



**University of the District of Columbia  
Department of Architecture and Urban Sustainability**

## **2020 Visiting Team Report**

### **Master of Architecture**

[Undergraduate Architecture Degree + 49 Graduate Credit Hours]

[Undergraduate Non-architecture Degree + 85 Graduate Credit Hours]

The National Architectural Accrediting Board  
February 29 – March 4, 2020

**Vision:** The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural profession.

**Mission:** The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

# Contents

<u>Section</u>	<u>Page</u>
I. Summary of Visit .....	3
II. Progress Since the Previous Site Visit .....	3
III. Compliance with the 2014 Conditions for Accreditation.....	5
Part One (I): Institutional Support and Commitment to Continuous Improvement .....	5
Part Two (II): Educational Outcomes and Curriculum .....	13
Part Three (III): Annual and Interim Reports.....	21
IV. Appendices	
1. Conditions Met with Distinction .....	26
2. Team SPC Matrix.....	27
3. The Visiting Team .....	28
V. Report Signatures .....	29

## I. Summary of Visit

### a. Acknowledgments and Observations

- The team is grateful for the wonderful hospitality provided by the architecture program and the university.
- The team appreciates the effort put forth by the chair, faculty, and students in the preparation of a well-organized team room.
- The team found that students are vibrant and heavily involved in their education even though the majority of them are working full-time.
- The presence of international students in the program enhances the studio culture and broadens the program's visibility at a global level.
- The student projects addressing global issues reflect the diversity of the student body.
- The team acknowledges the continuous support the architecture program receives from the dean of the college and the chief academic officer of UDC.
- The placement of the architecture program within the College of Agriculture, Urban Sustainability, and Environmental Sciences provides opportunities for the architecture program to lead research initiatives to enhance communities and the built environment.
- Although the facility has improved since the last visit, the current growth rate may require additional space in the near future.
- With the growing student population, additional technical support will enhance student learning outcomes.

### b. Conditions Not Achieved (list number and title)

#### D.3 Business Practices

## II. Progress Since the Previous Site Visit

**2014 Student Performance Criterion A.2, Design Thinking Skills:** *Ability* to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

**Previous Team Report (2017):** The work presented, although it demonstrated ability in other aspects of Realm A, does not effectively demonstrate Design Thinking Skills and critical thinking. There is a lack of sense of inquiry utilizing many aspects learned from other areas such as investigation, and precedents, and in the conceptual and design development of projects. This is particularly evident in low-pass projects presented as evidence in the many design studios.

**2020 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCP-501 Professional Studio Lab VII.

**2014 Student Performance Criterion A.6, Use of Precedents:** *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices regarding the incorporation of such principles into architecture and urban design projects.

**Previous Team Report (2017):** Evidence of students using precedents to inform their design process was not found. In most instances, precedents were used for visual intrigue and there was insufficient effort made in dissecting the projects to find their strengths and weaknesses.

**2020 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCP-502 Thesis Studio I and ARCP-550 Thesis Studio II.

**2014 Condition II.4.1, Statement on NAAB-Accredited Degrees:** All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the *NAAB Conditions for Accreditation*, Appendix 1, in catalogs and promotional media.

**Previous Team Report (2017):** The accreditation terminology on the website does not meet the exact required language of the NAAB Conditions. In addition, the library subject profile pamphlet does not correctly state the candidacy terminology (resources binder). The student handbook does not comply with the NAAB guidelines.

**2020 Visiting Team Assessment:** Statement on NAAB-Accredited Degree including the exact language found on NAAB conditions for accreditation is accessible on the Architecture and Community Planning Program website and included in the program catalog.

**2014 Condition II.4.5, ARE Pass Rates:** NCARB publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered useful to prospective students as part of their planning for higher/post-secondary education in architecture. Therefore, programs are required to make this information available to current and prospective students and the public by linking their websites to the results.

**Previous Team Report (2017):** There has been no change since the 2015 review since students are not yet eligible to start taking exams because initial candidacy has not yet been granted.

**2020 Visiting Team Assessment:** Since the 2017 visit, the link to ARE pass rates has been added to the architecture program website under “Accreditation Requirements.”

### III. Compliance with the 2014 Conditions for Accreditation

#### **PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT**

This part addresses the commitment of the institution, its faculty, staff, and students to the development and evolution of the program over time.

