

National Architectural Accrediting Board, Inc.

March 10, 2014

Dr. James E. Lyons, Sr.
Interim President
Office of the President
University of the District of Columbia
4200 Connecticut Avenue, NW
Building 39, Room 301A
Washington, DC 20008



Dear Dr. Lyons:

At the February 2014 meeting of the National Architectural Accrediting Board (NAAB), reviewed the *Visiting Team Report for Initial Candidacy (VTR-IC)* for the University of the District of Columbia, Department of Architecture and Community Planning.

As a result, the proposed, professional architecture program **Master of Architecture** was formally granted initial candidacy. The candidacy period is effective January 1, 2013.

The program is expected to achieve initial accreditation in no more than six years and must complete at least four in candidacy. The program is tentatively scheduled for a continuation of candidacy visit in 2015. Initial accreditation must be achieved by 2019, or the program will be required to submit a new candidacy application. For information on the processes for candidacy and initial accreditation, please see Sections 3 and 4 of *The NAAB Procedures for Accreditation, 2012 Edition, Amended*.

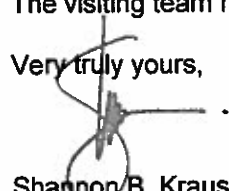
Continuing candidacy is subject to the submission of Annual Statistical Reports and any subsequent visits that may be required until initial accreditation is achieved.

The Annual Statistical Report is described in Section 10, of the *NAAB Procedures for Accreditation, 2012 Edition, Amended*. This report captures statistical information on the institution and the program.

Finally, under the terms of Section 4.4.a of *The NAAB Procedures for Accreditation, 2012 Edition*, the program is required to disseminate the *APR*, the final *VTR-IC* and pertinent attachments, the current editions of the *Conditions* and the *Procedures* and any addenda. These documents must be housed together and be freely accessible to all.

The visiting team has asked me to express its appreciation for your gracious hospitality.

Very truly yours,


Shannon B. Kraus, FAIA, NCARB, MBA, FACHA
President-elect

cc: Ralph Belton, Chairperson ✓
Michele Pride, AIA, NOMA, Visiting Team Chair
Visiting Team Members

Enc.

1101 Connecticut Avenue, NW

Suite 410

Washington, DC 20036

tel 202.783.2007

fax 202.783.2822

www.naab.org

info@naab.org

**University of the District of Columbia
College of Architecture, Urban Studies and Environmental Sustainability**

Initial Candidacy Visiting Team Report

M. Arch

Track I (preprofessional undergraduate degree @ 131 credits + 37 graduate credit hours)

Track II (undergraduate degree + 90 graduate credit hours)

**The National Architectural Accrediting Board
6 November 2013**

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from a NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

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I. Summary of Team Findings

1. Team Comments & Visit Summary

Since its inception in 1970, the program has delivered and sustained a night/weekend program that offers an affordable option for a range of students, at the only public university in the District of Columbia. Students enjoy small class size and close relationships with faculty, as well as substantial engagement with communities and public agencies in the District. The current undergraduate program is the legacy of a 2-year associates degree in Architectural Engineering Technology. It was recently moved out of the College as part of the University's move to separate the community college from the 4-year institution. Over the years, the program has evolved slowly toward accreditation eligibility and, despite previous stalled and thwarted attempts, now is positioned to establish candidacy. Partially victim to unfortunate timing and isolation from national discussions, the two remaining senior faculty have cobbled together a 4+1-1/2 year M Arch program that now falls 8-10 credit hours short of the minimum currently required by the NAAB.

The program's legacy of vocational training and history of relative isolation is evident today, preparing students to contribute competently within a traditional practice setting, immediately upon graduation. The reconstituted Bachelor of Science program is strongly focused on technical training, with computer drafting, technology, structures/physics, and code compliance dominating the 121–123 credit hour curriculum. The nascent, 3-semester Master's program adds Community Planning and Preservation Technology to this technical core. Implemented just two years ago, student outcomes of the M Arch are few; time will only tell if the graduate program will consistently produce graduate-level work. The team must note here that the current curriculum and direction of the program might be more appropriate as an undergraduate B Arch program. The creation of the M Arch program was a response to the NAAB's temporary moratorium on accrediting new B Arch programs, which was removed in 2006. It seems the program administrators were unaware of this change in NAAB policy.

The program has benefited significantly from its move to the new College of Agriculture, Urban Sustainability and Environmental Science (and out of the College of Engineering). Formation of CAUSES generated enthusiasm and optimism within the architecture program and among the other CAUSES programs. This unique mix (architecture, environmental science and health) is well positioned to advance the quality and relevance of the academic and land grant (outreach) programs, and is in alignment with the DC mayor's "greening the city" initiative and "green UDC" goals. That said, the UDC 2020 Vision plan could lead to substantial changes in CAUSES (3 of its programs are identified for elimination), which could affect the trajectory of the architecture program.

