Name of Institution: PRAIRIE VIEW A&M UNIVERSITY
Name of Academic Unit: School of Architecture

Interim Progress Report

M. Arch. (pre-professional degree + 36 graduate credit hours)

Please provide contact information for the following individuals:

Program Administrator: Dr. Ikhlas Sabouni, Dean

Chief administrator for the academic unit in which the program is located (e.g., dean or department chair):

Provost: Dr. Felecia Nave, Provost and Senior Vice President for Academic Affairs

President of the Institution: Dr. George C. Wright

Individual submitting the Interim Program Report: Dr. Ikhlas Sabouni, Dean

Name of individual to whom questions should be directed: Dr. Ikhlas Sabouni, Dean

Year of the Previous Visit: 2012

Current Term of Accreditation: The professional architecture program: Master of Architecture was formally granted a six-year term of accreditation. The accreditation term is effective January 1, 2012. The program is scheduled for its next accreditation visit in 2018.

Submitted to: The National Architectural Accrediting Board
Date: 12/15/14

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1. **Plans for/Progress in Addressing Conditions Not Met from the 2012 Visiting Team Report**
   a. **Conditions I.1-I.5 or II.2-II.3**
      NONE

   b. **Conditions II.1 (Student Performance Criteria)**
      A. 3 Visual Communication Skills: *Ability to* use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.

      2012 Team Assessment: While there were isolated examples of exceptional ability in visual communication, much of the work exhibits a lack of attention to presentation craft and detail as one would appropriately expect in most stages of design.

      2014 Program Response: Studio faculty members included in their studio course syllabi a statement on the importance of craft and the selection of appropriate quality of craft in the evaluation criteria for work submitted. The crafting of work is stressed in the graduate level through the use of *(A.4 SPC) Be able to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.* The fall and spring syllabi of graduate design studios list crafting under course outcomes and objectives. The crafting of work is stressed through the production of graphic work (books/plates for reviews) and models.

      Examples of syllabi and student projects are provided in the supplemental materials exhibit link.

      A.7   Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.

      2012 Team Assessment: While programmatically, the use of precedents is included in the curriculum and some work exhibits projects done in the manner of modeled architects, the ability to learn from the work of others in a way that informs the students design decision-making was not evident.

      2014 Program Response: Studio faculty members' syllabi for all second year through graduate studio courses and project briefs included a statement on the importance of researching, understanding, and incorporating principles derived from the study of precedents in design. Individual studio project assignments also include a statement on the required use of precedents where applicable.

      While precedent is note one of the graduate studios SPC, students do take on the use of research and facade development. Each project relies on the previous semester's research seminar which asks that students produce a book with precedent specific to each projects interest which could include material precedent, facade precedent, systems precedent, etc.

      B.11 Building Service Systems Integration: *Understanding* of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.

      2012 Team Assessment: Understanding of building service system integration was inadequately evidenced in the information provided.

2014 Program Response: The instruction for ARCH 3453 Environmental Systems was inadvertently left out of the team room during the visit. The ARCH 3463 Building Systems (formally known as Environmental Systems II) course syllabus and examples of student tests are included in the supplemental materials link, and these examples demonstrate students' understanding of building service system integration.

2. **Plans for/Progress in Addressing Causes of Concern from the Most Recent Visiting Team Report**

ARE Pass Rate

A. ARE Pass Rate: There is a concern regarding the existing low pass rates on the Architect Registration Exam (ARE) by graduates. Based upon data provided in the APR, pass rates over the last five years do not exceed 20%. Likewise, the number of graduates who actually sit for the exam upon eligibility is extremely low. According to the APR, since the program moved to the professional degree in 1972, only 30 graduates have become registered architects. The team urges the school to work to develop programs that both encourage more ARE participation and to establish exam preparation sessions for those graduates who are in the process of taking the exam.

    2014 Program Response: The School of Architecture has taken the following actions related to improving the number of graduates sitting for the ARE and making progress in their professional careers to obtain their architectural licenses. The approach has been centered around annual presentations to the students, faculty involvement, and financial support of students to set up their NCARB files based an application and being qualified academically.

    TABLE NO. 1

Task	Actions	Dates	SOA Personnel
IDP Coordinator *(New title as of 7/2014: Architect Licensing Advisor)*	NCARB IDP Conferences (annual) Dr. Bockhorn has served in this role for the past 6 years and attended the annual conferences each summer. Upon return he files a written report to the Dean's office and briefs all faculty members at our 'kick-off' meeting to start the academic year.	2014: Miami, FL 2013: Miami, FL 2012: Chicago, Il	Bruce F. Bockhorn, PhD, AIA Associate Professor/Director-Construction Science Architect Licensing Advisor
Presentation: National Council of Architecture Registration Boards (NCARB)	"Designing Your Future: Creating Value in Your Career" Topics included: • The entities involved in the licensure process • How to progress	November 5, 2014	Martin Smith, AIA, NCARB, LEED Green Assoc NCARB Manager, I+E. **Supporting attendees:** Mary Helmcamp TBAE Registration Manager Jackie Blackmore TBAE Examination Coordinator

	successfully through the Intern Development Program (IDP) • Overview of the Architect Registration Examination (ARE) • Value of the NCARB Certificate • Recent changes to NCARB programs • Tips to making a successful transition from school to work and pursuing licensure once employed.		
Presentation: Texas Board of Architectural Examiners (TBAE)	Architectural Licensing	October 24, 2013	Mary Helmcamp TBAE Registration Manager Jackie Blackmore TBAE Examination Coordinator: **Supporting attendee:** Gary Dunn, AIA, RAS Energy Architecture State ID Coordinator
Presentation: State of Texas IDP Coordinator	Architect Registration Examination (ARE)	February 2013	Gary Dunn, AIA, RAS Energy Architecture State ID Coordinator
NCARB Scholarships:	Academic Year of 2012-2013: 12 students Academic Year of 2013-2014: 14 students Total: 27 students		The School of Architecture sponsored and paid the $100 registration fee to start the NCARB records for students that had applied for and been approved
Course Infusion:	ARCH 4443 Construction Documents & Codes In this course required of all ARCH graduates the professors have redesigned the course lecture format to include the following lecture at the end of each semester: **FUTURE OF THE PROFESSION-A PRIMER OF INFORMATION** ▪ Governing Laws		Bruce F. Bockhorn, PhD, AIA Associate Professor/Director-Construction Science Architect Licensing Advisor Daniel W. Bankhead, AIA, CEFPI Adjunct Assistant Professor

▪ Terms, Definitions And Organizations
▪ The Following Basic Definintions Are Provided:
▪ Professional Organizations
▪ The Demand For Employment
▪ Career Options For Architects
▪ Intern Development Program (Idp)
▪ Architectural Registration Exam (A.R.E.)
▪ A.R.E. Scholarships For Texas Residents
▪ Purpose Of Architecture Registration/Licensing
▪ Continuing Education
Also, each semester the professors invite our recent graduates who have obtained licenses to speak to the class.