#### **Part One (I): Section 1 – Identity and Self-Assessment**

**I.1.1 History and Mission:** The program must describe its history, mission, and culture and how that history, mission, and culture shape the program's pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.
- The program must describe its active role and relationship within its academic context and university community. The description must include the program's benefits to the institutional setting and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. The description must also include how the program as a unit develops multidisciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the community.

#### **[X] Described**

##### **2020 Analysis/Review:**

**History of the University:** In 1966, Congress enacted the District of Columbia Public Education Act, which established Federal City College and Washington Technical Institute. In 1977 UDC consolidated its academic programs and established five colleges. The University of District of Columbia (UDC) currently offers 81 undergraduate and graduate academic degree programs through three colleges, two schools, and one community college. They are College of Agriculture, Urban Sustainability, and Environmental Sciences (CAUSES); College of Arts and Sciences (CAS), School of Business and Public Administration (SBPA); School of Engineering and Applied Sciences (SEAS); the Community College and the David A. Clarke School of Law.

The mission of UDC is to embrace its essence as a public historically black urban-focused land-grant university in the nation's capital; UDC is dedicated to serving the needs of the community of the District of Columbia, and producing lifelong learners who are transformative leaders in the workforce, government, nonprofit sectors and beyond. The vision is that all students will achieve their highest levels of human potential Core Values – Excellence; Collaboration; Sustainability; Innovation; Integrity.

**History of Architecture Programs at UDC:** In 1968 the Washington Technical Institute, which preceded UDC, a two-year Architectural Engineering Technology degree program was established. The objective then was to provide the students with design experience. In 1973 the program became one of a small number of programs at an HBCU to offer an Associate's degree that was accredited by the Accreditation Board of Engineering & Technology (ABET). Over the years, hundreds of minority students received the Associates in Applied Sciences degree (AAS). Many of these two-year graduates and UDC alumni also went on to complete NAAB-accredited first professional degree programs at other institutions in the region and a number of these students became registered architects.

In August of 1991, an academic restructuring at UDC resulted in the establishment of the College of Physical Science, Engineering, and Technology that housed the 2-year architecture program in a new Department of Architectural & Civil Engineering Technology. In the fall of 1989, the new Bachelor of Architecture program at UDC was established as a professional degree program to seek NAAB accreditation. In 1998 the program period of NAAB candidacy expired. A second candidacy was later granted by NAAB, but because UDC was unable to provide the resources necessary for the program to address critical physical resources deficiencies, candidacy lapsed for the second time.

A reorganization within UDC in 2012 resulted in the relocation of the architecture program from the School of Engineering and Applied Sciences to the newly formed College of Agriculture, Urban Sustainability and Environmental Sciences (CAUSES). This move created the only architecture department in the country to be housed within a college of agriculture. Along with the Department of Architecture, CAUSES became home to academic programs in health education, nursing (RN to BSN), nutrition, and a professional science master's (PSM) degree in water resources management.

In 2015, the University recruited and hired a new Chair and Associate Professor, Dr. Susan Schaefer Kliman, who brought a wealth of experience from private practice and academia, as well as a strong familiarity with the regulatory and accreditation processes. Under Dr. Kliman's guidance, additional modifications have been made to both the B.Sc. Arch. and M. Arch. curricula to ensure alignment with both the NAAB Conditions and the program mission. The M. Arch. program was granted Initial Accreditation in 2017.

The mission of the Department of Architecture and Urban Sustainability is to educate the next generation of architects, planners, and environmentalists with an emphasis on preparing them to make a significant impact on the sustainable infrastructure and urban sustainability initiatives of the District of Columbia and urban areas around the world.

**I.1.2 Learning Culture:** The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and nontraditional.

- The program must have adopted a written studio culture policy and a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.
- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include but are not limited to field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

**[X] Demonstrated**

**2020 Analysis/Review:** The studio culture policy is handed out to the students every fall with the student handbook, which is a living document being reviewed and updated by the student governance for well being. A positive student-teacher relationship was evident at the general student body meeting and through conversations with students. The program hosts guest speakers twice a month for a general lecture about the profession and outside professionals interact with students to provide insights on architecture as a profession. The collaboration of students from all levels was evident as studio spaces are concentrated in one area.

**I.1.3 Social Equity:** The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program's human, physical, and financial resources.

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students during the next two accreditation cycles as compared with the existing diversity of the faculty, staff, and students of the institution.

