included courses focus on challenges and opportunities facing communities in the 21st century, with an emphasis on principles of sustainability and urban ecology.
Coastal Dynamics Design Lab (CDDL): The College of Design CDDL carries out research and teaches courses and studios on resilient and sustainable design for coastal regions.
Robert Wood Johnson Foundation: External grant addressing wellness in private mulitfamily developments, in partnership with private development firms and the College of Natural Resources
LEED Exam: In Traci Rider's Sustainability Seminar, 31 students have passed the LEED exam (GA or AP) in the last five years. In the LEED Lab class, 107 NC State students have worked on LEED registered projects, gathering experience needed to sit for the LEED Accredited Professional exam.
Eco Village: College faculty participate in an advisory board to the NC State Living-Learning Village in Bragaw Residence Hall, which focuses on sustainable living and education.
Sustainable Cities Consortium: A research initiative housed primarily in the College of Design, the SCC is interdisciplinary group of NC State faculty collaborating to address the grand challenges facing the cities of the world: namely, the way our cities grow, change and remain viable.

I.1.4   Defining Perspectives - Community and Social Responsibility
Public Interest Design (PID) is a central focus and strength in the School of Architecture. Students and faculty are developing the knowledge and skills to address complex contemporary issues. The school is aligned with the college's efforts in the areas of social responsibility and community engagement to meet the critical challenges that communities face locally, regionally and globally. These efforts are integrated through a variety of educational activities to insure that all students have a depth of cross-cultural understanding that prepares them to function proactively in an increasingly diverse society. Faculty are pursuing cutting-edge research focused on affordable housing, resilient communities, and public interest design. These varied perspectives create a healthy ecosystem of collaboration and expertise between students, faculty and the public to address complex social, economic, and environmental design problems. Community and social responsibility is specifically addressed throughout the College of Design Strategic Plan, which mandates "*High impact education experiences: service and community-based learning.*"

Examples of Community and Social Responsibility in the School of Architecture include:
Courses and Programs that emphasize Community and Social Responsibility: All courses are taught with an overarching goal of the College Strategic plan that includes: *"to explore through reflection and action with the prospect of advancing the human condition…"* Special emphasis courses include: ARC 503 Affordable Housing Studio, ARC 503 PID Incubator Studio, ARC 503 Coastal Dynamics Studio, ARC 503 Design Build Summer Studio, and ARC 563 Public Interest Design Seminar.
Graduate Certificate in Public Interest Design: This new fifteen-credit program is research and design
14

based in the classroom and the field. It educates students and professionals in how to use design to address the critical challenges that communities face in the world and develops the student designer's perception, knowledge, skills, and problem-solving abilities in preparation for a career in public interest design. It is the second such program at an accredited school in the country.

Public Interest Architecture Study / Internship: This pilot course was taught by Georgia Bizios as a studio of fourth year undergraduate and advanced graduate students. Practitioners were invited to work with the students as critics and mentors. Students worked at the university and at the local firms on projects for nonprofit organizations and earned academic as well as IDP credit.

Structures for Inclusion (SFI): This two-day international conference was hosted by the school in March 2016. Six panels and over forty speakers shared high impact projects and best practices that are reaching those currently un-served by architecture.

Faculty publications: *Good Deeds, Good Design (Bryan Bell); Expanding Architecture: Design as Activism (Bell and Katie Wakeford); Public Interest Design Practice Guidebook (Lisa Abendroth, Bell); Public Interest Design Education Guidebook (forthcoming, Abendroth, Bell).*

Coastal Dynamics Design Lab: an interdisciplinary lab that focuses on community-engaged design and research projects in eastern North Carolina.

Affordable Housing + Sustainable Communities Initiative: Prof. Tom Barrie leads this initiative that focuses on research, community-based demonstration, and service-learning projects.

Freedom by Design (FbD): Our FbD group exemplifies service leadership and collaboration. It has designed and built two recent projects for Living with Autism and Life Experiences. Our FbD was named the 2017 national AIAS FbD Program Honor Award.

SEED Awards: Bryan Bell runs the annual Social Economic Environmental Design Awards (SEED) as a research method that identifies innovative practices and projects in public interest design.

Public Interest Design Institutes: As the volunteer Executive Director of Design Corps, Associate Professor Bryan Bell manages the bi-monthly professional training sessions around the US to train professionals in this emerging field using case studies and methods.

Hurricane Matthew Disaster Recovery and Resilience Initiative: A multidisciplinary research and design initiative (professors and students with FEMA, the State of NC, the UNC Coastal Resilience Center, and six eastern NC towns.

Design Week: "Living with Floods" interdisciplinary student design charrette in collaboration with eastern NC towns affected by recurring floods.

I.1.5 Long-Range Planning

Planning Process: Identifying Objectives for Student Learning
NC State University's Strategic Plan provides initial guiding principles for long-range planning. Further, the College of Design follows a Strategic Plan that evolved through a lengthy consensus-based process with multiple opportunities for participation among administrators, faculty, staff and students. This plan sets forth an identity and mission for the college, and it identifies the following grand challenges as initiatives: environment and energy; critical and creative education; humanity, technology, and entrepreneurship; human wellbeing; and understanding cultural context. This plan serves as a foundation for long-range planning in the School of Architecture, and it is a companion to the school's mission. Our current planning process begins with an administrative retreat prior to the start of the fall semester, run by the Dean of the College of Design and attended by Associate Deans, Assistant Deans, Department Heads and student representatives. This meeting establishes college concerns, priorities and initiatives for the year. This retreat is followed by a one day School of Architecture retreat that is attended by full-time faculty and student leaders. Priorities are established through discussion that will become the focus of bi-weekly faculty/student leader meetings through the semester. A final retreat is held at the end of the fall semester at both the College Administrative Council level and in the School of Architecture to examine progress towards initiatives. An Advisory Board meeting is held during the fall semester to seek feedback from representatives of the profession. Faculty meetings continue bi-weekly through the spring semester, where priorities can be reexamined. There is a final retreat at the end of the academic year to examine progress, discuss remaining

15

issues, and begin to set an agenda for the coming year. Multi-year goals that have been generated through this planning process include:

o *Enhancement of place and operating resources*: to enhance the School of Architecture's ability to address new instructional programs, improved opportunities for faculty development and a growing demand for service to the State of North Carolina;
o *Design for inclusion*: to redefine and expand the role of the School of Architecture in research, extension and engagement programs;
o *Design for sustainability*: to establish a practicum/research framework specifically rooted in questions about the long-term wise use of ecological, economic and social resources;
o *Design for integrated technology/design for humanistic technology*: to critically engage and reflect on the multifaceted use of technology throughout the design process, including new media and related technologies as a core area of faculty scholarship;
o *Design for inquiry*: to define areas within the school for shared teaching and course opportunities, and to develop courses for non-majors and programs for K-12 students and teachers.

Planning Information Resources
Data to inform our planning processes and setting of priorities needs to be current. For the most part, it comes from the following sources: Annual Outcomes Assessment reports, the Integrated Postsecondary Education Data System (IPEDS), the NC State Office of Institutional Research and Planning (OIRP) *Chronicle of Higher Education*, ACSA *Journal of Architectural Education*, AIA Newsletters, communications from NCARB and NAAB, attendance at regional and national meetings of ACSA and AIA, constant interface with regional practitioners through local and state AIA meetings, communication with Professors of Practice (adjuncts), Communication with colleagues at other universities, and faculty participation on university and college committees.

Role of Long-Range Planning in Programmatic Initiatives
Long-range planning has yielded several important programmatic initiatives and outcomes in recent years. The items below offer a sample of results that are derived from and align with university and college strategic plans and the school's multi-year goals:

o The School of Architecture faculty has significantly increased funded research, multidisciplinary efforts, and extension and engagement in areas that align with the college's list of grand challenges. Course offerings in the areas of sustainability, daylighting, energy modeling and optimization, and building information modeling (BIM) have been expanded.
o We have offered collaborative studios and courses with other departments in the College of Design and units within the Colleges of Engineering, Sciences, and Veterinary Medicine.
o New graduate certificates have been developed in Energy and Technology, City Design, and Public Interest Design (beginning Fall 2017). A concentration in History and Theory is now available.
o Staff positions have been realigned to provide better service and operating procedures.
o Participation in the IPAL Program offers students greater opportunities for professional experience.

Role of the Five Perspectives in Long-Range Planning

One: Collaboration and Leadership
The School of Architecture has responded to the NC State and College of Design Strategic plans by evolving into a campus exemplar for collaborative teaching and research. The First Year Experience (FYE) within the College of Design sets a standard for collaborative, interdisciplinary education. This arrangement sets a tone for students and begins to illustrate that they will need a collaborative attitude—and discipline-specific skills—as they begin to address the grand challenges in design. The current FYE is the result of many years of planning across departments in the college. In more advanced studios, architecture students have the choice of taking collaborative studios with students from other departments and colleges. Our faculty model collaborative approaches through multi-disciplinary research projects which are encouraged by the college and university strategic plans.

16

Two: Design
Design excellence drives everything that the School of Architecture does. Each initiative that is derived from long-range planning must answer positively to the question: "will this promote design excellence?" Long-range planning has allowed us to adjust introductory level studio content to provide our students with relevant skills, and we have transformed some upper level studios in response to emerging trends in professional practice. Partnerships with professional experts and community groups who collaborate with faculty provide unique and challenging design studios.

Three: Professional Opportunity
We are fortunate in the Research Triangle area to have close ties between the school and strong local practices, AIA Triangle, and AIA NC. We enjoy a school culture that values practice, and we set goals to create meaningful engagement between our students and practitioners. By choice rather than necessity, Professors of Practice (adjunct instructors) teach approximately 40% of our studios. Many of our students eventually go to work in firms that are run by our Professors of Practice. A growing number of students are participating in the IPAL Program. Our professional partners are critical to long-range planning. We meet with them regularly to inform them of decisions being made in the school and seek feedback so that we can stay current with and influence trends in practice.

Four: Stewardship of the Environment
Greater concern for the environment has had a profound influence on the College of Design Strategic Plan, and this concern has led to a number of important initiatives in the School of Architecture. Existing courses, including studios, have evolved to integrate principles of sustainable design, while new courses cover leading edge topics related to energy modeling and optimization, daylighting, and resilient design. Faculty research in these areas has increased significantly in recent years.

Five: Community and Social Responsibility
Public Interest Design is a central commitment of this school, college, and university, and influences all planning and decision-making. It is a role we have successfully pursued in the past, and one which we have intensified in recent years through strategic hiring (Professor Bryan Bell, editor of *Good Deeds, Good Design*), new programs (Public Interest Design Certificate Program), establishment of labs that focus on community-engaged projects (Coastal Dynamics Design Lab), and socially responsible, student-led design/build projects (Freedom by Design).

I.1.6.A Program Self-Assessment:

Self-Assessment Process
Assessment is a core value at North Carolina State University. Assessment aligns directly with our institutional mission of being an accountable, land-grant, state institution. We are expected to evaluate teaching effectiveness in an effort to continuously improve student learning outcomes. Through continuous and systematic evaluation, we promote a culture of learning, improvement and accountability. Likewise, self-assessment is a critical process in the School of Architecture that informs our curriculum, short-term program goals, and long-range aspirations. We self-assess our program each year in two ways: 1.) in university-required outcomes assessment reports for undergraduate and graduate programs, and 2.) by an internal, reflective school-led process that solicits input from students, faculty, practitioners, and alumni.

1.) Institutional Program Review and Self-Assessment Process
A description of the institutional program review processes may be found here:
o   Undergraduate Academic Assessment Process
o   Outcomes Assessment of Graduate Programs

Our most recent assessment reports (with objectives) for the BArch. Program, MArch. Program, City Design Certificate, and Energy and Technology in Architecture Certificate are available in the Supplemental Materials of this APR. Results from these reports are evaluated and used to inform course development and long-range planning. See "Self-Assessment Results" in this section below.

2.) School of Architectural Program Review and Self-Assessment Process
The university-required self-assessment process focuses on important student learning outcomes. In addition to the university requirements, the School of Architecture assesses the program on a continuous basis as it relates to the school's mission and long-term goals. This process includes these instruments and components:

o   Self-Assessment for Studios: Each year exemplary studio work from Junior, Senior, and Graduate studios is mounted in an exhibition for the AIA Triangle Scholarship awards. The First Year Experience is assessed annually through a comprehensive exhibition of studio outcomes. Periodically, outcomes of selected studios are reviewed and assessed by faculty.
o   Self-Assessment for Lecture and Seminar Courses: faculty coordinators are responsible for working together to review and coordinate course content with each other and with related studios.
o   Student leaders provide regular input through representatives from the Graduate Students Association and AIAS, who attend all faculty meetings.
o   Formal peer reviews of teaching, as required yearly by RPT and PTR policies, and informal reviews through collegial guest critiques.
o   School Head review of faculty through a formal annual reporting system. See Supplemental Material for a sample Faculty Annual Report Form.
o   School Head review each semester of student evaluations of individual courses (ClassEval System). See Supplemental Material for sample course evaluation forms.
o   External reviewers (typically practicing architects and faculty from other schools) are invited to project reviews throughout the semester. They participate in university-required outcomes assessment.
o   School of Architecture Advisory Committee members (consisting of practitioners in architecture) offers program review and feedback to the School Head and faculty.
o   College of Design Leaders Council members (consisting of practitioners across several design disciplines) visit studios each semester and provide feedback to professors and School Head.

Additionally, the school carries out the self-assessment process throughout the year in a series of scheduled meetings, and actions are taken to identify deficiencies, discuss potential solutions, vote on measures for improvement, and assign tasks to faculty and committees. These meetings allow for constant evaluation and response to the overall focus and pedagogy of the school:

o   Faculty Planning Retreat (early August): emphasize goals for the new academic year; assign tasks for committees and/or task forces to address issues identified in self-assessment.
o   Bi-weekly faculty meetings (throughout both semesters): update progress toward goals on a regular basis; identify new issues and plan actions to address them.
o   School of Architecture Advisory Committee Meetings (middle of both semesters): provide an open forum to discuss the state of the school and trends in the profession; receive feedback from practitioners on the program focus and direction.
o   Mid-year Faculty Retreat (December): review semester results including a discussion of student work; evaluate progress toward goals and make corrections if necessary.
o   End-of-year Faculty Retreat (May): review program focus and pedagogy along with results of the academic year and set priorities for the next academic year.

Self-Assessment Results
In the School of Architecture we are in a continuous process of review, assessment, adaptation and improvement. We understand the pace and extent of change happening in our profession, as well as in our institution. Our university-required and school self-assessments work together to inform curriculum development, learning culture, teaching assignments, pedagogical approaches, tenure-track and adjunct

18

faculty hiring, long-range goals, and responses to external and institutional pressures. A few examples of recent actions taken as a result of self-assessment include:

o   Reorganizing pedagogy of FYE (First Year Experience) and second year studios and courses to achieve better content integration.
o   Offering more collaborative, multi-disciplinary studios.
o   Offering more externally funded studios.
o   Creating certificate programs in City Design, Energy and Technology, and Public Interest Design.
o   Creating a concentration in History and Theory.
o   Transforming our post-professional degree program to align with faculty expertise in City Design, Energy and Technology, and Public Interest Design, and History and Theory (this is a current process to change the program to a Masters of Advanced Architectural Design degree).
o   Hiring more Professors of Practice (adjunct instructors) from underrepresented groups.
o   Hiring Marshall Purnell, FAIA (former National AIA President) to update and teach ARC 561 The Practice of Architecture.
o   Offering a yearly design/build studio.
o   Hiring Professor Bryan Bell to develop more Public Interest Design initiatives and Professor Juan Coll-Barreu to bring a greater international perspective and design influence to the school.
o   Offering more courses in advanced digital methods including parametric design and BIM.
o   Instituting the IPAL program with an assigned director.

I.1.6.B. Curricular Assessment and Development

Curricular Review Process
Within the School of Architecture, our curriculum is under constant review. We evaluate curricular elements on a yearly basis. Curriculum issues may be identified by students in the program, by faculty, by the School Head (perhaps in response to changes in NAAB Conditions for Accreditation), by Dean Hoversten, by alumni, or by our Advisory Committee. The university requires a formal outcomes assessment report for undergraduate and graduate programs each year, and this process is the primary instrument that allows for curriculum element review on a rotating basis (see Supplemental Materials for our Outcomes Assessment Master Plans for B.Arch. and M.Arch. programs).

Once identified, course or curriculum issues are discussed by the faculty at retreats, bi-weekly faculty meetings, or in special sessions, and then sent to the School of Architecture Curriculum Committee, or they are sent directly to the committee by the Head of the School for discussion. The Curriculum Committee is responsible for monitoring the professional program curricula, reviewing or developing any changes to curricula, and bringing any action items to the faculty for action. The Curriculum Committee makes recommendations to the faculty. A vote is taken on all changes by the voting (tenure track) faculty in a faculty meeting. New courses and changes to courses or curriculum must then be approved by the College of Design Curriculum Committee. From there, course changes in the form of a CourseLeaf Course Inventory Management form (CIM), or Curriculum Changes in the form of a memo proceed to consideration and approval by the Dean of the College of Design and the Dean of the Graduate School or The Office of Undergraduate COurses and Curricula. Approved course forms are kept on file in the School of Architecture and in the Graduate School. See CourseLeaf CIM for more information. The Advisory Committee, comprised of licensed architects from North Carolina, is presented with a review of changes at their meetings, where we seek their input and commentary.

A chart illustrating personnel and roles for curricular assessment and development is available in the Supplemental Materials.

Section 2. Progress since the Previous Visit (limit 5 pages)

Visiting Team Report [2012]:
Conditions Not Met

SPC B.7 Financial Considerations

No evidence was found that "Fundamentals of building costs such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting" were addressed in the classroom setting or in required student assignments.

Program Activities in Response [Year of previous visit 2012 – Year of APR 2017]:
This concern is now addressed in ARC 561 Practice of Architecture and listed in the syllabus; ARC 561 is a required course for the B.Arch and the M.Arch accredited degrees. Financial Considerations is presented in a three-hour participatory session co-led by a contractor and an architect. The first portion of the class session is a lecture. In the second portion of the class session, the students complete a building costs and life-cycle cost analysis with guidance from the contractor, the architect, and course instructors.

Visiting Team Report [2012]:
Causes of Concern

Transfer credit procedures

The school of architecture is not asked to assess more than a handful of students for transfer credit each year. When asked to do so, they have a system in place through which the program head reviews transcripts, course descriptions, and portfolios as appropriate. Student files, however, do not document transfer decisions and evidence in detail. In order to meet NAAB's new emphasis on rigor in course transfer policy, student files will need to be upgraded concerning future transfers. For NAAB purposes, what is being transferred is SPCs, not course credits, so files should document this aspect of transfers as well.

Program Activities in Response [Year of previous visit [2012] – Year of APR [2017]]:
The university Undergraduate Admissions office first reviews transfer students' transcripts to determine appropriate transfer credits. This office creates a Transfer Credit Report that college and school administrators can access online in the student's file. The School Head and faculty (subject matter experts) review the report and, if necessary, a student's transcript, course syllabi, and course work to determine appropriate transfer credits. Transfer credit requests are sent via memo to Undergraduate Admissions, and the Course Transfer Report is updated. The transfer courses are added to the student's Degree Audit--also available in online records. REG 02.10.03 Transfer Credit

Visiting Team Report [2012]:
Causes of Concern

Financial uncertainties

Even though the college has done an admirable job addressing funding reductions from the state without affecting the educational experience of architecture students, further reductions could have a significant negative impact. Cost savings from administrative reorganization and special North Carolina State University Visiting Team Report 18-22 February, 2012 2 allocations from the chancellor's office cannot be counted on as future strategies to overcome additional reductions in public funding. With the unknown

20

political commitment for ongoing public funding of higher education at the current level, there is concern of what additional impacts funding reductions would have.

Program Activities in Response [Year of previous visit 2012 – Year of APR 2017]:
Since the last visit, we have continued to have budget cuts; however, through entrepreneurial efforts, we have been able to raise funds to make up for—and even surpass—our losses. We have taken advantage of financial incentives provided by NC State to develop distance-learning classes. Three of our required classes—ARC 211 Natural Systems, ARC 331 Structures I, and ARC 332 Structures II—have taken advantage of this and have been "flipped"—lectures are available to students online, and they gather in-person for class discussions and to work on team projects. Additionally we have developed elective courses—ARC 140 Experiencing Architecture, and special sections of ARC 241 Introduction to World Architecture and ARC 242 History of Western Architecture—all for non-majors. These courses are offered to the university at-large and satisfy some general education requirements. Additionally, ARC 590 Experiencing Cities, is offered to the university at-large and to architecture students, and it satisfies a requirement for the Graduate Certificate in City Design. Distance Education and Learning Technology Applications (DELTA) pays the School of Architecture based on class enrollment and provides teaching assistant funds for these courses. We have managed to increase our operating budget through this source.

We have increased the frequency of funded studios in which research is performed with support from outside sources. Grants, foundations, and individuals may fund these studios. For example, a private developer sponsored a recent studio and funded the cost of the adjunct instructor, teaching assistant, and travel for the students to New York City. Another studio was funded by a development agency and paid a visiting faculty member from Columbia University. Our design/build studios are funded by outside entities each summer.