Along with structural ones, there are other positive changes that indicate commitment to the program. New studio and support spaces have been allocated: about half were improved and occupied at the time of the visit, with additional space scheduled for completion in time for spring semester 2014. The full time faculty complement was doubled in 2011, with the hiring of two additional (visiting) faculty (Anderson, Dixon), both of whom were moved to tenure-track in fall 2013. A fifth tenure-related line was recently approved and expected to result in a hire for fall 2014. Discussion with administrators at all levels suggests that this position may be used to bring new leadership to the program.

Student work presented in structures courses are exemplary (though lateral forces not met). In many cases where M Arch II students and undergraduates are mixed in the same class, it is not clear which work/evidence presented was completed by graduate/M Arch II students.

We applaud the Architecture Research Institute for having provided students and graduates with practical work experience—and the District with conscientious work—since 1989. This practice arm of the school fits well within the new academic/land grant model in CAUSES.

Program leadership and other faculty are strongly encouraged to participate in reviews, conferences, and development opportunities offered by AIA, NAAB, and ACSA. In particular, they should attend NAAB Team Training and seek to serve on NAAB visiting teams.

2. Conditions Not Met

I.1.3.A. Architectural Education and the Academic Community

I.1.5 Self-Assessment Procedures

I.3.2. Statistical Reports

II.1.1 Student Performance Criteria:

A. 2. Design Thinking Skills

A. 10. Cultural Diversity

B. 2. Accessibility

C. 4. Project Management

C. 5. Practice Management

C. 6. Leadership

C. 8. Ethics and Professional Judgment

3. Causes of Concern

1. Vision 2020 and impact on new college, CAUSES. While sparing Architecture & Community Planning, the Vision 2020 plan identifies several CAUSES programs for possible elimination. (Mandate from DC City Council to eliminate programs and redistribute budget)
2. Human Resources and Faculty Development: no institutional support (funding) for faculty development and little/no culture of scholarship within the program faculty.
3. Leadership transition: verbal nod to succession plan, but not much taking place (i.e., recent faculty hires must be given the chance to learn before leaping into the program leadership).
4. Financial Resources: historic fluctuations; subject to irregularities in the District conditions
5. Dominant focus on technical skills, with little development of design thinking, exploration and expression.
6. Course documents carry inconsistent titles and numbers (reflecting evolution of the curriculum and program), making it difficult to navigate. Coordinated and consistent documentation would help faculty, students, administrators, and the NAAB clearly understand the sequence.

4. Progress Since the Previous Site Visit

This category is not applicable to the Master of Architecture program.

II. Compliance with the Conditions for Accreditation

Part One (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

Part One (I): Section 1. Identity and Self-Assessment

1.1.1 History and Mission: *The program must describe its history, mission and culture and how that history, mission, and culture is expressed in contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in contemporary context.*

The accredited degree program must describe and then provide evidence of the relationship between the program, the administrative unit that supports it (e.g., school or college) and the institution. This includes an explanation of the program's benefits to the institutional setting, how the institution benefits from the program, any unique synergies, events, or activities occurring as a result, etc.

Finally, the program must describe and then demonstrate how the course of study and learning experiences encourage the holistic, practical and liberal arts-based education of architects.

[X] The program has fulfilled this requirement for narrative and evidence

2013 team assessment: Strong alignment with the new college of CAUSES and Mission of the University; new optimism and support; the course of study is focused, prescriptive and technical curriculum more than exploratory; physics, English/communication, calculus, algebra, trigonometry; and electives are all taken outside of the program, mostly because the program doesn't have sufficient resources to offer electives.

1.1.2 Learning Culture and Social Equity:

- *Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of 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 non-traditional.*

Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.

Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

- *Social Equity: The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.*

[X] The program has demonstrated that it provides a positive and respectful learning environment.

[X] The program has demonstrated that it provides a culturally rich environment in which each person is equitably able to learn, teach, and work.

2013 team assessment:

- Students expressed great optimism and confidence, safety in this small, intimate program.
- Culturally rich, positive environment (students from other countries, ethnicities, and backgrounds) that is mutually supportive. Although we didn't see any formal evidence of focus on culture the team did see this in every meeting and in every student.
- The team notes, however, that the faculty is not as diverse as the student body. All full-time faculty are African American or of African descent (50% female, thanks to recent hires). The part-time faculty is small and almost composed exclusively of program graduates, while the District offers a rich pool of potential faculty among its large and diverse community of academics and practicing professionals.