- The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

**[X] Demonstrated**

**2020 Analysis/Review:** The University of the District of Columbia is one of the seven HBCU universities with an accredited architecture program in the country. The majority of the student body is made up of African Americans residing in the District of Columbia. At the university level, international students represent 10% of the student population. The diversity of the student population is also reflected in the architecture department. The median age of students at UDC is 27, with diversity among the age group, color, and gender. The faculty is diverse as well. The university is proud of being an HBCU and is actively looking at strategic recruiting at local public schools. The faculty empower students to work on issues in architecture by exposing them to different cultures in the design process. At the university level, the leadership across the board largely consists of minorities.

**I.1.4 Defining Perspectives:** The program must describe how it is responsive to the following perspectives or forces that affect the education and development of professional architects. The response to each perspective must further identify how these perspectives will continue to be addressed as part of the program's long-range planning activities.

**A. Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles.

**2020 Analysis/Review:** Students in the department have different opportunities for collaboration and leadership. The physical studios have provided an environment in which students from all levels can mingle and interact outside of the classroom. There are several professional student organizations, including AIAS, NOMAS, CSI, and a Saudi Architecture Students group for students to develop leadership skills. Many of the studio projects are divided into teams to facilitate collaboration among students. Also, students have the opportunity to collaborate with different disciplines within the college such as agriculture and health sciences.

**B. Design.** The program must describe its approach for developing graduates with an understanding of design as a multidimensional process involving problem resolution and the discovery of new opportunities that will create value.

**2020 Analysis/Review:** Annual reviews of student work and program progress provide opportunities for the faculty to determine which efforts have been successful. Ongoing discussions and sharing of best practices have led to modifications in the studio sequence emphasis. A modified focus for each year now takes the students through a deliberate progression of the design process, while maintaining the technical documentation component of the lower level studios. The curriculum has been enhanced by the addition of a graphics course and a theory course. There have also been alterations in assignments and content delivery in the upper-level studios to help facilitate student learning of the components and complexity of the overall design process. Progress is being made, and efforts continue in this area.

**C. Professional Opportunity.** The program must describe its approach for educating students on the breadth of professional opportunities and career paths, including the transition to internship and licensure.

**2020 Analysis/Review:** The entire full-time faculty of the architecture program is comprised of licensed professionals and the adjunct faculty members consist of licensed engineers as well. There is an Architect Licensing Advisor for the program. Also, the program invites NCARB representatives to give presentations on licensing requirements regularly.

- D. Stewardship of the Environment.** The program must describe its approach to developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and natural resources.

**2020 Analysis/Review:** The value of stewardship of the environment is a fundamental mission of the UDC College of Agriculture, Urban Sustainability and Environmental Sciences and its mission permeates the architecture program. Several of the design studios include a component of the food hub or urban farm. Undergraduate students have the option of adding a concentration in urban sustainability and may select from several environmental science classes to complete that concentration. Graduate students may select from several courses in the professional science master's degree program to fulfill their optional studies course requirement.

- E. Community and Social Responsibility.** The program must describe its approach to developing graduates who are prepared to be active, engaged citizens able to understand what it means to be professional members of society and to act ethically on that understanding.

**2020 Analysis/Review:** Stewardship of the environment, community, and social responsibility is also a fundamental value to the architecture program and CAUSES. A vast majority of the projects in the studios, urban and community design, and sustainable design classes involve projects focused on building and improving local communities. One of the program's community efforts includes an ongoing project to improve conditions in Haiti. The department is working currently with a nonprofit organization to develop longer-term recovery solutions.

**[X] Described**

**2020 Analysis/Review:** All of the above sections were described.

- I.1.5 Long-Range Planning:** The program must demonstrate that it has a planning process for continuous improvement that identifies multiyear objectives within the context of the institutional mission and culture.

**[X] Demonstrated**

**2020 Analysis/Review:** The program's long-range planning and efforts are focused on achieving the reaffirmation of accreditation in addition to implementing and contributing to the strategic plan of the university. To achieve that, the program continues its assessment and adaptation and is organized to implement the UDC strategic plan. The program enjoys the full support of the administration of UDC and CAUSES.

UDC approved in summer 2018 the Equity Imperative plan as their long-range plan to be implemented in the 2018-2019 academic year. All units on campus were tasked with modifying their missions and goals to align with this institutional plan. Additional modifications have been made to the strategic plan for the 2019-2020 academic year and all units on campus including the department of architecture are required to focus on achieving the goals outlined in that document. The plan identifies three overarching goals: 1. Establish in the District of Columbia a Public, Higher Education Model of Student Success; 2. Increase the Numbers of UDC Degrees and Workforce Credentials Awarded; 3. Graduate Transformative Urban Leaders Who are Lifelong Learners.