Additionally, our faculty's funded research has increased. These funds cover the cost of faculty travel, research assistants, teaching assistants, etc., for faculty performing the research. The overhead return to the school is minimal, but it has buffered the research faculty from the impacts of the budget cuts and enables them to carry on with their work.

Visiting Team Report [2012]:
Causes of Concern

Diversity

Since the previous 2006 visit, considerable strides have been made in achieving gender diversity among faculty and student bodies. Recent tenure-track teaching and research hires have also contributed to an intellectually balanced and increasingly diverse faculty. However, efforts to increase ethnic and racial diversity are lacking, particularly among the student demographic of the accredited programs. In 2007 the School of Architecture adopted a Plan for Diversity with a primary goal of achieving a critical mass of historically underrepresented minority faculty and students. The plan lists several areas for affecting change that can be summarized as the following: diversity of philosophies; faculty and student recruitment; admissions procedures; scholarships and financial support; advising and mentoring; and visiting faculty. The APR states that in response to the Plan for Diversity for the School of Architecture, efforts made to date include: a careful screening of student applicants to diversify the freshman pool, a three-year commitment of department head as a University ADVANCE Scholar, a mentoring program pairing minority students with professional mentors to improve retention, and proactive recruitment of minority faculty. Aside from participation in ADVANCE, little progress has been made on these efforts. While the goals of the Plan for Diversity are comprehensive, implementation has been insufficient. Given that the 2006 NAAB visiting team identified Social Equity as a "not met" condition, the team finds that more specific measures are necessary to fulfill the program's goals for diversity.

21

Program Activities in Response [Year of previous visit 2012 – Year of APR 2017]:
Our undergraduate and graduate student bodies are diversifying, reflecting national trends and greater efforts by our faculty and Student Services office to recruit students from underrepresented groups. Our student body is now majority women, and our numbers and percentages of students from underrepresented groups has increased in the years since our last accreditation. In addition, we have had significant growth in the number of international graduate students primarily from China and Iran. This is also the result—in part—a diverse faculty and their recruiting efforts.

We still have a challenge to bring in more African American students. To address this, we have undertaken a concerted effort at graduate student recruitment, participating in the NOMA graduate school fair and discussion; recruiting trips to North Carolina A&T, an HBCU, where we met with undergrad students in landscape architecture, architectural engineering, and graphic design; and a recruiting trip to Hampton University, an HBCU. We received a recruiting grant from the university to hold a special recruitment luncheon event for undergraduate students from Tuskegee University at a recent AIAS South Quad Conference. With new scholarships, we have successfully recruited top minority students to our graduate program. The percentage of African Americans in the School of Architecture is slightly greater than the percentage of African Americans enrolled in the university.

Since our accreditation visit, The College of Design has a new initiative: The Design Lab for K-12 Education. On of the reasons for this initiative, was to nurture talent in the Research Triangle area, including diversity students. The staff in K-12 Education hold regular workshops, host an open studio for high school students, train school teachers, and run the summer design camp. Scholarships are provided for students needing assistance.

Our full-time faculty is small, but it consists of professors from China, South Korea, Spain, Peru, Turkey, and several regions of the U.S. Women hold five of our 14 tenure or tenure-track positions.

Architecture participates in the university's Building Future Faculty event, which has resulted in an excellent hire for our College: Professor Derek Ham, Ph.D., who has joined the Graphic Design Department and has an additional appointment within the Faculty of Architecture.

We have found that hiring Professors of Practice from underrepresented groups provides the most immediate results for diversifying the faculty. With a small faculty, open, tenure-track positions are infrequent, so we have made a concerted effort to hire more women and diversity Professors of Practice in recent semesters. The Triangle region is fortunate to have a number of women-led, award-winning practices, and several nationally known African American architects. We have made a point of hiring both groups for studio teaching positions.

In Fall 2014, the Provost's office and from the Dean of the College of Design provided funds to hire Marshall Purnell, FAIA, as a Professor of the Practice in the School of Architecture. Mr. Purnell is a past president of the AIA and of NOMA, and principal of Devrouax & Purnell Architects Planners in Washington, DC . He teaches design studios and Professional Practice, and has a key task of mentoring students. This is a significant step forward in diversifying our faculty and providing a role model for our students from different cultural backgrounds.

Changes Made to the Program as a Result of Changes in the Conditions

Five new Perspectives
The School of Architecture appreciates the updated *Five Perspectives*, and these perspectives have a profound influence on our courses and programs. While no specific changes have been instituted as a direct result of the new *Five Perspectives*, the school offers a broad and deep array of courses, initiatives,
22

programs, opportunities, and events for students, faculty, and staff that address Collaboration and Leadership, Design, Stewardship of the Environment, Professional Opportunity, Stewardship of the Environment, and Community and Social Responsibility.
See Section I.1.4 Defining Perspectives for examples.

New or updated SPCs
As a result of the new and updated SPCs, we have made adjustments to content in courses that deliver the SPCs, but no major changes have been necessary. The ways that we meet SPCs are illustrated in the SPC matrix and the student work samples that will be made available to the visiting team.

Part Two (II): Section 3 - Evaluation of Preparatory Education
We have made this process clear to applicants and more rigorous to conform to the NAAB revisions.
II.4.6 Admissions and Advising
We have updated our webpage with the required information.
III.1 Annual Statistical Reports
The school has submitted reports as required and certifies the data included in the reports.
III.2 Interim Progress Reports
The school has submitted reports as required.
II.4.6. Admissions and Advising
We have updated our webpage with the required information.

Section 3. Compliance with the Conditions for Accreditation

I.2.1   Human Resources and Human Resource Development

Faculty Resumes and Faculty Credentials Matrix
Faculty Resumes: see Supplemental Materials, Section 4
Faculty Credentials Matrix: see Supplemental Materials, Section 4

Manner in Which Faculty Remain Current in their Knowledge
School of Architecture faculty are expected to remain current in their knowledge of changing demands of practice and licensure. The individual faculty member is responsible for maintaining professional licenses and continuing education. They are assisted in this through several programs in the school that more than provide for continuing education opportunities. The jointly sponsored Triangle AIA/School of Architecture Lecture Series, held each year, provides free access to between eight and 12 free lectures per year, many of which provide Health, Safety, and Welfare (HSW) credits. The School of Architecture is an approved provider in the AIA Continuing Education System. Additional free lectures are available through the Landscape Architecture Lecture Series, most of which also provide Continuing Education (CE) credit for Architects. The College of Design's Annual Urban Design Conference held in downtown Raleigh provides another low-cost opportunity for continuing education. The School of Architecture budgets money each year to cover faculty travel to academic and industry conferences. Dean Hoversten has provided funding for leadership training for faculty members and the School Head (American Council on Education).

Resources Available to Faculty
Multiple institutional resources are available to all faculty in the School of Architecture:

The Office of Professional Development offers courses for NC State faculty and staff interested in enhancing career skills. Faculty wishing to participate can request funding to cover the cost.

Learning & Organizational Development is committed to identifying and addressing university, departmental, work team, and individual development opportunities for NC State faculty and staff. L&OD strives to develop knowledge, skills, and abilities in areas such as teamwork, diversity, coaching, negotiating, customer service, interviewing, facilitation, ethics and more. L&OD consultants design and develop courses and manage programs that enhance employees' professional skills and knowledge, and guide work groups in the development of strategies for successfully reaching individual and university goals.

Distant Education and Learning Technology Applications (DELTA) provides faculty with technology services to teach, communicate with, and assess students online. These services provide tools such as discussion boards, chat rooms, quizzes, assignment submission, learning modules, lecture capture and student tracking to create an online learning environment that students can access from a web browser anywhere in the world.

Sponsored Programs & Regulatory Compliance Services (SPARCS) provides services to facilitate the submission of proposals, negotiation of agreements, and the administration of internally and externally funded projects. SPARCS also provides services involving sub-agreements supported by funding provided to North Carolina State University. All aspects of the externally sponsored research and scholarship enterprise, including the pre-award management and the non-fiscal post-award management, fall under the leadership of SPARCS personnel.

Office of Technology Transfer Commercialization and New Ventures helps researchers in obtaining patents, commercializing new technologies, supporting start-up companies, and licensing

research to industry. Services to faculty include: protecting all university intellectual property, including technology inventions and copyrightable works; evaluating inventions for patentability; negotiating intellectual property agreements; commercializing new technologies; supporting start up companies with legal support and licensing arrangements; providing intellectual property outreach and education; ensuring business compliance.

Financial Resources Available to Faculty

Faculty may request funding for a variety of activities. Funding for such activities is targeted first to tenure-track faculty, then to Associate Professors, then to Full Professors. If full funding is not available, the School of Architecture will contribute partial funding where possible. In many cases, further funding is available either from the Associate Dean for Research or the Dean. Fundable activities are: presentation of peer-reviewed papers; participation on professional or academic boards of directors; participation in panels at professional or academic meetings; accompanying students to competition finals; accompanying students on field trips; representing the school at professional or academic meetings and conferences.

Continuing education: When requested by faculty members, funding may be provided for continuing education, particularly when it has the potential to enhance faculty scholarship in a significant way.

Academic or Professional Conferences: Faculty presenting papers receive funding for travel and accommodation to the greatest extent possible under the limitations of the budget. Funds are firstly targeted towards tenure track faculty. In 2016-2017, a travel budget of $25,000 was dedicated to faculty travel to present scholarly work at academic conferences. Travel to professional conferences, unless presenting a paper or leading a panel, is typically the responsibility of the faculty member.

Sabbatical Leaves: Scholarly Reassignment (as it known here) can be requested by faculty members for the purpose of engaging in activities that are not part of normal academic assignments, permitting faculty to concentrate on special areas of scholarly interest and to maintain high professional competence. Scholarly reassignment must be supported by the School Head and approved by the dean according to the procedures set forth in this regulation. A change in normal academic assignments that may occur as a result of teaching rotations, temporary administrative assignments, or other circumstances in the course of university operations that may result in a faculty member having a reduced teaching assignment for one semester does not constitute a scholarly reassignment. A leave without pay, during which the employer paid benefits are not permitted, does not constitute a scholarly reassignment. Full-time tenured and tenure-track faculty members and permanent full-time, benefits eligible non-tenure track faculty with 0 .75 FTE or greater are eligible.

Unpaid leaves of absence: These are permitted upon request, and pending approval by the Head of the School and the Dean of the College of Design.

Maternity and Paternity Leaves: The Family and Medical Leave policy provides 12 workweeks of unpaid, job protected leave in a 12-month period for the birth, care for and/or adoption of a child or newborn, and placement of the child with you for foster care.

Faculty Research, Scholarship, and Creative Activities
See Supplemental Materials, Section 4

Student Support Services
The Office of Student and Academic Services provides support to students in all programs in the College of Design, including BEDA, B.Arch and M.Arch, from admissions through graduation. These services include, but are not limited to, academic advising, career services, registration assistance and general information sharing. Academic advising/counseling is offered to students by their assigned advisor (an Architecture full-time faculty member, who works with the student throughout his or her degree), School Head, and Student

25

Services Staff. These meetings might include conversations about appropriate core, studio and general education requirements necessary for degree completion.

Career services are offered to students in a number of ways. Career services supports students in career exploration and self-assessment while planning for careers and further education. The Director of Career and Academic Advising for the College of Design offers programs, events and one-on-one counseling for students seeking jobs and internships. Firms engage with students through the Career Expo and Spring Interview Days and Portfolio Review Days. College of Design Career and Academic Advising has created a virtual career center and a Career Guide booklet. Additionally, students have full access to the resources available through the University Career Development Center. Lastly, students receive mentoring on career-related issues from their faculty and department heads both inside and outside of the classroom.

College of Design Academic Advising and Career Services supports students and alumni with career exploration, internship and job searching, and applying for further education. We seek to help students better understand themselves and be better equipped to manage transitions in their academic and professional careers. Additionally, staff strengthens existing relationships with employer partners and strategically reaches out to target additional employers to increase opportunities for our students and alumni. The school participates in the iPAL Program, and students are placed in jobs through this program and through more traditional means. The small size of our school enables close relationships between students and faculty. The large number of Professors of Practice in our program creates strong professional network for our students and provides them with connections with firms.

Career and Academic Advising offers the following services, workshops, and events:

- o Resume enhancement
- o Cover letter crafting
- o Interview preparation
- o Mock interviews
- o Job search strategies
- o Writing the personal statement for graduate school applications
- o Networking to build professional relationships
- o Utilizing LinkedIn
- o Understanding your personality type
- o Portfolio review days by industry experts
- o Career Expo and Spring Interview Days
- o Employer on campus recruitment information sessions
- o Individualized career advising appointments
- o Business and dining etiquette
- o Employer relations
- o Academic advising questions

Personal counseling is available to students through the NC State Counseling Center (https://counseling.dasa.ncsu.edu/). In addition to personal counseling, the center offers group, career, and academic counseling, as well as psychiatric services and counseling for veterans and for addictive behaviors. Staff members in the Office of Student and Academic Services have contacts and relationships with members of the Counseling Center staff and are available to students as first line of contact and to make referrals, as needed.

Architect Licensing Advisor
One faculty member is designated as the Architect Licensing Advisor and our coordinator of the Integrated Path to Architecture Licensure (IPAL). The advisor serves as a resource not only to students who are starting AXP, but also to junior faculty who are enrolled in AXP. George Hallowell has been serving as our

advisor and coordinator. Marshall Purnell, FAIA, and the School Head also participate in advising students.

Schedule of recent activities for Dr. George Hallowell, AIA, NCARB, Architect Licensing Advisor:

DELTA Grant Application Symposium for iPAL. May 1, 2015
iPAL: NCARB Licensing Advisors Annual Summit, San Diego. July 30, 31 2015
iPAL NCARB Grant Submission Meeting. October 29, 2015
AGSA Presentation/Discussion November 18, 2015
Leaders Council, iPAL Discussion. November 21, 2015
iPAL development meeting with NC State Architectural Licensing Board. December 7, 2015
iPAL Architectural Firm Consortium meetings: K&H, KPF, New York. December 14-16, 2015
NCARB iPAL Webinar, January 15, 2016
iPAL Architectural Firm Consortium meeting: Duda Paine. January 18, 2016
iPAL Consortium Development Meeting, KAM 130. February 2, 2016
iPAL Architectural Firm Consortium meeting: Cline Design, February 4, 2016
iPAL: NCARB Licensing Advisors Southeast Regional Summit, New Orleans. February 13-15, 2016
iPAL Architectural Firm Consortium meeting: Clark Nexsen. February 22, 2016
iPAL Architectural Firm Consortium meeting: O'Brien Atkins. March 1, 2016
iPAL Architectural Firm Consortium meeting: LS3P. March 3, 2016
iPAL Architectural Firm Consortium meeting: Taylor Hobbs. March 21, 2016
iPAL Graduate Open House Meeting, April 15, 2016
iPAL Student Orientation Session with COOP: August 2, 2016
iPAL: NCARB Licensing Advisors Annual Licensing Summit, Chicago. August 4-6, 2016
iPAL: Meeting with AIAS National President for briefing. August 30, 2016
iPAL: AIA South Atlantic Region Design Conference Presentation, Savannah. September 29-30 2016
iPAL: Conference Call with UNCC/Thaddeus RE: AIA funded ARE Exam Prep course. Oct 28.2016
iPAL: Mid Review of iPAL with HH Architecture. January 31, 2017
iPAL: Presentation for Career Expo. February 17, 2017
iPAL: Conference Call with UNCC/Thaddeus RE: AIA funded ARE Exam Prep course. March 8, 2017
iPAL Architectural Firm Consortium meeting: Ration Architects. March 24, 2017
iPAL Architectural Firm Consortium meeting: Alliance Architects. March 28, 2017
iPAL Architectural Firm Consortium meeting: Davis Kane Architects. March 9, 2017
iPAL Architectural Firm Consortium meeting: Smith Sinnett Architecture. April 24, 2017
iPAL Architectural Firm Consortium Conference Call: Miller Hull. May 25, 2017
iPAL: NCARB Licensing Advisors Annual Summit, Chicago. July 27-30 2017

I.2.2   Physical Resources

Physical Resources

Brooks Hall, built in the mid-1920s as the library of North Carolina State College, as it was then called, has been the home of the School (now College) of Design since 1954. To accommodate the school's growth, a north wing was added in 1955, and a south wing in the 1960s. The original building houses the Dean's suite, Student Services, The Harrye B. Lyons Design Library, The Brooks Hall Gallery, the Belk Rotunda and surrounding galleries, a small lecture theater, faculty offices and classrooms. There are architecture studios in the lower level and the Experience Design Lab. The newer wings to the sides house design studios, a lecture room, the K-12 Design Lab, the William Keating Bayley IT Lab, the Coastal Dynamics Design Lab, departmental administrative offices, the Budget Office, the External Relations Office, and faculty offices.

Kamphoefner Hall was completed in 1978. It houses the graduate architecture studios, landscape architecture and graphic design studios, Burns Auditorium, a café, and the Allred Gallery.

The College of Design completed renovation of Leazar Hall in 2007, which houses the First Year Experience (FYE), the Materials Lab, the REDLab (industrial design), the Natural Learning Initiative, art & design studios, the PhD student workspaces, facilities for research, extension, and engagement programs.

These facilities and their associated courtyards and terraces create a unique physical community blending traditional and modern design expressions. Plans and images of Brooks, Kamphoefner and Leazar Halls are provided on the next several pages.

Special Purpose Support Facilities

The Harrye B. Lyons Design Library
The Design Library is a key feature of the College of Design. It is a central element supporting the culture of learning in the College. The resources of the library are detailed below. The website maintained by the library can be found here: https://design.ncsu.edu/student-life/resources/design-library/.

A visual tour of the library is available online here:
https://vimeo.com/200048740

Additionally, the Special Collections Research Center (https://www.lib.ncsu.edu/scrc) in the main campus library maintains an Art & Architecture Archive, with large collections of interest to architecture students. The library hosts the site, "North Carolina Architects & Builders: a Biographical Dictionary" (http://ncarchitects.lib.ncsu.edu/).

The SCRC holds many primary source materials on North Carolina's built environment, including drawings, models, photographs, and papers from prominent architects and landscape architects such as George Matsumoto, Henry Kamphoefner, and Richard Bell. https://www.lib.ncsu.edu/scrc/builtenvironment

The Materials Lab
The Materials Laboratory is a vast shop in which students develop skills in the use of shop machines and tools to construct models and prototypes for their design classes and studios. It is open only to students enrolled in the college, and students must attend the safety orientation before use. Equipment is available for work with wood, metal, plastic, plaster, concrete, glass, fabric, stone, and paper products. The shop provides CNC milling machines, laser cutters, power tools, hand tools, a welding room, and a finishing room. Instructional help is available from four full-time professional staff members and several graduate assistants. Students can borrow equipment for use outside the lab. The Materials Lab purchases new machinery as necessary to increase its already-significant capabilities. A description of the shop and its equipment can be found here: https://design.ncsu.edu/student-life/resources/materials-lab/

28

The William Keating Bayley IT Lab
The IT Lab serves students and faculty for a broad range of digital needs. The IT Lab is located in Brooks Hall, and it offers instructional spaces, printing and plotting services, 3D printing and prototyping, an equipment (cameras, sound and video recording, laptops, tablets, etc.) check-out station, and a bookbinding station. The lab is operated by four staff members who offer instruction and support for both Windows and Mac operating systems and the fabrication/prototyping equipment and processes.
https://design.ncsu.edu/it/

Digital Critique Spaces
The College of Design has four Digital Critique Spaces with Delta Products large screen display systems. Two Digital Critique Spaces, utilizing Delta WX31-HD WideXtreme 17-foot wide display systems are in Brooks 125 and the Allred Gallery (Kamphoefner G10) and two spaces using Delta WX-21iv interactive 12-foot wide display systems in the Brooks Hall Belk Rotunda and Kamphoefner 130.
https://design.ncsu.edu/it/kb/tutorial-digital-critique-spaces/

The Daylighting Lab
Daylighting Facilities include four components. Using scale models in full sunlight, the Outdoor Scale-Model Facility is used to test the daylighting performance of architectural schemes. Models are supported on a heliodon, which is used to tilt and rotate the model so that sunlight is incident on the model at the angles that would occur for the actual building. A near full-scale Rotating Test Building has been constructed for testing advanced systems using daylight admitted through wall openings. The interior of the rotating test building is outfitted with office furnishings. The Resource Measurement Station on the roof supports an extensive system for monitoring solar radiation and daylight. Photometric and radiometric devices feed signals to a computerized data acquisition system in the computer room. A large-scale outdoor Daylight Simulation Station has recently been constructed. It is equipped with a rotating platform, protected by a transparent cover, for testing large-scale models under real sky conditions on a long-term basis.

In addition to these facilities, various daylighting and building energy software packages, such as Radiance, DIVA, and Energy Plus are available in the lab to conduct computer-based simulations for research and teaching.

Coastal Dynamics Design Lab (CDDL)
The CDDL occupies a collaborative workspace in Brooks Hall that is equipped with digital communications equipment, meeting space and a Tangible Landscapes interactive GIS system. Strategic partnerships have been formed with experts in the College of Engineering, the College of Natural Resources, and the UNC Coastal Studies Institute. Additional collaborators include faculty from the East Carolina University Department of Geography, Planning, and Environment and the University of North Carolina Coastal Hazards Center, as well as numerous design professionals.
https://design.ncsu.edu/coastal-dynamics-design-lab/

Experience Design Lab
The Experience Design Lab, a cross-disciplinary community, explores virtual and augmented experiences as a cultural practice. They occupy group office and workspace in the lower level of Brooks Hall.
https://design.ncsu.edu/student-life/resources/ix-lab/

The Brooks Hall Gallery
The Brooks Hall Gallery is a facility for exhibitions of all kinds of creative activity. Exemplary student work is presented in the gallery through graduation shows and thematic exhibitions. Shows are publicized through the news media and are well attended by the general public.