TABLE NO. 2 Architecture Licenses

Name
Adaeze M. Cadet, AIA, NCARB, LEED AP BD+C Associate
Jarrett Ewing AIA, NCARB, LEED® AP BD+C Associate I Architect
Alex Gamble, AIA
Paul Martinez, AIA
Xavier V. Spencer, AIA
Lee Sumlin, RA
Terrence White RA
Emerson Jones, AIA

TABLE NO. 3 Graduates Currently Taking the ARE

Name
Toney Warner
Alex John
Triston Porter
Neil Bastimanti
Christal Berrard
Wesly Livengston
Corey Wilson
Lawrence Williams

| Theresa Black |
| Trinisha Sowalls |
| Ohaji Abdallah |

Compounded Roles

B. Compounded Roles: Due to a significant reduction in funding over the past several years, the decision was made to eliminate the position of director of the architecture program and not employ the services of a development officer. For the past five years the dean has accepted the responsibilities of dean, architecture program director, and development officer. It is impossible for a dean to fully carry out the duties and responsibilities of the office while also simultaneously managing development and administrative requirements of an architecture program.

2014 Program Response: Since the 2012 NAAB visit, the School of Architecture has added the following positions to help the dean and directors in the administration of the School and the management of development.

1. Customer Service Coordinator: This position was created and filled in the spring semester of 2014. The Coordinator duties include assisting the dean and the directors with fund raising, alumni contacts, and all aspects of relationships with industry, foundations, organizations and school districts.

2. Academic Specialist: This position was established and filled in the fall semester of 2013. The Academic Specialist provides service to the students, including advisement, retention, registration, and degree audits, and also builds the course schedules each semester.

3. Director of Student Services and Service Learning: Professor Norwood was serving in a dual position as Director of Student Services and the CURES Center at the time of the visit. Since 2012 his job has been dedicated exclusively to serving the students, in order to better serve them and the School. His responsibilities are to have regular engagement with students on both a one-to-one basis and through the professional student chapters such as AIAS, CSI, AGC and NAHB. He also heads the recruiting efforts in the School of Architecture.

With the continued expansion of our computer- and technology-based profession, the SOA is advertising for two new full-time positions to be in place for the spring semester 2015. These new positions will report to the SOA Digital Media Coordinator and are described as follows:

1. Information Technology Professional 1: This position will be responsible for the daily operations of the computer labs in the School.

2. Digital fabrication Specialist: This position will be responsible for the daily operation of the Manual and Digital Fabrication Shop in the School. This is in addition to the Shop Supervisor currently in place.

1. Changes or Planned Changes in the Program

- Faculty retirement:
  Professor Marshall Brown, P.E., retired from teaching structures. A new adjunct faculty member, Ms. Debra Davis, P.E., is now teaching structure at the graduate level, in addition to Associate Professor Arsenio Rodrigues, Ph.D. teaching at the undergraduate level.

- Administration changes:

Dr. Felecia Nave is the new Provost at Prairie View A&M University. She started her tenure in September 2014 after former provost Dr. Thomas-Smith stepped down in August 2014.

- Changes in enrollment:

2014 enrollment in the SOA has been the same as the previous year.

- Changes in financial resources:

The SOA financial allocation has been the same, but faculty and staff received university merit raises in 2013 and in 2014.

- Changes in physical resources:

There are no changes in physical resources since 2012, but by fall 2015, the College of Business will be moving out to their new building currently under construction, thus no longer occupying a part of the second floor in the SOA building.

As mentioned earlier in the report, the SOA, with the support of university administration, is planning for a new Manual and Digital Fabrication building to be located next to the existing building. The preliminary study has been completed and will be presented by the University to the state legislature in Austin this spring for potential funding.

2. **Identity & Self Assessment**

   a.   **History Mission**

   There are no changes in this section.

I.1.1.1 Institutional History

Prairie View A&M University is an "institution of the first class" as designated by the Constitution of the State of Texas. In 1983 the State of Texas passed a constitutional amendment facilitating Prairie View A&M University's enhancement to this status under the governing board of the Texas A&M University System. Prairie View A&M University is the embodiment of 21st century education and is a model for higher education within both the State of Texas and beyond.

As the second oldest public institution of higher education in Texas, Prairie View A&M University was founded under the Texas Constitution of 1876. On August 14, 1876, the Texas Legislature established the "Agricultural and Mechanical College of Texas for Colored Youths" and placed responsibility for its management with the Board of Directors of the Agricultural and Mechanical College located in College Station, Texas. Two short years later, on March 11, 1878, The A&M College of Texas for Colored Youths opened at Prairie View, Texas.

Prairie View A&M has had a strong tradition of agricultural research and community service for over one hundred and twenty years. The University became a land grant college within the State of Texas (Morrill Act, 1890) and was established as a branch of the Agriculture Experiment Station (Hatch Act, 1887). Originally, the University's curriculum was designated by the Texas Legislature to be that of a "Normal School" for the preparation and training of teachers. The Hatch and Morrill Acts allowed the University to expand its curriculum to include the arts and sciences, home economics, agriculture, mechanical arts, and nursing. By 1919 the University had a four-year senior college program, and by 1937 graduate studies were offered, including master's degrees in agricultural economics, rural education, agricultural education, school administration and supervision, and rural sociology.

In 1945 Prairie View Normal and Industrial College became Prairie View A&M University and the school was authorized to offer, "as need arises" all courses offered at the University of Texas. Two years later the Texas Legislature changed the name again, this time to Prairie View A&M College of Texas and provided that "courses be offered in agriculture, the mechanics, arts, engineering, and the natural sciences connected therewith, together with any other courses authorized at Prairie View at the time of passage of this act, all of which shall be equivalent to those offered at the Agricultural and Mechanical College of Texas at College Station, Texas." Finally, on August 27, 1973 the name of the institution was changed for the last time to Prairie View A&M University and its status as an independent unit of the Texas A&M University system was confirmed, thus cementing Prairie View as a cornerstone component of the A&M system.