CAUSES held several strategic planning retreats and has developed its plans. The architecture department units developed unit-specific goals and plans as well. Faculty and staff in the department met and determined that they will continue to implement their previously established long-term strategic goals which are: 1. To be a leader in Urban Agriculture; 2. To be a leader in Urban Sustainability; 3. To be a university-wide resource in experiential learning and relevant research.



### I.1.6 Assessment:

**A. Program Self-Assessment Procedures:** The program must demonstrate that it regularly assesses the following:

- How well the program is progressing toward its mission and stated objectives.
- Progress against its defined multiyear objectives.
- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.
- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success.

**B. Curricular Assessment and Development:** The program must demonstrate a well-reasoned process for curricular assessment and adjustments, and must identify the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

#### **[X] Demonstrated**

**2020 Analysis/Review:** The faculty members perform course-level assessments of learning outcomes for each course to evaluate and document major learning outcomes. According to the findings, they can take action and make recommendations.

The students complete electronic evaluations at the end of each semester. The results of this electronic survey are compiled by the university and distributed to the colleges, which then provide the relevant results to each academic unit. Upon receipt, the program director shares these results with the entire architecture faculty and they are discussed during regular meetings.

The entire faculty meets monthly to discuss various issues including curriculum and student performance. Adjunct faculty members attend these meetings. Minutes from all meetings then get posted to the college Blackboard site. At the end of every semester, outside professionals are invited to participate in studio juries and are asked to provide feedback to the studio instructor, which is then shared with the rest of the faculty. Additionally, at the end of the academic year and before the start of the spring semester, the chair conducts a faculty meeting to review and discuss studio sequence and curriculum.

## Part One (I): Section 2 – Resources

### I.2.1 Human Resources and Human Resource Development:

The program must demonstrate that it has appropriate human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff.

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.
- The program must demonstrate that an Architecture Licensing Advisor (ALA) has been appointed, is trained in the issues of the Architect Experience Program (AXP), has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- The program must describe the support services available to students in the program, including but not limited to academic and personal advising, career guidance, and internship or job placement.

#### [X] Demonstrated

**2020 Team Assessment:** Staff and students noted that the faculty is present and available for consultation and advising.

Students and faculty stated that IT support for both software needs and laboratory equipment assistance could be improved. This is a challenge due to both availability of personnel as well as the need for the program to function 24/7.

The ALA, Professor Belton, arranges presentations from NCARB annually. There is also a Student Licensing Advisor and a State Licensing Advisor as part of the part-time faculty. The student body was aware of these representatives as resources and many of them have established an NCARB record to track their AXP progress. These students have the benefit of being local to the headquarters of the collateral organizations and they have taken field trips to visit the AIA office.

The four full-time faculty members are all licensed architects, as are many of the part-time faculty. Continuing education opportunities are offered for maintaining licensure. The dean of CAUSES offers professional development seminars. There are opportunities for the faculty and students to secure research funding through the land grant support provided to the college. Procedures for promotion and tenure are documented as well.

**I.2.2 Physical Resources:** The program must describe the physical resources available and how they support the pedagogical approach and student achievement.

Physical resources include but are not limited to the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Information resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, on-site, or hybrid formats have on digital and physical resources.

**[X] Described**

**2020 Team Assessment:** The architecture program was assigned the first and second floor of building 32, and the renovations of the spaces were done in three phases starting in 2013 and phase III was completed in the summer of 2019 in preparation for the NAAB visit. The final build-out contains approximately 17,000 square feet of floor space. It includes administrative and faculty offices located on the first floor of building 32. The configuration enables the department chair and all full-time faculty members to have dedicated office space. This suite includes designated office space for adjunct faculty, an office for student clubs, a conference room, and shared reception space with the Center for Architectural Innovation and Building Science. The suite also includes a records storage space, faculty work area, and a small lounge/waiting area.

The studios on the second floor consist of approximately 15 workstations with locker storage, file storage, shelf area, a projection system, and a whiteboard. The studios have electronic and paper pinups. Each studio has two assigned 36" x 72" rolling pinup boards. Each student workstation is hard wired for internet access and WiFi capability exists in the area. A separate formal lecture area can accommodate iPhone iPod, tablets, and laptops. A jury and gallery open space is equipped with projection presentation equipment that enables connection to the internet. It also has movable glass pinup partitions for presentations.