The Belk Rotunda and The Gilbert Gallery
The top floor of Brooks Hall houses two additional spaces, the Belk Rotunda and the Gilbert Gallery, which accommodate reviews, exhibitions and functions. The domed, octagonal rotunda, furnished with museum-quality lighting, has been described by one graduate as "the most beautiful jury room in America." The surrounding gallery spaces can sustain three critiques simultaneously or a variety of exhibitions. In addition to reviews and critiques, the Rotunda also serves as an attractive setting for special exhibitions, receptions and celebrations.

The Fish Market
The Fish Market is a student-run gallery located in downtown Raleigh. Throughout the school year student and faculty shows are mounted in the gallery space, with openings timed to coincide with "First Friday" events in the downtown area.

Allred Gallery
The Allred Gallery is located adjacent to Burns Auditorium in Kamphoefner Hall. It is a multi-functional space that is equipped with a Delta WX31-HD WideXtreme 17-foot wide display system for gallery exhibitions, digital critiques and presentations, and it is used for receptions following events in Burns Auditorium.

Burns Auditorium
This is a 175-seat auditorium used for large classes, lectures, films, and meetings. It was renovated in 2007 by one of our leading adjunct faculty firms (Cannon Architects), and is particularly noteworthy for its excellent acoustics and full range of video projection capabilities. Burns Auditorium is equipped with a high-end projector with HD (1920x1080) resolution at 10,000 lumens (very bright) and a long-throw lens to project the length of the room. The College of Design contributed approximately two-thirds the cost of the projector to ensure the clarity and resolution of the images projected.

Classrooms and Seminar Rooms
Classrooms and seminar rooms are located throughout the college buildings. Notably, classes take place in the upper level of Brooks Hall, where there is a medium-sized auditorium, a large classroom and a small seminar room, and in Leazar Hall where there are three classrooms with overhead projectors. There are "breakout" rooms also available adjacent to the studios.

Faculty Offices
The faculty of the School of Architecture each have a private office, located in either Brooks Hall or Kamphoefner Hall.

Laboratory for the Design of Healthy and Sustainable Communities
This is a cluster of research groups sharing a common space in the lower level of Leazar Hall with the PhD student desks. Laboratory initiatives are geared to creating design solutions for social issues ranging from affordable housing (Architecture in the Public Interest Initiative) to childhood obesity (Natural Learning Initiative) to safety in the workplace (Universal Design Initiative).

Changes to Physical Facilities
There have been no significant facilities changes in recent years other than general maintenance, repairs, and minor space conversions. Available funds in the coming years will be devoted to maintenance and repairs.

A list of recent projects:

2013
1. Leazar Hall: walls constructed and doors installed in First Year Experience areas as well as Art + Design graduate student areas.

2. Brooks Hall: additional display walls (for pin-ups) and electrical changes to facilitate better studio use.

2014
1. Brooks Hall: IT Lab renovation providing additional seats (2 additional lab spaces) and office space.
2. Brooks Hall: exterior and Interior entry modification to address accessibility as well as security issues (Gallery doors and Library door).

2015
1. Brooks Hall: Rotunda renovation for pin up as well as digital presentations.
2. Brooks Hall: demolition and renovation of theater style auditorium into studio space
3. Brooks Hall: expansion of third floor studio space into unused office area.
4. Brooks Hall: multiple faculty office upgrades
5. Brooks Hall: exterior entry modification to address accessibility as well as security issues; railing modifications to address safety.
6. Renovation and equipment upgrades to Daylighting Facilities.
7. Brooks Hall: miscellaneous interior finishes upgrades.
8. Miscellaneous furniture upgrades.
9. Miscellaneous studio modifications to address lighting.
10. Re-roofed approximately 25% of Brooks Hall.

2016
1. Brooks Hall: HVAC mechanical systems and ductwork cleaning.
2. Brooks Hall: International Studies Director Office constructed and furnished.
3. Brooks Hall: Collaborative Studies Office Suite constructed and furnished.
4. Brooks Hall: card reader access control and panic button provisions added.
5. Fire safety (directional exiting) issues addressed.

2017
1. Leazar Hall: studio lighting issues addressed in First Year Experience area.
2. Brooks Hall and Leazar Hall: gallery lighting addressed.
3. Brooks Hall: new roof
4. Brooks Hall: exterior stair repairs

Significant Problems
The College of Design hired Cannon Architects to produce a facilities survey and masterplan in 2015. The report "identifies the immediate need to renovate Brooks Hall and Kamphoefner Hall, as both buildings have deficiencies in Code Compliance, Health & Safety, Engineering Systems, Accessibility, Energy Efficiency, and Security & Student Safety." The report also projects that 34,000 s.f. of new space will be needed to accommodate enrollment projections. The report suggests the following plan to address needs:
   o   Phase 1 – temporary relocation to Daniels Hall – to free up space for renovation/addition
   o   Phase 2 – Demolish Cameron Wing of Brooks Hall and erect new South Wing to increase useable area by 30%.
   o   Phase 3 – Renovate Kamphoefner Hall and fill in courtyard (pit) with new two-story Library Addition. Relocate existing Library to new space.
   o   Phase 4 – Renovate remainder of Brooks Hall and tie into new South Wing.
   o   Phase 5 – Construct new building in Riddick parking lot.

Faculty Spaces for Teaching, Scholarship, Service, and Advising
The college provides spaces for faculty to fulfill their roles in teaching, scholarship, service, and advising. Each faculty member is assigned a private office in which he or she can use for scholarship, advising, and teaching preparation. The majority of teaching is carried out in college classrooms and seminars that are located near faculty offices. Service needs are often met with meeting and conference spaces in Brooks
31

Hall, Kamphoefner Hall, and Leazar Hall.

International Programs: The Prague Institute
For the past 11 years, The Prague Institute has been located just a few minutes away from Prague's Old Town center in a 13th Century building accessible through a large, wooden gate into a courtyard. The facilities have provided students with spaces for instruction, studio work, cooking, socializing, movie nights, and more. The Institute spans three floors with three entrances. It houses multiple lecture/seminar rooms, studios, computer labs, a library, and a student lounge complete with a kitchen. A variety of shops, markets, and restaurants are conveniently located near the Institute. WiFi is available throughout the Institute and students are encouraged to bring their own laptops. The Institute is monitored by a security guard after hours and equipped with an alarm system, and the adjoined courtyard is locked at night. Lockable storage is available in the student lounge. While the courses at the Prague Institute satisfy requirements for graduation, they are not assigned any specific SPCs.

Beginning in fall 2017, the Prague Institute will be known as the NC State European Center in Prague (NC State Prague). The Center is moving to a new location (yellow building, red banner) near the Old Town center that provides students and faculty with space that exceeds the previous location in size and quality. The new facility contains studios, classrooms, special seminar rooms, administrative offices, student lounges, a materials lab, and gathering spaces. The facility is located at Ericsson Palace, Karlova 144/27, Prague 1, Czech Republic:
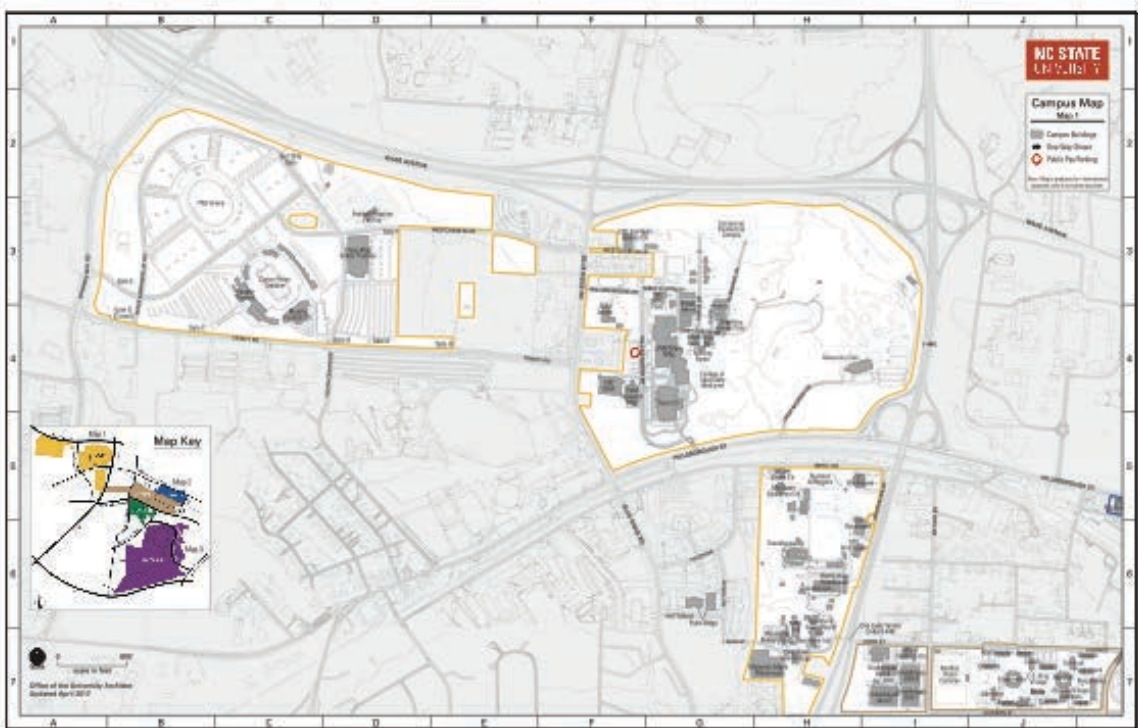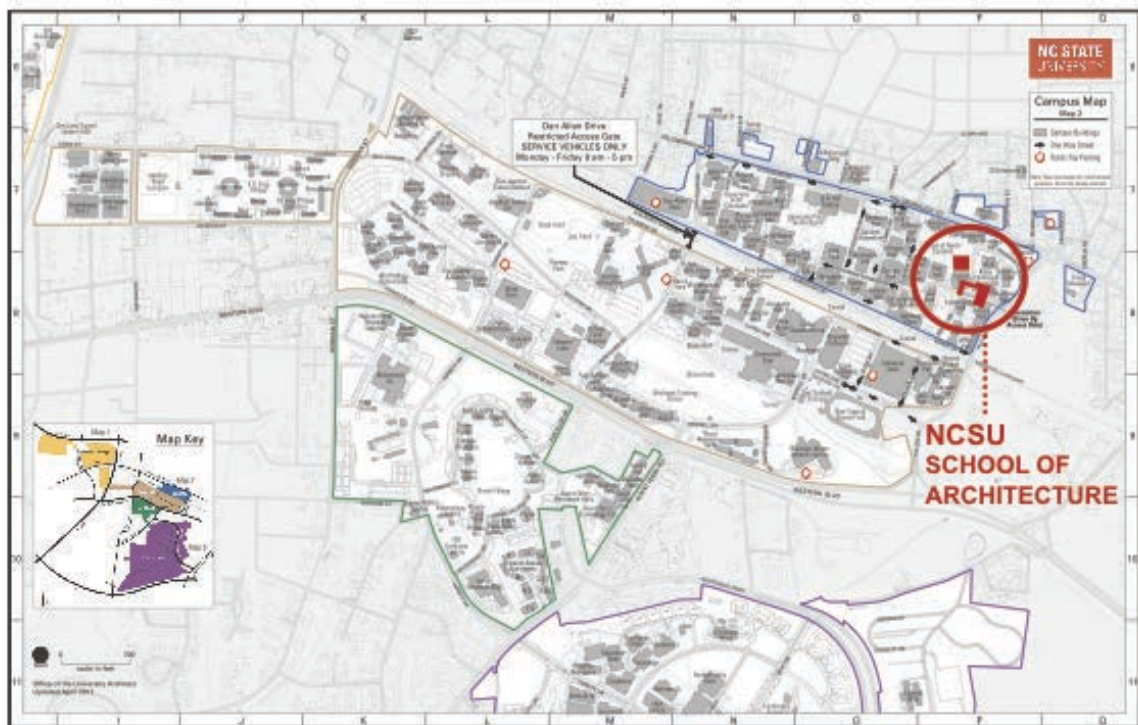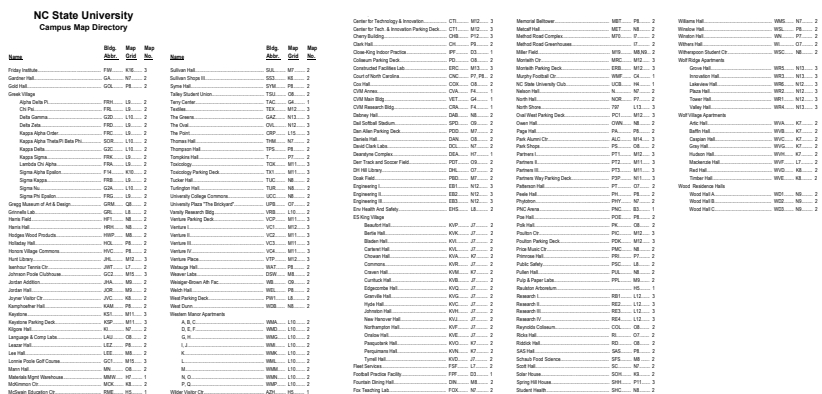
Online Courses and Space Requirements
The School of Architecture offers several online (DELTA) courses that deliver SPC-related content: ARC 211 Natural Systems and Architecture, ARC 331 Structures I, and ARC 332 Structures II. The courses are taught in a hybrid fashion that requires in-person meetings and workshops. There are no significant effects in the physical resource requirements for these courses in comparison to in-person courses.

NC STATE UNIVERSITY | MAIN CAMPUS

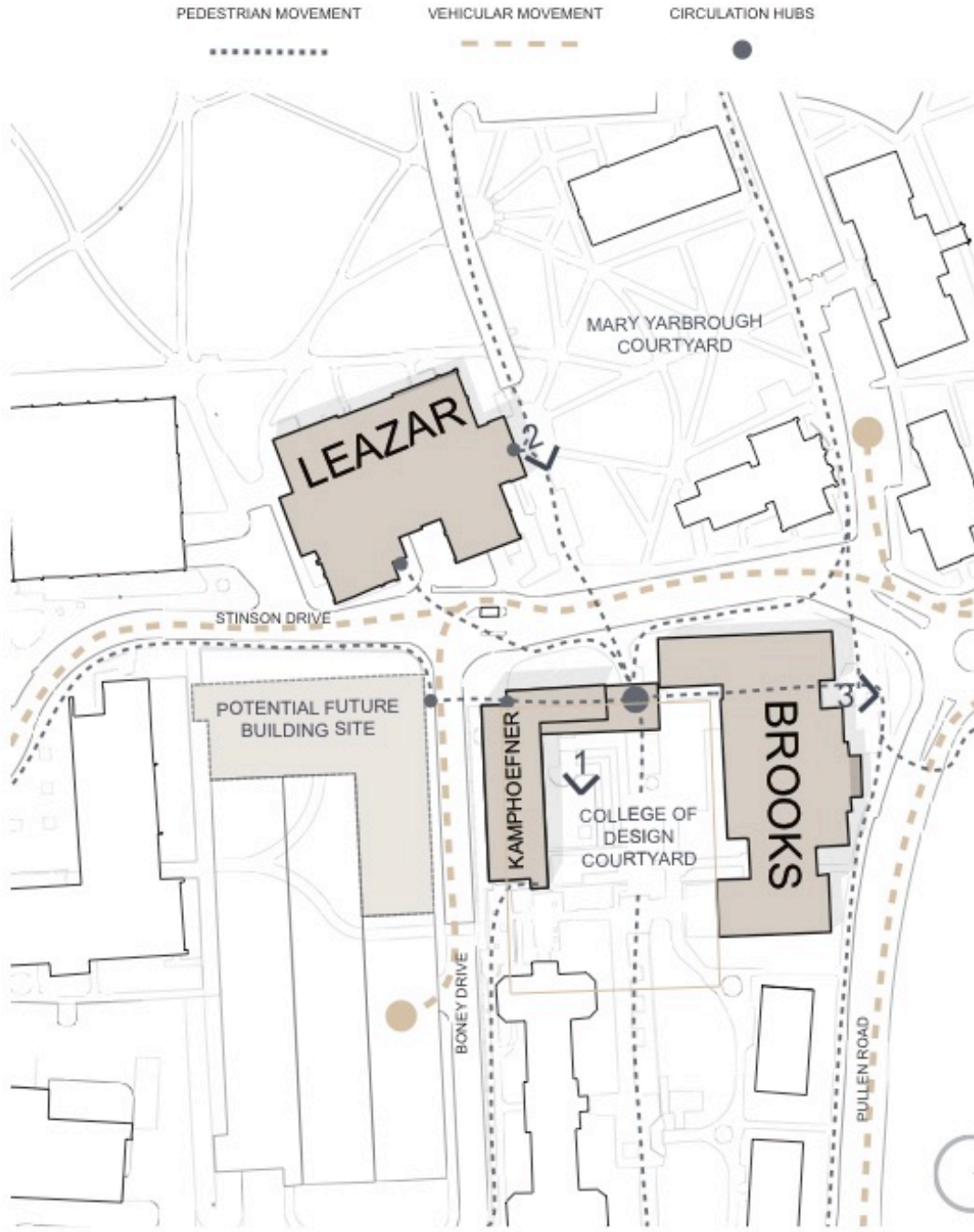## COLLEGE OF DESIGN | FACILITIES & PHYSICAL RESOURCES

KAMPHOEFNER HALL
LEAZAR HALL
BROOKS HALL

NCSU
SCHOOL OF
ARCHITECTURE

NC STATE UNIVERSITY

Campus Map
Map 3

Campus Buildings
One Way Street
Public Pay Parking

Note: Map is produced for informational purposes, and is not survey accuracy.

WESTERN BLVD

North   0   800
scale in feet

Office of the University Architect
Updated April 2017

Map Key
Map 1
Map 2
Map 3

NC State University
Campus Map Directory

PRIMARY COLLEGE BUILDINGS:

KAMPHOEFNER HALL
LEAZAR HALL
BROOKS HALL

The College of Design is located in the north precinct of the NC State University Campus.

PEDESTRIAN MOVEMENT · · · · · · · · · · · ·

VEHICULAR MOVEMENT – – – –

CIRCULATION HUBS ●

MARY YARBROUGH COURTYARD

LEAZAR

STINSON DRIVE

POTENTIAL FUTURE BUILDING SITE

KAMPHOEFNER

COLLEGE OF DESIGN COURTYARD

BROOKS

BONEY DRIVE

PULLEN ROAD

PLAN AND DIAGRAM INFORMATION PROVIDED BY CANNON ARCHITECTS

COLLEGE OF DESIGN CAMPUS

KAMPHOEFNER COURTYARD "THE PIT"

VIEW OF APPROACH TO LEAZAR HALL (RIGHT) AND KAMPHOEFNER (BEYOND)

BROOKS HALL FORECOURT

PLAN AND DIAGRAM INFORMATION PROVIDED BY CANNON ARCHITECTS

BROOKS HALL

BUILDING FACTS

Architect: Hobart Brown Upjohn
Project Year: 1926

Matsumoto Wing Addition
Architect: George Matsumoto
Project Year: 1955

Cameron Wing Addition
Architect: Cameron Architects
Project Year:1966

Total SF: 77,575 SF

Brooks Hall is configured in three parts. The original building facing Pullen Road, the Matsumoto Wing, and the Cameron Wing. The main floor houses administrative offices, gallery space, the library, IT LAB, and faculty offices. The lower level houses studio space, a photo darkroom, and corridors that substitute for design review space. The upper level houses design studios, a jury room, three review spaces (the West Gallery, South Gallery, and Rotunda), a classroom, a conference room, a small auditorium/classroom and faculty offices.