The University's rich tradition of service was recognized and acknowledged once again eight years later when the Texas Legislature identified various statewide needs which the University should address. Included in the list were the imperatives to assist students of diverse ethnic and socioeconomic backgrounds to realize their full potential, and to assist small and medium-sized communities and businesses in their growth and development.

In 1983, the Texas Legislature proposed a constitutional amendment to restructure the Permanent University Fund to include Prairie View A&M University as a beneficiary of its proceeds. The Permanent University Fund is a perpetual endowment fund originally established in the Constitution of 1876 for the sole benefit of Texas A&M University and the University of Texas. It was this same amendment that recognized Prairie View A&M as an "institution of the first class". The amendment was approved by the voters on November 6, 1984.

In January 1985, the Board of Regents of the Texas A&M University System responded to the 1984 Constitutional Amendment by stating its intention that Prairie View A&M University becomes "an institution nationally recognized in its areas of education and research." The Board resolved that the University receive its share of the Available University Fund, as previously agreed to by Texas A&M University and the University of Texas.

In October 2000 the Governor of Texas signed the Priority Plan, an agreement with the United States Department of Education Office of Civil Rights, to make Prairie View A&M University an educational asset accessible by all Texans. The Priority Plan mandates the creation of many new educational programs and facilities. It also requires removing language from the Institutional Mission Statement which might give the impression of excluding any Texan from attending Prairie View A&M University.

Dr. George C. Wright was named as the seventh president of Prairie View A&M University in July 2003. In December of 2004, the University granted its first Ph.D. (Juvenile Justice).

Prairie View A&M University's history is one of tradition, culture, courage and inspiration. The University leverages the spirit that permeates that history to help define education in the 21st century and to forge leaders empowered with the knowledge and dedication to build our shared future.

I.1.1.2 Institutional Mission

Prairie View A&M University is dedicated to excellence in teaching, research and service. It is committed to succeeding in each component of its mission by addressing issues and proposing solutions through programs and services designed to respond to the needs and aspirations of individuals, families, organizations, agencies, schools, and communities--both rural and urban. Prairie View A&M University is a state-assisted institution by legislative designation, serving a diverse ethnic and socioeconomic population, and is a land-grant institution by federal statute.

Having been designated by the Texas constitution as one of the three "institutions of the first class" (1984), the University is committed to preparing undergraduates in a range of careers including but not limited to engineering, computer science, natural sciences, architecture, business, technology, criminal

justice, the humanities, education, agricultural sciences, nursing, mathematics, and the social sciences. It is committed to advanced education through the master's degree in education, engineering, natural sciences, nursing, selected social sciences, agriculture, business, and human sciences. The University is further committed to expanding its advanced educational offerings to include multiple doctoral programs.

Though the University's service area has generally extended throughout Texas and the world, the University's target service area for offering undergraduate and graduate programs of study includes the Texas Gulf Coast Region; the rapidly growing residential and commercial area known as the Northwest Houston Corridor; and urban Texas centers likely to benefit from Prairie View A&M University's specialized programs and initiatives in nursing, juvenile justice, architecture, education, and social work.

The University's public service programs, offered primarily through the Cooperative Extension Program, target the State of Texas, including both rural and urban counties. The University's research foci include extending knowledge in all disciplines offered and incorporating research based experiences in both undergraduate and graduate students' academic development.

I.1.1.3 Program History

Architectural studies at Prairie View A&M began over ninety years ago with classes being offered in drafting and building construction. Two instructors in architecture were added in the 1940s, and by 1947 the Board of Regents approved a School of Engineering program. This reorganization included a plan for the development of a Department of Architecture ("Department") which would offer a four year degree in Architectural-Engineering, as well as new facilities with space allocated to the Department. In 1972 the program was changed to a five-year Bachelor of Architecture degree and in 1977 the first professional Bachelor of Architecture degrees were awarded.

In 1986 the Board of Regents changed the name to the College of Engineering and Architecture and the program gained membership in the Association of Collegiate Schools of Architecture. In June of 1992 the architecture program received its initial accreditation from the National Architectural Accrediting Board (NAAB) and it has maintained accreditation since that time.

Accreditation was a major step for the program, and following this accomplishment the University experienced a reorganization which created the Division of Art and Architecture which merged the two departments, Art and Architecture, and placed an Associate Dean as the head. Following forceful action from within the University coupled with recommendations by the most recent accreditation visit, in February of 1998 the Division of Art and Architecture was restructured to become the Prairie View School of Architecture. It was appointed its own dean and status equal to other schools and colleges within the University.

In 2002, the Texas Higher Education Coordinating Board approved a five-year combined Bachelor of Science, a 4-year degree and a 1 to 1.5-year Master of Architecture professional degree, to replace the previous 5-year Bachelor of Architecture degree. The Master of Community Development program was approved in 2001 and the Bachelor of Science in Construction Science was added in 2003.
On August 15, 2005, the School of Architecture moved into the Nathelyne Kennedy Architecture and Art Building; a 105,000 square foot, high profile addition to the Prairie View campus.

I.1.1.4 Program Mission

The School of Architecture combines teaching, research, and service to proactively develop the discipline of creative and innovative problem solving aimed at addressing the needs of our society.

The School of Architecture's programs in Architecture, Construction Science, Community and Art are accomplishing their mission through graduates trained for excellence in teaching, research, and service. Graduates are prepared for leadership roles in rebuilding America's cities and improving the quality of the

built environment. By offering a diverse curriculum lead by an accomplished faculty in a comprehensive studio and classroom environment, the School of Architecture's programs educate students for significant roles as practitioners, developers and leaders in architecture, construction, community planning and community development. Students in the School's programs are challenged to develop their abilities in problem solving, creative thinking and informed decision making as a focus of their professional education. They accomplish this in a nurturing and student-centered environment that fosters personal development and professional excellence.

I.1.1.4.1 Architecture Programs

The architecture programs are dedicated to preparing students to play a leadership role in rebuilding America's cities and improving the quality of the built environment. By offering a diverse curriculum led by an accomplished faculty in a computer and studio intensive environment, the architecture programs educate students for significant roles as practitioners and leaders in architecture, development and construction.