There is a dedicated computer lab with 19 stations, 17 of which are configured identically with the basic software needed for class assignments. Two computers have dual monitors and faster processors for use in rendering and experimenting with new software. A server, housed in IT, is being configured to allow students to learn Revit in a shared central file configuration. The computer laboratory is used for the instruction of computer courses.

**I.2.3 Financial Resources:** The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

**[X] Demonstrated**

**2020 Team Assessment:** The team found financial resources to be sufficient to support student learning and achievement. The meeting with the acting dean and the chief academic officer assured the team that the program will have enough financial support from the university level for further growth.

**I.2.4 Information Resources:** The program must demonstrate that all students, faculty, and staff have convenient, equitable access to literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide information services that teach and develop the research, evaluative, and critical-thinking skills necessary for professional practice and lifelong learning.

**[X] Demonstrated**

**2020 Team Assessment:** All students have access to the library at the university campus through learning resource divisions. The main library for the university is located in the new student center building which is across from the architecture space. In addition, they are members of the Washington Research Libraries Consortium in which nine universities in the area are open to all students enrolled in each university to use and check out books as needed. Recently a small architecture library in the faculty and staff area was created where architectural books and journals are available for student use. As per the chair of the program, they are working to maintain and grow this in-house library for student use.

### I.2.5 Administrative Structure and Governance:

- **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and school, college, and institution.
- **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

#### **[X] Described**

**2020 Team Assessment:** The Department of Architecture and Urban Sustainability (DAUS) is one of two academic departments housed within the College of Agriculture, Urban Sustainability and Environmental Sciences (CAUSES). The college is one of six within the university. The UDC Community College is physically situated at a satellite campus on North Capitol Street. The remaining schools and colleges are located at the flagship campus on Van Ness. Because of the land-grant functions within CAUSES, the college operates several certificate programs and outreach events at instruction sites located throughout the District.

The Department of Architecture & Urban Sustainability chair reports directly to the dean of CAUSES. As mentioned, substantial administrative and operational support for the academic programs within CAUSES is provided by the CAUSES operations unit under the leadership of the Associate Dean for Operations (ADO). The college also has an Assistant to the Dean for Academic Programs (ADAP). Both the ADO and the ADAP report directly to the dean. The ADAP assists in addressing many of the time-consuming issues that previously fell on the shoulders of the academic program director including student complaints, grade disputes, settling graduation requirements (especially general education-related matters), and other disciplinary and policy-related matters. For curricular and program planning the program directors of the academic programs within CAUSES report to their department chairs.

The department chair, Associate Professor Susan Schaefer Kliman, also serves as the Director of Undergraduate and Graduate Studies in architecture and Director of Undergraduate Studies in Urban Sustainability. There are three program directors for the Professional Science Master's (PSM) programs in Water Resources Management, Urban Sustainability, and Urban Agriculture. Dr. Kliman is responsible for all of the activities of the department, including coordinating finances with the operations staff and managing the supplies and services budget for the department; policies and procedures for graduate and undergraduate programs, oversight of the faculty committee as a whole; faculty recruitment and hiring; and has input into the promotion and tenure process.

Faculty members meet as a total Faculty Organization to conduct the program's business, including curriculum and policy issues. Because of the small size of the department, the architecture program faculty decided to work as a committee of the whole rather than in subcommittees.

## CONDITIONS FOR ACCREDITATION

### PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

#### Part Two (II): Section 1 – Student Performance – Educational Realms and Student Performance Criteria

**II.1.1 Student Performance Criteria:** The SPC are organized into realms to more easily understand the relationships between each criterion.

**Realm A: Critical Thinking and Representation:** Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the study and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. Graduates must also be able to use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, drawing, and modeling.

Student learning aspirations for this realm include

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Assessing evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

**A.1 Professional Communication Skills:** *Ability* to write and speak effectively and use representational media appropriate for both within the profession and with the public.

**[X] Met**

**2020 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCP-507 Graduate Thesis Seminar.

**A.2 Design Thinking Skills:** *Ability* to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

**[X] Met**

**2020 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCP-501 Professional Studio Lab VII.

**A.3 Investigative Skills:** *Ability* to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

**[X] Met**

**2020 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCP-550 Thesis Studio II.

**A.4 Architectural Design Skills:** *Ability* to effectively use basic formal, organizational, and environmental principles and the capacity of each to inform two- and three-dimensional design.

**[X] Met**

**2020 Team Assessment:** Evidence of student achievement was found at the prescribed level of work prepared for ARCP-501 Professional Studio Lab VII.