1.1.3 Response to the Five Perspectives: Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.

- A. Architectural Education and the Academic Community.** That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.¹ In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

[X] The program is not responsive to this perspective.

2013 team assessment:

- The team found no evidence of scholarly production from the faculty—neither full time nor part time. Though there is a culture and expectation of scholarship within the university, this culture is yet to be developed among either the senior or junior faculty.
- Liberal arts-based education—program meets the university's standards for general education
- Rather than "holistic," the architecture curriculum is clearly focused on building skills and knowledge base for traditional practice.

- B. Architectural Education and Students.** That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices and; to develop the habit of lifelong learning.

[X] The program is responsive to this perspective.

2013 team assessment:

- In conversation, we found the students to be mature, poised and articulate. They are well-prepared to contribute to practice in a traditional office environment. The team is concerned, however, that students perceive a professional world that is limited to technical, skill-based

¹ See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching. 1990.

roles. Exposure to design theory, experimental and/or expressive design, and broader leadership roles seems limited.

- It is clear that the students appreciate the school, feel comfortable there, and are engaged in their education. Students respect and support each other (peer-to-peer mentoring) and pursue opportunities for themselves—both within and outside of the program—largely through student organizations (AIAS, CSI, and NOMAS).
- Students acknowledge limitations of the school's resources; nevertheless, they appreciate other benefits of the program, including small class sizes and close relationships with faculty.

C. Architectural Education and the Regulatory Environment. That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located, and; prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

[X] The program is responsive to this perspective.

2013 team assessment: Professor Dixon is the appointed IDP coordinator, but the team did not confirm the extent of her engagement with IDP training programs. As Dixon is a full-time faculty member, the team assumes that she includes discussions about IDP in her interactions with students.

- Students get a lot of guidance from faculty and other mentors
- Student leaders share information
- Though it was difficult to know how many of the graduate students were enrolled in IDP, students are aware of licensing requirements and the role of an accredited program in the process.

D. Architectural Education and the Profession. That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities and; to contribute to the growth and development of the profession.

[X] The program is responsive to this perspective.

2013 team assessment: All of the faculty have professional practice experience—junior faculty came to the program from private practice, and Professor Pearson continues to manage the school's practice arm, the Architectural Research Institute (ARI), which employs current students and recent graduates in work supported by contracts and grants.

- Professor Dixon is national president of NOMA and, as such, connected to a national network of practicing professionals. This factor, plus student chapters of national organizations (AIAS, NOMAS, CSI) raise the promise that students are connected to national conversations. However, students seem to be limited to a parochial view—few travel or interact beyond the walls of the school, despite a rich community of practice and buildings within the District and nearby.
- Strong professional ethic and approach is developed in the program
- Lots of community-based and community-serving work, directly w/ "clients"
- Program is highly focused on preparing students to function/contribute in the construction industry, especially toward nonprofit and government project types.

- Concern about limited (if any) exposure to and/or support for design innovation in response to complex projects and problems, and/or for-profit clients and programs.

E. Architectural Education and the Public Good. That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

[X] The program is responsive to this perspective.

2013 team assessment:

- Students and faculty are actively involved in public service; benefit from exposure to real projects, people and problems
- Placement in CAUSES and related faculty, topics, and students offer/promise unique exposure and awareness of these issues
- Engagement more so than "leadership"
- Exposure to public projects and contexts
- There is great potential to cultivate this highly valued component of the program within and with other units of the College.

1.1.4 Long-Range Planning: An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.

[X] The program's processes meet the standards as set by the NAAB.

2013 team assessment:

- Long-range plan that reorganized the program(s) into CAUSES (from APR, published material on CAUSES, and meeting with program leadership (Belton, Pearson) and Dean of CAUSES). Program administrator(s) have participated in planning activities at the College and University levels.
- Quotes CAUSES mission and goals, along with #1 program goal—to achieve initial accreditation.
- Set objectives and activities to secure sufficient space, personnel, and equipment to support an accredited program.
- Reorganized curriculum and degrees toward accreditation-ready program(s)
- Vision 2020 revealed in public meetings during the visit—consolidation (cuts) to some programs will pay for improvements in others. ACP identified as "center of excellence" due for greater investment
- No evidence of periodic, regular collection of relevant data

1.1.5 Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:

- How the program is progressing towards its mission.
- Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.

- *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
 - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
 - *Individual course evaluations.*
 - *Review and assessment of the focus and pedagogy of the program.*
 - *Institutional self-assessment, as determined by the institution.*

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

[X] The program's processes do not meet the standards as set by the NAAB.