STUDIO SPACE
CLASSROOM SPACE
STUDENT SUPPORT SPACE
FACULTY/STAFF OFFICES
UNIVERSITY FUNCTIONS

ARC STUDIOS

WEST GALLERY

SOUTH GALLERY

ROTUNDA

BREEZEWAY

THIRD FLOOR

MATSUMOTO WING ADDITION

CAMERON WING ADDITION

IT LAB
IT LAB
IT LAB
IT LAB

DESIGN LIBRARY

WOMEN

COD GALLERY

LOWER ROTUNDA LOBBY

BREEZEWAY

ARC DEPT ADMIN

COD ADMIN SUITE

COD STUDENT SERVICES

MAIN ENTRY LEVEL
(SECOND FLOOR)

PULLEN ROAD

ARC STUDIO
ARC STUDIO
ARC STUDIO

BREEZEWAY

FIRST FLOOR

PLAN AND DIAGRAM INFORMATION PROVIDED BY CANNON ARCHITECTS

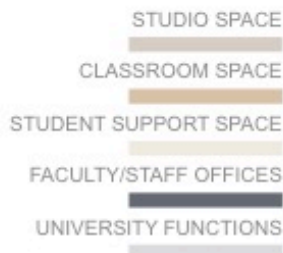# KAMPHOEFNER HALL

BUILDING FACTS

Architect: Harry Wolf Associates
Project Year: 1978

Burns Auditorium Renovation
Architect: Cannon Architects
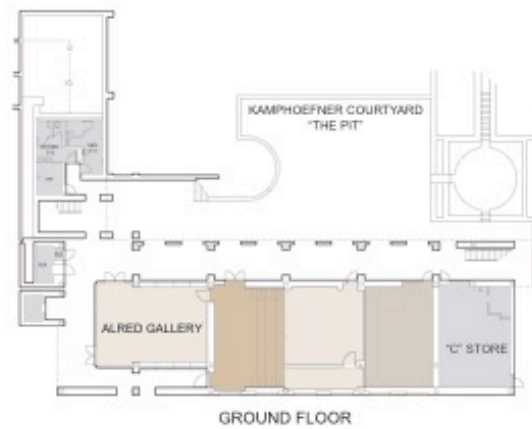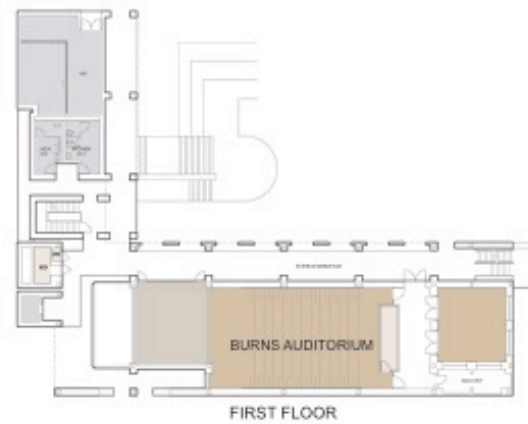Project Year: 2008

Total SF: 43951 SF

Kamphoefner Hall, located to the west of Brooks Hall, is connected to Brooks by an exterior circulation bridge. The ground floor houses a classroom, a 170 seat auditorium, a "C" store, and the Alred Gallery. The first floor houses 1 studio space, a meeting room and the upper part of the auditorium. The second and third floors house studio space, faculty offices, and conference rooms. The fourth floor is a mezzanine level open to the third floor. This narrow corridor--like space is used for studio space. Toilet rooms, stairs and mechanical rooms are located as independent towers accessed by exterior circulation.

STUDIO SPACE

CLASSROOM SPACE

STUDENT SUPPORT SPACE

FACULTY/STAFF OFFICES

UNIVERSITY FUNCTIONS

PLAN AND DIAGRAM INFORMATION PROVIDED BY CANNON ARCHITECTS

FOURTH FLOOR

THIRD FLOOR

SECOND FLOOR

KAMPHOEFNER
HALL

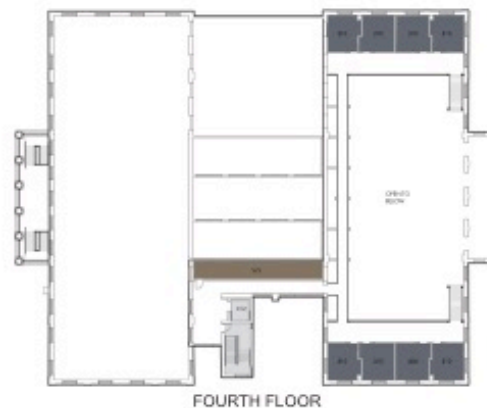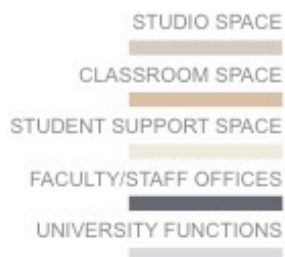
FIRST FLOOR

GROUND FLOOR

LEAZAR HALL

BUILDING FACTS

Addition + Renovation
Architect: CANNONarchitects
Project Year: 2007

Total SF: 64202 SF

Types of Spaces: Studios, Review
Spaces, Exhibition Space, Exterior
Work Space, Offices, Materials Lab

Leazar Hall is located across
Stinson Drive across from
Kamphoefner and Brooks Hall. On
the first floor are the College of
Design Reserch Administration, the
Natural Learning Initiative and Ph.D.
student shared offices. The second
floor houses the Materials Lab,
faculty offices, design studios and
facilities operations. The third floor
has 3 classrooms, design studios,
corridors used for review space, and
faculty offices. The fourth floor, a
mezzanine level, has faculty offices.

STUDIO SPACE

CLASSROOM SPACE

STUDENT SUPPORT SPACE

FACULTY/STAFF OFFICES

UNIVERSITY FUNCTIONS

FOURTH FLOOR

THIRD FLOOR

MAIN
ENTRY

F.Y.E. STUDIO

F.Y.E. STUDIO

REVIEW

REVIEW

F.Y.E. STUDIO

F.Y.E. STUDIO

PLAN AND DIAGRAM INFORMATION PROVIDED BY CANNON ARCHITECTS

LEAZAR HALL

SECOND FLOOR

MATERIALS LAB

FIRST FLOOR
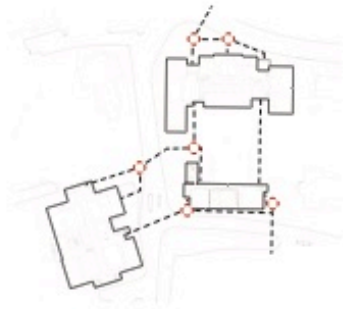
RESEARCH
ADMIN./
NUI
PhD

PLAN AND DIAGRAM INFORMATION PROVIDED BY CANNON ARCHITECTS
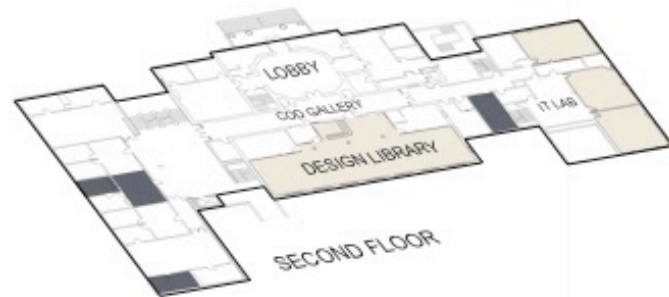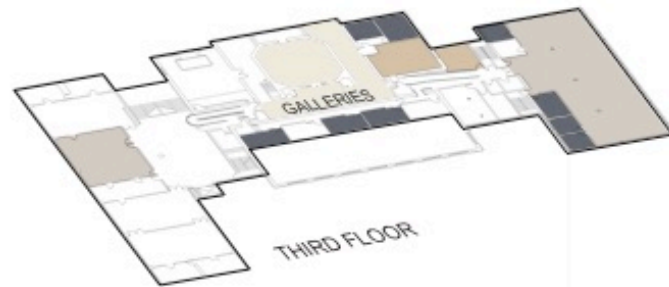
TYPICAL SPACE USE: SCHOOL OF ARCHITECTURE

BROOKS HALL

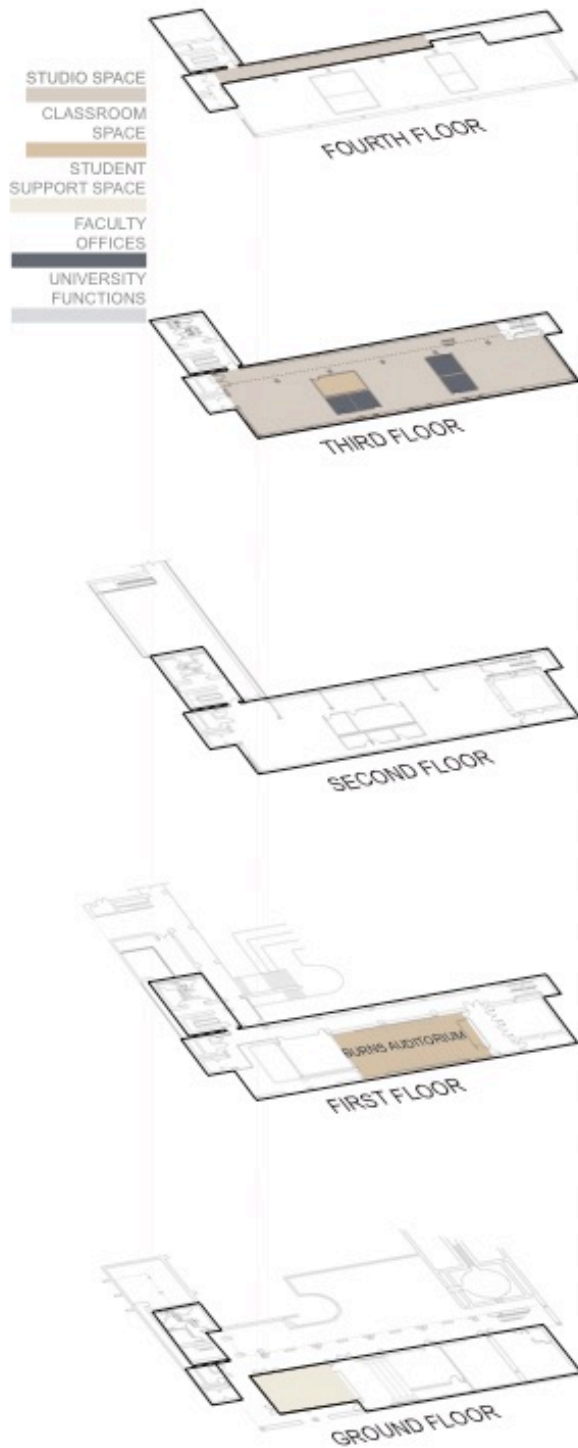These diagrams represent the School of Architecture space allocation for a typical semester.

OFFICE SF PER FACULTY 231 SF

STUDIO SF PER STUDENT 70 SF

STUDIO SPACE

CLASSROOM SPACE

STUDENT SUPPORT SPACE
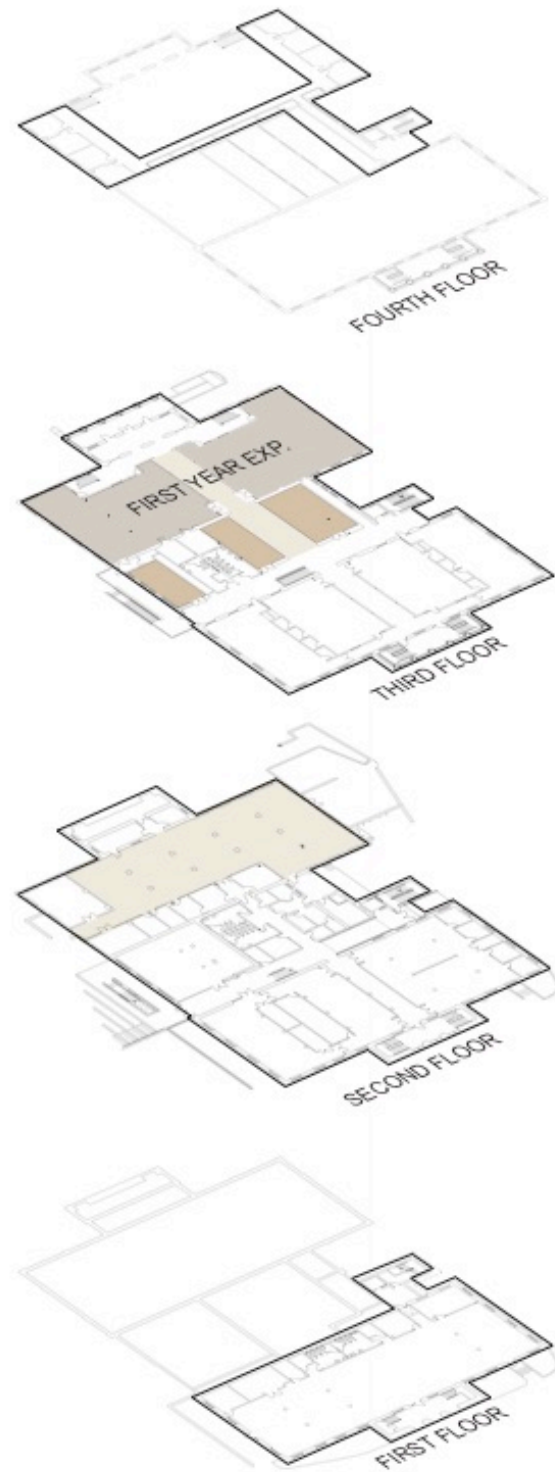
FACULTY/STAFF OFFICES

UNIVERSITY FUNCTIONS

GALLERIES

THIRD FLOOR

LOBBY

COD GALLERY

IT LAB

DESIGN LIBRARY

SECOND FLOOR

PRESENT.

GALLERY

FIRST FLOOR

PLAN AND DIAGRAM INFORMATION PROVIDED BY CANNON ARCHITECTS

KAMPHOEFNER HALL

LEAZAR HALL

STUDIO SPACE

CLASSROOM SPACE

STUDENT SUPPORT SPACE

FACULTY OFFICES

UNIVERSITY FUNCTIONS

FOURTH FLOOR

THIRD FLOOR

SECOND FLOOR

BURNS AUDITORIUM

FIRST FLOOR

GROUND FLOOR

FOURTH FLOOR

FIRST YEAR EXP.

THIRD FLOOR

SECOND FLOOR

FIRST FLOOR

PLAN AND DIAGRAM INFORMATION PROVIDED BY CANNON ARCHITECTS

Section 3. Compliance with the Conditions for Accreditation

I.2.3   Financial Resources

Institutional Process for Allocating Financial Resources to the Professional Degree Program
The School of Architecture's financial resources come from two main sources: 1.) state funds, which are appropriated by the North Carolina General Assembly and arrive at the school through the University administrative allocation, and 2.) private donations to the school through the College of Design's Development Office. In addition to these two funding sources, the school receives Premium Tuition from Graduate Students and Fifth Year Bachelor of Architecture students and per-student funding from Distance Education and Learning Technology Applications (DELTA) for online classes that we offer. Overheard returns from grants provide funding for various faculty activities related to their scholarship.

The largest expenditure in the school's state-supported budget is for permanent faculty salaries ($1,418,871 in the 2016–17 budget). An allocation within this category ($30,000 in the 2016-2017 budget), is provided for salaries of graduate teaching assistants. Funds from vacant positions and reassignments of full-time faculty are used to pay for the remaining graduate teaching assistant appointments, salaries of the part-time faculty, and other school expenditures. In 2016-17, $245,285 in lapsed salary funds were used for this purpose. The school receives $57,830 from the Provost for six years to support salaries and fringes for a minority target hire, a Professor of the Practice in Architecture. June 2017 completed year four of six.

The College of Design provides support to the School of Architecture in a number of ways. The college's Business, Communications, Information Technology and Material Technology Labs, External Relations, Student Services, and Library staff members provide service and support to the administration, faculty, and students of the School of Architecture.

The School of Architecture maintains a discretionary fund from donations by faculty, alumni, and friends. This Fund for Excellence is used to pay for activities that state funds cannot be used for, such as receptions, dinners with guests, and graduation awards. As of June 2017, the balance of this fund was $33,080. The School of Architecture / AIA Triangle Joint Lecture Series is supported by funds from the AIA Triangle and endowed lectures in the School of Architecture.

Expense Categories Over Which the Program has Either Control or Influence
- Full- and part-time instructor salaries
- Administrative salary supplements and stipends (e.g.- Director of Graduate Programs)
- Teaching Assistant salaries
- Operating expenses: supplies and equipment
- Faculty travel and conference fees
- Head of School travel and conference fees
- Scholarships and fellowships for students
- Lecture series
- Honoraria for visitors
- Faculty search funding
- Research and Extension support
- Fund for Excellence - discretionary account
- Symposia, events, receptions
- Publications and marketing materials

Revenue Categories Over Which the Program has Control or Influence
- o   Scholarships and fellowships for students
- o   Research and Extension grants (return on overhead)
- o   Supplemental Tuition rates
- o   Fund for Excellence - discretionary account
- o   DELTA - distance education funding
- o   External funding for courses and studios - sponsored studios

Description of Scholarship, Fellowship, and Grant Funds Available for Student and Faculty Use
See list of scholarships and fellowships available for students in Supplemental Material.

Faculty members pursue grant opportunities from various sources, including federal agencies, NGOs, municipalities, foundations, manufacturers, and other private entities. The College of Design and the Scholarship, Research. Extension, and Engagement (SREE) committee provide seed funding to faculty through a competitive process in the Faculty Research and Professional Development (FRPD) program. The university provides seed funding through the Strategic Research Initiative (SRI) and the Game-Changing Research Initiative Program (GRIP), also administered through a competitive process. The college- and university-level programs emphasize multidisciplinary teams.

The Chancellor's Faculty Excellence Program supports innovative multidisciplinary research teams with funding for "cluster hires" of faculty in multiple colleges and departments.

Pending Reductions or Increases in Enrollment and Plans for Addressing These Changes
There are no current plans to reduce or significantly increase enrollment in the school. The school is absorbing an approximately $7000 one-time reduction for the academic year 2017-2018. This is a "trickle down" reduction due to the university missing campus-wide estimates of graduate enrollment for the previous academic year. The total university cut was approximately $11.6M. A significant portion of this money may be returned to the university next fiscal year if campus-wide enrollment targets are met in the current fiscal year. The School of Architecture exceeded its enrollment projections for that same time period. There are no other pending reductions or significant increases planned.

Pending Reductions or Increases in Funding and Plans for Addressing These Changes
There are no current plans to reduce long-term funding in the school. The university and college are currently conducting a capital campaign, the proceeds from which will go toward school programs. See below for more information on this campaign.

Changes in Funding Models for Faculty Compensation, Instruction, Overhead, or Facilities Since the Last Visit and Plans for Addressing These Changes
The basic funding models for faculty compensation, instruction, overhead, and facilities remain the same since the last accreditation visit. We have begun to offer more studios that have outside funding sources, including grants, private funds, and funding from non-profit partners. We have also begun to receive extra funding from the university to offer distance education courses through the Distance Education and Learning Technologies Applications (DELTA). DELTA provides a per-student funding supplement that is transferred directly to the school each semester. DELTA also provides teaching assistant funding for classes that enroll 35 students. These funds have become a vital source of income for the school.

Planned or In-Progress Institutional Development Campaigns that Include Designations for the Program (e.g., capital projects or endowments).
The university has a current development campaign entitled "Think and Do the Extraordinary: The Campaign for NC State."

From the campaign webpage:
46

"The Think and Do the Extraordinary Campaign is the most ambitious fundraising effort in the history of NC State, with a goal of $1.6 billion in private support from the university's remarkable alumni and friends. Meeting this goal will allow NC State to achieve its potential as one of the most vital and prestigious research universities on the planet.

The Campaign was launched publicly on Oct. 28, 2016. Its goal must be met or exceeded before its conclusion on Dec. 31, 2021."

The College of Design is participating in and will benefit from this campaign. See this link for information about the College of Design's participation in the campaign.

The goal for the College of Design is $13M.

The main priorities for the campaign include:
Extraordinary Opportunity: increased programs and educational opportunities for students.
Extraordinary Purpose: greater support for research.
Extraordinary Places: providing cutting-edge facilities.
Extraordinary Experience: funding for internship programs, study abroad programs, service learning, and cultural programs.
Extraordinary Leadership: greater service to the State of North Carolina in fulfillment of our land-grant mission.

Some of the primary purposes for the campaign include: increased educational opportunities in and out of the classroom for students, increased number of scholarships and fellowships for students, faculty growth and increased endowed professorships, increased research, and endowment growth.

Section 3. Compliance with the Conditions for Accreditation

I.2.4   Information Resources

Description of the Institutional Context for Library and Information Resources
The NCSU Libraries' collection comprises more than 5.2 million volumes and 91,000 print and electronic serial subscriptions. The NCSU Libraries, consisting of two main libraries, the D. H. Hill and James B. Hunt Jr. libraries, and three branch libraries (Design Library, Veterinary Medicine Library, and Natural Resources Library), are open to students, faculty, staff, and visitors. Off-campus users, including alumni and local practitioners, may also use the library, but they must join the Friends of the Library and pay for a borrower's card if they wish to borrow materials. Library services, policies and information are available on both the Libraries' website and the Design Library website.

Students and faculty from all disciplines of the College of Design use the Harrye B. Lyons Design Library. The 4,000-square-foot facility is located in Brooks Hall and houses a comprehensive collection of design-related books, periodicals, videos and DVDs, and digital resources. The Design Library is a branch library of the NCSU Libraries, and the Director of the Design Library reports to the Deputy Director of Libraries. At present, the Design Library employs two full-time librarians (the Director and the Visual Resources Librarian), two full-time support staff members, and about 15 part-time student staff members.

Design Library regular semester hours are as follows:

Monday-Thursday	7:30am – 10:00pm
Friday	7:30am – 6:00pm
Saturday	1:00pm –7:00pm
Sunday	1:00pm – 10:00pm

A member of the permanent staff is available from Monday to Friday, 7:30 a.m. to 5:00 p.m. The two main libraries are open on a 24-hour schedule from 9:00 a.m. on Sunday to 10:00 p.m. on Friday, and from 9:00 a.m. to 10:00 p.m. on Saturday.Reference service is available 24 hours a day, five days a week at the two main libraries and via chat, text messaging, and email.