**A.5 Ordering Systems:** *Ability* to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

**[X] Met**

**2020 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCP-501 Professional Studio Lab VII.

**A.6 Use of Precedents:** *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.

**[X] Met**

**2020 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCP-502 Thesis Studio I and ARCP-550 Thesis Studio II.

**A.7 History and Culture:** *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors.

**[X] Met**

**2020 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCP-520 History and Global Culture.

**A.8 Cultural Diversity and Social Equity:** *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.

**[X] Met**

**2020 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCP-550 Thesis Studio II.

**Realm A. General Team Commentary:** Evidence was found that students meet all SPCs under Realm A. Student work exhibits comprehensive critical design thinking skills, a broad range of representation skills, and the recognition of diverse people, places, and needs.

**Realm B: Building Practices, Technical Skills, and Knowledge:** Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to architectural solutions. In addition, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include

- Creating building designs with well-integrated systems.

- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

**B.1 Pre-Design:** *Ability* to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

**[X] Met**

**2020 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCP 502 Thesis Studio I.

**B.2 Site Design:** *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design.

**[X] Met**

**2020 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCP-506 Sustainable Design II.

**B.3 Codes and Regulations:** *Ability* to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards.

**[X] Met**

**2020 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCP-501 Professional Studio Lab VII and ARCP-521 Architectural Systems Environment.

**B.4 Technical Documentation:** *Ability* to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

**[X] Met**

**2020 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH-105 Intro to Computer Tech I, ARCP-106 Intro to Computer Tech II, and ARCP-602 Design Studio II.

**B.5 Structural Systems:** *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravitational, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

**[X] Met**

**2020 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARAC-632 Design of Steel Structures, ARAC-633 Theory of Structures, and ARAC-634 Design of Concrete Structures.



**B.6 Environmental Systems:** *Ability* to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.

**[X] Met**

**2020 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCP-505 Sustainable Design I and ARCP-506 Sustainable Design II.

**B.7 Building Envelope Systems and Assemblies:** *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

**[X] Met**

**2020 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCP-505 Sustainable Design I and ARCP-506 Sustainable Design II.

**B.8 Building Materials and Assemblies:** *Understanding* of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

**[X] Met**

**2020 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCP-501 Professional Studio Lab VII and ARCP-550 Thesis Studio II.

**B.9 Building Service Systems:** *Understanding* of the basic principles and appropriate application and performance of building service systems, including lighting, mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems.

**[X] Met**

**2020 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCP-501 Professional Studio Lab VII and ARCP-521 Architectural Systems & Environment.

**B.10 Financial Considerations:** *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

**[X] Met**

**2020 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCP-501 Professional Studio Lab VII and ARCP-521 Architectural Systems & Environment.

<p><b>Realm B. General Team Commentary:</b> Evidence of student achievement was found to meet all SPC under Realm B. Student work exhibited comprehensive building practices and technical skills.</p>
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**Realm C: Integrated Architectural Solutions:** Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution.

Student learning aspirations in this realm include:

- Comprehending the importance of research pursuits to inform the design process.
- Evaluating options and reconciling the implications of design decisions across systems and scales.
- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.

**C.1 Research:** *Understanding* of the theoretical and applied research methodologies and practices used during the design process.

**[X] Met**

**2020 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCP-502 Thesis Studio I and ARCP-550 Thesis Studio II.

**C.2 Integrated Evaluations and Decision-Making Design Process:** *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

**[X] Met**

**2020 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCP-502 Thesis Studio I and ARCP-550 Thesis Studio II.

**C.3 Integrative Design:** *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

**[X] Met**

**2020 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCP-501 Professional Studio Lab VII and ARCP-521 Architectural Systems & Environment.

**Realm C. General Team Commentary:** Evidence of student achievement was found to meet all SPC under Realm C. Student work exhibits comprehensive integrative design skills throughout the curriculum.

**Realm D: Professional Practice:** Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.

Understanding a professional code of ethics, as well as legal and professional responsibilities.

- D.1 Stakeholder Roles in Architecture:** *Understanding* of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—the architect’s role to reconcile stakeholders needs.

**[X] Met**

**2020 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCP-514 Professional Ethics & Practice, ARCP-503 Urban and Community Design I, and ARAC-601 Design Studio I.

- D.2 Project Management:** *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

**[X] Met**

**2020 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCP-514 Professional Ethics & Practice.

- D.3 Business Practices:** *Understanding* of the basic principles of a firm’s business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

**[X] Not Met**

**2020 Team Assessment:** Evidence of student achievement was not found at the prescribed level. The team requested additional material; however, not enough material was provided as evidence that showcases students’ understanding of business practices in the Master of Architecture curriculum.