2013 team assessment:

- The team found no evidence of a process or schedule of assessment activities—including student course evaluations, institutional review, or other periodic, established processes. It is not clear that the views of junior and adjunct faculty and students are sought by the administration in a systematic way. Within this small academic staff, self-assessment and planning appear to be tacit, not active.
- New CAUSES structure (and new dean) may develop systems for assessment and strategic planning, which will be essential as the program grows.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources & Human Resource Development:

- **Faculty & Staff:**
 - *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions².*
 - *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
 - *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
 - *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
 - *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
 - *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

[X] Human Resources (Faculty & Staff) are adequate for the program

2013 team assessment:

- Faculty are unionized and protected by/obligated to multi-year contracts that document policies for promotion and tenure.
- No faculty development program apparent during visit, but the UDC Vision 2020 plan (revealed in public meetings during the visit) includes this important element as a key objective. No funds for this were evident in the school/program budget.
- Two new faculty joined in 2010 (Dixon and Anderson). Though new to academia, both came to the programs as experienced, mid-career professionals. An additional faculty line is scheduled/anticipated for fall 2014, which will bring overall faculty: student ratio to a respectable 1:15. That said, senior faculty (Belton, Pearson, Mitchell) have each served for over 25 years, prompting concern that they may soon retire. Discussion about this focused on leadership transition; there was no indication of a plan for additional new faculty lines within the next 5 years.

- **Students:**
 - *An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time freshman, as well as transfers within and outside of the university.*
 - *An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

[X] Human Resources (Students) are adequate for the program

² A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

2013 team assessment:

- UDC procedures and requirements determine undergraduate admission, which is managed by the University. The program follows initial/central admission directly contacting and advising admitted students.
- A student handbook provides information and guidance about admissions and expectations for conduct and successful progress through the program.
- Strong relationships/mentorship developed between faculty and students; all/many note this as one of the program's strengths
- No evidence for admissions review of post-pre-professional graduates from other programs, though the program director (Pearson) noted that the UDC curriculum is used as a benchmark for review.

1.2.2 Administrative Structure & Governance:

- **Administrative Structure:** An accredited degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for accreditation. Accredited programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.

[X] Administrative Structure is adequate for the program

- **Governance:** The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.

[X] Governance opportunities are adequate for the program

2013 team assessment:

- University has unique position within the DC government that has hampered/limited authority in the past. Some policies have recently changed for the better—increased financial and operational autonomy that has been historically under the municipal authority of the District.
- Prof Pearson serves on Faculty Senate, and recently served as its president
- Architecture faculty meet/work as “committee of the whole”
- It is anticipated/hoped that affiliation with CAUSES and its strategic position in the university will increase the program's involvement in university governance

1.2.3 Physical Resources: *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:*

- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

[X] Physical Resources are adequate for the program

2013 team assessment:

- Full time faculty have individual offices to work and advise students
- Part time faculty share a single office, equipped with seating, desk space...Belton promised a computer coming soon.
- New design studio spaces are well-equipped with teaching technologies (projectors, wifi) and ample space and furniture for all students. Additional new space has been allocated and is scheduled to be ready for instruction in January 2014.

1.2.4 Financial Resources: An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.

[X] Financial Resources are adequate for the program

2013 team assessment:

- Any observer could note how the historic financial hardships of the District of Columbia directly affect UDC. However, recent structural changes have provided some insulation and greater stability for the institution and the program.
- University now has control/authority over its capital improvement program, with \$200 million allocated.
- CAUSES and program administration appear confident and optimistic about the prospects going forward.
- Recent investments from the University provided expanded and improved instructional space. Planned expansion of the program—faculty, students, and support for all—will likely demand greater increases in program budget than projected in documents reviewed by the team.

1.2.5 Information Resources: The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.

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

[X] Information Resources are adequate for the program

2013 team assessment:

- Over 5,000 NA titles now held in the UDC library
- Students and faculty have access to other titles through the Washington Research Libraries Consortium
- Info confirmed in meeting with Librarian, Rachel Jorgensen

PART I: SECTION 3 –REPORTS

1.3.1 Statistical Reports³. Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.

- *Program student characteristics.*
 - *Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).*
 - *Demographics compared to those recorded at the time of the previous visit.*
 - *Demographics compared to those of the student population for the institution overall.*
 - *Qualifications of students admitted in the fiscal year prior to the visit.*
 - *Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.*
 - *Time to graduation.*
 - *Percentage of matriculating students who complete the accredited degree program within the “normal time to completion” for each academic year since the previous visit.*
 - *Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.*
- *Program faculty characteristics*
 - *Demographics (race/ethnicity & gender) for all full-time instructional faculty.*
 - *Demographics compared to those recorded at the time of the previous visit.*
 - *Demographics compared to those of the full-time instructional faculty at the institution overall.*
 - *Number of faculty promoted each year since last visit.*
 - *Compare to number of faculty promoted each year across the institution during the same period.*
 - *Number of faculty receiving tenure each year since last visit.*
 - *Compare to number of faculty receiving tenure at the institution during the same period.*
 - *Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.*