I.1.1.4.2 Bachelor Of Science Program

The Bachelor of Science (or pre-professional program) provides the common ground for studies in architecture. It is intended to cover the basic content of the preparation of an educated architect and to lead to professional studies and the graduate level.

I.1.1.4.3 Master Of Architecture

The Master of Architecture (professional program) prepares students for roles in the profession of architecture by building on the content of the pre-professional degree through intensive and focused advanced studies in the field of architecture practice and design.

I.1.1.5 Program Vision

Graduates of the School of Architecture will participate in the contemporary milieu and encourage, anticipate and respond to changes in the local, national, and international communities.

I.1.1.6 Institutes And Centers

The School of Architecture is host to two unique entities which are central to both the mission and the vision of the program and play a key role in the contributing to the mission of the University.

The Texas Institute for the Preservation of History and Culture (TIPHC)
The TIPHC serves as a research center for the University and the School of Architecture. The Institute integrates multiple disciplines and a wide range of knowledge (e.g., oral history, historic preservation) with comprehensive documentation reflecting the historical influence of large scale and small scale communities in Texas. The Institute also views indigenous culture, architecture and community development as potentially symbiotic; it moves beyond the tripartite disciplines to a search for ways to educate the community and to actively regenerate human understanding.

Community Urban and Rural Enhancement Service Center (CURES)
CURES focuses on the survey and documentation of the built environment as it pertains to the legacies of culturally specific communities. Through collaboration with the School of Architecture programs, the center is able to deliver a comprehensive, holistic approach to problem solving that assists neighborhoods, local governing bodies, organizations, and citizens with their visions. CURES is also integrated in many of the university's wide-scale service learning activities that involve students of all disciplines with the enhancement of communities across our county.

I.1.1.7 Twenty-First Century Education

The University contributes to the education of students at Prairie View's School of Architecture in multiple ways. The University's location, 43 miles northwest of Houston Texas, affords architectural students several unique opportunities. The University is situated in a rural context which allows the students a unique environment somewhat isolated from an urban complexity, but given its proximity to greater Houston the connection to an architectural context is within easy reach. The Architecture building, completed in 2005, was designed by Michael Rotondi and serves as the gateway to the campus. Designed around the concepts of *memory* and *laboratory*, the building is an expression of the creativity and culture within.

The Bachelor's and Master's Programs in the School of Architecture structure their courses of study around three interrelated goals: Creating Leaders, Primacy of Knowledge, and Situational Experience.

The future of the built environment will be determined by the leaders created today. Leadership requires responsibility, accountability, determination, and tenacity. The program provides resources for the students, but also fosters responsibility and accountability through explicit requirements. Determination and tenacity are recognized and rewarded every year at a banquet that honors top students.

Knowledge and creativity are the currency of the twenty-first century. Information has become ubiquitous through the proliferation of technology. Knowledge is the practical application of information. The program focuses its course of study on the use of information in the creation of knowledge. Design decisions are based on knowledge, which is created through critical thinking that employs available information.

Situational experience is the foundation of the design studio. Through experience, the studio develops knowledge in the multiple facets of architecture. Students are required to assimilate information into knowledge and make design decisions based upon it. This is done in a structured and positive environment in which students are allowed to learn from both successes and failures.

    b.   **Responses to the Five Perspectives**

       There are no changes in this section.

A. Architectural Education and the Academic Community

Prairie View A&M University is dedicated to excellence in teaching, research and service. Its activities include a range of academic programs encompassing undergraduate and graduate education in seven Colleges and the School of Architecture. The eight Schools and Colleges of the University offer bachelors, masters, and doctoral degrees in over eighty majors and fields of study. The University conducts basic and applied research in its Colleges as well as through a number of centers.

The School of Architecture participates fully in university governance through representation on committees and councils, along with special service groups and task forces. The School of Architecture's Dean, faculty and students had prominent roles in the coordination of the planning, design, and construction of all of the new buildings on campus since the last NAAB visit. In addition, members of the faculty and administration serve on the Dean's Council, Academic Council, Graduate Council, University Assessment Committee, Admissions and Academic Standards Committee, Athletic Council, Search Committees, and Faculty Senate.

Along with activities of active chapters of the AIAS, CSI, NOMAS, Women in Architecture, and

Tau Sigma Delta, students in the School participate in many formal and informal university opportunities. These include student government, fraternities, sororities, and many sports and social activities.

Academic and Professional Standards for Faculty and Students

Faculty and students alike must meet all the relevant University academic, professional and ethical standards without special exception.

Interaction with Other Programs

The School of Architecture offers courses for the entire University that include Introduction to Multimedia Computing, Architecture Design I, Multimedia Communication, Introduction to Architectural History and Theory, Design I and Art. The School of Architecture offers a number of courses within the University core curriculum.

- ARCH 2233 - History and Theory of Architecture I

- ARCH 2243 - History and Theory of Architecture II

- ARCH 1253 - Architecture Design I

- ARCH 1273 - Introduction to Multimedia Computing

- ARTS 1203 - Introduction to Visual Arts

- ARTS 2223 - History of Art I

- ARTS 2223 - History of Art II

- ARTS 2283 - Afro-American Art

These classes, particularly the History and Theory offerings, bring a number of students from outside the School. Additionally, the School is making an effort to identify classes offered within other programs suitable for and of interest to architecture majors as well as conducting discussions with programs regarding the formulation of minors in some specific fields.

The School also participates with other programs and departments on campus through many requests for design help, cooperative design, and academic and research efforts. Since the last accreditation visit the School has worked with the following departments and organizations: the Physics Department, Center for Teaching Excellence, Civil Engineering, Nursing, Juvenile Justice, Agriculture, and Facilities and Campus Planning, as well as other departments and programs.

Contributions to Governance, Intellectual, Social Life of the Institution

Students and faculty actively participate in all facets of life within the institution. Students, through fraternities, sororities and other social opportunities, are active in many different University activities on a continuing basis. Many of our students serve in leadership positions, including as Vice Presidents and Senators in the student government.

Faculty and staff, as members of many University-wide governance committees and task forces, fully participate in the many options and opportunities available to them. The School of Architecture is well represented in all governance activities of importance. In addition, faculty, administration and students

have participated in unique opportunities for campus service by designing and helping with implementation of new buildings and campus-wide improvements as noted above. The faculty serve on several University committees, including search and academic committees, both as members and as chairs.

