

STATE

6/17/2024

RE: Special Report Narrative response to Board Recommendation dated May 24, 2024

Dear NAAB Administrators and Board Members:

Thanks for your thoughtful questions in your letter. Each of these responses have been posted into the designated sections of the Special Report section of your website. The following summary is presented as response to your letter received via email for your extended awareness of our response.

Condition 3: Vertical Studio format methodology to address SC5 & SC6

Not all of our studios utilize a vertical format, but we have occasionally found it instructive and culture-building to use this format of multiple cohort studio for our students. Our initial series of studios have always been in a sequential format due to their introductory nature while our final series of studios have always been in a sequential format due to their culmination focus. In our next academic year, we will be offering all sequential studios to continue our approach to studio experience variety and to address the vertical studio delivery structure challenges on our faculty.

In a sequential studio format, projects are selected and outcomes planned to train students in skill sets meant to develop their design abilities in the context of a defined project and outcome. These skills are commonly revisited multiple times during our student's experience for learning reinforcement.

In comparison, a vertical studio combining multiple cohorts of skill level and experience introduces students to the skills and methods they will be asked to develop in advance of their expectations being set as skills become more developed. This format builds a unique environment for collaboration and mentorship. It builds a much more interactive studio culture, and with a small program like ours, it gives students many more potential teammates across their academic experience with us.

Each student is assessed in comparison to both their own cohort and within the pedagogy goals of the studio. As with any group of students, the level of Competency/Proficiency/Mastery varies by individual student. In a vertical studio format, each cohort of students is expected to exhibit design decisions in areas of studio focus on par with their experience level. Students are measured with a rubric to determine their level of competency in each focus area. This addresses the highlighted parameters within the Design Synthesis (SC5) and Building Integration (SC6) goals of the studio.

This approach allows each topic to be explored and incorporated multiple times during their

studios/individual projects to ensure multiple collaborative experiences and personal skill development throughout.

Requirements for SC5 and SC6 are incorporated into all three of our class sequences: History/Theory Sequence, Technical Sequence, and Design Studio Sequence. Each sequence is designed to instruct our students in all of these requirements in a complementary way. This triad develops and verifies the students' initial understanding, instructs processes of incorporation, and measures synthesis and integration effectiveness.

Condition 5.4: Licensing Advisor

Sandra Callies, AIA is SDSU's Architect Licensing Advisor. Her efforts are coordinated with Terri Miller, South Dakota AIA license advisor for our state chapter and the program invites her