[X] Statistical reports do not provide the appropriate information

2013 team assessment:

- Statistics not provided in the APR; some stats delivered on day 3 of the visit.
- Reports on enrollment and characteristics of faculty and students, but not on inputs or outcomes (admissions, graduation, time to completion, etc.)
- The program is a small, Historically Black University setting, with approximately 60 students (grad and undergrad), two tenured faculty (black, registered, male), and two tenure-track faculty (black, registered, female). Many students are career-change, representing an older profile and working 40 hours per week to support themselves (all classes are held at night). The programs examined for Initial Candidacy were the M. Arch I and M. Arch II, and only a dozen students are currently enrolled in these programs. Meetings with students included undergraduates (primarily) along with graduate students.

1.3.2. Annual Reports: The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically

³ In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.

to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.

The program must certify that all statistical data it submits to 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.

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda should also be included.

[X] Annual Reports and NAAB Responses were not provided

2013 team assessment: Annual Reports not applicable for IC.

1.3.3 Faculty Credentials: The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution.

In addition, the program must provide evidence through a faculty exhibit⁴ that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

[X] Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.

2013 team assessment:

- All faculty have terminal degrees from accredited programs
- 60% of faculty hold professional licenses (including part time and PE); 100% of FT faculty hold professional licenses and 50% are Fellows of the AIA.

⁴ The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

PART ONE (I): SECTION 4 – POLICY REVIEW

The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.

[X] The policy documents in the team room met the requirements of Appendix 3

2013 team assessment—documents provided:

- Faculty Handbook/Union Contract
- UDC Student Handbook
- Architecture Program Handbook for students

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE -- EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA

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

Realm A: Critical Thinking and Representation:

Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:

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

A.1. Communication Skills: *Ability to read, write, speak and listen effectively.*

[X] Met

2013 team assessment: While course-related presentations were not directly observed, students expressed themselves with maturity and intelligence during our meetings with them. Furthermore, papers prepared for the history course(s) demonstrated substantial skill in comprehension and composition. It's not clear which, if any, of this work was completed by graduate/M Arch II students.

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] Not Yet Met

2013 team assessment: The program focuses on technical and conventional/traditional professional skills, with very little engagement in more conceptual or theoretical exercises.

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.*

[X] Met

2013 team assessment: The graphic/communications sequence in the curriculum emphasizes three CAD applications—AutoCAD, Revit, and Sketchup. Student work demonstrates competence in all

three, as developed for design studios as well as for the targeted courses (e.g., ARCP241/ARAC515). Very little sketching and/or iteration evident in the body of the work presented.

- A.4. Technical Documentation: Ability 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.**

[X] Met

2013 team assessment: The graphic/communications sequence in the curriculum emphasizes three CAD applications—AutoCAD, Revit, and Sketchup. Student work demonstrates competence in all three, as developed for the targeted courses, ARCP105/ARAC511, ARCP106/ARAC512, and ARCP241/ARAC515. Professional formats and processes are emphasized throughout the curriculum and many studios produce work that approaches a complete Design Development set. Examples of outline specifications were found as early as the 2nd year of the undergraduate program, as well as in at least one Thesis project.

- A.5. Investigative Skills: Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.**

[X] Met

2013 team assessment: Term papers from *History and Theory of Architecture* demonstrate these abilities.

- A. 6. Fundamental Design Skills: Ability to effectively use basic architectural and environmental principles in design.**

[X] Met

2013 team assessment: This SPC is demonstrated throughout the design studio sequence, starting from entry level (ARCP101) through the final graduate projects (ARCP501, 503, etc.)

- 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.**

[X] Met

2013 team assessment: This SPC is demonstrated in the ARCP 402 Studio—which is taken by both undergraduate-M Arch I and M Arch II students—where students identify precedents for various elements of their own designs.

- A. 8. Ordering Systems Skills: Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.**

[X] Met

2013 team assessment: This SPC is demonstrated in studio work throughout the curriculum, and most directly in the 100-level courses of the BS Arch, which also constitute the first year design studios for the M Arch II program. The work demonstrates competence in spatial composition. While FK Ching's *Form, Space and Order* is a required text throughout the curriculum, no evidence was found of spatial analysis or design process that explicitly relates to basic concepts of hierarchy or organizational typologies.

- A. 9. Historical Traditions and Global Culture: *Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.***

[X] Met

2013 team assessment: The course, ARAP 322/ ARAC 522, *History and Theory of Architecture*, covers (primarily) the modern and contemporary periods and impulses in Western architecture, including post-modernism, deconstructivism and sustainable design. Student papers are well-written and exhibit critical thinking and composition skill, as well as understanding of the material. Per the syllabus, the course starts with an overview of the Renaissance and concludes with contributions by African American architects and other underrepresented groups.