Contributions of the Institution to the Program in Terms of Intellectual Resources and Personnel

The Prairie View A&M University faculty and administration contribute greatly to the intellectual resources of the architecture program through many guest visits to classes and jury presentations as well as open invitations to programs and speakers offered through other colleges and departments.

B. Architectural Education and the Students

The program endeavors to provide the student with a foundation of ethical standards, theoretical concepts, professional skills and training that will ensure personal and professional growth and development. Emphasis is placed on the individual student and his/her particular needs, and students are supported by a strong commitment to academic counseling, teaching and other direct involvement between students and faculty.

Students in their freshmen and sophomore years take a core curriculum of academic subjects, which include math, physics, history, government, English, humanities and architecture history. Architecture courses begin in the freshmen year and professional-level courses increase in number and intensity during the third year.

The School of Architecture faculty encourages students to take advantage of elective courses within the University to broaden their horizons in business management, art, engineering, finance, the behavioral sciences and juvenile criminal justice. Efforts are being made in the studios to enrich the explorative and reflective aspect of architectural design courses as a way of balancing the strong practical, technical and factual aspects inherent in the lecture components of the program.

The faculty are encouraged to assign projects which challenge the students with purely theoretical investigations as well as with actual situations. This is done to ensure that student experience ranges from the abstract and theoretical to the concrete and practical. Habits of intellectual explorations, reflection and critical thinking can be learned in the context of the design studios. In addition, the faculty are engaged in various research, practice, or service activities which model for the student both scholarly and professional behaviors.

The American Institute of Architecture Students (AIAS), Association of Women in Architecture (WAW), Tau Sigma Delta Honor Society, Construction Specifications Institute (CSI), and National Organization of Minority Architecture Students (NOMAS) augment the architecture education program by providing special programs and activities which open avenues for personal growth and development. These programs are designed to promote student participation and input into their academic and professional education. These organizations also offer opportunities for the development of leadership qualities among our students.

C. Architectural Education and the Regulatory Environment

The program's objective is to provide education of high quality which, when supplemented by practical experience, will enable the graduate to practice architecture with a high level of competence and responsibility.

At this time, over thirty Prairie View A&M graduates have received professional licenses in architecture. This includes those who have graduated since the 1972 change from the four-year Architectural Engineering program to the five-year professional degree program.

The courses in technical systems have been developed to give the students sufficient knowledge of structural concepts and materials, including their behavior and limitations. Other curriculum objectives have been developed to acquaint the students with the principles of electrical and mechanical use in buildings.

The steady shift of the curriculum toward the idea of comprehensive design has done much to assist students in securing internship positions during their education and employment upon graduation.

Issues of health, safety, accessibility and human needs in general, including compliance with relevant codes and standards, are incorporated into design projects.

The critical element of ethical responsibility of the professional architect is discussed in the professional practice course and in the design courses. Most poignantly, these issues are regularly highlighted and discussed in design juries.

Upper-level students are encouraged to join the Intern Development Program (IDP) to begin documenting their experience before graduation and to ensure a balanced development of the professional skills required to qualify for licensure. Faculty have been appointed and trained as IDP coordinators to disseminate information and assist students in the program. This is discussed more in Section 2 – Resources. Twice a year the School hosts a presentation by the Houston Chapter IDP coordinator. In addition, the revised curriculum now requires a summer internship as part of the Master of Architecture program. The Texas Architecture Foundation (TAF) granted the School of Architecture $1,000 in 2010, to be used for IDP registration fees for a few selected students.

D. Architectural Education and the Profession

Issues of professional responsibility are woven into studio projects and discussion. In the professional practice class, issues of ethics, professional conduct, internship requirements, and licensure are discussed both by the professor and by the guest. The curricula at both the graduate and undergraduate levels are intended to provide a comprehensive understanding of the knowledge and abilities required for professional practice as a licensed architect.

Preparation for joining the profession is a high priority for the School of Architecture. With a significant proportion of the faculty being actively engaged in various aspects of practice and the wide-ranging utilization of practitioners as participants in lecture series and on juries, the students have many opportunities to gauge the opportunities, potentials and problems of the practice of architecture.

With the Dean serving as the educator member of the Houston Chapter AIA and the Texas Society of Architects, as a trustee of the Texas Architectural Foundation, and as a frequent visible at the local, state, and national level.

An active chapter of the American Institute of Architecture Students (AIAS) serves student directed interests in the profession quite well by bringing guests of their choice to campus.
Students travel to and participate in the national Grass Roots conferences, the NOMAS conferences, the AIAS regional conference, and CSI national and regional conferences. The professional practice course, taught by a lead practitioner, sets a standard of professional interest while the academic credit internship available to students provides yet another opportunity for professional enrichment. The addition of a required internship and the intensive involvement of practitioners in some upper division studios have added to the professional connections of the students with the profession.

E. Architectural Education and the Public Good

The program endeavors to provide the students with a foundation of concepts, skills and professional training which enables them to eventually practice as professional architects who are sensitive to human needs and aspirations as well as environmental and contextual issues.

Through constant association with practitioners, participation in private and public research, interaction with educators and close affiliation with the many organizations representing and governing the profession, the program seeks to reflect the evolving role of the architect in society. Many emerging issues of importance in today's society, such as environmental concerns and technological innovations, are emphasized throughout our educational program in both the design studio and lectures as well as through the active lecture series and the participation of a wide range of professionals as jurors and visiting critics.

The diverse composition of the student population within the School of Architecture creates a community with dynamic thinking born of multiple ethnicities, experiences, values, and ideas. This diversity in our student and faculty population is an invaluable resource that stimulates and challenges the students in developing an appreciation of the differences in our changing society.

The school has expanded its role in public education by participating in a summer discovery program for high school students that has been offered for the past eight summers. This program, which is done in cooperation with Prairie View A&M University, offers a two week introduction to architecture through projects, lectures, discussions, computer usage, and field trips. Approximately twenty students from Texas and across the United States have participated in the program each summer. In addition, the School now hosts the Architecture Concept Institute (ACI), which offers incoming freshmen the opportunity to take their initial design classes in an intense design-based environment in the summer following their high school graduation.