The D. H. Hill Library is located within 10 minutes' walking distance of the college. It offers a large Learning Commons and a range of popular spaces for individual and group study and collaboration, along with a Visualization Studio with 360-degree projection, a Digital Media Lab, a Virtual Reality Studio, and a Makerspace.

The James B. Hunt Jr. Library is located on Centennial Campus, about a 10-minute drive from the College of Design. Technology-equipped spaces and large-scale visualization spaces at that library have been widely used by Design faculty. These spaces include the Teaching and Visualization Lab, the Creativity Studio, and the Immersion Theater.

Materials at the other libraries on campus or from other Triangle Research Libraries Network (TRLN) libraries can be delivered in one to two business days. Materials not held by the TRLN libraries may be borrowed through interlibrary loan. NC State University faculty and students may also take their university ID cards to the TRLN or UNC system libraries and borrow material directly.

The NCSU Libraries spent a total of $11,478,607 on collections during the 2016/2017 fiscal year. Electronic resources such as e-books, e-journals, and databases are not broken out by subject or branch library, but are represented in the library budget as collective funds.

E-journals	$2,953,134
E-books	$498,937
Electronic standing orders and continuations	$67,897
E-resources	$1,774,175

The following represents the budget for print materials for the Design Library collection during the 2016/2017 academic year:

Monographs	$62,500
Print serials	$700
Standing orders and continuations in print	$2,938
Binding	$2,051
Print Collection Budget Total:	$68,189

Cooperative agreements

Faculty, students, and staff also have access to library collections at Duke University, the University of North Carolina at Chapel Hill, and North Carolina Central University, which are all members of the Triangle Research Libraries Network (TRLN), as well as to the collections of the other 16 institutions of the University of North Carolina system. All interlibrary loans in the United States comply with the American Library Association National Interlibrary Loan Code (1980); loans in the southeastern United States are covered by the code for the Association of Southeastern Research Libraries of 1973. Loans between the University of North Carolina (UNC) libraries are covered by the University Librarians Advisory Council Model Interlibrary Loan Code for the UNC system, and the NCSU Libraries has direct cooperative agreements with the Cooperating Raleigh Colleges, including Peace College, Meredith College, Shaw University, and St. Augustine's College. The Libraries is listed with the Library of Congress as an international lender, and it serves as a resource library for the Division of State Libraries' interlibrary loan regional services.

Description of the Library and Information Resource Collections, Services, Staff, Facilities, and Equipment

Content, Extent and Formats Represented in the Current Collection Including Subject Areas Represented

Collections, Books
There are 20,696 volumes in the LC-NA call number range in the NCSU Libraries, approximately half of which are in the Design Library. The entire Design Library book/serials collection comprises 32,644 titles and 41,993 volumes, with significant collections not only in architecture but also city planning, landscape architecture, some engineering, as well as art, industrial design, and graphic design.

The architecture collection is by far the strongest collection in the Design Library. It provides excellent support to meet both the needs of undergraduate students and the research requirements of graduate students and faculty in the School of Architecture. The architecture collection is well balanced, with good depth in all areas of architecture, including architectural history, theory, practice and criticism. However, because of the excellent engineering collection in the Hunt Library, and the large collection on cities and planning in D. H. Hill Library, these areas are deliberately not duplicated in the Design Library. Students and faculty are encouraged to use the resources from other libraries on campus, especially as there are strong related collections at other libraries. Materials at other libraries on campus (or at other area universities) can be searched through the online catalog, and students and faculty can request to have those materials delivered to the Design Library. In addition, resources at the other area universities can be easily borrowed by students.

There is not enough space in the Design Library for all the books about design in the total collection. Approximately half of the design collection is housed at the nearby D. H. Hill Library. There is also a growing collection of architectural e-books. Reference materials are updated regularly, and new books are received and processed in a timely fashion.

Collections, Serials and Indexes
The Design Library has an adequate collection of journals, with 43 of the 54 journals on the Association of Architecture School Librarians' Core List of journals, and five titles from the Supplementary List. There are complete sets of the major architectural journals, although because of space constraints some older journal volumes are shelved at the D. H. Hill Library. The most relevant indexes are the *Avery Index to Architectural Periodicals*, the *Design and Applied Arts Index*, and *Art Index* and *Art Index Retrospective.* Indexes are available online on campus and remotely with NC State authentication.

Collections, Visual Resources
The Design Library Image Database is based on the original Design Library slide collection and contains almost 149,000 digital images. This collection has substantial depth in architecture and other areas of design but is much shallower in fine arts. Access to ARTstor's large image database provides a rich collection of art, as well as design and architecture images, and allows the Visual Resources Librarian to focus her collection development in areas of particular interest to the College of Design or to particular faculty members. The Visual Resources Librarian works closely with faculty in Architecture and other disciplines to build the collection in areas where it is not as strong and to ensure that faculty have the images they need.

There are approximately 83,000 physical slides, mostly architectural. All slides have records in the database, and those most used for classes have been scanned. The Design Library recently purchased a collection of over 75,000 Archivision digital images of architecture which have been added to the image database.

The Design Library Image Database uses Vcat software for cataloging and the LUNA software as the patron interface. LUNA has search and browse functions and allows patrons to create their own accounts and collect images into image groups. In addition, the Libraries subscribes to ARTstor, which offers over one million digital images of art, architecture, and design.

Collections, Media
The Design Library has a large video, DVD, Blu-ray, and digital media collection. As the disciplines in the college have focused more heavily on digital design, the collection of media in the Design Library has increased rapidly to support this area. These materials are available for checkout by faculty, staff, and students. The library also provides a VCR, DVD player, two televisions, and headphones for viewing media in the library.

Technology Lending:
The Design Library's technology lending collection is designed to supplement the technology available for borrowing from the college. iPads, GPS, Wacom Bamboo tablets with styluses, Google Cardboard VR viewers, as well as power adapters, USB sticks, small digital cameras, headphones, and cables for an assortment of items are all available for students, faculty, or staff to borrow. The D. H. Hill and Hunt libraries also offer a wider assortment of devices for borrowing, including HTC Vive and Oculus Rift virtual reality viewers, DSLR cameras and specialty cameras like Ricoh Theta and Nikon KeyMission 360 Cameras, as well as laptops, tablets, Kindles, cables, headphones, and other standard technology devices.

Architecture Collection in the Special Collections Research Center
There is a growing collection of architecture and design materials in the NCSU Libraries Special Collections Research Center, which offers online architectural collections highlighting its resources. These resources include the following:

North Carolina Architects and Builders
website

The Built Heritage of North Carolina: historic architecture in the Old North State
website

The Special Collections Research Center holds outreach events in the College of Design every year. Coordinating with faculty in the college, they bring materials over and host an event in the rotunda or other large space within the college.

Reserves
The Design Library has a reserve area where faculty may place books on reserve for their courses. Students may freely use reserve materials in the library and may check materials out on restricted loans for the period determined by their professor. The main libraries provides an e-reserve service, and these materials are available online. All databases are available online and remotely with NC State authentication. The library's licenses provide for enough simultaneous users for all databases.

Staff
The Director of the Design Library reports to the Deputy Director of Libraries and supervises the Visual Resources Librarian and one support staff position of University Library Technician. A second University Library Technician is supervised by the Visual Resources Librarian and catalogs and scans images for addition to the image database. The Director and the Visual Resources Librarian also supervise the student assistants, who circulate and shelve books and staff the library on the evenings and weekends.

The Director and Visual Resources Librarian positions require ALA-accredited master's degrees in Library/Information Science. Librarians are members of the general faculty and are appointed on contract. The current Director has undergraduate degrees in art history and painting in addition to a master's in library and information science, and was formerly the head of the Architecture Library at Texas Tech University. The Visual Resources Librarian has an undergraduate degree in art history as well as a master's in library science.

All current Design Library staff have baccalaureate degrees in related fields (art history and graphic design) and prior experience in other library positions; there is sufficient staffing for the Design Library. Written job descriptions are on file in the Libraries' personnel office for all positions. All staff costs are paid by the NCSU Libraries, which also funds 1.8 FTE of student help.

Librarian and staff salaries are commensurate with those of others in the library with similar training and experience. Librarians and staff attend library staff meetings and serve on library and university committees. The NCSU Libraries provides support for the librarians' professional activities and for professional development and education opportunities for all library staff.

Facility
The Design Library facility is one of the main challenges for the Library. It is far too small for the collection and for the size of the college. Over 40,000 volumes have been sent to the D. H. Hill Library strictly because of lack of space. Seating in the library is also very limited.

Reference
Design Library librarians and staff seek to provide excellent reference assistance in a knowledgeable, responsive, and timely manner. Students and faculty are strongly encouraged to consult the librarians. All incoming students meet Design Library staff in library instruction sessions to encourage them to feel comfortable in consulting and asking reference questions.

The Libraries' online catalog can be accessed in the library and off campus. Indexes, bibliographies, full-text services, and electronic journals are accessible through the Libraries' website and can be accessed through the Design Library public access computers. Numerous indexes are available via the Libraries' website. Students working on interdisciplinary projects also make use of the other indexes available online through the Libraries' website.

Information Literacy
The Design Library provides instruction in information literacy and library research in classes, in the library one-on-one, and online through websites, videos, and tutorials. All incoming freshmen receive an introduction to the library and its services and collections as part of the First Year Experience courses. Graduate students typically receive a brief introduction to the library and will get instruction in their graduate courses. Bibliographic instruction in class is provided at the request of the faculty, and instruction in search strategies for students is given on an individual basis by request in the Design Library. Additionally, the Director is available to provide tours of the D. H. Hill Library and Hunt Library, and has provided instruction at computer labs in the main library to graduate students in Design at the request of Design faculty members. The Design Library website and the NCSU Libraries website offer instructional guides, tutorials, and videos on research and information skills for undergraduate and graduate students.

Current Awareness
The Design Library strongly promotes its resources to faculty and students of the College of Design. The Design Library website, a sub-site of the NCSU Libraries' site, contains links to useful databases and disciplinary resources, along with guides to information searching in Design for undergraduates and graduate students, and pages describing the image collection and its organization.

All new books are displayed prominently for users to review, and those that have accompanying cover images in the catalog are featured on the Design Library news blog. Information about library services and activities is available on the Design Library website. An email message about new book titles and library news is sent to all Design faculty. A list of the currently received periodicals is accessible in the new periodicals area.

Image resources are highlighted during Image Discovery Week. The Design Library, in conjunction with the Special Collections Resource Center, takes one week each year to promote image resources available throughout the Libraries through posters, e-board images, handouts, discussion and demonstration with patrons, and sometimes in-class presentations.

Computer and IT Resources

Information Technology Overview
The Information Technology Department provides computing resources and support for the College of Design. The IT facilities include the William Keating Bayley Information Technology Laboratory and approximately 15 distributed computing clusters with over 180 public computers. The department also manages various network servers for printing, file transfer, course and administrative file storage, software licensing, off-site data backup, and other uses. The staff provides hardware and software support for student-owned and college-owned computers. The department serves approximately 750 students and 80 faculty and staff.

William Keating Bayley Information Technology Laboratory
• 70± dual-boot iMacs running Mac OS X & Windows 10 in three classrooms, one room equipped with Wacom Cintiq displays
• Equipment lending service—providing cameras, projectors, laptops, peripherals, etc.
• Printers—Black & white, color, large-format & 3D
• Scanners—flatbed, large-format & 3D
• IT Staff offices • Lab normally open 77 hours per week

Departmental Clusters
• 80± dual-boot iMacs and Mac Pros running Mac OS X & Windows 10
• Located near studio spaces in 3 campus buildings and NCSU European Center in Prague
• Printers: Black & white, color, large-format
• 11" x 17" flatbed scanners
• Open 24/7

Budget
The Information Technology department operates on state-allocated funds for faculty/staff IT needs and Education and Technology Fees (ETF) collected from students. Faculty/Staff funds provide for hardware, software, training, and network access. ETF supports the hardware, software, and network access in IT labs and clusters and student network access. ETF also supports the College Materials Lab and staff positions in IT and the Materials Lab.

Budget priorities are reviewed by College Technology Committee with each department and students represented. Priorities are based on curricular needs.
Average Annual Budget for Faculty/Staff IT ± $75,000
Average Annual Total ETF Budget ±$330,000
Average Annual ETF Budget for IT only ±$180,000

Staff
Over 80 years combined IT support experience, over 40 years combined experience at College of Design.

Director of Information Technology
    o   Budget and personnel management
    o   Support for Computers and Printing
    o   Voice and Data Network Administrator
    o   Chair of College Technology Committee

Technical Support Analyst 1
    o   Primary Support for Faculty and Staff
    o   Manages Licensing, Purchasing, Lab Attendants

- o Apple Certified Macintosh Technician

Technical Support Analyst 2
- o Primary Support for Labs and Students
- o Active Directory Administrator
- o Server Administrator

Technology Associate for Research and Scholarship
- o Specialist in interactive media, prototyping and innovation
- o Supports research and collaborative initiatives

The staff also provides IT support oversight to the NCSU Prague Institute (pending name change to European Center in Prague) in partnerships with NCSU Office of Global Engagement
- o Contractor reports to Prague Institute Director, Coordinates with College IT staff
- o Provides general IT support for Prague Institute

Specialized Services/Equipment
In addition to providing standard IT support services to the College, the department manages or supports a variety of specialized facilities and equipment.

- o Provides and supports over 80 software applications for both Mac OS X and Windows computers. The college was the first in the university to establish a unique dual-boot computer environment which runs Mac OS and Windows on the same workstation. This allows flexibility in labs and clusters.
- o Provides an equipment lending service including cameras, projectors, drawing tablets, laptops, video and audio recording tools, speakers, and more for students to use in their coursework.
- o Provides over 30 workstations equipped with Wacom Cintiq interactive drawing displays and over 60 workstations equipped with Wacom Intuos drawing tablets.
- o Supports four industrial laser cutters in partnership with the College's Materials Laboratory.
- o Manages and supports a print accounting system in partnership with the University's WolfPrint service using PaperCut software. Leveraged our success with PaperCut to encourage use by the whole University. The printing system processes an average of ±$70,000 in College of Design print usage annually.
- o Supports over 20 B&W and color laser printers, as well as 7 large-format inkjet printers in public labs.
- o Provides specialized printers for archival photos, fabric, silk-screen film masters, and plate-making.
- o Provides a variety of 3D printers using ABS plastic, color plaster, and other materials.
- o Provides and supports a variety of scanners, including small and large flatbed, large-format and 3D.
- o Provides and supports ClassStore server to provide additional file storage for courses.
- o Provides Apple Certified warranty repair service.
- o Provides and supports four Digital Critique Spaces, including systems with 12' or 17' wide displays.
- o Provides and supports three Collaborative Studio Spaces with multiple interconnected stations.
- o Supports College research and extension, events, and outreach initiatives.
- o Provides IT support oversight to the NCSU European Center in Prague, in partnership with NCSU Office of Global Engagement.
- o Provides advanced interactive media and video support.
- o Provides hardware and software support for digital loom program.
- o Manages off-site back-up services for all faculty and staff computers and servers.
- o Provides lecture support and recording throughout the year.
- o Provides and manages a web site of documentation and tutorials as a user resource.

- o Provides student computer purchase requirement information and consultation. The College's Graphic Design department was the first in the UNC system to require student computer purchase in 1996.
- o In support of the computer purchase requirement, provides StudioNet, wired and wireless data network for all Design students at their studio desk. This was the first academic network of its kind at the University.
- o Provides and supports digital display panels throughout College facilities.
- o Provides classroom technology and video conference support in over 30 classrooms, studios, and galleries.
- o Provides and supports a photographic studio, including green screen.

Description of Any Significant Problem that Affects the Operation or Services of the Libraries, Visual Resources Collections, and Other Information Resource Facilities that Support the Accredited Program and Plans for Addressing Them

The main challenge for the Design Library is its space shortage. The collection has been over the capacity of the current space for the past 15 years, and materials have had to be sent to other locations. Over 40,000 volumes (approximately half the design collection) have been sent to D. H. Hill in past years. Since the Design Library is completely full, any new books received mean that older, less-used materials must be transferred out for shelving elsewhere on campus. All materials transferred from the Design Library go to the D. H. Hill Library.

A masterplan for the College of Design facilities was drafted in 2016 and addresses the issue of library space by planning a new library to be built in the area that is currently a courtyard between college buildings. The timeline for this new space is 15 to 20 years.

IT Challenges
The IT services in the college are extremely effective, due primarily to the superb staff. Our staff has the ability to fix equipment, and include a certified Apple technician, so repairs occur immediately. The main challenge currently is to provide state of the art teaching technology in classrooms and studios—primarily a function of restricted budgets.

I.2.5 Administrative Structure & Governance

Administrative Structure of the School of Architecture
A conventional diagram doesn't adequately convey the dynamic spirit of decision-making in the School of Architecture. The Head of the School holds ultimate responsibility for decisions concerned with tenure cases, hiring of new faculty and adjuncts, grade disputes, and budget expenditures. However, it is critical to the understanding of our school to state that such decisions are structured around discussions with the faculty, the Director of Graduate Programs, and students. They are not made in isolation from the other components of the school. Issues relating to academic affairs, such as changes to courses and curriculum are the provenance of the faculty.

The graphic below serves to illustrate the day-to-day operations, with the Head in a coordinating position between full-time faculty, adjunct faculty and students. Full-Time Faculty, the Director of Graduate Programs, and students have primary influence on a consensus-based decision making process. Adjunct Faculty, the Advisory Committee, and the Dean of the College play a secondary role in decision-making, but they have opportunity for input and can have a major influence in certain matters.

Organizational Chart of the School of Architecture
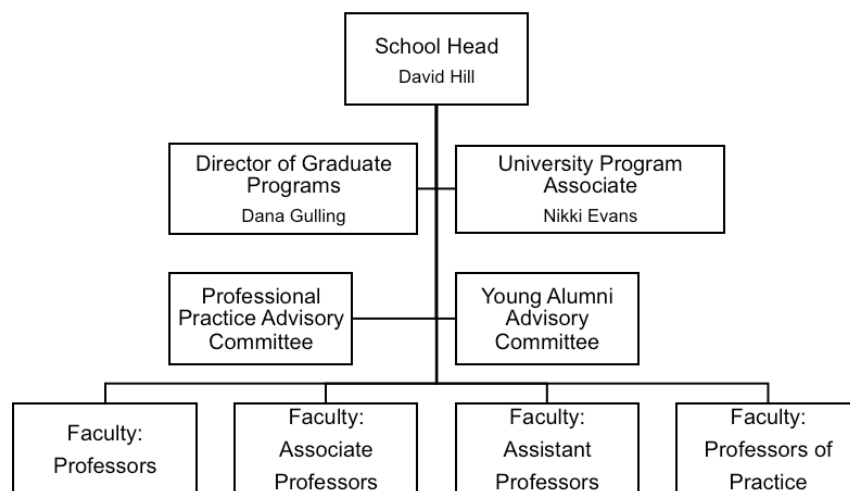
Administrative Staff: Program Associate
The School of Architecture shares a Program Associate with the Department of Landscape Architecture. The Departments of Art + Design and Graphic Design/Industrial Design share Program Associate. The Program Associate responsibilities are to assist Department Heads with daily tasks, taking initiative on start- and end-of-semester activities, greeting visitors to the departmental offices and in many cases referring them to other resources in the college, organizing departmental files, assisting with special activities such as accreditation visits, faculty searches, etc.

All other assistance—budget, student advising, development, communications—is handled centrally by the College of Design staff.

Governance in the School of Architecture

The School of Architecture's administrative structure consists of a Head of the School and a Director of Graduate Programs. The school faculty actively participate in the governance of the school. The Head of the School is responsible for a range of day-to-day operations, including but not limited to establishment of teaching rosters and oversight of adjunct contracts, management of the departmental budget, participation in the administration of the College of Design, representing the school and college on university committees, coordinating the BEDA program, working with student organizations, meeting with parents and prospective students, and liaising with alumni and practitioners around the state. The Head makes recommendations to the Dean of the College regarding hiring, promotions, tenure and post tenure review. The Head schedules and runs faculty retreats and faculty meetings. The Head communicates with the Advisory Committee and facilitates their retreats. He mentors new faculty members.

The Director of Graduate Programs manages all aspects of the M.Arch. tracks. She is the liaison for the School of Architecture with the Associate Dean in the College of Design and with the Graduate School. Her responsibilities include, but are not limited to oversight of the M.Arch. admissions process, recruiting and advising M.Arch. students, making fellowship and scholarship decisions, scheduling and running open houses for prospective students, hiring masters-level teaching assistants, and managing graduate final projects. She is also responsible for signing off on Graduate Plans of Work for each graduate student.

The faculty oversee all elements of courses and curriculum. They actively participate in decisions relating to hiring of new faculty, promotion, tenure and post tenure review. They actively mentor junior faculty. Each student in the school is assigned a faculty advisor who guides them throughout their academic career.

Students are represented in several aspects of school governance. Student organizations such as AIAS and the Architecture Graduate Student Association provide representatives at School of Architecture faculty meetings. They do not have voting privileges, but they offer a voice for students in discussions with the voting faculty. Members of these organizations provide an important two-way conduit of communication between the faculty and the student body on matters of policy and governance. In addition, students serve on several school committees, including lectures and faculty searches.