- A. 10. Cultural Diversity: *Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.***

[X] Not Yet Met

2013 team assessment: The program points to the *History and Theory of Architecture* as the source for this SPC, but the evidence provided does not meet this standard.

- A.11. Applied Research: *Understanding the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.***

[X] Met

2013 team assessment: ARCP322/ARAC516: Students are asked to prepare a term paper in which they explore a topic by interpreting and applying various sources.

<p>Realm A. General Team Commentary: The program develops technical (systems and drafting) skills early in the curriculum and continues a focus on CADD throughout. The resulting student work (at upper levels) demonstrates competence suitable for basic work in professional offices. Little or no experimentation in more dynamic applications, methods and approaches to representation.</p>

The history sequence begins to develop research skills and critical thinking, but there is a lot to accomplish (SPCs) and only one course, ARAP 322/ ARAC 522, *History and Theory of Architecture*, positioned to cover this material for M Arch. The team found the products of the program to be weak in the development of design thinking, exploration, and expression

Realm B: Integrated Building Practices, Technical Skills and Knowledge: Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

B. 1. Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

[X] Met

2013 team assessment: Pre-Design *ability* is demonstrated by way of courses: ARCP 502 Thesis Studio and ARCP 507 Graduate Seminar

B. 2. Accessibility: *Ability* to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

[X] Not Yet Met

2013 team assessment: The *ability* to integrate accessibility systems and components is not demonstrated in the matrix or in the artifacts.

B. 3. Sustainability: *Ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

[X] Met

2013 team assessment: The *ability* to design projects that optimize natural resources and reduce environmental impacts through alternative means is clearly achieved in:

- ARCP 402 Professional Studio VI
- ARAC 504 Design Studio IV
- ARCP 505 Sustainable Design I
- ARCP 506 Sustainable Design II

B. 4. Site Design: *Ability* to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

[X] Met

2013 team assessment: The *ability* to respond to site characteristics is evident in the reports and studio projects of:

- ARAC 503 Design Studio III
- ARCP 503 Urban and Community Design I
- ARCP 502 Thesis Studio VII
- ARCP 504 Urban and Community Design II

The team notes with concern that all projects reviewed were all located on urban sites (in DC) with little characteristics other than property line to property line—no topography, no vegetation, nor watershed.

B. 5. Life Safety: *Ability* to apply the basic principles of life-safety systems with an emphasis on egress.

[X] Met

2013 team assessment: While not explicitly demonstrated in the courses referenced in the matrix, the nature of coursework, from introductory to thesis, indicates a consistent presentation of Life Safety principles and integration into design problems and communication and thus, *ability*.

B. 6. Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

- | | |
|--|-----------------------------------|
| A.2. Design Thinking Skills | B.2. Accessibility |
| A.4. Technical Documentation | B.3. Sustainability |
| A.5. Investigative Skills | B.4. Site Design |
| A.8. Ordering Systems | B.5. Life Safety |
| A.9. Historical Traditions and Global Culture | B.7. Environmental Systems |
| | B.9. Structural Systems |

[X] Met

2013 team assessment: Although referenced as ability acquired by way of ARAC 503, ARCP 302, and ARCP 507, *ability* in Comprehensive Design is best acquired by way of ARCP 502 Thesis Studio VIII. The "not met" classification of B.2 Accessibility remains.

- B. 7 Financial Considerations: *Understanding* of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.**

[X] Met

2013 team assessment: The understanding of the financial aspects of project development are proposed in ARCP 205 and ARAC 503. This knowledge is best delivered by way of ARAC 501 Design Studio I

- B. 8. Environmental Systems: *Understanding* the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.**

[X] Met

2013 team assessment: The *understanding* of environmental systems is met by:

- ARAC 516 Environmental Systems II
- ARCP 502 Thesis Design Studio VIII
- ARCP 503 Urban and Community Design I
- ARCP 504 Urban and Community Design II

- B. 9. Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.**

[X] Met

2013 team assessment: Structural systems *understanding* is delivered by way of four courses:

- ARAC 513 Statics and Structural Design
- ARAC 514 Theory of Structures
- ARAC 520 Design of Steel Structures
- ARAC 519 Design of Concrete Structures

- B. 10. Building Envelope Systems: *Understanding* of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.**

[X] Met

2013 team assessment: *Understanding* of building envelope systems is acquired via ARAC 502 and other advanced studios, not steel and concrete structures classes referenced.