Many students in the School participate in community service projects either through accredited courses, the Community Urban and Rural Enhancement Study (CURES) Center, or on a volunteer basis. This includes working with local elementary schools, community groups, and other non-profit clients in the local and metropolitan Houston area. The studio courses involved with community service provide valuable hands-on experience as well as contributing much needed experience to the organizations served. Social issues are frequently discussed in both lecture classes and design studios. The location of the University in close proximity to Houston, Austin, San Antonio, and Dallas/Fort Worth has offered the design studios the opportunity to use these cities as labs and projects that test the theoretical concepts within the context of real world problems. Students are provided with opportunities to work in a variety of social and economic situations, often dealing with real problems and actual clients who participate and provide critiques of the students' work.

c. Long Range Planning

There are no changes in this section.

I.1.4.1 Program Planning

The long range planning efforts of the School of Architecture are identified and supported by the assessment process, which is described in detail in Section I.1.5 of this report. The key to continuous improvement is designing and implementing systems for self assessment. The
School of Architecture combines data from two distinct sources: student surveys and critical faculty assessment through structured meetings and reviews. For over ten years the School has been collecting survey data from each graduating student. Each year the survey is reviewed and revised based on the data gathered to improve the process. This data directly influences the structure of the faculty review meetings. Through a comparison of faculty expectations combined with student perceptions, strengths and weaknesses are identified and plans for improvement are developed. This strategy is repeated annually. Listed below are critical components of the structured meetings and reviews:

1. Faculty and Staff Meetings at the start and the conclusion of both the fall and spring semesters.
2. Course reviews by all faculty members at the conclusion of each semester.
3. Employment of an outside faculty member to oversee and guide the design faculty in development of design projects and learning objectives.
4. Weekly meetings of all senior management and directors to address immediate and long-range needs.
5. Weekly meetings of all design studio faculty members to review student work, plan for upcoming juries and evaluate instruction.
6. Monthly meetings of the entire faculty to update them on University and SOA issues and also to obtain their input on the progress of the semester with regard to their classes.
7. Attendance at monthly Institutional Effectiveness Committee meetings to participate in University-led efforts related to assessment and planning.
8. Supporting faculty attendance at conferences and events that enhance their involvement in our planning efforts.
9. Monthly meetings of the Dean's Student Advisory Council to update them on the School's issues and get their feedback and suggestions.

I.1.4.2 Institutional Planning

There are no changes to this section.

Beginning in 2006 the Texas A&M University System (TAMUS) issued imperatives for all institutions to meet. The University administration issued these with corresponding goals for our institution. These imperatives and goals are summarized in Table 3 below. Goals noted in bold font are those adopted by the SOA for inclusion in strategic planning.

Table No. 3: Imperatives and Goals

Texas A&M System Imperatives	Corresponding PVAMU Goals
Imperative I. Strengthen	**Goal I.A. Conduct external academic program reviews.**

| **the Quality of Academic Programs** | **Goal I.B.   Achieve specialized accreditation of selected academic programs.**
Goal I.C.   Succeed in achievement of Licensures in applicable academic program areas.
Goal I.D.   Eliminate non-productive academic programs.
Goal I. E.   Increase the prominence of faculty scholarship.
Goal I. F.   Increase the number of faculty FTE's producing research/scholarly and creative works.
Goal I.G.   Retain regional accreditation.
Goal I.H.   Retain accreditation held in specialized programs. |

Imperative II. Improve the Academic Indicators of the Student Body	Goal II.A. Conduct annual reviews of admission standards/requirements. Goal II.B. Increase/improve the standardized test scores of matriculates. **Goal II.C. Collaborate with Texas' other educational programs to increase the number and success of transfer students.** **Goal II.D. Admit and enroll an increasingly higher caliber of student.** **Goal II.E. Increase the number of students who adhere to the University's Conduct Standards.**
Imperative III. Increase Applied and Basic Research	**Goal III.A. Enhance the research environment and expertise of faculty and staff.** **Goal III.B. Align university research goals with federal, state, and industry needs and goals.** Goal III.C. Enhance pre and post-award services to the University research and sponsored program community.
Imperative V. Achieve (and maintain) Financial Stability	Goal V.A. Expand the financial capacity of PVAMU. Goal V.B. Address potentially critical funding issues involved with the eventual loss of special OCR Priority Plan funding. Goal V.C. Meet or exceed expectations associated with the current Capital Campaign. Goal V.D. Take appropriate steps to "right-size" the annual operating budget of PVAMU. **Goal V.E. Increase the availability of scholarship funds.** **Goal V.F. Increase the size and number of endowments for student scholarships and for academic chairs.** **Goal V.G. Increase funded research.** Goal V.H. Stay competitive in tuition and fees/align tuition and fees to be competitive with other general academic institutions in Texas.
Imperative VII. Promote Programs that Contribute to Student Success	Goal VII.A. Engage students in rigorous educational programs and provide an environment conducive to success. **Goal VII.B. Increase/improve the percentage of PVAMUI graduates who are accepted to graduate and/or professional schools.** **Goal VII.C. Increase placement rates of all PVAMU graduates.**
Imperative IX. Increase	Goal IX.A. Effectively communicate to all Stakeholders the PVAMU Vision/2020.

and Enhance the Visibility and Awareness of the University to the Community at Large/all Stakeholders	**Goal IX.B. Expand its service to the community by promoting Service Learning, Distance Education, Continuing Education, IK-16 programs, Small Business and Entrepreneurial Initiatives, Cooperative Extension, and Health Care by engaging its people and resources in a renewed commitment to outreach.**

The adoption of these imperatives and goals required that the SOA develop an assessment plan for the 2009-2013 time frame. A summary of the plan is contained in Table 4 below.