Administrative Structure of the College of Design

The college's chief administrator, Dean Mark Hoversten, is assisted by an Associate Dean (Art Rice). There are four Assistant Deans:

Assistant Dean for Student and Academic Services (Tameka Whitaker)

The centralized office of Student Services provides the following services for all students in the College of Design: management of open houses for undergraduates, facilitation of admissions processes and recruiting, record-keeping, career advising, course scheduling; room scheduling, counseling of students on both academic and personal issues (assisting with professional counseling referrals where needed), and assisting with NAAB Statistical Reports.

Assistant Dean for Budget and Administration (Felicia Womack)

The Office of Budget and Administration oversees the human resource and financial affairs of the College of Design and all departments. They oversee all personnel issues and prepare contracts. They are the liaison with the University's Human Resources and Finance divisions. Other operations undertaken include, but are not limited to: management of research funds, management of faculty travel reimbursement, all elements of operating budgets, and communications from university administration on policies and procedures.

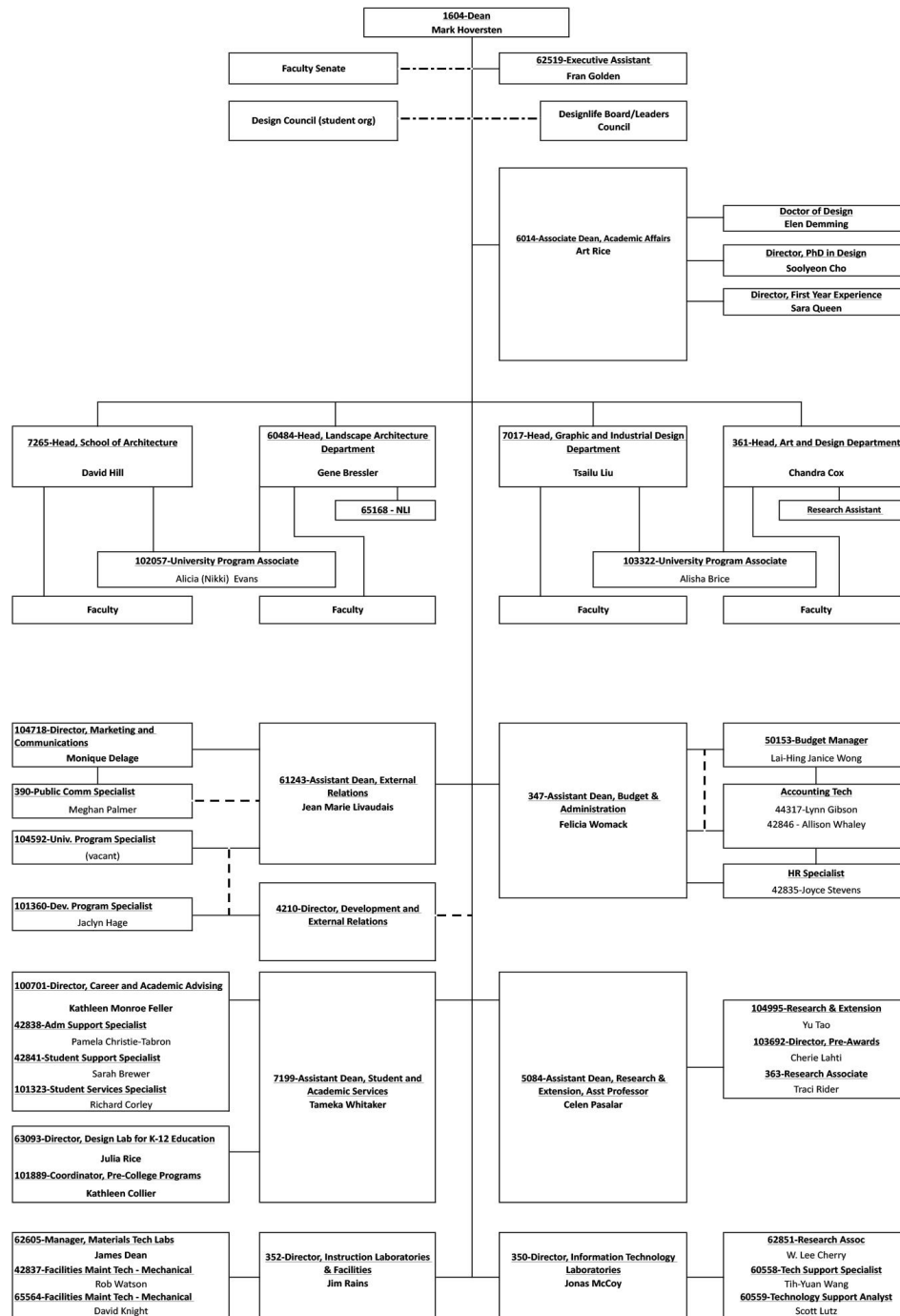### Assistant Dean for Development (Jean Marie Livaudais)

This division is principally responsible for all aspects of fundraising for the College of Design, including but not limited to: managing all aspects of alumni relations, including reunions at professional meetings, contact with potential donors nationally and internationally, management of endowments and scholarships,

57

organization of annual Urban Design Conference, special event planning and implementation, communication with Design Council and Leaders' Council, communication with professional organizations such as AIA, and management of Continuing Education events and reporting. This division also oversees all aspects of communication and public relations for the College of Design—including the website and all social media, branding, marketing, publications, *DesignLife* magazine, and maintaining listservs and mailing lists.

Assistant Dean for Research and Extension (Celen Pasalar)
This office is responsible for facilitating and assisting with faculty research and funding applications and seeking opportunities for faculty and student engagement in public-interest projects. The person in this position is responsible for monitoring and reporting on college research grant proposals and awards. The college has a Director of Design Research and a Post-Award Technician to assist professors in preparing grant proposals and administering them after funding has been received.

College of Design Organizational Chart

1604-Dean
Mark Hoversten

Faculty Senate

62519-Executive Assistant
Fran Golden

Design Council (student org)

Designlife Board/Leaders Council

6014-Associate Dean, Academic Affairs
Art Rice

Doctor of Design
Elen Demming

Director, PhD in Design
Soolyeon Cho

Director, First Year Experience
Sara Queen

7265-Head, School of Architecture
David Hill

60484-Head, Landscape Architecture Department
Gene Bressler

65168 - NLI

7017-Head, Graphic and Industrial Design Department
Tsailu Liu

361-Head, Art and Design Department
Chandra Cox

Research Assistant

102057-University Program Associate
Alicia (Nikki) Evans

103322-University Program Associate
Alisha Brice

Faculty

Faculty

Faculty

Faculty

104718-Director, Marketing and Communications
Monique Delage

390-Public Comm Specialist
Meghan Palmer

104592-Univ. Program Specialist
(vacant)

101360-Dev. Program Specialist
Jaclyn Hage

61243-Assistant Dean, External Relations
Jean Marie Livaudais

4210-Director, Development and External Relations

347-Assistant Dean, Budget & Administration
Felicia Womack

50153-Budget Manager
Lai-Hing Janice Wong

Accounting Tech
44317-Lynn Gibson
42846 - Allison Whaley

HR Specialist
42835-Joyce Stevens

100701-Director, Career and Academic Advising
Kathleen Monroe Feller
42838-Adm Support Specialist
Pamela Christie-Tabron
42841-Student Support Specialist
Sarah Brewer
101323-Student Services Specialist
Richard Corley

63093-Director, Design Lab for K-12 Education
Julia Rice
101889-Coordinator, Pre-College Programs
Kathleen Collier

7199-Assistant Dean, Student and Academic Services
Tameka Whitaker

5084-Assistant Dean, Research & Extension, Asst Professor
Celen Pasalar

104995-Research & Extension
Yu Tao
103692-Director, Pre-Awards
Cherie Lahti
363-Research Associate
Traci Rider

62605-Manager, Materials Tech Labs
James Dean
42837-Facilities Maint Tech - Mechanical
Rob Watson
65564-Facilities Maint Tech - Mechanical
David Knight

352-Director, Instruction Laboratories & Facilities
Jim Rains

350-Director, Information Technology Laboratories
Jonas McCoy

62851-Research Assoc
W. Lee Cherry
60558-Tech Support Specialist
Tih-Yuan Wang
60559-Technology Support Analyst
Scott Lutz

Governance in the College of Design

The College of Design Administrative Council consists of the Dean, the Associate Dean, the Assistant Deans, the Department Heads, and the Directors (IT, Development and External Relations, and Instruction Laboratories and Facilities). This council discusses all major decisions affecting the college, including budgets, facilities, calendar, the website, and special events. The council meets in a retreat at the start of each semester and once per month during the regular semesters, where it provides a forum for communication among all of these units. The Dean of the College is the Executive Officer and has ultimate decision-making power over all aspects of operations such as hiring, firing, budget, building operations, branding, publications, and matters of student behavior.

Governance of the Institution

General Administration – The University of North Carolina General Administration (UNC-GA) houses the offices of the President and other senior administrative officers of the multiple campuses of the University of North Carolina, including NC State. This core administrative staff is responsible for executing the policies of the UNC Board of Governors and providing university-wide leadership in the areas of academic affairs, business and financial management, long-range planning, student affairs, research, legal affairs, and government relations. UNC General Administration also has administrative oversight of a number of university affiliates, including UNC-TV, the North Carolina Arboretum, the NC State Education Assistance Authority, the NC State Approving Agency, and the UNC Press.

Board of Governors - The UNC Board of Governors is the policy-making body legally charged with "the general determination, control, supervision, management, and governance of all affairs of the constituent institutions." It elects the president, who administers the university. The 32 voting members of the Board of Governors are elected by the NC General Assembly for four-year terms. Former board chairs and board members who are former governors of North Carolina may continue to serve for limited periods as non-voting members emeriti. The president of the UNC Association of Student Governments or that student's designee is also a non-voting member.

Chancellors - Each of the 17 UNC constituent institutions is headed by a chancellor who is chosen by the UNC Board of Governors on the president's nomination and is responsible to the president.

Boards of Trustees - Each constituent institution has a local board of trustees including 13 members: four elected by the Board of Governors, two appointed by the NC General Assembly, one recommended by the Senate President Pro Tempore, one recommended by the Speaker of the House,of Representatives. The president of the student body serves ex officio. Each board of trustees holds extensive powers over academic and other operations of its campus on delegation from the UNC Board of Governors.

Student Body Presidents - Each constituent institution has a student body president elected by the student body at large. Among other duties and responsibilities, the student body president serves as an ex-officio member of the board of trustees.

Faculty Assembly - The Faculty Assembly is the elected body of representatives of the faculty of the 17 campuses of the University of North Carolina System. Its objectives are set forth in the assembly charter. The assembly is dedicated to upholding and exercising the principles of academic freedom, shared governance, tenure, and the faculty's primary responsibility for the university's curriculum.

Staff Assembly - The UNC Staff Assembly is the elected body of representatives of the staff of the seventeen campuses of the University of North Carolina, UNC Public Television, The North Carolina Arboretum, and General Administration. Its objectives are set forth in the Assembly's Charter. Its goal is to improve communications, understanding, and morale throughout the whole of our respective communities, and to increase efficiency and productivity in campus operations.

Organizational Chart for NC State

A more detailed chart is available at this website.

NC STATE
UNIVERSITY

Organization Chart of North Carolina State University
July 2016

Board of Governors
The University of North Carolina

President
The University of North Carolina

Board of Trustees

Chancellor

- Athletics
- External Affairs
- Internal Audit
- Park Scholarships

Vice Chancellor
University Advancement

Vice Chancellor
Research, Innovation &
Economic Development

Executive Vice Chancellor
& Provost

Vice Chancellor
Information Technology

Vice Chancellor &
General Counsel

Vice Chancellor
Finance &
Administration

Vice Provost & Director
NCSU Libraries

Senior Vice Provost
Institutional Research &
Planning

Senior Vice Provost
Enrollment Management
& Services

Vice Chancellor & Dean
Division of Academic &
Student Affairs

Senior Vice Provost
Academic Strategy &
Resource Management

Senior Vice Provost
Academic Outreach &
Entrepreneurship

Dean
College of Humanities &
Social Sciences

Dean
College of Engineering

Dean
College of Education

Dean
College of Design

Dean
College of Agriculture &
Life Sciences

Dean
The Graduate School

Dean
College of Veterinary
Medicine

Dean
College of Textiles

Dean
College of Sciences

Dean
Poole College of
Management

Dean
College of Natural
Resources

61

Governance of the Accredited Degree Programs
Curricular matters are the provenance of the faculty in the School of Architecture. Full-time faculty participate in beginning- and end-of-the-semester retreats and biweekly faculty meetings, where all decisions of significance are discussed. Decisions are made on the basis of consensus, open vote or hidden vote, depending upon the sensitivity of the matter. They also take into consideration viewpoints put forward by students, adjunct faculty, and the Advisory Committee. Items discussed include determining which M.Arch students qualify to undertake final research projects, changes to courses and curriculum, and distribution of scholarships and awards. Certain issues pertaining to promotion and tenure require a vote of the tenured faculty only. Special committees address issues such as hiring of new faculty or promotion and tenure. Our faculty is small enough that anyone seeking to participate on a particular committee is welcome to take on the responsibility. The committees bring issues and recommendations before the faculty at meetings where the voting faculty—as a whole—make final decisions or recommendations.

The Head of the School meets with adjunct faculty one-on-one as needed, and also organizes lunches and organization meetings at least yearly to keep them informed of changes in school policies, and also to hear of any concerns or suggestions they may have.

Student representatives from AIAS and AGSA attend faculty meetings on a regular basis. They do not participate in voting, but, where relevant, are asked to contribute to the discussion, and they are also provided an opportunity to report student concerns and ideas for improvement at each meeting. Student representatives sit on all search committees and on the Lecture Committee.

The Department Head meets on a regular basis with student leaders to discuss any issues of concern, curriculum issues, and other operational items such as special events, fundraising, formation of new organizations, travel to student conferences, and also to gain feedback from students on pending decisions that may affect them.

The Director of Graduate Programs (DGP) meets on a regular basis with all students in the M.Arch programs. She keeps posted office hours, and is available to students outside of those times by email and in the classroom. She is tireless in her efforts to get to know each student and their particular circumstances. The same is true of the Coordinator of the B.Arch. program.

The Head of the School meets with students from each year in the school to hear of any concerns or issues that particular year might be dealing with. Both the Head of the School and the DGP spend time among the studios throughout the school. We strive to maintain a steady flow of two-way communication with students and strive to be responsive to their needs. We also aim to act upon student requests where feasible and practicable.

Section 3. Compliance with the Conditions for Accreditation

II.1.1 Student Performance Criteria

Bachelor of Architecture Courses and Studios Cross-referenced with the 2014 NAAB Student Performance Criteria (effective 4/1/15)

Student Performance Criteria (SPC)

Criteria codes and titles:

Critical Thinking and Representation
- A1 (Ab) Professional Communication Skills
- A2 (Ab) Design Thinking Skills
- A3 (Ab) Investigative Skills
- A4 (Ab) Architectural Design Skills
- A5 (Ab) Ordering Systems
- A6 (Ab) Use of Precedents
- A7 (Un) History and Global Culture
- A8 (Un) Cultural Diversity and Social Equity

Building Practices, Technical Skills, and Knowledge
- B1 (Ab) Pre-Design
- B2 (Ab) Site Design
- B3 (Ab) Codes and Regulations
- B4 (Ab) Technical Documentation
- B5 (Ab) Structural Systems
- B6 (Un) Environmental Systems
- B7 (Un) Building Envelope Systems and Assemblies
- B8 (Un) Building Materials and Assemblies
- B9 (Un) Building Service Systems
- B10 (Un) Financial Considerations

Integrated Arch Solutions
- C1 (Un) Research
- C2 (Ab) Integrated Evaluations and Decision-Making Design Process
- C3 (Un) Integrative Design

Professional Practice
- D1 (Un) Stakeholder Roles in Architecture
- D2 (Ab) Project Management
- D3 (Un) Business Practices
- D4 (Un) Legal Responsibilities
- D5 (Un) Professional Conduct

SPC met in NAAB-accredited program, as follows:

Course Number	Remarks	Course Title	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	C1	C2	C3	D1	D2	D3	D4	D5
Required Architecture Courses - BEDA Curriculum																												
SPC expected to been met in preparatory or pre-professional education:																												
ARC 162		An Introduction to Architecture																										
ARC 201		Architectural Design: Form		X																								
ARC 202		Architectural Design: Environment										X																
ARC 211		Natural Systems and Architecture										X				X												
ARC 232		Structures and Materials																										
ARC 241		Introduction to World Architecture							X	X																		
ARC 242		History of Western Architecture	X						X																			
ARC 251		Digital Representation																										
ARC 292		Fundamentals of Arch. Representation																										
ARC 301		Architectural Design: Tectonics				X		X																				
ARC 302		Architectural Design: Technology												X														
ARC 331		Architectural Structures I													X													
ARC 332		Architectural Structures II													X													
ARC 401/490		Architectural Design: Urban																										
ARC 402	(1)	Architectural Design: Advanced																										
ARC 414		Environmental Control Systems														X			X									
ARC 432		Architectural Construction Systems												X			X	X										X
ARC 441		History of Contemporary Architecture	X						X	X																		
Required Architecture Courses - BArch Curriculum																												
SPC expected to been met in preparatory or pre-professional education:									x	x																		
ARC 501		Professional Architecture Studio I	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
ARC 502		Professional Architecture Studio II			X	X																						
ARC 561		The Practice of Architecture																			X	X		X	X	X	X	X
ARC 581		Project Preparation Seminar					X				X		X									X						

Remarks

1. ARC 402 studio can be replaced by a 6-credit studio in another Dept. in the College of Design.

Master of Architecture (MArch.) Track 1: Courses and Studios Cross-referenced with the 2014 NAAB Student Performance Criteria (effective 4/1/15)

			Critical Thinking and Representation								Building Practices, Technical Skills, and Knowledge										Integrated Arch Solutions			Professional Practice				
			Ab	Ab	Ab	Ab	Ab	Ab	Un	Un	Ab	Ab	Ab	Ab	Ab	Ab	Un	Un	Un	Un	Un	Ab	Ab	Un	Un	Un	Un	Un
Course Number	Remarks	Course Title	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	C1	C2	C3	D1	D2	D3	D4	D5
Required Architecture Courses - BEDA Curriculum																												
SPC expected to been met in preparatory or pre-professional education:																												
ARC 162		An Introduction to Architecture																										
ARC 201		Architectural Design: Environment						X																				
ARC 202		Architectural Design: Form		X																								
ARC 211		Natural Systems and Architecture						X								X												
ARC 232		Structures and Materials																										
ARC 241		Introduction to World Architecture							X	X																		
ARC 242		History of Western Architecture	X						X																			
ARC 251		Digital Representation																										
ARC 292		Fundamentals of Arch. Representation																										
ARC 301		Architectural Design: Tectonics			X		X																					
ARC 302		Architectural Design: Technology												X														
ARC 331		Architectural Structures I													X													
ARC 332		Architectural Structures II													X													
ARC 401/490		Architectural Design: Urban																										
ARC 402	(1)	Architectural Design: Advanced																										
ARC 414		Environmental Control Systems														X			X									
ARC 432		Architectural Construction Systems														X		X	X									
ARC 441		History of Contemporary Architecture	X						X	X																		
Required Architecture Courses - MArch Track 1 Curriculum																												
SPC expected to been met in preparatory or pre-professional education:			X			X			X	X																		
ARC 561		The Practice of Architecture																					X	X	X	X	X	X	X
ARC 697	(2)	Final Project Reserch																										
ARC 500		Architectural Design: Professional Studio	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X		X	X	X	X	X		
ARC 503	(3)	Advanced Architectural Design (series)																										
ARC 598	(2)	Final Project Studio in Architecture																										

Remarks

1. ARC 402 studio can be replaced by a 6-credit studio in another Dept. in the College of Design.
2. Only required if ARC 598 Final Project Studio in Architecture is undertaken.
3. Students must take three ARC 503 studios OR two ARC 503 studios + one ARC 598 Final Project Studio in Architecture.