- D.4 Legal Responsibilities:** *Understanding* of the architect’s responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

**[X] Met**

**2020 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCP-514 Professional Ethics & Practice.

- D.5 Professional Conduct:** *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.

**[X] Met**

**2020 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCP-514 Professional Ethics & Practice.

**Realm D. General Team Commentary:** Evidence of student achievement was found to meet all SPC under Realm D, except D.3 Business Practices.

The team also found D.4., Legal Responsibilities, is Met with Distinction. Students learn valuable knowledge on the subject through various lectures taught by practicing architects and professionals outside of the architecture profession such as construction attorneys.

## Part Two (II): Section 2 – Curricular Framework

### II.2.1 Institutional Accreditation

For a professional degree program in architecture to be accredited by the NAAB, the institution must meet one of the following criteria:

1. The institution offering the accredited degree program must be or be part of an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); or the Western Association of Schools and Colleges (WASC).
2. Institutions located outside the United States and not accredited by a U.S. regional accrediting agency may pursue candidacy and accreditation of a professional degree program in architecture under the following circumstances:
  - a. The institution has explicit written permission from all applicable national education authorities in that program's country or region.
  - b. At least one of the agencies granting permission has a system of institutional quality assurance and review which the institution is subject to and which includes periodic evaluation.

#### [X] Met

**2020 Team Assessment:** According to the university website, UDC is accredited by the Middle States Commission on Higher Education. The last reaffirmation of accreditation was on June 23, 2016. The letter was found in the APR. The Provost stated that UDC is getting ready to submit its mid-term report to the Middle States Commission on Higher Education.

**II.2.2 Professional Degrees and Curriculum:** The NAAB accredits the following professional degree programs with the following titles: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

The B. Arch., M. Arch., and/or D. Arch. are titles used exclusively with NAAB-accredited professional degree programs. The B. Arch., M. Arch., and/or D. Arch. are recognized by the public as accredited degrees and therefore should not be used by nonaccredited programs.

Therefore, any institution that uses the degree title B. Arch., M. Arch., or D. Arch. for a nonaccredited degree program must change the title. Programs must initiate the appropriate institutional processes for changing the titles of these non-accredited programs by June 30, 2018.

The number of credit hours for each degree is specified in the *2014 NAAB Conditions for Accreditation*. All accredited program must conform to the minimum credit hour requirements:

#### [X] Met

**2020 Team Assessment:** The accredited M. Arch. the degree has two tracks: Track I is for students with a pre-professional degree in architecture. Track II is for students with a baccalaureate degree in a subject other than architecture. The APR provides two charts that represent the curriculum for the M. Arch degree. Track I entails a pre-professional degree plus 49 credits and Track II requires a non-architecture baccalaureate degree plus 85 credits.

### **Part Two (II): Section 3 – Evaluation of Preparatory Education**

The program must demonstrate that it has a thorough and equitable process for evaluating the preparatory or preprofessional education of individuals admitted to the NAAB-accredited degree program.

- Programs must document their processes for evaluating a student's prior academic course work related to satisfying NAAB student performance criteria when a student is admitted to the professional degree program.
- In the event a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist.
- The program must demonstrate that the evaluation of baccalaureate-degree or associate-degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate before accepting the offer of admission. See also Condition II.4.6.

#### **[X] Met**

**2020 Team Assessment:** The program is organized into two tracks, and it demonstrated a thorough evaluation process for each. Track I requires a BS or BA in Architecture from an accredited post-secondary institution. Track I applicants submit a portfolio and these are reviewed by a committee of faculty. The committee will also review the SPC matrix from the student's previous degree to see that individual courses meet the criteria of the equivalent course offered in the undergraduate degree program. Track II requires a BS degree from an accredited post-secondary institution.

Opportunities for advanced standing and transfer credit are also reviewed by the committee and/or the professor who teaches the equivalent course. Course documentation must be provided by the applicant. A placement exam for Structures is offered to those with previous coursework to provide the opportunity to test out of portions of the Structures course sequence. The program provided advising file examples of students who had been reviewed for admission.

## Part Two (II): Section 4 – Public Information

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, the following seven conditions require all NAAB-accredited programs to make certain information publicly available online.