- 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***

[X] Met

2013 team assessment: While Building service systems are not referenced on the matrix for the M. Arch II track, *understanding* is delivered in advanced studio courses and more completely in ARAC 516 Environmental Systems II

- B. 12. Building Materials and Assemblies Integration: *Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.***

[X] Met

2013 team assessment: *Understanding* of building materials and assemblies is acquired in ARAC 502 Design Studio II

Realm B. General Team Commentary: While the team has noted deficiencies in Critical Thinking and exploration of the design process, the aspirations of Realm B are largely met and specifically supported by the culture of the program. Concern exists resulting from a narrow focus on dense sites within the confines of the District of Columbia—perhaps failing to deliver all abilities of B.4 - Site Design. Noticeably absent in the artifacts was demonstrable ability in accessible design.

Realm C: Leadership and Practice:

Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

- C. 1. Collaboration: *Ability to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.***

[X] Met

2013 team assessment: Collaborative evidence is specifically found in Design Studio II, however, many projects evidenced collaboration between students on an array of assignments and with other disciplines within the university.

- C. 2. Human Behavior: *Understanding of the relationship between human behavior, the natural environment and the design of the built environment.***

[X] Met

2013 team assessment: Understanding was found in exhibits and design presentations in ARCP 503 and 504 - Urban and Community Design I & II and in ARCP-507 – Graduate Seminar.

- C. 3 Client Role in Architecture: *Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.***

[X] Met

2013 team assessment: Understanding was found in exhibits in ARCP 503 - Urban and Community Design I.

- C. 4. Project Management: *Understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods***

[X] Not Yet Met

2013 team assessment: We could find no evidence of understanding of this SPC. We could not see evidence of instruction of the SPC in the only course identified as including the SPC: ARAC-518 – Contract Administration and ARCP-501 – Professional Studio Lab VII.

- C. 5. Practice Management: *Understanding of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.***

[X] Not Yet Met

2013 team assessment: We could find no evidence of understanding of this SPC. We could not see evidence of instruction of the SPC in the only course identified as including the SPC: ARAC-518 – Contract Administration.

- C. 6. Leadership: *Understanding of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.***

[X] Not Yet Met

2013 team assessment: We could find no evidence of understanding of this SPC. We could not see evidence of instruction of the SPC in the only course identified as including the SPC: ARAC-518 – Contract Administration.

- C. 7. Legal Responsibilities: *Understanding of the architect’s responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.***

[X] Met

2013 team assessment: There was evidence of this SPC in ARCP-503 – Urban & Community Design I.

- C. 8. Ethics and Professional Judgment: *Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.***

[X] Not Yet Met

2013 team assessment: We could find no evidence of understanding of this SPC. We could not see evidence of instruction of the SPC in the only course identified as including the SPC: ARAC-518 – Contract Administration.

- C. 9. Community and Social Responsibility: *Understanding of the architect’s responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.***

[X] Met

2013 team assessment: Understanding was found in exhibits in ARCP 503 - Urban and Community Design I.

Realm C. General Team Commentary: Due of the number of licensed and practicing faculty, students are able to interact with individuals involved in the profession, hopefully helping to reinforce the learning objectives in Realm C.

The learning objectives have not been completely fulfilled. However, the richness of the part time faculty and the fact that the majority of the faculty are licensed might indicate that the criterion is addressed informally.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Regional Accreditation: *The institution offering the accredited degree program must be or be part of, an institution accredited by one of the following 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); and the Western Association of Schools and Colleges (WASC).*

[X] Met

2013 team assessment: The UDC is accredited by MSACS.

II.2.2 Professional Degrees and Curriculum: *The NAAB accredits the following professional degree programs: 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 electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.*

[X] Not Yet Met

2013 team assessment:

- The school has designed two paths to the professional graduate degree—M Arch I for those who have completed a pre-professional degree, and M Arch II for those who have completed a non-pre-professional undergraduate degree.
- The in-house BS Arch (123 hrs.) + M Arch I (37 hrs.) curriculum requires only 160 total credit hours, compared to the NAAB-required 168 hours and is therefore not yet compliant. However, the 37 graduate-level hours in the M Arch I exceed the NAAB requirement. The Team understands that plans are underway to reduce the undergraduate, pre-professional degree to 120 credit hours (a national trend), which will exacerbate this gap.
- The M Arch II curriculum is in transition and as of 2012 requires a total of 90 credit hours, all of which are earned at the graduate level, though all but 37 credit hours are cross-listed with undergraduate courses. This track was implemented in 2011 and only a few students have been admitted, and only one has graduated, so little work was available to review vis-à-vis the SPC.
- As of the 2011/12 revisions, the school identifies these degrees as BS Arch, M Arch I, and M Arch II, although the M Arch degrees are not yet accredited.