Table No. 4: Assessment Plan 2009-2013

Architecture Program 2009-2013 ASSESSMENT PLAN	
1. Unit Mission	The mission of the Architecture program in the School of Architecture is to prepare college graduates for entry level design and management positions in the profession and/or to attend graduate school.
2. Relationship of Unit Mission to University's Mission	To support the University's commitment to higher education, objectives of the Architecture program are as follows: **Teaching:** Prairie View A&M University was designated by the Texas constitution as one of the three "institutions of the first class" in 1984. The architecture program is committed to educating and preparing undergraduates to enter graduate programs and to be contributing members of the profession. **Research:** The program will participate in faculty research the newly created "ARCHITECTURE+CONSTRUCTION ALLIANCE" that has been formed by 13 universities that have both architecture and construction programs housed in one academic unit. **Service:** Owing to the needs of our society for adequate housing, especially in light of the damage caused by Hurricane Ike, the program is committed to volunteer services to efforts such as Habitat for Humanity in the Texas Gulf Coast Region. Cures and Culture Centers in the School provide valuable opportunities for community service and service learning.
3. Unit Vision	By the year 2013, the program will be in its 31st year of operation. The School of Architecture strongly supports the mission of the University by offering a National Architectural Accrediting Board (NAAB) [1] accredited, professional degree that qualifies architecture students to apprentice and pursue professional registration by taking the National Council of Architectural Registration Boards (NCARB) [2] examination which leads to licensure as an architect. The curriculum and support activities of the program have been tailored to meet the needs of the traditional audience of Prairie View A&M University as well as a future, more diverse enrollment population. The program is committed to excellence in teaching, involvement in appropriate research activities, and support of community-based service opportunities to prepare professionals dedicated to making the world a better place to live.

[1] National Architectural Accreditation Board (NAAB)
[2] National Council of Architectural Registration Board (NCARB)

4. Core Values of the program and their Alignment to the University's Core Values	The Architecture program will align its unit mission to the University's core values in the following manner. **Access and Quality:** The architecture program will promote educational opportunities for the 'un-served' and underserved populations in architecture so that we increase the numbers of minorities and females entering the workforce and/or pursuing a graduate or professional degree. **Diversity:** The architecture program will endeavor to convince potential students that a career in the design industry is possible and desirable. Students will be exposed to opportunities to enter and succeed in the profession through programs aligned with the American Institute of Architects (AIA) at the national and local levels, the Texas Society of Architects (TSA), and the Construction Specifications Institute (CSI). **Leadership:** The architecture program will concentrate on improving the course offerings so that our students will be inspired to pursue their individual aspirations and become leaders in the architecture profession. We will expand our offering by combing our on campus classes with distance education programs at the PVAMU Houston campus (targeted for 2012-2013 Academic Year) to enhance the opportunities to join the program and obtain an accredited degree. **Relevance:** The Architecture Program will respond to the need for highly qualified personnel in the workforce by emphasizing to graduates who are competent in both aesthetic and technical aspects of the profession that it is regulated by the State of Texas to protect the health, safety and welfare of the public. **Social Responsibility:** The architecture program will promote active participation in constructive social change through volunteerism, leadership, and civic action on the part of its faculty and students. Their efforts will be focused at the local, regional and state levels to work on public policy relating to the architecture profession and to encourage involvement in projects that benefit the communities in which they live and serve.
5. Conceptual Framework	The approved degree plan is a combination of the major subject areas that have been established by NAAB, intended to educate graduates to be able to practice and respond to the changing technology and changes in the local, national and global communities.
6. Goals	**Broad Goal:** The architecture program will continue to work towards maintaining full accreditation with the National Architectural Accrediting Board (NAAB) to offer an accredited, professional degree that qualifies architecture students to apprentice and pursue professional registration through the National Council of Architectural Registration Boards (NCARB). The Architecture program has been continuously accredited since its initial accreditation in 1992. The School of Architecture will combine teaching, research and service, promoting collaboration among its three degree offerings in order to proactively develop creative and innovative problem solving to address the needs of our society.
7. Outcomes	Program Outcome 1: Increase the number of students enrolled in the

program.

Program Outcome 2: Increase the number of students who are enrolled in the dual-degree program (Architecture and Construction Science) to meet the demands of design/build trends in the development and delivery of projects.

Program Outcome 3: Increase the visibility of our program in the greater metropolitan areas in Texas (1st concentration: Houston; 2nd concentration: Dallas/Ft. Worth; 3rd concentration: San Antonio).

Core Curriculum: As part of the University's core curriculum and the NAAB Standards and Criteria for Accreditation (General Education-Communications, Social Sciences and Humanities) the Construction Science program will focus in improving the ability of all students to properly communicate both orally and in writing.

Student Learning Outcomes (from A-1): As part of the NAAB Standards and Criteria for Accreditation the architecture program will work to involve its students through courses and internships in gaining an understanding that the architect's role, in both office and field activities, includes effective management of personnel and costs to deliver appropriate services to the client.

d. Program Self Assessment
[The NAAB will provide this section, quoted directly, from the most recent APR]
The report must include the following:
- *Programs must describe how this section changed since the most recent APR was written and submitted*

I.1.5.1 Program Progression
In preparation for the 2015 University Interim Report to the Southern Association of Colleges and Schools (SACS), the University undertook an administrative review of each college/school in the University. The administrative review of the School of Architecture by the Office of the Provost and Academic Affairs was conducted in Fall 2013. The review outcome presented in January 2014 was very positive, outlining the strength of the School and the need to provide support by adding more staff and resources.

The report conclusion stated:

- *SOA continues to perform exceptionally well under challenging conditions and its accomplishments are first-class.*
- *Faculty, staff, and students are highly professionals. Respect is demonstrated by all, and the family atmosphere that has been cultivated in the SOA is Commendable.*
- *With support from the University, the SOA has the skills, ability, expertise, and desire to address all of the concerns that are outlined in this report. Without question personnel and resources will enhance the stellar work already being produced in the SOA.*

- *What is required is a broader meeting with the University to review and address the areas of concerns that have fiscal notes*

As a result of this administrative review, the SOA added new staff positions as listed earlier in the report and started the planning for a new manual and digital fabrication shop to accommodate the new digital fabrication equipment and to support students' work and faculty research.

The assessment table below has been updated. Changes appear in blue.

Table No. 2: Assessment

Programs	Architecture (Bachelors of Science in Architecture and Masters of Architecture degrees) Construction Science (Bachelors of Science degree) Community Development (Masters of Science degree)
Objective	Improve the quality of all programs and to meet the mission of the TAMU System, PVAMU and the SOA.
Committee Members	▪ Dr. Bruce Bockhorn (Chair) ▪ William Batson ▪ Daniel Bankhead ▪ Dr. Arsenio Rodrigues ▪ Dr. Jeffery Bolander ▪ Yunsik Song ▪ Daniel Hernandez ▪ Ross Wienert ▪ Student - Architecture ▪ Student - Construction Science ▪ Student - Community Development *Note: Students were appointed and served for a maximum of two semesters.*
Dates of Assessment:	Fall Semester 2009-Spring Semester 2010 Fall Semester 2010-Spring Semester 2011 Update: The SOA Assessment Committee continued to function and conducted annual assessment evaluations in the following Academic years: Fall Semester 2011-Spring Semester 2012 Fall Semester 2012-Spring Semester 2013 Fall Semester 2013-Spring Semester 2014 Fall Semester 2014 (in progress) The Assessment Committee submits an annual report to the Dean on their activities. Members of the committee also participate in various university assessment committees.