Master of Architecture (MArch.) Track 3:
Courses and Studios Cross-referenced with the 2014 NAAB Student Performance Criteria (effective 4/1/15)

Student Performance Criteria (SPC)

	Critical Thinking and Representation								Building Practices, Technical Skills, and Knowledge										Integrated Arch Solutions			Professional Practice				
	Ab	Ab	Ab	Ab	Ab	Ab	Un	Un	Ab	Ab	Ab	Ab	Ab	Ab	Un	Un	Un	Un	Un	Ab	Ab	Un	Un	Un	Un	Un
	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	C1	C2	C3	D1	D2	D3	D4	D5

Column key:
- A1 Professional Communication Skills
- A2 Design Thinking Skills
- A3 Investigative Skills
- A4 Architectural Design Skills
- A5 Ordering Systems
- A6 Use of Precedents
- A7 History and Global Culture
- A8 Cultrual Diversity and Social Equity
- B1 Pre-Design
- B2 Site Design
- B3 Codes and Regulations
- B4 Technical Documentation
- B5 Structural Systems
- B6 Environmental Systems
- B7 Building Envelope Systems and Assemblies
- B8 Building Materials and Assemblies
- B9 Building Service Systems
- B10 Financial Considerations
- C1 Research
- C2 Integrated Evaluations and Decision-Making Design Process
- C3 Integrative Design
- D1 Stakeholder Roles in Architecture
- D2 Project Management
- D3 Business Practices
- D4 Legal Responsibilities
- D5 Professional Conduct

SPC met in NAAB-accredited program, as follows:

Required Architecture Courses - MArch Track 3 Curriculum

SPC expected to been met in preparatory or pre-professional education:

Course Number		Course Title	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	C1	C2	C3	D1	D2	D3	D4	D5
ARC 211		Natural Systems and Architecture										X			X													
ARC 232		Structures and Materials																										
ARC 241		Introduction to World Architecture							X	X																		
ARC 242		History of Western Architecture	X						X																			
ARC 403		Architectural Design: Environment										X																
ARC 404		Architectural Design: Form		X																								
ARC 405		Architectural Design: Technology																										
ARC 450		Architectural Drawing																										
ARC 451		Digital Drawing and Modeling																										
ARC 331		Architectural Structures I													X													
ARC 332		Architectural Structures II													X													
ARC 414		Environmental Control Systems														X			X									
ARC 432		Architectural Construction Systems												X			X	X										
ARC 441		History of Contemporary Architecture	X						X	X																		
ARC 561		The Practice of Architecture																			X	X		X	X	X	X	X
ARC 500		Architectural Design: Professional Studio	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X					
ARC 503	(3)	Advnanced Architetural Design (series)																										
ARC 598	(2)	Final Project Studio in Architecture																										
ARC 697	(2)	Final Project Research																										

Remarks

2. Only required if ARC 598 Final Project Studio in Architecture is undertaken.

3. Students must take three ARC 503 studios OR two ARC 503 studios + one ARC 598 Final Project Studio in Architecture.

Pedagogy and Methodology Used to Address Realm C

Each student within the professional degree programs is required to complete a project that demonstrates his or her ability to synthesize a wide range of issues and variables (physical, cultural, contextual, technical matters, programmatic, etc.) into an integrated architectural project. The primary studio courses in which students are challenged with and accomplish this task are:

MArch. Track 1: ARC 500 Architectural Design Professional Studio
MArch. Track 3: ARC 500 Architectural Design Professional Studio
BArch.: ARC 501 Professional Architecture Studio 1

Prior to, or in collaboration with, these studios, students must complete a range of studios and core courses that prepare them for the rigors of a comprehensive and integrative design project that meets the requirements of Realm C. These 'preparatory' courses include subjects such as history and theory, natural systems and site planning, structures, materials, assemblies, and building systems. Prerequisite studios provide necessary topics and exercises that build students' skills and establish effective design processes. The prerequisite studios are offered in the School of Architecture's BEDA (pre-professional) degree program and the MArch. Track 3 curriculum. For students not from NC State's pre-professional degree programs, we review their transcripts, portfolios, and other necessary course materials to ensure that they have the proper knowledge to enter ARC 500 or ARC 501.

Students in both ARC 500 and ARC 501 must meet all of the Realm C SPCs.

ARC 500 and ARC 501 General Course Descriptions
ARC 500 and ARC 501 studios offer a comprehensive and integrative design experience, and they are characterized by project assignments—usually one building and site—that require broad understanding and an ability to deploy design skills in a rigorous, well-reasoned manner. Since the ultimate goal of architecture is the complete building, with all its complexity and components accounted for, these studios' projects are essential for the architecture student to understand and to demonstrate his or her ability to effectively and comprehensively address the full range of constraints, conditions, and issues typically encountered in an architectural project. ARC 500 and 501 simulate design processes that exist within professional offices and ask students to integrate and elaborate on the lessons from their prior studios.

These are comprehensive and integrative design studios, and the assignments challenge students to synthesize a wide range of variables including research, site and cultural characteristics, construction methods and details, structural systems, and sustainable building systems into an integrated design solution. Students accomplish each SPC in Realm C with research methods that can be applied to their design solution (C.1); an iterative design process that allows students to propose, evaluate, compare, and predict choices, to determine and pursue a desired design outcome (C.2); and a final project that illustrates "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 (C.3)

In addition to the Realm C SPCs, a broad range of SPCs are assigned to ARC 500 and ARC 501. See SPC Matrices in this section of the APR for specific details.

Additional Pedagogical Objectives and Course Outcomes: ARC 500 and ARC 501
   o   Through the design of a particular building, students will understand the relationship between the information, theory, techniques, and values presented and discussed in previous curricular elements.

- o Through refinement of their design in detail, the students will begin to experience the impact of reality (through knowing how things would actually be accomplished) in a comprehensive and inclusive way.
- o Through design development, the student will learn to compare and select systems and techniques, to discriminate between appropriate and inappropriate systems and techniques, and to see the relationships between chosen systems and techniques and their implications on the design of a building.
- o By addressing technical, ethical, and regulatory parameters, the student will become aware of the professional responsibilities of the architect as related to architectural design.
- o By working on the design of a hypothetical building within a "real world" studio context, the students will learn to work independently, to seek out relevant resources, and manage their design process toward productive ends.
- o The intention of this studio is to design a building comprehensively and in an integrative manner.
- o The project will be structured so that students design the building in sufficient depth to explore alternatives, and to demonstrate the inclusion of multiple considerations such as:

> Formal and spatial development
> Structural systems
> Building materials
> Mechanical systems
> Construction systems
> Building codes
> General economic / resource utilization

Precedents are examined to demonstrate how buildings have previously addressed these considerations. Students will learn the importance of project consultants by engaging specialists throughout the semester design project. The development, representation and presentation of large-scale details, wall sections, and other information normally included in working drawings will be utilized to complement two- and three-dimensional materials typically associated with schematic design and design development.

Methodology for Assessing Student Work (i.e., "high" v. "low" pass)
The individual School of Architecture faculty are primarily responsible for determining "high" and "low" pass work that will be presented to the Visiting Team. Course instructors, in consultation with the School Head, determine the proper SPC assignment for each course and agree on the SPC Matrix contents. This establishes goals and learning objectives, and it helps professors create effective assignments for each course that are intended to provide a student the opportunity to demonstrate a particular SPC.

In assessing work for inclusion in the samples for the Visiting Team, course instructors are encouraged to choose student work based not on the final course grade, but rather on the student's level of accomplishment relative to the individual SPC assigned to that course. In other words, a student may have earned an "A" in a course, but his or her project may be used to represent a "low" pass in an individual SPC category. Conversely, a student earning a lower grade (e.g. "C-") in a course may have a project that demonstrates "high" pass and mastery of an individual SPC. For all required (core) courses in our accredited-degree programs, students must earn a C- or better. This ensures that all students have met the low-pass standard for NAAB.

Once work samples have been collected from all professors, the School Head and a sub-group of faculty members examine the entirety for consistency and to ensure that all SPCs are met and clearly illustrated in the work. This same group provides reviews to make certain that the work reveals a distinction between "high" and "low" pass work.

67

Section 3. Compliance with the Conditions for Accreditation

II.2.1 Institutional Accreditation

SACS COC
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

January 13, 2015

Chancellor's Office
JAN 2 3 2015
RECEIVED
NC State University

Dr. W. Randolph Woodson
Chancellor
North Carolina State University
A Holladay Hall; Campus Box 7001
Raleigh, NC 27695-7001

Dear Dr. Woodson:

The following action regarding your institution was taken by the Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges during its meeting held on December 7, 2014:

> The SACSCOC Board of Trustees reaffirmed accreditation with a request for a Monitoring Report due **September 8, 2015.** Your institution's next reaffirmation will take place in 2024 unless otherwise notified. The Monitoring Report should address the visiting committee's recommendation applicable to the following referenced standard of the *Principles of Accreditation*:
>
> **CS 3.3.1.1 (Institutional effectiveness: educational programs), Recommendation 1**
> *This standard expects an institution to identify expected outcomes, assess the extent to which it achieves these outcomes, and provide evidence of improvement based on analysis of the results in its educational programs, including student learning outcomes.*
>
> The institution reported that, until summer 2014, assessment of academic programs had been an expectation but not University policy. Based on the evidence provided, it is not clear that the institution has completed a full cycle of student learning outcomes assessment and documented use of results for improvement in each of its educational programs. The institution should demonstrate that its educational programs identify outcomes, including student learning outcomes, assess the outcomes, and use the results for improvement. As part of its response, the institution may provide a sampling of its programs as long as the sample is representative of its mission and includes a valid cross-section of programs from every college or division. If a sample of educational programs is provided, the institution should present a compelling rationale as to why the sample and assessment findings are an appropriate representation of its educational programs.

Please submit to your Commission staff member, preferably by email, a **one-page** executive summary of your institution's Quality Enhancement Plan. The summary is due **February 16, 2015,** and should include on the same page the following information: (1) the title of your Quality Enhancement Plan, (2) your institution's name, and (3) the name, title, and email address of an individual who can be contacted regarding its development or implementation. This summary will be posted to the Commission's website as a resource for other institutions undergoing the reaffirmation process.

1866 Southern Lane • Decatur, Georgia 30033-4097 • Telephone 404/679-4500 • Fax 404/679-4558
www.sacscoc.org

Dr. W. Randolph Woodson
January 13, 2015
Page Two

All institutions are requested to submit an "Impact Report of the Quality Enhancement Plan on Student Learning" as part of their "Fifth-Year Interim Report" due five years before their next reaffirmation review. Institutions will be notified 11 months in advance by the President of SACSCOC regarding the specific due date. Directions for completion of the report will be included.

Guidelines for the monitoring report are enclosed. Because it is essential that institutions follow these guidelines, **please make certain that those responsible for preparing the report receive the document. If there are any questions about the format, contact the Commission staff member assigned to your institution.** When submitting your report, please send **four copies** to your Commission staff member.

Please note that Federal regulations and Commission policy stipulate that an institution must demonstrate compliance with all requirements and standards of the *Principles of Accreditation* within two years following SACSCOC Board of Trustees' initial action on the institution. At the end of that two-year period, if the institution does not comply with all standards and requirements of the *Principles*, representatives from the institution may be required to appear before the Board, or one of its standing committees, to answer questions as to why the institution should not be removed from membership. If the Board of Trustees determines good cause at that time and the institution has not been on Probation for both years during the two-year monitoring period, the Board may extend the period for coming into compliance for a minimum of six months and a maximum of two years and must place the institution on Probation. An institution may be on Probation for a maximum of two years. If the Board does not determine good cause or if the institution does not come into compliance within two years while on Probation, the institution must be removed from membership. *(See enclosed Commission policy "Sanctions, Denial of Reaffirmation, and Removal from Membership.")*

If you have questions, please contact the Commission staff member assigned to your institution.

Sincerely,

Belle S. Wheelan

Belle S. Wheelan, Ph.D.
President

BSW:ktf

Enclosures

cc: Dr. Nuria M. Cuevas

Section 3. Compliance with the Conditions for Accreditation

II.2.2 Professional Degrees & Curriculum

Bachelor of Environmental Design (BEDA, Preprofessional Degree)
A four-year pre-architecture degree for students with a high school diploma.

YEAR 1			
Fall Semester	**Credits**	**Spring Semester**	**Credits**
D100 Design Thinking I	3	D105 First Year Studio II[8]	6
D104 First Year Studio I[8]	6	ARC 162 Introduction to Architecture	3
ENG 101 Academic Writing & Research[(H)]	3	ARC 292 Introduction to Architectural Representation	3
MA 107, 111, 121, 131, 108, or 141[(A)]	4	PY 211 College Physics I[(B)]	4
	16		**16**
YEAR 2			
Fall Semester	**Credits**	**Spring Semester**	**Credits**
ARC 201 Arch. Design: Environment[8]	6	ARC 202 Arch. Design: Form[8]	6
ARC 211 Natural Systems[8]	3	ARC 232 Structures & Materials[8]	3
ARC 241 Introduction to World Architecture[8]	3	ARC 242 History of Western Architecture[(C),8]	3
GEP Mathematical Sciences[(A)]	3	ARC 251 Digital Representation	3
HES Health & Exercise Studies[(E)]	1	GEP Natural Sciences[(B)]	3
	16		**18**
YEAR 3			
Fall Semester	**Credits**	**Spring Semester**	**Credits**
ARC 301 Arch. Design: Tectonics[8]	6	ARC 302 Arch. Design: Technology[8]	6
ARC 331 Architectural Structures I[8]	3	ARC 332 Arch. Structures II[8]	3
ARC 432 Arch. Construction Systems	3	ARC 414 Environmental Controls Systems[8]	3
ARC 441 History of Contemporary Architecture[8]	3	GEP Social Sciences[(D)]	3
HES Health & Exercise Studies[(E)]	1		
	16		**15**
YEAR 4			
Fall Semester	**Credits**	**Spring Semester**	**Credits**
ARC 401ARC 490 Arch. Design: Urban[4,6,8]	6	ARC 402 Arch. Design: Advanced[2,3,4,6,8]	6
Free Elective[5]	3	Restricted Elective (300-level or above)[5,7]	3
Free Elective[5]	3	GEP Social Sciences[(D)]	3
GEP Additional Breadth[(F)]: HUM/SS/VPA	3	GEP Humanities[(C)]	3

14	15
Total Minimum Credits 126	

Minimum Credit Hours Required for Graduation*[I,J,K]: 126
Major/Program Footnotes

1. No more than one studio may be taken in any semester.
2. **ARC 402** Architectural Design: Advanced may be substituted with one 6 credit-hour design studio from the following list: ADN 400, 460, 470, 480, GD 201, 202, ID 201, LAR 500 and 501 (with consent of the LAR Department Head).
3. **ARC 402** Architectural Design: Advanced may be substituted with one 6 credit-hour Design/Build Studio offered in the summer between Junior and Senior years.
4. **ARC 401 & 402** studios may be offered as vertical studios with sections of the graduate level studio ARC 503.
5. The sequence of free elective and GEP courses is illustrative only and not mandatory. Students may schedule elective courses in any order which support their educational objectives.
6. The Fall or Spring Semester of the Senior year may be taken at the Prague Institute or some other approved international program to fulfill the department's International Experience requirement. In addition, a summer international design studio will also fulfill the International Experience requirement. Please contact your advisor for more detail.
7. **Restricted Elective** (300 Level of above) may be fulfilled by any 300 level or above course offered in the College of Design.
8. A minimum grade of C- is required for all professional degree pre-requisite and required courses to be credited toward a Bachelor of Architecture degree.

*General Education Program (GEP) requirements and GEP Footnotes
To complete the requirements for graduation and the General Education Program, the following category credit hours and co-requisites must be satisfied. University approved GEP course lists for each of the following categories can be found at https://oucc.dasa.ncsu.edu/general-education-program/.
A. Mathematical Sciences (6 credit hours – one course with MA or ST prefix)
Choose from the University approved GEP Mathematical Sciences course list.
Mathematical Science pre-requisite for PY 211: MA 107 or 111 or 121 or 131 or 108 or 141 with a C- or better, or 480 on the SAT Subject Test in Mathematics Level 2 or the NCSU Math Skills Test, or 2 or better on an AP Calculus exam.
B. Natural Sciences (7 credit hours – include one laboratory course or course with a lab)
Choose from the University approved GEP Natural Sciences course list. PY 211 fulfills 4 hours of this requirement. Choose an additional 3 hours.
C. Humanities (6 credit hours selected from two different disciplines/course prefixes)
Choose from the University approved GEP Humanities course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: ARC 242 fulfills 3 hours of this requirement. Choose an additional 3 hours in a discipline other than ARC.
D. Social Sciences (6 credit hours selected from two different disciplines/course prefixes)
Choose from the University approved GEP Social Sciences course list
E. Health & Exercise Studies (2 credit hours – at least one 100-level Health & Exercise Studies Course)
Choose from the University approved GEP Health & Exercise Studies course list.
F. Additional Breadth – (3 credit hours to be selected from the following checked University approved GEP course lists)
X   Humanities/Social Sciences/Visual and Performing Arts
G. Interdisciplinary Perspectives (5-6 credit hours)
Satisfied by courses taken as part of the major requirements.
H. Introduction to Writing (4 credit hours satisfied by completing ENG 101 with a C- or better)

The following Co-Requisites must be satisfied to complete the General Education Program requirements
I. U.S. Diversity (USD)
Choose from the University approved GEP U.S. Diversity course list or choose a course identified on the approved GEP course lists as meeting the U.S. Diversity (USD) co-requisite.
J. Global Knowledge (GK)
Choose from the University approved GEP Global Knowledge course list or choose a course identified on the approved GEP course lists as meeting the Global Knowledge (GK) co-requisite.
K. Foreign Language proficiency – Proficiency at the FL_102 level is required for graduation but does not count toward degree requirements.

Bachelor of Architecture (BArch.)
For students with a four-year undergraduate pre-professional degree in architecture (BEDA degree or equivalent).

YEAR 1			
Fall Semester	**Credits**	**Spring Semester**	**Credits**
ARC 501 Professional Architecture Studio I	6	ARC 502 Professional Architecture Studio II	6
ARC 581 Final Project Preparation	3	ARC 561 Practice of Architecture[2]	3
ARC Elective[1]	3	ARC Elective[1]	3
ARC Elective[1]	3	ARC Elective[1]	3
	15		**15**
Total Credits 30			

1. ARC electives must be at the 400 level or above.
2. ARC 561 may be taken either semester.

    Students in the BArch. program must take a minimum of 12 credit hours per semester to be considered "full time" by the university.

Master of Architecture (MArch.) Track 1
For students with a four-year undergraduate pre-professional degree in architecture (BEDA degree or equivalent).

YEAR 1			
Fall Semester	**Credits**	**Spring Semester**	**Credits**
ARC 500 Arch. Design: Professional Studio	6	ARC 503 Advanced Architectural Design	6
ARC Elective[1]	3	ARC Elective[1]	3
ARC Elective[1]	3	ARC or College of Design Elective[1]	3
	12		**12**
YEAR 2			
Fall Semester	**Credits**	**Spring Semester**	**Credits**
ARC 503 Advanced Architectural Design	6	ARC 503 Advanced Architectural Design or ARC 598 Final Project Studio[2]	6
ARC Elective[1] or ARC 697 Final Project Research[2]	3	ARC Elective[1]	3
ARC or College of Design Elective1	3	ARC or College of Design Elective[1]	3
	12		**12**
Total Credits 48			

1. Architecture Electives: 24 credits, must include ARC 561 Professional Practice and may include 6 credits taken from 400-level or above courses offered within the College of Design with LAR, ID, GD, or A+D prefixes. ARC courses must be at the 500-level or above. A student may take 6 credits of ARC 630 Independent Study with the approval of advisor.

2. If the faculty approves the student to undertake a Final Project, the student must take ARC 697 Final Project Research as 3 credits of Architecture Elective and will substitute ARC 598 Final Project Studio for the ARC 503 Studio in the last semester.

Master of Architecture (MArch.) Track 3
For students without a pre-professional degree in architecture. Students entering this degree must hold a Bachelor degree.

YEAR 1			
Summer Session 2	**Credits**		
ARC 450 Architectural Drawing	3		
ARC 451 Digital Drawing and Modeling	3		
	6		
Fall Semester	**Credits**	**Spring Semester**	**Credits**
ARC 403 Arch. Design Fund: Environment	6	ARC 404 Arch. Design Fund: Form	6
ARC 211 Natural Systems and Architecture	3	ARC 232 Structures & Materials	3
ARC 241 Introduction to World Architecture	3	ARC 242 History of Western Architecture	3
	12		**12**
YEAR 2			
Fall Semester	**Credits**	**Spring Semester**	**Credits**
ARC 405 Arch. Design Fund.: Building Tech.	6	ARC 500 Arch. Design: Professional Studio	6
ARC 331 Architectural Structures I	3	ARC 332 Architecture Structures II	3
ARC 432 Architectural Construction Systems	3	ARC 414 Environmental Control Systems	3
ARC 441 History of Contemporary Architecture	3	ARC or College of Design Elective[1]	3
	15		**15**
YEAR 3			
Fall Semester	**Credits**	**Spring Semester**	**Credits**
ARC 503 Advanced Architectural Design	6	ARC 503 Advanced Architectural Design	6
ARC or College of Design Elective[1]	3	ARC Elective[1] or ARC 697 Final Project Research[2]	3
ARC or College of Design Elective[1]	3	ARC or College of Design Elective[1]	3
	12		**12**
YEAR 4			
Fall Semester	**Credits**		
ARC 503 Advanced Architectural Design or ARC 598 Final Project Studio[2]	6		
ARC Elective[1]	3		
ARC or College of Design Elective[1]	3		
	12		
Total Credits 96			

1. Architecture Electives: 21 credits, must include ARC 561 Professional Practice and may include 6 credits taken from 400-level or above courses offered within the College of Design with LAR, ID,

GD, or A+D prefixes. ARC courses must be at the 500-level or above. A student may take 6 credits of ARC 630 Independent Study with the approval of advisor.

2. If the faculty approves the student to undertake a Final Project, the student must take ARC 697 Final Project Research as 3 credits of Architecture Elective and will substitute ARC 598 Final Project Studio for the ARC 503 Studio in the last semester.

Minors
Students in the undergraduate programs may choose to pursue a minor from another department on campus. The minor requires a plan of work to be filed with the student's advisor, and the coursework has to be completed by the time of graduation. A list of minors can be found here:
https://oucc.dasa.ncsu.edu/undergraduate-academic-programs/academic-minors/

There are no graduate minors.