II.2.3 Curriculum Review and Development

The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.

[X] Met

2013 team assessment: The evolution of the program was outlined in writing and discussion. To date, the program has been created by professors Pearson and Belton with minimal involvement by faculty, however, both professors Pearson and Belton have been involved with the program with the goal of achieving accreditation and have created an evolution of curriculum, evaluation, modification, advancement of the discipline and both are licensed architects.

While the program has a professional emphasis, aspects of critical thinking, history, or cultural development may be lacking simply because of the size of the faculty and its ability to cover the breadth of subject matter.

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION

Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.

In the event a program relies on the preparatory/pre-professional educational experience to ensure that 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. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files.

[X] Not Yet Met

2013 team assessment: The team understands that the Graduate Program Director evaluates applications from students with pre-professional degrees by comparing their prior course work to the UDC curriculum, but the team did not see any documentation of this process

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees

In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the 2009 NAAB Conditions for Accreditation, Appendix 5.

[X] Not Yet Met

2013 team assessment: The team assumes that this requirement may not yet be required, since the school does not yet offer an accredited degree. No such language was found among the program literature. Nevertheless, there is a statement on the program's website suggesting that the degrees lead to licensure, "our master's degree program in architecture has a track that can meet your needs and place you on the path to professional licensure in the field."
(see: www.udc.edu/programs/architecture_masters.)

II.4.2 Access to NAAB Conditions and Procedures

In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:

The 2009 NAAB Conditions for Accreditation

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Not Yet Met

2013 team assessment: The team did not find evidence that this condition has been met.

II.4.3 Access to Career Development Information

In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:

www.ARCHCareers.org

The NCARB Handbook for Interns and Architects

Toward an Evolution of Studio Culture

The Emerging Professional's Companion

www.NCARB.org

www.aia.org

www.aia.org

www.acsa-arch.org

[X] Not Yet Met

2013 team assessment: The team couldn't find these links on the school website.

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 available to the public:

All Annual Reports, including the narrative

All NAAB responses to the Annual Report

*The final decision letter from the NAAB
The most recent APR
The final edition of the most recent Visiting Team Report, including attachments and addenda*

These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.

[X] Not Yet Met

2013 team assessment: As a re-candidate, the program has no history of such reports, save the current APR. The team did not confirm availability of the APR to the public.

II.4.5 ARE Pass Rates

Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.

[X] Not Yet Met

2013 team assessment: ARE pass rates were not published on the school's website. This requirement seems premature for the program, given that they are yet to be accredited. That said, many graduates of the program's non-accredited degree(s) have indeed become licensed in states that allow it (e.g., Maryland).

III. Appendices:

1. Program Information

[Taken from the *Architecture Program Report*, responses to Part One: Section 1 Identity and Self-Assessment]

A. History and Mission of the Institution (I.1.1)

Reference University of the District of Columbia, *APR*, pp 6.

B. History and Mission of the Program (I.1.1)

Reference University of the District of Columbia, *APR*, pp. 6-9.

C. Long-Range Planning (I.1.4)

Reference University of the District of Columbia, *APR*, pp. 20-23.

D. Self-Assessment (I.1.5)

Reference University of the District of Columbia, *APR*, pp. 23.

2. Conditions Met with Distinction
(list number and title; include comments where appropriate)

I.1.2 Learning Culture and Social Equity: The students enjoy and express a notable sense of respect and support—for/from each other and the faculty. Exemplifies the values and principles that motivate the Studio Culture ideal and Condition for Accreditation...even though they appeared unaware that there is a Studio Culture policy.

3. The Visiting Team

Team Chair, Representing the Academy
Michaele Pride, AIA, NOMA
Associate Dean for Public Outreach & Engagement
School of Architecture + Planning
University of New Mexico
2401 Central Av SE
Albuquerque NM 87131-0001
(505) 277-6470
mlpride@unm.edu

Representing the Profession
Jeff Potter, FAIA, Hon. AIA, Hon. RAIC, Hon. JIA
Vice President
POTTER Architecture, Landscape Architecture & Planning
4437 Cole Avenue
Dallas, TX 75205
(214) 226-0345
jeff@potter-architects.com

Representing the NAAB
Robert A. Boynton, FAIA
Boynton Rothschild Rowland Architects, PC
The Ironfronts, Suite 221
1011 East Main Street
Richmond, VA 23219
(804) 643-1977
(804) 643-1981 fax
rabfaia@aol.com

IV. Report Signatures

Respectfully Submitted,



Michaela Pride, AIA, NOMA
Team Chair

Representing the Academy



Jeff Potter, FAIA
Team member

Representing the Profession



Robert A. Boynton, FAIA
Team member

Representing the NAAB