Meetings	The SOA held faculty summit meetings at the start of the semester. These were held as part of the University's required program of meetings. Dates for the SOA meetings since the NAAB focus evaluation in 2009 were: ▪ Fall Semester 2009 August 25, 2009 ▪ Spring Semester 2010 January 14, 2010 ▪ Fall Semester 2010 August 25, 2010 ▪ Spring Semester 2011 January 14, 2011 The SOA also holds assessment closing meetings with all faculty members at the end of each semester. The theme for the meeting held on May 20, 2010 was "Measure What Matters!" This meeting was used to address the changes in NAAB criteria (2004 vs. 2009), discuss our NAAB matrix of learning objectives, and plan for the 2010-2011 academic year. Update: Faculty 'kick-off' meetings continue to be held at the start of each semester and faculty assessment meeting continues to be held at the end of each semester.
Accomplishments	During this cycle the SOA achieved the following items of note: ▪ **End of Course Survey Form:** The form was originally adopted in the 2008-2009 academic year and updated with input from the faculty during the 2009-2010 period. The major change in 2009-2010 was to include the PVAMU "Quality Without Compromise; Closing the Loop: 6 Question Model." The committee also revised the form to include the new 2009 NAAB ratings. [Note: See course notebooks for examples of EOCS forms.] **Course Notebooks:** The committee oversees the collection and the assembly of all notebooks. Notebooks dating back to the prior NAAB visit in 2006 have been collected. All of these notebooks were independently reviewed by a sub-committee of the Assessment Committee appointed by the Chair. Update: Course notebooks continue to be collected each semester. In the notebooks (Section 1) are the assessment documents including the *End of Course Summary Form.* The SOA is currently investigating the installation of an electronic system that would allow the collection of this data in digital format, thus saving paper and storage space.

- **Design Studio:** The SOA retained the services of Professor William Cannady, FAIA, to serve as the design coordinator beginning in the Fall Semester 2009. Over the course of the past two academic years his task was to again bring his 45 years of teaching (Rice University) to our program and serve as our critic on matters related primarily to studio. As a mentor to the design faculty members, Mr. Cannady performed the following tasks:
  - Weekly Meetings: Each Thursday Mr. Cannady held an open forum for all design faculty to attend and discuss mutual issues related to their teaching. Those faculty teaching technical courses were also encouraged to attend and comment. The objectives in holding these meetings were as follows:
    - Encourage discussion amongst the faculty.
    - Develop a coordinated approach to design objectives at each level.
    - Coordinate design objectives across all undergraduate and graduate studios.
    - Discuss the NAAB conditions and prepare for the transition from the 34 conditions we were reviewed under in 2006 to the 32 conditions we will be evaluated under for 2012.
    - Provide information regarding current industry practices related to technical issues that should be a part of the design studios.
  - Participate in studio juries to the greatest extent possible and work with faculty to improve the work of the students.
  - At the conclusion of each semester, Mr. Cannady prepared and submitted a review of the work at each level of design instruction. These reports were submitted to the dean and specific comments/suggestions then shared individually with each faculty member. The originals are kept by the Chair of the Assessment Committee.

    Update: During the 2011-2012 and the 2012-2013 academic years, an architect and a well-established Professor and emeritus dean of the College of Architecture at the University of Houston, has served in the position of design coordinator. He continued the work of holding weekly meetings with the design faculty, attending studio juries and attending final assessment walk-through sessions noted above.

Documentation	The SOA adopted the following procedures for the term:
	▪ **Course notebooks:** The Assessment Committee members, in conjunction with all faculty members, developed the standard format and contents for the note books. All notebooks were standardized in terms of basic format that was adopted in 2009. • Syllabi and Lesson Plans • End of Course Assessment Form • Grades and Attendance Records • Lecture Notes/Articles/Handouts • Assignments/Projects/Exams • Selected Student Work *Note: In accordance with the 2009 NAAB Conditions the notebooks chosen for the Visiting Team Room have been revised to comply with the five section format.* Update: The syllabi have been revised as of the Fall Semester 2014 to be more compact and useful to the students. ▪ **End of Course Survey Form:** See 'Accomplishments' section immediately above. ▪ **Student Surveys:** Graduating seniors continue to be surveying regarding their preparation for employment. The raw data on all graduates going back to 2004 has now been collected and entered. A detailed analysis has been conducted during the Summer Term 2011. In order to obtain a richer form of data the Dean is also interviewing each senior in a private, 30 minute session to collect information and input. Update: We continue to collect this data. The Exit Survey is now a mandatory requirement to be processed and approved for graduation during the final semester of enrollment.

3. Summary of Activities in Response to Changes in the NAAB Conditions (NOTE: This section is not required for programs submitting reports in 2013.)

The program had already met many of the NAAB condition changes by the last focus evaluation report. Total credit hours for the B.S./M.Arch degrees now equal 168 with the addition of 2 credit hours in the undergraduate program. The 45 hours of non-architecture content courses are readily handled by the required core courses and directed electives.

The School of Architecture has focused a great deal of effort into creating a culture of learning that extends beyond just the design studio. A great deal of effort was invested in creating a Studio Culture Policy whose brevity would allow it to extend beyond studio and beyond just the four to five years in school. The School also sponsors activities each semester to support a positive learning culture including Arch in the Park in the Fall to introduce freshman to the rest of the student body and an annual Awards Banquet in the Spring to honor outstanding achievement and to celebrate the graduating students.

An in depth faculty evaluation found that many of the changes in the Student Performance Criteria were already in the curriculum and required only realignment within the matrix. For instance the School has had a comprehensive design course since 2004. The curriculum was notably updated by the addition of a Sustainable Building course and Building Information Modeling course at both the graduate and undergraduate level.

Supplemental Material

The following is the link with the supplemental materials, which include revised syllabi and student work in response to the three SPC that were not met and CVs of four new adjunct faculty members.

https://www.dropbox.com/sh/7yk60d1qq830sck/AADxy0wATHVxzWoahJU9kBVsa?dl=0