Graduate Concentrations in the School of Architecture
The School of Architecture offers a Graduate Concentration in the History + Theory of Architecture that allows Master of Architecture students to build a broader knowledge and a deeper understanding of the questions of architecture, urbanism, and the built environment. With these critical methods of analysis that the discipline of architecture shares with a variety of other disciplines, the students learn to think, write, and design in an interdisciplinary manner, ultimately bringing these analytical tools to shape their work in the design studio. Students who are especially interested in building a broad knowledge base, becoming lead designers, and innovative thinkers will find this concentration especially useful to their aims. This concentration is also essential for those students who are interested in writing and speaking about their work and the built environment, developing a thesis project, and/or pursuing post-professional degrees and teaching in architecture and related fields. Students must take a minimum of 15 credit hours in approved courses to complete the concentration.

Graduate Certificates in the School of Architecture
Certificates are opportunities to add a specialization to a graduate degree in architecture. The areas of specialization offered by the School of Architecture reflect faculty depth in a particular area of inquiry. Interested students should apply to the certificate program before their last semester. The certificates are also available to non-degree seeking students. These certificates programs require 15 hours of focused study, which can be accommodated within the degree plan without additional coursework. There are two patterns of study for the certificates: studio + three seminars *or* five seminars.

The School of Architecture offers three Graduate Certificates:
Energy and Technology in Architecture, City Design, and Public Interest Design. These certificates do not require any course work outside the required curriculum, but allow students opportunity to cluster their elective studios and seminars into a concentrated area of expertise.

Minimum Number of Credit Hours Required for Each Semester
Rather than a required minimum number of credit hours required for each semester, we have typical course loads. There may be reasons that a student needs to reduce course load for a period of time, such as lack of financial resources or special professional opportunity. Students on financial aid must take a minimum of 9 credit hours per semester.

The B.Arch. curriculum requires students to take 15 credit hours per semester to complete the program in one academic year. Students may take graduate Architecture seminars in their senior year of their
76

undergraduate program if they have fulfilled their undergraduate credit hour requirements. At NC State, students can transfer up to six credit hours toward their B.Arch. program. Because of this, a common credit-load for B.Arch. students is 12 credit hours per semester (e.g.one studio and two seminars).

Students in the M.Arch. Track 1 typically take 12 credit hours per semester. Students in the M.Arch. Track 3 typically take 12-15 credit hours per semester, depending on where they are in their curriculum. They take 6 credits in the summer session preceding their first fall of enrollment.

Undergraduate students must take 12 hours and graduate students 9 hours in a semester to be considered "full time" by the university.

COURSE CONTENT & CREDIT DISTRIBUTION

Bachelor of Environmental Design in Architecture (BEDA)	
Professional Studies: Required Courses with Architectural Content	Credit Hours
ARC 162 Introduction to Architecture	3
ARC 211 Natural Systems	3
ARC 232 Structures & Materials	3
ARC 241 Introduction to World Architecture	3
ARC 242 History of Western Architecture	3
ARC 251 Digital Representation	3
ARC 292 Fundamentals of Architectural Representation	3
ARC 331 Architectural Structures I	3
ARC 332 Architectural Structures II	3
ARC 414 Environmental Control Systems	3
ARC 432 Architectural Construction Systems	3
ARC 441 History of Contemporary Architecture	3
ARC 201 Architectural Design: Environment	6
ARC 202 Architectural Design: Form	6
ARC 301 Architectural Design: Tectonics	6
ARC 302 Architectural Design: Technology	6
ARC 401/ARC 490 Architectural Design: Urban	6
ARC 402 Architectural Design: Advanced	6
D105 First Year Studio II	6
Total Required with Architectural Content	78
	62%
General Studies: Required Courses with other than Architectural Content	
D100 Design Thinking I	3
D104 First Year Studio I	6
ENG 101 Academic Writing & Research	4
PY 211 College Physics	4
Total Required with Other Content	17
	13%
Optional Studies: Elective Courses with other than Architectural Content	
Mathematical Sciences	6
Health & Exercise Studies	2
Humanities	3
Social Sciences	6
Natural Sciences	3
Additional Breadth: Hum./Soc. Sci./Perf. Arts	3
Free and Restricted Electives	8
Total Elective with Other Content	31
	25%
Total Credit Hours in BEDA Program (minimum)	126

Bachelor of Architecture (B.Arch.)	
Professional Studies: Required Courses with Architectural Content	Credit Hours
ARC 501 Professional Architecture Studio 1	6
ARC 502 Professional Architecture Studio 2	6
ARC 561 Practice of Architecture	3
ARC 581 Project Prep Seminar	3
Total Required with Architectural Content	18
	60%
Professional Studies: Elective Courses with Architectural Content	
ARC Graduate Electives	12
Total Elective with Architectural Content	12
	40%
Total Credit Hours in B.Arch. Program	30*

*The transcripts from students entering the B.Arch from non-NC State pre-professional programs are reviewed to determine whether they have completed the required professional coursework. If courses and SPCs are found lacking, *these are added to the 30 hours required for the degree.*

Master of Architecture (M.Arch.) Track 1	
Professional Studies: Required Courses with Architectural Content	Credit Hours
(Professional Content from Pre-Professional Degree[1])	*(69)*
ARC 500 Architectural Design Professional Studio	6
ARC 503 Professional Studio x 3 (6 credits each)[2]	18
ARC 561 Practice of Architecture	3
Professional Content: Elective Courses with Architectural Content	
ARC Electives[3]	9
Total Professional Credit Hours	108
Professional Studies: Elective Courses with other than Architectural Content	
ARC or COD Electives	9
(Pre-Professional Degree[3])	*(50)*
Total Elective Credit Hours	59
Total Credit Hours in NC State M.Arch Track 1 Program	48

1. Transcripts from students' pre-professional degree programs are individually reviewed to determine whether they have completed the prerequisite coursework. If courses are found lacking, *these are added to the 48 hours required for the degree.*

2. With faculty approval, students can complete ARC 598 Final Project (6 credits) in lieu of the final ARC 503 studio.

3. Students wishing to take advanced coursework in other colleges in the university may do so with permission of the Director of Graduate Programs. For example, M.Arch. students may wish to take a course in Urban & Regional Planning at UNC Chapel Hill or a course in advanced materials engineering from Industrial Engineering at NC State.

Master of Architecture (M.Arch.) Track 3	
Profssional Studies: Required Courses with Architectural Content	Credit Hours
ARC 403, ARC 404, ARC 405 Design Fundamentals	18
ARC 500 Architectural Design Professional Studio	6
ARC 503 Professional Studio x 3 (6 credits each)[4]	18
ARC 211 Natural Systems	3
ARC 241 Intro to World Architecture	3
ARC 242 History of World Architecture	3
ARC 441 History of Contemporary Architecture	3
ARC 450 Architectural Drawing	3
ARC 451 Digital Drawing and Modeling	3
ARC 232 Structures & Materials	3
ARC 331 Structures I	3
ARC 332 Structures II	3
ARC 432 Arch. Construction Systems	3
ARC 414 Environmental Control Systems	3
ARC 561 Practice of Architecture	3
Elective Courses with Architectural Content	
ARC Electives[2]	12
Total Professional Credit Hours[1]	87
Professional Studies: Elective Courses with other than Architectural Content	
ARC or College of Design Advanced Electives[2]	9
(Student's Undergraduate Degree[3])	*(45)*
Total Elective Credit Hours	9
Total Credit Hours	141
Total Credit Hours in NC State M.Arch Track 1 Program	96

1. The transcripts and portfolio of each student are carefully scrutinized upon enrollment to determine whether any of the professional courses have been taken in prior academic work. For example, we may have a student entering the program having completed a degree in architectural engineering. This student may not be required to take Digital Representation or Structures.

2. Students wishing to take advanced course work in other colleges in the university may do so with permission of the Director of Graduate Programs. For example, M.Arch. students may wish to take a course in Urban & Regional Planning at UNC Chapel Hill, or a course in advanced materials engineering from Industrial Engineering at NC State.

3. An assumption is made that students entering the M.Arch. Track 3, all of who come from non-architecture backgrounds, will have completed at least 45 hours of general education in their undergraduate degrees. This track also allows students to select their advanced electives from any graduate program in the College of Design. Students wishing to take advanced course work in other colleges in the university may do so with permission of the Director of Graduate Programs.

For example, M.Arch. students may wish to take a course in Urban & Regional Planning at UNC Chapel Hill, or a course in advanced materials engineering from Industrial Engineering at NC State.

4. With faculty approval, students can complete ARC 598 Final Project (6 credits) in lieu of the final ARC 503 studio.

OFF CAMPUS PROGRAMS

The Prague Institute is an opportunity for one semester of study in BEDA, M.Arch Track 1, and M.Arch Track 3 programs. BEDA students are required to complete an international eductional experience (in Prague or in another qualifying program). M.Arch. students are not required to complete an international educational experience, but they may choose to do so. Students in the B.Arch. may not study off campus unless they wish to add a semester to their program. Students stay at the Prague Institute for one semester. Generally, architecture students attend in the fall, but they are also allowed to attend the Landscape Architecture semester in the spring.

Facilities:
The Prague Institute is a self-sustaining branch of North Carolina State. Since 2005 it has occupied three floors of a 13th century building and courtyard in the center of Prague's historic district. Teaching resources at this location include two large lecture rooms, two seminar rooms, three studios, a Common Room, two computer labs, and kitchens for students' use. Beginning in the fall 2017, the facility will be housed in new facilities near the Old Town center that provide students and faculty with space that exceeds the previous location in size and quality.

Course requirements:
Students in the Prague semester typically take one studio (6 credit hours) and two seminars (3 credit hours each). No SPCs are assigned to courses taken abroad. Courses are selected from the following menu:

ARC 590K: Sustainable Architecture & Urbanism (3 credits)
This seminar is an exploration, investigation and discovery of how the physical world and its physical elements/forms/shapes/spaces speak to us and how we understand them in an experiential/sensual/feeling way–how we (as designers) can use that understanding to create our design vocabulary in order to design a specific experience/mood/character of the environment with the intentional use of appropriate physical elements/forms/shapes/spaces. We have the advantage of conducting these studies in the city of Prague that has an incremental, historical context as well as contemporary examples of urban design, sustainable architecture and a rich social and cultural life.

ARC 590D: Drawing (3 credits)
The course covers a variety of techniques and media to teach the student how to draw. No experience is necessary. Perspective, still life, the landscape, cityscape, and the human figure will be the subjects of each period assignment. On-site drawing sessions taking the students to interesting localities throughout the city, as well as model drawing in the studio, will complete the comprehensive drawing instruction. Students will create a CD portfolio.

ARC 490: International Architecture Studio (6 credits)
Students will learn passive design in site development and building strategies to improve energy efficiency, water usage, and responsible stewardship of our environment. Projects will be selected from urban sites in Prague as well as rural or suburban sites in the Czech Republic. Study of vernacular examples from different cultures around the world will provide the basis of research.

ARC 503.001: Urban Design Studio (6 credits)
Students will navigate the differences and similarities between particular urban artifacts (such as buildings and monuments) and the city as a complex whole: as the stage of the human drama (at least the urban

82

portions of the drama). Accepting that the city itself can be understood as an artifact, one can see these artifacts as the effects of (and catalysts for) various principles or forces, which, over time, can exert influence upon a city. Most generally, these forces are either generative, destructive or neutral. Specifically, they may be of varied nature: they may be military, technological, philosophical, theological, historical, geographical, social, medical, climatic, economic, artistic, or even perhaps, the product of pure chance.

Additional Off-Campus Opportunities
Students may elect to participate in a study abroad program offered by another university's professional school of architecture. We direct students to programs we know, and are comfortable with the quality of the instruction. Arrangements are made through the NC State Study Abroad Office. Students must consult with the DGP and/or academic advisor about the program's curriculum and the courses that they plan to take. Students are not guaranteed course credit for these courses until they return and present the work to the Director of Graduate Programs or the Head of the School of Architecture and additional faculty members. In recent years, NC State M.Arch students have studied at the Architectural Association in London and Universidad Catolica de Valparaiso, Chile.

Other Degree Programs in the School of Architecture
In addition the professional degree programs outlined in this report, the School of Architecture offers:
Bachelor of Environmental Design in Architecture (BEDA) preprofessional degree.
Master of Architecture (M.Arch.) Track 2 postprofessional degree. This program is in the process of converting to a Master of Advanced Studies in Architecture (MAAS) program. See below.

Description of the Progress for Changing the Title of Any Non-accredited, Post-professional Degree That Uses the Degree Title B. Arch., M. Arch. or D. Arch.
The School of Architecture currently has three tracks within the M.Arch. program. Tracks 1 and 3 are professional degree programs. Track 2 is a post-professional degree program for students who already hold a B.Arch. degree from a NAAB-accredited institution. We have begun the process of changing the M.Arch. Track 2 program to a Master of Advanced Architecture Studies (MAAS) post-professional degree program. See Supplemental Material for an outline of this program.

To date, the School of Architecture has taken the following steps to convert the MArch. Track 2 to the MAAS degree program:

- o   The School of Architecture formed a post-professional degree task force.
- o   The task force conducted planning meetings, produced multiple drafts of the MAAS programs, and presented plans to the School of Architecture full faculty.
- o   The task force has produced a final program draft to the faculty, and the faculty has voted to approve moving forward with the university-required process for new masters degree programs.
- o   Task force chair, Professor Tom Barrie, and School of Architecture Director of Graduate Programs (DGP), Dana Gulling, have met with the NC State University Graduate School (Dr. Peter Harries, Senior Associate Dean) to confirm the NC State and UNC General Administration procedural requirements for creating new degree programs.
- o   Professors Barrie and Gulling have begun the required completion of UNC-GA Policy No. 400.1.1[R] Request to Plan form. Upon completion of this document in fall 2017, the university will begin its formal review process.

NC State University and the UNC General Administration require a lengthy review process that is outlined on this webpage.

Section 3. Compliance with the Conditions for Accreditation
II.3   Evaluation of Preparatory Education

Description of the Policies Regarding Admission Requirements and Admissions Decisions

Incoming Freshman Admissions to the BEDA Program
Follow this link: https://design.ncsu.edu/admissions/undergraduate-admissions/incoming-freshman/

On-Campus Transfer Admissions to the BEDA Program
Follow this link: https://design.ncsu.edu/admissions/undergraduate-admissions/on-campus-transfer/

Off-Campus Transfer Admissions to the BEDA Program
Follow this link: https://design.ncsu.edu/admissions/undergraduate-admissions/off-campus-transfer/

Bachelor of Architecture (BArch.) Admissions
Follow this link: https://design.ncsu.edu/admissions/undergraduate-admissions/b-arch/

Undergraduate Admissions Checklist
Follow this link: https://design.ncsu.edu/admissions/undergraduate-admissions/undergraduate-admissions-checklist/

Financial Aid Information
Follow this link: https://studentservices.ncsu.edu/your-money/financial-aid/

Master of Architecture (MArch.) Admissions
Follow this link: https://design.ncsu.edu/admissions/graduate-admissions/masters-programs/

Graduate Certificate Applications
City Design: https://design.ncsu.edu/academics/architecture/city-design/
Energy and Technology in Architecture: https://design.ncsu.edu/academics/architecture/energy-technology/
Public Interest Design: https://design.ncsu.edu/academics/architecture/public-interest-design-certificate/

Description of the Process by which the Preparatory or Preprofessional Education of Students Admitted to the Accredited Program is Evaluated

Master of Architecture (MArch.) Track 1 Applicants:

The School of Architecture's Masters of Architecture Track 1 program is essentially a 4+2 year program. It is a program for students with a preprofessional undergraduate degree from our Bachelors of Environmental Design in Architecture (BEDA) Program or a university or school with a similar National Architecture Accrediting Board (NAAB) accredited pre-professional plus Masters of Architecture program. Our Track 1 students come from across the United States, as well as from international programs.

The Track 1 program is designed for students with a preparatory education similar to NC State's Bachelor of Environmental Design in Architecture (BEDA). We review accepted students' transcripts and portfolios to ensure that curricula are similar and sufficient. If further clarification is required, then we may request additional documents (e.g. course descriptions, syllabi, coursework, etc.) from the student. In addition, NC State School of Architecture Track 1 requires that the following NAAB Student Performance Criteria (SPC) be met in a student's pre-professional education: (A1) Professional Communication Skills, (A4) Architecture Design Skills, (A7) History and Global Culture, and (A8) Cultural Diversity and Social Equity. If additional courses are required, then the Director of Graduate Programs (DGP) will alert the admitted students.

We use the "Master of Architecture Pre-requisite Course Checklist" to guide our course and SPC evaluation process (see following pages).

The School of Architecture Master of Architecture (MArch.) Track 3 program is for students who do not hold undergraduate degrees in architecture, or from a pre-professional architecture degree from a NAAB-accredited program; therefore, no evaluation of preparatory education in architecture is necessary. In some special cases, an applicant may have taken courses in our program as a Non-Degree Student (NDS) or courses at another NAAB-accredited institution. Such courses will be evaluated and considered in the same manner as MArch. Track 1 applicants.

For the School of Architecture's Bachelor of Architecture (BArch.) applicants, they are evaluated in the same manner as MArch. Track 1 applicants.

NC STATE Design

MASTERS OF ARCHITECTURE PRE-REQUISITE COURSE CHECKLIST

Student Name	Student ID Number	Date

COURSE LIST | Student Performance Criteria (SPC)

PREVIOUS COURSEWORK	SPC		NOTES
ARC 211 Natural Systems and Architecture	☐	
A3 Investigative Skills	☐	
B2 Site Design	☐	
B6 Environmental Design	☐	
ARC 232 Structures and Materials	☐	
ARC 241 Introduction to World Architecture	☐	
A1 Prof. Communication Skills	☐	
A7 History and Global Culture	☐	
A8 Cultural Diversity and Social Equity	☐	
ARC 242 History of Western Architecture	☐	
A1 Prof. Communication Skills	☐	
A7 History and Global Culture	☐	
ARC 331 Architectural Structures I	☐	
B5 Structural Systems	☐	
ARC 332 Architectural Structures II	☐	
B5 Structural Systems	☐	
ARC 414 Environmental Control Systems	☐	
B6 Environmental Design	☐	
B7 Building Envelope Systems	☐	
B9 Building Service Systems	☐	

Designlife

ARC 432 Architectural Construction Systems	☐	
B4 Technical Documents	☐	
B7 Building Envelope Systems	☐	
B8 Building Materials and Assemblies	☐	
ARC 441 History of Contemporary Arch.	☐	
A3 Investigative Skills	☐	
A7 History and Global Culture	☐	
A8 Cultural Diversity and Social Equity	☐	
ARC 450 Architectural Drawing	☐	
A1 Prof. Communication Skills	☐	
ARC 451/ 251 Digital Representation	☐	
A1 Prof. Communication Skills	☐	
ARC 403/ 201 Arch. Design Environment	☐	
A2 Design Thinking Skills	☐	
A4 Architectural Design Skills	☐	
A5 Ordering Systems	☐	
ARC 404/ 202 Arch. Design Form	☐	
A2 Design Thinking Skills	☐	
A4 Architectural Design Skills	☐	
A5 Ordering Systems	☐	
A6 Use of Precedents	☐	
ARC 405/ 302 Arch. Design Technology	☐	
B5 Structural Systems	☐	
B8 Building Materials and Assemblies	☐	

SIGNATURE

Architecture Head or Director of Graduate Programs	Date

Section 3. Compliance with the Conditions for Accreditation

II.4   Public Information

II.4.1 Statement on NAAB Accredited Degrees:
Follow this link: https://design.ncsu.edu/about/accreditation/

II.4.2 Access to Conditions and Procedures
Follow this link: https://design.ncsu.edu/about/accreditation/

II.4.3 Access to Career Development Information
Follow this link: https://design.ncsu.edu/student-life/careers/

II.4.4 Public Access to APRs, VTRs, Annual Statistical Reports, and Interim Progress Reports
Follow this link: https://design.ncsu.edu/about/accreditation/

II.4.5 ARE Pass Rates
Follow this link: https://design.ncsu.edu/about/accreditation/

II.4.6 Admissions and Advising
Follow this link: https://design.ncsu.edu/admissions/

II.4.7 Student Financial Information
Follow this link: https://studentservices.ncsu.edu/your-money/financial-aid/

Section 3. Compliance with the Conditions for Accreditation

III.1.1 Annual Statistical Reports

North Carolina State University is a land-
grant university and a constituent institution
of The University of North Carolina

Office of Institutional Research & Planning
300 Peele Hall / Box 7002
Raleigh, NC 27595-7002

NC STATE UNIVERSITY

An Equal Opportunity/Affirmative Action Employer

919.515.2776 (phone)
919.513.0732 (fax)
oirp.ncsu.edu

August 17, 2017

NAB
1735 New York Avenue, NW
Washington, DC 20006

To whom it may concern:

We were asked to review the information submitted in 2017 to the National Architectural Accrediting
Board (NAAB) for the Architecture program in the School of Design at NC State University; this
information was summarized in the NAAB Annual Report Part I Statistical Report. That information is
accurate and consistent with information submitted through the University of North Carolina-General
Administration system to the Integrated Postsecondary Education Data System (IPEDS) required by the
National Center for Education Statistics (NCES). If there are any specific questions, I would be glad to
address them.

Thank you,

Nancy D. Floyd, PhD
Director of Institutional Analytics

Section 3. Compliance with the Conditions for Accreditation

III.1.2 Interim Progress Reports

These are not to be included in the APR. The NAAB will provide the following directly to the team at the same time the as the VTR and other materials:

All interim reports submitted since the last visit.

In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda. **(Not Applicable)**