### II.4.1 Statement on NAAB-Accredited Degrees:

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the *NAAB Conditions for Accreditation*, Appendix 1, in catalogs and promotional media.

#### [X] Met

**2020 Team Assessment:** The statement on NAAB-accredited degree consisting of the exact language found in the NAAB Conditions for Accreditation is accessible on the department website and included in the school catalogue.

### II.4.2 Access to NAAB Conditions and Procedures:

The program must make the following documents electronically available to all students, faculty, and the public:

*The 2014 NAAB Conditions for Accreditation*

*The NAAB Procedures for Accreditation* (edition currently in effect)

#### [X] Met

**2020 Team Assessment:** The 2014 NAAB Conditions for Accreditation and the 2015 NAAB Procedures are accessible on the department website.

### II.4.3 Access to Career Development Information:

The program must demonstrate that students and graduates have access to career development and placement services that assist them in developing, evaluating, and implementing career, education, and employment plans.

#### [X] Met

**2020 Team Assessment:** The UDC office of career services provides support to students in finding internships and employment opportunities. The department website provides access to Arch Daily, ACSA, NCARB, AIA, AIAS, and NOMA where students can find access to career development.

### II.4.4 Public Access to APRs and VTRs:

In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents electronically available to the public:

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).
- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).
- The most recent decision letter from the NAAB.
- The most recent APR.<sup>[1]</sup>

- The final edition of the most recent Visiting Team Report, including attachments and addenda.

**[X] Met**

**2020 Team Assessment:** The most recent Architecture Program Report (APR), Visiting Team Report (VTR), and the NAAB decision letter from the 2017 NAAB accreditation visit to the UDC architecture program are posted on the department website. Several hard copies are available in the department reception area.

**II.4.5 ARE Pass Rates:**

NCARB publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered useful to prospective students as part of their planning for higher/post-secondary education in architecture. Therefore, programs are required to make this information available to current and prospective students and the public by linking their websites to the results.

**[X] Met**

**2020 Team Assessment:** The link to ARE pass rates is available on the architecture program website under “Accreditation Requirements.”

**II.4.6 Admissions and Advising:**

The program must publicly document all policies and procedures that govern how applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and outside the institution.

This documentation must include the following:

- Application forms and instructions.
- Admissions requirements, admissions decision procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing.
- Forms and process for the evaluation of pre professional degree content.
- Requirements and forms for applying for financial aid and scholarships.
- Student diversity initiatives.

**[X] Met**

**2020 Team Assessment:** All policies and procedures regarding admissions and advising are publicly available. Application forms and instructions are available from links provided on the college website. Admissions policies at the university level are also available. Links to financial aid resources through the UDC website were provided. Diversity initiatives are published on the main UDC website as part of their Strategic Plan and overall mission.

**II.4.7 Student Financial Information:**

- The program must demonstrate that students have access to information and advice for making decisions regarding financial aid.
- The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

**[X] Met**

**2020 Team Assessment:** All student financial information is available on the university website. The college has an administrative staff member who is available to address financial aid questions. The university website also has information about financial aid which describes the deadlines for financial aid applications and resources.



**PART THREE (III): ANNUAL AND INTERIM REPORTS**

**III.1 Annual Statistical Reports:** The program is required to submit Annual Statistical Reports in the format required by the *NAAB Procedures for Accreditation*.

The program must certify that all statistical data it submits to the NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

**[X] Met**

**2020 Team Assessment:** The Department of Architecture and Urban Sustainability submitted two Annual Statistical Reports to the NAAB Office since the last accreditation visit in 2017. Copies of these reports were provided to the visiting team by NAAB.

**III.2 Interim Progress Reports:** The program must submit Interim Progress Reports to the NAAB (see Section 10, *NAAB Procedures for Accreditation*, 2015 Edition).

**[X] Met**

**2020 Team Assessment:** No Interim Progress Report was required.

**IV. Appendices:**

**Appendix 1. Conditions Met with Distinction**

D.4 Legal Responsibilities: Students learn valuable knowledge on the subject through various lectures taught by practicing architects and professionals outside of the architecture profession, such as construction attorneys.

**Appendix 2. Team SPC Matrix**







### Appendix 3. The Visiting Team

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V. Report Signatures

Respectfully Submitted,



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Dr. Ikhlas Sabouni, ACSADP  
Team Chair



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Carol Bacon, AIA, LEED GA  
Team Member



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Yu-Ngok Lo, FAIA, NCARB  
Team Member



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Harikrishna Patel, Assoc. AIA  
Team Member